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## Duties and Responsibilities 

- District Level Technology Support 
- School Level Technology Support - Supplements
1. MISSION AND VISION

All students succeed in academic, artistic and athletic endeavors. They are good citizens. The climate is healthy, and the environment is safe and nurturing. Every employee is appreciated, highly qualified, an effective communicator, and improves continuously to meet emerging needs of students. Each campus is safe, beautiful, and well-equipped for maximum learning. Parents and guardians are active partners in their students’ education. Communication is strong. There are well-established collaborative relationships with all people who care for children, including childcare centers, preschools, social service agencies, community members, businesses, organizations and institutions of higher education. Strong fiscal management and adequate funding ensure continuous improvement. Every member of this school community understands his or her role in achieving the desired results. Each contributes and shares responsibility for the learning and well-being of all.

1.1 The Monroe County School District’s incorporation of technology in the educational program will promote the effective use of technology to implement the Sunshine Standards to improve the performance of ALL students in order to fulfill the district’s mission statement.

“Our children live in a global, digital world – a world transformed by technology and human ingenuity. Many of today’s youngsters are comfortable using laptops, instant messaging, chat rooms, and cell phones to connect to friends, family, and experts in local communities and around the globe. Given the rapid rate of change, the vast amount of information to be managed, and the influence of technology on life in general, students need to acquire different, evolving skill sets to cope and to thrive in this changing society.” -from enGauge 21st Century Skills For 21st Century Learners

2. GENERAL INTRODUCTION/BACKGROUND

2.1 District Profile
A. Located at the southernmost tip of Florida with the Atlantic Ocean to the east and the Gulf of Mexico to the west, Monroe County has become a leader in educational technology out of necessity and due to a willingness to be innovative. Geographically, the county is made up of a series of islands (known as ‘keys’) connected by the Overseas Highway. This unique artery spans a total of 130 miles of roadway and contains 42 overseas bridges as it leaptfrogs from island to island. Due to the long, slender shape of the county and the logistical demands of moving from one place to another, there has been a gradual evolution into three distinct areas; the Upper, Middle and Lower Keys. Tourism accounts for the largest economic base in the Florida Keys with property values and cost of living ranking among the highest in the state.

B. The Monroe County School District spans the entire county and serves 8368 students, including charter schools. With the Administrative Offices being housed in Key West and a distance of 105 miles to the farthest school, it became necessary to find an efficient (in both time and dollars) method to communicate and provide educational services. Starting in 1992 with four schools receiving retrofit grants, the district has progressed to the point today where every facility and every desktop has access to the district’s Wide Area Network (WAN) and the Internet. For more information, the district maintains web-based demographic charts, graphs and tables on the district’s website at: www.keyschools.com – District Info – District Statistics (uploaded nightly).

C. In a locale that lacks direct contact with major universities and industries, the concept of connecting students to the “global village” became more of a requirement than an aspiration. If the mission of providing our students with the skills and knowledge needed for success in their chosen careers and/or educational experiences is to be realized, then the use of technology has to become transparent and the everyday expectation.

Using district data gathered in the fall of 2011, the Monroe County School District has 4345 instructional computers. The district ratio of students to modern computers is 1.9:1 and the district ratio of students to total computers is 1.8:1.

A “modern computer,” as defined by the Florida Department of Education in the 2010-11 Florida innovates Survey, is a computer that runs Windows XP SP2 or higher, Windows Vista or Windows 7, has an Intel Pentium 4 1.3GHz or faster processor, 512 MB of RAM, 500 MB available disc space, and 1024 x 768 screen resolution.
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*Based on information submitted by schools through the Florida Innovates survey.*
2.2 Planning Process – Development of partnerships with community, business and industry, and integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities:

A. Monroe County School District’s Technology Plan has been developed to support the mission and goals of the school district. What becomes important is not “How much technology do we have?” but rather “How is the technology we have contributing to the success of all students in achieving significant and measurable results?”

B. The District’s Technology Plan aligns with the state and national goals as listed on the Florida Innovates website (http://www.flinnovates.org/goals.html). Substantial progress has been made in achieving these goals, but much remains to be done before the goals become a reality for all students. The five Florida Department of Education technology goals are:

1. Digital Learning Environment - Engage students in their education in ways never before possible.
2. Instructional Leadership - Invest in leadership programs to develop technology savvy leaders at all levels of the educational system.
3. Florida’s Digital Educators - Empower educators with the skills necessary to integrate technology to improve students’ rates of learning.
4. Access to Technology - Expand access to innovative digital technologies and learning opportunities.
5. Infrastructure and Support - Establish that all public schools have the infrastructure that supports dedicated, high-speed connections to the point of learning, and provide “just-in-time” technology support.

C. The rate at which technology is changing requires an ongoing revision process to ensure that the plan meets current and anticipated needs. Planning for the skillful integration of new technologies into the classroom requires a vision for the future.

D. In the development of this on-going plan, a conscious effort was made to look at the entire educational system in the district. It is important to understand that each part of the system plays a vital role in contributing to the success of the entire organization. To ensure that this broad view was obtained, the makeup of the committee charged with writing the technology plan included members from all parts of the system. Special efforts have been made to insure that the voices of those who are least able to advocate for themselves are heard loud and clear.

E. The District Technology Committee serves in a leadership capacity to develop a plan, policies and procedures that support the vision, goals and strategies that support the integration of technology in all phases of the educational process.

2.3 Collaboration with existing adult literacy service providers to maximize the use of technologies and project resources:

A. The District Technology Committee is representative of all phases of education: Superintendent’s Team, Directors, Administrators, Principals, Teachers, Information / Instructional Technology Services, Instructional Services, School Office Staff, Technicians,
Maintenance, Vocational and Adult Education and Alternative Education, and parents. The team meets as needed throughout the year and prepares a revised technology plan to be presented to the executive directors and school board on an annual basis.

B. Collaboration is on-going. Technology committee members are responsible for sharing issues with representative groups and reporting back to the team. A website has been developed with interactive agendas and links to provide supporting information for teachers, parents and the community. The website is updated by the Information/Instructional Technologies Department. www.KeysSchools.com/tech/DistrictTechTeam/tech.htm

3. NEEDS ASSESSMENT / GOALS

3.1 Description of Information-based processes used for determining Monroe County Schools instructional and administrative telecommunications and technology needs:

A. The district annually assesses technological needs based upon the results of needs assessment surveys conducted at each school or district facility. The district participates in completion of the Florida Department of Education's Florida Innovates District Technology Survey. In addition, instructional personnel will be completing an online performance-based tool, the "Inventory of Teacher Technology Skills" (ITTS), available at www.flinnovates.org, that evaluates a teacher’s technology skills based on the indicators from the National Educational Technology Standards (NETS). The District’s Strategic Plan, along with results from the Florida Innovates Technology Survey and ITTS are evaluated by the District Technology Committee. Schools can access their evaluation results for site-based decision-making.

B. A school’s technology plan is an integral part of its School Improvement Plan (SIP). The schools use their technology plans to prioritize technology acquisitions based on district-wide technology standards as developed by the District Technology Committee. Research conducted by outside organizations (e.g. The Gartner Group, the Florida Department of Education, the International Society for Technology in Education, and The BellSouth Foundation) also provides a basis for technology-related decisions.

C. Needs for assistive and adaptive technology are identified through an ongoing process conducted by a multidisciplinary assessment team of education professionals, therapists, family members, and in some cases, the student. During the assessment process, goals from the student’s Individual Education Plan (IEP) and the classroom requirements are analyzed to identify what is needed to accomplish the goals. Dependent upon the challenges identified, assistive / adaptive technology devices are used with an individual student in order to provide the appropriate assistive technology to meet the student’s needs.

The Monroe Assistive Technology Team (MATT) is comprised of a group of professionals with expertise in all areas of assistive technology which includes: alternative / augmentative communication, computer access, fine motor, seating and mobility. Students are considered for Assistive Technology through the IEP process.

Assistive Technology is "considered" annually as part of each IEP. If the IEP team feels that more information is needed, they may choose to refer the student for a full Assistive Technology assessment. If low tech solutions are available at the school site or can be obtained,
a full assessment is not necessary. Trails of equipment are encouraged with feedback from teachers before a full assessment is requested. The Assistive Technology team has extensive training in the use of low through high technology devices. When an AT evaluation is completed, it is discussed at an IEP meeting and implementation, follow-up and training are provided at the respective school site(s). The Assistive Technology teams meet each Friday and conducts evaluations from Key West to Key Largo in all Public and Charter schools as needed.

There are three local assistive technology specialists (LATS) on the MATT. This includes a part-time Assistive Tech Specialist for the district, a Registered Physical Therapist (RPT) in the Lower Keys, and a Certified Occupational Therapy Assistant/Licensed (COTA/L) also in the Lower Keys. They provide expertise in all areas of AT with specialization in Speech/Language, Physical Therapy and Occupational Therapy. The team has maintained a state AT satellite lab in Key West. They assess students in need of Assistive Technology, and provide technical assistance, collaboration, and professional development district-wide. The team strives to stay apprised of new technology in all areas of disabilities by sending one or more members to either ATIA, Closing the Gap, or RESNA each year. Currently Sharon Day has RESNA credentials; Rehabilitation Engineering and Assistive Technology Society of North America certification since 2001 as an Assistive Technology Professional.

D. The National Instructional Materials Accessibility Standard (NIMAS) is a technical standard used by publishers to produce source files (in XML) that may be used to develop multiple specialized formats (such as Braille or audio books) for students with print disabilities.

The source files are prepared using Extensible Markup Language (XML) to mark up the structure of the original content and provide a means for presenting the content in a variety of ways and styles. For example, once a NIMAS fileset has been produced for printed materials, the XML and image source files may be used to create Braille, large print, HTML versions, DAISY talking books using human voice or text-to-speech, audio files derived from text-to-speech transformations, and more.

The separation of content from presentation is an important feature of the NIMAS approach. In most cases, a human will need to enhance the source files to provide additional features needed by diverse learners as defined in a student’s IEP.

The various specialized formats created from NIMAS filesets may then be used to support a very diverse group of learners who qualify as students with print disabilities. It is important to note that most elementary and secondary educational publishers do not own all of the electronic rights to their textbooks and related core print materials and a copyright exemption allows them to deliver the electronic content of a textbook and the related core print materials to the NIMAC, a national repository which began operations on 12/3/06, as long as the publishers possess the print rights. NIMAS applies to instructional materials published on or after 7/19/06. Monroe County School District currently has access to these files through a membership to Learning Ally. If you need further assistance with NIMAS, please contact Michael D. Robinson or Sharon Day.
There are three local assistive technology specialists (LATS) on the MATT, including a part-time Assistive Tech Specialist for the district, a Registered Physical Therapist (RPT) in the Lower Keys, and a Certified Occupational Therapy Assistant/Licensed (COTAVL) in the Lower Keys. They provide expertise in all areas of AT with specialization in Speech/Language, Physical Therapy and Occupational Therapy. The team maintains a state AT satellite lab in Key West. They assess students in need of Assistive Technology, and provide technical assistance, collaboration, and professional development district-wide.

Assistive Technology (AT) and Universal Design for Learning (UDL) support is provided to Region 5, which includes Palm Beach, Broward, Miami-Dade, Monroe, Collier, and Lee Counties through a variety of face to face and online professional development activities, technical assistance, facilitated regional service collaboration meetings, and support for attending state-wide activities. Technologies, materials and resources are provided online, through site-based labs, and through loan libraries. These support services are provided for school personnel, therapists, local assistive technology specialists (LATS), and FLDOE project staff such as the Florida Diagnostic & Learning Resources System (FDLRS).

3.2 Identification of telecommunications services and technology infrastructure:

A. The MCSD (Monroe County School District) Integrated Services Network provides a Wide Area Network (WAN) that combines data, voice, and video conferencing services over a high speed fiber optic network. Monroe County Schools and facilities are interconnected using single mode dual fiber ring which employs spanning-tree technology for redundancy. The gigabit Ethernet fiber backbone provides gigabit speed and bandwidth to each node on the Monroe County School District WAN. This bandwidth is allocated for the above network resources using ACL, QoS protocols and packet shaping technologies. MCSD has a VoIP phone system that leverages the high speed WAN and allows five (5) digits dialing between sites, a global address book linked to LDAP, Tele-Worker remote network phones and many other features.

B. Monroe County Schools Local Area Network (LAN) architecture is replicated at every school and the major facility in the district. MCSD has constructed schools infrastructure with multimode fiber optics backbone, to the classroom walls, with CAT5 and CAT6 to all desktops. Wireless technologies allow access (36Mb) from all remote locations, including the Keys Center Academy, alternative education and vocational sites, and most of our district charter schools.

C. Using the infrastructure of the wide area network, the Monroe County School District has bridged the distances between school sites by implementing videoconferencing. Ten Polycom videoconferencing units have been placed in the district: at the District Administration Building (2), Key West High School, Sugarloaf School, Switlik Elementary School, Marathon High School, Plantation Key School, Coral Shores High School, and Key Largo School. Two-way interactive video enables interaction between sites, encouraging collaboration while limiting travel. In order to facilitate multi-point conferencing, a router and a multipoint conferencing unit (MCU) have been installed at the Administration Building.
3.3 District Technology Goals:

A. Emphasizing 21st Century Technology Skills

In the past, it was not considered essential for every student to learn rigorous content. Many jobs were available for students with minimal academic skills. In today's information age, jobs that once required only low levels of reading and mathematical skills now require higher-level skills. In the future, there will be more to know and more to answer.

Monroe County School District believes that 21st century technology skills do not make up an additional course, but rather they must be integrated within the traditional curriculum in order to be authentic.

The curriculum must be infused with skills necessary for living and working in an ever-changing society. Relevant, real world education curriculum should include:

- information and communication skills
- thinking and problem-solving skills
- interpersonal and self-directional skills

With that in mind the Monroe County School District defines 21st Century skills as:

1. Using technology effectively to access, evaluates, process and synthesize information from a variety of sources.
2. Utilizing a variety of technology tools in effective ways to increase creative productivity.
3. Demonstrating a sound conceptual understanding of the nature of technology systems and view themselves as proficient users of these systems.
4. Using communication tools to reach out to the world beyond the classroom and communicate ideas in powerful ways.
5. Utilizing technology to identify and solve complex problems in real-world contexts.
6. Understanding and modeling positive, ethical use of technology in both social and personal contexts

B. Meeting Goals of the Balanced Scorecard

The District Technology Committee developed technology-based strategies to support each goal area and shared with executive staff, directors, principals and program specialists.

Goal Areas, Objectives and Technology Action Plan Strategies:

1. Mastery of Curriculum - Schools will meet AYP and grade of A on Florida's A+ Plan

   Students will be technology literate as defined by state of Florida guidelines by the end of the 8th Grade (EETT Primary Goal).
Technology Strategies:

- Consistently evaluate, research, and implement high quality curricular, technological, and social programs.
- Maximize the use of the programs designated as core curriculum resources, monitor progress and support with appropriate professional development.
- Identify and train district/school personnel with technical specialization for courseware.
- Provide students adequate access to networked resources, strategically planning extended use of computer labs beyond the regular day.
- Utilize established protocols including appropriate data analysis and reporting software to identify, assist and track performance of struggling students through progress monitoring.
- Provide students appropriate research and reference resources delivered through a variety of technologies.
- Ensure that teachers are provided with the tools and skills to deliver challenging, timely and effective educational experiences. Provide administrators and teachers with devices to plan and manage instruction anytime, anywhere, and anyplace.
- Provide district support for on-going, accessible staff development opportunities to integrate educational technology.
- Identify, showcase, and disseminate information on model classrooms or facilities where teachers and staff may observe first-hand the impact of technologies on student achievement and student success.
- Promote the acquisition and implementation of interactive whiteboards to enhance classroom instruction and engage students through interactive learning.
- Provide supporting courseware for ESE, ESOL and multicultural students. Encourage implementation of appropriate courseware both for ESOL students and their families.
- Provide students instructional strategies to determine the validity and accuracy of research and reference resources delivered through a variety of technologies.
- Provide teachers with access to individualized student FCAT data to plan instructional strategies that promote student achievement, with a long term goal of building a Data Warehouse by selecting operational data to be used for administrative decision-making and adhoc reporting.
- Expand and promote the use of a comprehensive student management system that provide teachers and parents with access to instructional management, standardized student reporting and assessment data, including grades, attendance and schedules.
- Maintain and support a district-wide circulation, cataloging and textbook system (Destiny) and continue to explore developing technologies as they relate to media services.
- Continue to seek grants to provide funding for research-based, successful initiatives aligned to national standards.

2 Students will Compete Nationally
Increasing students and performance on SAT/ACT/AP

Technology Strategies:

- Identify resources to provide diagnostic, prescriptive instruction and monitoring of Scholastic Aptitude Test (SAT) / American College Test (ACT) practice including but not limited to KAPLAN, online PSAT resources, and AP College Board resources.
- Provide students with access/tools to resources for SAT ACT review, during and beyond the school day.
• Provide teachers and students with access/tools to resources for Advanced Placement (AP) courses which may include Florida Virtual Learning (FLVS) opportunities.
• Utilize and provide training to teachers for programs such as AP Potential and PSAT/SAT/ACT score analysis.
• Monitor Bright Futures and National Merit scholarship recipients and provide opportunities for equal accessibility of technology for all students.
• Facilitate and implement post-secondary readiness expectations into technology and hardware/software in the classroom.

3 Graduation Rate
Technology Strategies:
• Provide K-12 students access to hardware, courseware and internet resources to enable students to move successfully through the Student Progression Plan.
• Manage technology resources to ensure materials for middle school core course requirements and high school graduation requirements are available at each secondary school site.
• Provide training in the management/use of district’s courseware that supports both course and credit recovery to include, but not limited to: Blue Ridge, FATDEC, FLVS, and My District FLVS.
• Support the hardware needs to facilitate online testing as required by the Florida Department of Education to include end-of-course exams, FCAT, and progress monitoring, including Thinkgate and FAIR.
• Explore the extended use of the Performance-Based Exit Option, including Test for Adult Basic Education (TABE) online testing.
• Encourage Professional staff to utilize available data reporting systems to monitor students as they progress through the Monroe County School system.

4 Workforce Development – OCP completions in Vocational Programs
Technology Strategies:
• Extend the modules in the high school vocational labs to include technology certifications that will provide students with the basis to find high paying technology-related jobs after graduation (i.e. A+, CNE, MCSE, Cisco).
• Evaluate new courseware (i.e. web-based, distance learning, programming, multimedia-based), including those aligned to vocational courses.
• Identify specific needs and resources for Occupational Completion Point (OCP) courses: Video Production, Culinary Arts, Technology, Childcare, Construction, Marine Mechanics, and Cosmetology.
• Provide parents and the community with access to district technology resources to promote lifelong learning.

5 External Communications
Technology Strategies:
• Support, monitor and evaluate the communication system through Blackboard Connect.
• Maintain a district website that provides an interactive classroom resource to teachers and provides Monroe County residents and visitors with up-to-date information concerning all educational aspects of the school district by utilizing a web-hosted solution (e.g. SchoolFusion) that provides parents with a digital dashboard to access curriculum and event
information specific to their child (ren).

- Maintain an instructional television channel (Comcast Cable channel 78) that provides all
cable users with 24/7 educational programming that includes recent board meetings and
workshops, events, activities and emergency information.

- Explore webcasting and podcasting as possible methods of distribution for instructional
television programming, including school board meetings and workshops.

- Explore broadening local production of school and district educational videos for potential
broadcast on the district’s cable channel.

- Conduct a yearly survey that provides feedback on all aspects of the communications plan
district-wide.

- Provide parents with grade/attendance information through the Pinnacle Internet Viewer
and e-mail notification system.

- Recognize administrators, teachers of effective technology and staff who have
demonstrated effective use of technology. Share best practices of effective technology
through district administration, websites, newspaper articles, educational television
programming, and school advisory councils and faculty meetings.

- Continue to support, maintain, and encourage the use of video conferencing district-wide to
facilitate communication.

6 Safe and Enriching Learning Environment

Technology Strategies:

- Optimize use of cameras strategically placed at all schools and facilities to decrease
vandalism and burglary incidents.

- Provide technological tools to support 21st Century instruction (See appendix for 21st
Century Classroom).

- Provide access to student devices as needed in every content area.

- Provide adaptive equipment for all special needs students.

- Monitor and evaluate status of technology tools available (i.e. Florida Innovates survey).

- Implement a student technology usage assessment that will identify and assess the NETS
standards for students (e.g. ST2L – Student Tool for Technology Literacy).

- Implement a teacher technology usage assessment that will identify and assess the NETS
standards for teachers (e.g. ITTS – Inventory of Teacher Technology Skills).

- Provide curriculum and resources to integrate internet safety curriculum into K-12
classroom instruction.

7 Business and Community Affiliation

Technology Strategies:

- Support the Take Stock in Children Program by updating the website with articles,
information, and an online application.

- Provide resources for volunteers, business partnerships, and scholarship information.

- Implement and support volunteer computer-based sign-in system that verifies and
document individual providing volunteer services at schools (VISA).

8 Effective Financial Processes

Technology Strategies:

- Support TERMS as the financial, human resources and student management system

- Expand and support the use of the eHRPortal in automating and managing budget
allocations and employee forms, and workflow.

- Increase Grant Funding to provide funds for projects and programs.
- Support videoconferencing to facilitate collaborative meetings in order to reduce time and funds expended for travel for teachers, staff, and administrators.
- Explore workflow systems for financial and business applications, including tracking of district and school contracts and fundraising events.

9 Effective Use of Curriculum

Technology Strategies:

- Support and maintain a web-based instructional delivery system (K.I.D.S - Keys Instructional Delivery System) using Riverdeep’s Learning Village as a framework for courses, unit plans, lesson plans, activities and resources.
- Support and maintain a Microsoft SharePoint site dedicated to Instructional Services information, including teacher access to K.I.D.S. from grade level or subject area specific links.
- Continue to expand curriculum resources on the district’s website.

10 Effective Human Resources Delivery

Technology Strategies:

- Continue and expand the use of PATS system, increasing the actual numbers that qualify for job both teachers and paraprofessionals, providing 24/7 availability through district’s website - www.KeysSchools.com.
- Provide accessibility of electronic personnel files through the use of PATS and Optiview - scanning personnel files.
- Expand and train on the use of the eHRPortal, providing all needed documents available for teacher/staff on-line in one location.
- Support and maintain a web-based management system for tracking in-service, providing teachers with up-to-date information on certification, endorsements, professional development opportunities and in-services points (mylearningplan.com).
- Research, develop, prepare and set guidelines to provide relevant professional development programs, including the successful integration of technology and use of a variety of co-curricular activities using different learning modalities.
- Create and update staff development components for the District Master In service Plan that target new emerging technologies and methodologies. These components will be reviewed periodically, and will be updated by the Student Services and Curriculum department, with final approval by the Superintendent and School Board.
- Support, coordinate, and attend regional, state and national conferences that promote best practices and offer progressive innovative programs, promoting the use of technology to enhance instruction and job-related skills.
- Provide district support for on-going, accessible staff development opportunities to integrate educational technology into instruction.
- Encourage schools to examine their school calendars and daily schedules in order to provide on-going job-embedded staff development opportunities. Explore scheduling possibilities, including early release days, to provide opportunities for staff development at optimal times and locations.
- Fund professional development by identifying funding sources from local, state, and federal programs, grants, and support by business partners.
• Support, monitor, and evaluate fingerprint and vendor ID badges used for all school vendors and volunteers, complying with recent DOE requirements.
• Provide access to online system for teachers to interactively request substitute personnel (SubFinder).

11 Effective District Services

Technology Strategies:
Facilities/Maintenance
• Use systems to provide a documentation of the variance of the construction budget to actual expenses.
• Monitor and manage construction projects to ensure completion on time.
• Conduct and evaluate a post-construction survey to rate satisfaction.
• Conduct and evaluate a facility cleanliness assessment.
• Manage and monitor emergency and non-emergency work orders through the use of the TEAMWorks software program.

Purchasing/Food Service Program
• Monitor and support use of Horizons and Fast-Lane software for lunches and Horizons interface with AS400 nightly file upload.
• Monitor and support use of Rocket Scan software and scanning system for quick processing of “free and reduced” lunches.

Transportation
• Monitor and support use of Verizon cell phone systems and radio links.
• Monitor and support bus security camera systems.
• Provide access/sharing of bus video clips for follow-up procedures.
• Monitor and support the use of Tires software programs.
• Monitor and support the use of EduLog for monitoring field trips, bus routes and sporting events where busses are needed.
• Use technology to provide professional development for bus drivers, using interactive DVD and videos for training.

Information/Instructional Technology
• Manage and monitor network physical and logical security, LANs, WANs through HP Openview and HP ProCurve Manager.
• Monitor and manage the IT Helpdesk from web-based help desk applications.
• Monitor security of campuses through web-based security system.
• Support the use of Packeteer and IBoss network appliances for filtering application-layered software on MCSD WAN and LAN.
• Support a fail-over Firewall system.

Benefits Services
• Provide documents, forms and insurance information on the website for access by all employees.

Payroll Services
• Provide documents, forms and information on the website for access by all employees.

4. FUNDING PLAN

4.1 Major Sources of Technology Funding
A. Recurring Funding

1. Local and State Taxes
2. School Allocations - salaries for technical support, technology resource teacher supplements
3. School and department general operating fund budgets
4. Capital Outlay for equipment for new sites and wings
5. Furniture, fixtures, and equipment funds allocated to schools and departments
6. State funding
7. Categorical and legislative fund set-asides (i.e. Eisenhower, Title 1)
8. Instructional textbook funds - that portion which is used for educational software
9. E-Rate Funding
10. NCLB/EETT "Enhancing Education Through Technology" funding

B. Non-recurring Funding

1. Competitive grant and special fund opportunities
2. Business and Community partnerships - providing equipment, technical support and training
3. University, state, and private agencies have been instrumental in supporting educational technology. Some of the more notable contributors have been FKCC, UCF, USF, FSU, FIRN2, AT&T, Comcast, and Mercury Marine
4. Parent and business partner donations

4.2 Budget to Acquire and Maintain Hardware, Software and other Services Needed to Implement Strategies for Improved Educational Services:

The total budget for all technologies is $2,026,210. This equates to $245.57 per student / per year to support technology hardware and software.

<table>
<thead>
<tr>
<th>2012-2013 CAPITAL TECHNOLOGY BUDGET I.T. DEPARTMENT</th>
<th>I.T. Dept Items</th>
<th>Other Department Items</th>
<th>Project Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3016-Wide Area Network Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAN/WAN Equipment Upgrades &amp; Replacements-Capital Equipment</td>
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<tr>
<td>LAN/WAN Equipment Upgrades &amp; Replacements-Non Capital Equipment</td>
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<tr>
<td>Disaster Recovery - Data Outsourcing Off site storage-DMS billing</td>
<td>63,000.00</td>
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<tr>
<td>LAN wireless, switches, Routers &amp; Maintenance - Including jade</td>
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<tr>
<td>Marrow &amp; Marrow Erate Consultant</td>
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<tr>
<td>1-Boss Content filtering 6000 seats - DMS billing</td>
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<tr>
<td>Blue Coat Maintenance</td>
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<tr>
<td>Openview-Maintenance</td>
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<tr>
<td>Additional Symantec Enterprise Vault Licenses</td>
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<td><strong>3016 TOTAL BUDGETDED</strong></td>
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<td><strong>273,574.00</strong></td>
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<tr>
<td>3021-Network Administration and Security Software Applications</td>
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<tr>
<td>I.T. Dept Items</td>
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<td>Other Dept Items</td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Aero:live SW</td>
<td>1,000.00</td>
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<tr>
<td>Crystal Reports</td>
<td>5,300.00</td>
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<tr>
<td>Domino Enterprise lotus notes Lic</td>
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<tr>
<td>Experts Exchange</td>
<td>300.00</td>
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<tr>
<td>Issue Trk - Help desk software renewal due</td>
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<tr>
<td>Mission Critical SW support</td>
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<td>School Fusion - Web Hosting system E Rate discounted</td>
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<td>School Vue</td>
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<td>SmartNet</td>
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<td>Snagit - Camtasia Studio</td>
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<td>Symantec Back Up Exec</td>
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<td>Vessprio-Vanger maintenance</td>
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</tr>
<tr>
<td>Secure site renewal for webmail.monroe.k12.fl 3yr renewal</td>
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<tr>
<td>Secure site renewal for portal.monroe.k12.fl 3yr renewal</td>
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**3021 TOTAL BUDGETED** | 79,182.00 | 79,182.00 |

**3023 PERMANENT RECORDS SOLUTIONS**

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<tbody>
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<td>Scanner Replacements</td>
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<tr>
<td>Software Support/Records Shredding</td>
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<tr>
<td>Optiview/Optispool Maintenance</td>
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<tr>
<td>EZ-Pickins-Spoil Explorer, File Flash, Typing Ace-Prasto/HER portal</td>
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<tr>
<td>PATs HR Portal Renewal &amp; Enhancements</td>
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**3023 TOTAL BUDGETED** | 108,025.00 | 158,025.00 |

**3025 Wide Area Network Communications**

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<th>I.T. Dept Items</th>
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<td>BlackBoard Connect-Emergency Notification System</td>
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<tr>
<td>Comcast</td>
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<tr>
<td>FIRM ISP Connection 100MPB DMS Billing</td>
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<td>Global Star Satellite phone Service</td>
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<tr>
<td>IP Phone System Support &amp; Maintenance</td>
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<td>IP Phone Replacements</td>
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**3025 TOTAL BUDGETED** | 227,149.00 | 227,149.00 |

**3028- Admin Resources**

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<td>AS/400 Consortium TERMS Maintenance</td>
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<tr>
<td>Software Enhancements</td>
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<td>Certica Class Size Monitoring</td>
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<tr>
<td>IBM -AS400 model 525 Maintenance</td>
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<tr>
<td>Maxava (No Max)</td>
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</table>

**3028 TOTAL BUDGETED** | 128,863.00 | 128,863.00 |

**3036- ITV Equipment**

<table>
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<th>I.T. Dept Items</th>
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<tr>
<td>Tiltron-Service &amp; Support Synergy</td>
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<td>PAEC-FL Education Channel Dish Network User fee</td>
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**3036 TOTAL BUDGETED** | 3,072.00 | 3,072.00 |

**3042-Instructional Services/Curriculum Software Applications**

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<tbody>
<tr>
<td>Read 180-11 schools</td>
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**Page 19**
<table>
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<tr>
<th>Item</th>
<th>L.T. Dept Items</th>
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<tr>
<td>Renaissance Place</td>
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<td>31,000.00</td>
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<td>Credit Recovery</td>
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<td>75,000.00</td>
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<td><strong>3042 TOTAL BUDGETED</strong></td>
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<td>127,000.00</td>
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<tr>
<td>3351-Wide Area network equipment support/maintenance</td>
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<td>ID Card printer Hardware Maintenance- Personnel Dept</td>
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<td>Post warranty equipment maintenance</td>
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<td>Printer -Finance Dept Line Printer</td>
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<td>Printer Maintenance-Mic Printers IT &amp; Finance</td>
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<tr>
<td>Printer-IT Line Printer</td>
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<tr>
<td>Uninterrupted power supplies (AS/400/Servers)</td>
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<tr>
<td>Smart UPS/New Cooling units &amp; Unit 2</td>
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<tr>
<td>ID Card printer Software Maintenance</td>
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<td><strong>3351 TOTAL BUDGETED</strong></td>
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<tr>
<td>3601 Management &amp; Professional Development Software Applications</td>
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<tr>
<td>Follett/Textline Manager - Media Checkout &amp; textbook accounting</td>
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<td>My Learning Plan</td>
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<td>Performance Measures</td>
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<td>Microsoft Licenses Renewals</td>
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<td>Nettraker</td>
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<td>9,627.00</td>
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<td>Pinnacle Gradebook License renewal- Global Scholar</td>
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<td>27,000.00</td>
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<td>Pinnacle gradebook support-Help request L-3</td>
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<tr>
<td>Communications</td>
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<td><strong>3602 TOTAL BUDGETED</strong></td>
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<td>183,827.00</td>
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<td>3352-District Wide HP Leases</td>
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<td>HP Lease Schedule#130854000011 VM Ware Domain Controllers Services payment 2</td>
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<tr>
<td>HP Lease Schedule#130854000014 System Center Configuration Manager Services payment 2</td>
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<td>17,436.57</td>
<td>17,436.57</td>
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<td>3274 KEY LARGO SCHOOL PA SYSTEM</td>
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<tr>
<td>PA SYSTEM replacement</td>
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<td><strong>3016 TOTAL BUDGETED</strong></td>
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<td>350,000.00</td>
<td>350,000.00</td>
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<td>Technology Capital Budget IT Department Totals</td>
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<td>Totals</td>
<td>1,392,265.57</td>
<td>438,265.00</td>
<td>1,830,530.57</td>
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</table>
4.3 E-Rate

Background:

The Telecommunications Act of 1996 expanded the obligation of telecommunications providers to make available discounted services to the nation's schools and libraries.

This initiative became known as the E-Rate (Education Rate) program. The Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC) administer it. E-Rate program funded technology discounts to K-12 schools amounts to approximately $2.9 billion annually.

To-date, the requirements are extremely rigid, with every form and document scrutinized. Millions are being spent on the management and auditing of this program and continual efforts are being made to disband the program. This forces districts to have a contingency budget each year for the total funding, in case legislation changes and the program is no longer in existence.

What Services is Eligible?

Eligible products and services under E-Rate fall into one of three categories: Telecommunications, Internet Access, and Internal Connections. Both the Telecommunications and Internet Access categories are considered Priority One services and are normally funded every year for all applicants. In 12 years, the funding has never included internal connections for Monroe County - that funding has always been for rural and urban communities with 80% or above participation in free and reduced program.

Who is Eligible to Receive Discounts?

All K-12 schools and libraries are eligible unless they are for profit, or have endowments exceeding 550 million. An approved application is eligible for a minimum of 20% up to a maximum of 90% based upon the school’s participation in the National School Lunch Program (NSLP).

Monroe County School District has filed for E-Rate funding for 13 years, starting with a 67% discount the 1st year. The discount for the 2011-2012 year is 70%. The calculation for this program comes from the Purchasing / Food Service Department to document those families qualifying for the free and reduced lunch program. The IT Director compiles the information and tabulates the percentages.

The following chart shows the discounts by school – 70% is the average for this year – all services applied for are shared between the schools and district. The calculations are provided from the Florida Department of Education database, which was collected from the Food Service sections of the school districts. It is data that follows the National School Lunch Program (NSLP) policy. The Free and Reduced Lunch Program data contained within the Form 4A datasheets on the web page (http://www.tbdog.org/educate/worksheets.asp) are derived from the NSLP data.
<table>
<thead>
<tr>
<th>Name of Eligible School</th>
<th>Entity Number</th>
<th>Urban or Rural</th>
<th>Total # of Students</th>
<th>Eligible for NSLP</th>
<th>Eligible for NSLP (Ca. 5 + Ca. 4)</th>
<th>% from NSLP</th>
<th>Weighted Product for Calculating Shared Discount (Col. 4 x Col. 7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIG PINE ACADEMY</td>
<td>36484</td>
<td>R</td>
<td>198</td>
<td>51</td>
<td>26%</td>
<td>80%</td>
<td>117.6</td>
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<tr>
<td>CORAL SHORES HIGH SCHOOL</td>
<td>36599</td>
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<td>742</td>
<td>209</td>
<td>28%</td>
<td>60%</td>
<td>445.2</td>
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<tr>
<td>GERALD ADAMS ELEMENTARY</td>
<td>36479</td>
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<td>517</td>
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<td>76%</td>
<td>90%</td>
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<td>GLYNN ARCHER ELEMENTARY</td>
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<td>280</td>
<td>58%</td>
<td>80%</td>
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<td>HORACE O'BRYANT MIDDLE</td>
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<td>KEY LARGO SCHOOL</td>
<td>36469</td>
<td>R</td>
<td>921</td>
<td>529</td>
<td>57%</td>
<td>80%</td>
<td>736.8</td>
</tr>
<tr>
<td>KEY WEST HIGH SCHOOL</td>
<td>36476</td>
<td>R</td>
<td>1,185</td>
<td>440</td>
<td>37%</td>
<td>70%</td>
<td>829.5</td>
</tr>
<tr>
<td>MARATHON HIGH SCHOOL</td>
<td>36487</td>
<td>R</td>
<td>594</td>
<td>324</td>
<td>55%</td>
<td>80%</td>
<td>475.2</td>
</tr>
<tr>
<td>MONTESSORI ELEM CHARTER</td>
<td>213268</td>
<td>R</td>
<td>103</td>
<td>8</td>
<td>8%</td>
<td>50%</td>
<td>51.5</td>
</tr>
<tr>
<td>PLANTATION KEY SCHOOL</td>
<td>38598</td>
<td>R</td>
<td>477</td>
<td>157</td>
<td>33%</td>
<td>60%</td>
<td>286.2</td>
</tr>
<tr>
<td>POINCIANA ELEMENTARY</td>
<td>36478</td>
<td>R</td>
<td>614</td>
<td>303</td>
<td>49%</td>
<td>70%</td>
<td>429.8</td>
</tr>
<tr>
<td>SIGSBEE ELEMENTARY SCHOOL</td>
<td>36472</td>
<td>R</td>
<td>407</td>
<td>42</td>
<td>10%</td>
<td>50%</td>
<td>203.5</td>
</tr>
<tr>
<td>STANLEY SWITLIK ELEMENTARY</td>
<td>36485</td>
<td>R</td>
<td>544</td>
<td>375</td>
<td>69%</td>
<td>80%</td>
<td>435.2</td>
</tr>
<tr>
<td>SUGARLOAF SCHOOL</td>
<td>36483</td>
<td>R</td>
<td>613</td>
<td>285</td>
<td>43%</td>
<td>70%</td>
<td>429.1</td>
</tr>
<tr>
<td>Keys Center</td>
<td></td>
<td>Cat.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TREASURE VILLAGE MONTESSORI</td>
<td>201393</td>
<td>Cat.</td>
<td>208</td>
<td>26</td>
<td>13%</td>
<td>50%</td>
<td>103</td>
</tr>
<tr>
<td>Ocean Studies Charter</td>
<td></td>
<td>R</td>
<td>37</td>
<td>3</td>
<td>8%</td>
<td>50%</td>
<td>18.5</td>
</tr>
<tr>
<td>Key West Collegiate Charter</td>
<td></td>
<td>R</td>
<td>25</td>
<td>6</td>
<td>24%</td>
<td>80%</td>
<td>15</td>
</tr>
<tr>
<td>Academic Connections</td>
<td></td>
<td>R</td>
<td>35</td>
<td>29</td>
<td>83%</td>
<td>90%</td>
<td>31.5</td>
</tr>
</tbody>
</table>

Totals for calculating weighted average:

<table>
<thead>
<tr>
<th>Discount</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>8,342</td>
<td>5904.3</td>
</tr>
</tbody>
</table>
### Monroe County School District Timeline:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person(s) Responsible</th>
<th>Form</th>
<th>FY 2013 Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Plan</td>
<td>District Technology Team</td>
<td></td>
<td>E-Rate and FL DOE require a district technology plan, following strict guidelines and organization. Plan must be approved by DOE and USAC-certified Technology Plan Approver each year. <a href="http://www.KeysSchools.com/TechPlan.pdf">http://www.KeysSchools.com/TechPlan.pdf</a></td>
</tr>
<tr>
<td>Attend E-Rate Update Seminar</td>
<td>Nicholas Osterhoud</td>
<td></td>
<td>MCSD also requires a school tech plan, found on school websites <a href="http://www.KeysSchools.com/schools/index.asp">http://www.KeysSchools.com/schools/index.asp</a></td>
</tr>
<tr>
<td>Attend E-Rate Update</td>
<td>Nicholas Osterhoud</td>
<td>Form</td>
<td>Window opened December 3. Forms posted at least 28 days before the filing of the Form 471. Monroe filed 2 - one for telecommunications and one for Internet access and web hosting.</td>
</tr>
<tr>
<td>Description of Services</td>
<td>Nicholas Osterhoud</td>
<td>Form</td>
<td>Window opened December 2011 - Requests completed and reviewed with Superintendent, submitted in January, 2012.</td>
</tr>
<tr>
<td>Work with Vendors to prepare</td>
<td>Nicholas Osterhoud</td>
<td></td>
<td>NICSD and SLC conference to review application - usually resulting in sending more documentation, contracts, etc. This is done prior to commitment of funding with official notice to NICSD of 471 approval.</td>
</tr>
<tr>
<td>Reports and Documentation</td>
<td>Nicholas Osterhoud</td>
<td></td>
<td>Received or postmarked no later than 120 days after the date of the Funding Commitment Decision Letter for services beginning July 1, 2013.</td>
</tr>
<tr>
<td>Request E-Rate Funding</td>
<td>Nicholas Osterhoud</td>
<td>Form</td>
<td>Forms completed and completed by both District and Vendor, pertaining to payment discounts, services</td>
</tr>
<tr>
<td>Review with Schools and Libraries</td>
<td>Nicholas Osterhoud</td>
<td></td>
<td>Services Start July 1. Review all invoices/bills - work with vendors to make sure discounts are taken and billing is correct. Usually takes about 2 months of bills to make corrections.</td>
</tr>
<tr>
<td>Funding Requests Received and Services Ordered</td>
<td>Nicholas Osterhoud</td>
<td>Form</td>
<td>Postmarked no later than 120 days after FCDL or 120 days after last service date, whichever is later.</td>
</tr>
<tr>
<td>Forms Completed for Vendor</td>
<td>Nicholas Osterhoud</td>
<td></td>
<td>BEAR forms are completed twice a year for reimbursement</td>
</tr>
<tr>
<td>Services Start</td>
<td>Nicholas Osterhoud and Clara Del Rio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms Completed During the Year, as services are delivered</td>
<td>Nicholas Osterhoud</td>
<td>Form</td>
<td></td>
</tr>
<tr>
<td>BEAR Forms</td>
<td>Nicholas Osterhoud</td>
<td>BEAR</td>
<td></td>
</tr>
</tbody>
</table>

*Page 23*
<table>
<thead>
<tr>
<th>Completed for Reimbursement</th>
<th>Osterhoudt</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Long Distance and Local Phone Service. This is done because of detailed work that needs to be done to collect bills, working with state DMS and Bell South. All other vendors provide discounted monthly bills.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Application Process Flow Chart**

Wait at least 28 days!

- Fill out Form 47B - RFP is posted, negotiate a contract for equipment or monthly services.
- Program Integrity Assurance - NPA Service.
- Technology Plan approved by certified equipment.
- Investor statement reviewed and equipment received.
- Receive disbursement to investor.
- Receive reimbursement by check or credit.

Key:

- RFP: Request for Proposal
- INP: Investor of Service Provider
- NPA: Program Integrity Assurance
- NRE: Investor Statement
- SP: Service Provider
- OAP: Investor or Service Provider
- FLD: Funding Limitation Document
- FP: Form SP
- NPM: Form 47B - National Program Manager
- NPI: Form 47B - National Program Participant
- LI: Form 47B - Limited 1-Year Agreement
- DE: Form 47B - D2E Agreement
- WK: Form 47B - Work Around
- KMC: Form 47B - Additional Equipment
- KMC: Form 47B - Limited 1-Year Agreement
- SP: Form 47B - Special Equipment

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## Services Ordered for 2012-2013 School Year – July 1, 2012 – June 30, 2013:

(Detailed information on Submitted Form 471’s – January, 2012)

<table>
<thead>
<tr>
<th>Vendor/Service</th>
<th>Yearly Pre-Discount Cost to District - Total Budget</th>
<th>70% Discount Requested</th>
<th>Budget Needed by District if 471 is Approved</th>
<th>How Vendor Disperses Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comcast Business Communications</td>
<td>Contract FL-14021-012408-08 - High Speed Connections between School Facilities and District Offices - 1000 G</td>
<td>$286,134</td>
<td>$201,694</td>
<td><strong>Discounted Bill</strong></td>
</tr>
<tr>
<td></td>
<td>Non-recurring for BPA &amp; TVM</td>
<td>$36,000</td>
<td>$25,200</td>
<td>$10,800</td>
</tr>
<tr>
<td>Bell South Tele(no AT&amp;T)</td>
<td>Tariffed - Local and 1-800 Lines</td>
<td>$13,347</td>
<td>$9,343</td>
<td>$4,004</td>
</tr>
<tr>
<td>Bell South Tele(no AT&amp;T)</td>
<td>Internet Access - up to 100 Mbps</td>
<td>$70,151</td>
<td>$49,106</td>
<td>$21,045</td>
</tr>
<tr>
<td>Qwest Communications (Through DMS)</td>
<td>Month to Month - Long Distance - SUNCOM</td>
<td>$3,472</td>
<td>$2,431</td>
<td>$1,041</td>
</tr>
<tr>
<td>Verizon Wireless</td>
<td>Month to Month - Cellular Service for Educational Use - Cell service, - Air cards, Buses</td>
<td>$97,719</td>
<td>$72,312</td>
<td>$25,407</td>
</tr>
<tr>
<td>School Fusion</td>
<td>Internet Service - Web Hosting</td>
<td>$15,000</td>
<td>$10,500</td>
<td>$4,500</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td><strong>$523,823</strong></td>
<td><strong>$370,586</strong></td>
<td><strong>$153,237</strong></td>
<td></td>
</tr>
</tbody>
</table>
**After the 486 is done, the District (IT Director, Consultant) works with vendors to complete proper paperwork to receive discounted monthly bills.**

* A BEAR form is completed with the SLD for reimbursement after bills are collected from Payroll. This is done every six months. Once the online BEAR is completed, the vendor signs off and then the SLD. A check is sent to the District. Purchasing deposits the check in an E-Rate account marked for technology expenditures. This is monitored by the Director of IT and the Director of Finance.

The number of phone lines documented as of January 21, 2012 is 267 (data from DMS and AT&T).

**Monitoring E-Rate**

The Monroe County School District IT Director is directly responsible for E-Rate and manages the entire process.

Reports are done annually for the district technology team and are included in the District’s Technology Plan, which is presented to the school board annually. The technology plan is sent to the Florida DOE and SLD for approval, ensuring that all requirements are satisfied under both entities.

E-Rate Discounts are done two ways, identified in the table above:

- After the 486 is done, the District (IT Director) works with vendors to complete proper paperwork to receive discounted monthly bills. The Director of IT and IT bookkeeper monitor bills to make sure the discount is given on the bills. If not, the IT bookkeeper works with the vendor to make sure all discounts are given.

- A BEAR form is completed with the SLD for reimbursement after bills are collected from Payroll. This is done every six months. Once the online BEAR is completed, the vendor signs off and then the SLD. A check is sent to the District. Purchasing deposits the check in an E-Rate account marked for technology expenditures. This is monitored by the Director of IT and the CFO.

4.4 NCLB:EETT – No Child Left Behind: “Enhancing Education Through Technology” –

A. NCLB: EETT project funds will be used in accordance with EETT PART 1 focus area specifications. A minimum of 25% of project funds will be allocated to provide ongoing, sustained, intensive, high-quality professional development. In the 2011-2012 school year, additional funds were made available through ARRA (American Recovery Reinvestment Act).

B. EETT/ARRA Budget

<table>
<thead>
<tr>
<th>Cost Area</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Learning Plan - PD Management System</td>
<td>$15,123.12</td>
</tr>
<tr>
<td>Renaissance Place – K-12 online ILS</td>
<td>$31,000.00</td>
</tr>
<tr>
<td>Net Fmasker DI – partial subscription for online digital content and lesson support</td>
<td>$3,073.91</td>
</tr>
</tbody>
</table>

**TOTAL** $49,197.03
5. TECHNOLOGY ACQUISITION PLAN

5.1 Identification of Appropriate Technologies: Through the use of needs assessment survey and goal setting, MCSD will identify appropriate technologies to meet the goals of the district’s instructional program. The MCSD District Technology Committee, which represents all school district peer groups, also evaluates and recommends new technologies, software and implementation plans to the MCSD IT staff. This group is instrumental in helping to write and formulate the MCSD annual Technology Plan.

5.2 District Plans to Acquire Software and Technology-Based Resources: The MCSD will acquire software and technology-based educational materials as laid out by the Acquisition Timeline. The district plans to acquire software and technology-based materials which are usable by students with the widest range of abilities to deliver curriculum-based programs using the most appropriate technology to support the Sunshine State Standards and Keys Instructional Delivery System (K.I.D.S.).

5.3 MCSD will ensure purchases of software and/or technology will be consistent with the district’s technology plan.

   A. The Director of IT and the appropriate district curriculum program specialist must approve all software purchases.
   
   B. The Director of IT must approve all technology purchases.
   
   C. Any request for hardware or technology that is not a part of this plan will be reviewed by the IT Department.
   
   D. MCSD will keep current with emerging software and technology.
   
   E. MCSD will develop and implement an equipment replacement program.

5.4 Technical Assistance for Strategic Technology Planning: The MCSD Technology Committee will work with the Florida DOE, vendors, business partners and the community to ensure that strategic planning takes place as it relates to technology purchases. All purchases will follow district standards, checked off by Information / Instructional Technology Services, and will follow the bid guidelines established by the Purchasing Department. MCSD will ensure that software and technology purchased will be properly supported and maintained.

6. ACCESS

6.1 Equitable access to telecommunications to support teaching and learning:

   A. The district will provide for the equitable distribution of resources to support the Sunshine State Standards and provide access for teachers, parents, students, and community members to the
best teaching practices and curriculum resources through technology. Students with special needs, including those students with disabilities, will have access to resources needed to promote student achievement. Appropriate access will be provided to public libraries, charter schools, remote teaching sites, home school connections, and community centers. The district will include strategies to keep school media centers and technology labs open for community use whenever feasible.

B. The Monroe County School District identifies the advantage of shared use of technological products, programs, and other technology resources and encourages the development of materials, exercises, applications that can be accessed by educators, students, partners, parents and other educational and community entities as they are needed. Satellite receivers, Wide Area Network accesses, Intranet servers, List servers, Microsoft SharePoint servers, web site postings, and CD-ROMs are primary strategies for sharing information resources and applications. The distribution of these resources and telecommunication technologies will provide both equity to users and support and enhance the Florida Sunshine State Standards.

6.2 The District acceptable use policy provides access to all systems including Internet and:

- Protects the confidentiality of students,
- Protects intellectual property rights, licensing agreements and legal/ethical standards for sharing of resources with other educational entities and
- Maintains the integrity of systems, programs and information resources,
- The MCSD Staff and Student Network and Internet Acceptable Use and Safety Policy can be found in its entirety at http://www.neola.com/munroefl/ Policies 7540.03 and 7540.04

A. All staff and students must sign the Acceptable Use Policy. Students must also have the signature of their parents. Acceptable Use Policies include a statement regarding video consent. The AUP/Video Consent forms are maintained at school sites and entered into TERMS by school data entry personnel. The information regarding status of students' signed forms is electronically exported daily to teachers' Pinnacle grade books. Employees provide an electronic signature agreeing to the Acceptable Use Policy each time they logon to the district network. The District has a system in place that generates individual and group reports to provide statistical information on Internet and network access by users. Content filtering of inappropriate websites is managed through the FFRN network. District personnel and students are expected to use this resource as an educational application. Teachers are encouraged to provide students with directed assignments, specifying valid research-based assignments for their students.

B. In compliance with the MCSD Acceptable Use Plan (AUP), users who misuse or abuse district technology resources will be dealt with on a case by case basis depending upon the nature of the infraction. All personnel, staff, and students not adhering to the AUP could lose access to MCSD technology resources.

C. The seriousness of an infraction will be determined by the IT Technology Team, which includes: local school personnel (teachers, support staff, school administrators, and technology technicians), all school-related IT personnel, and, if necessary, District Administrative Staff.

D. Infrctions will be processed using the District's School Based Management model as follows:
1. Local school personnel will contact school administrator and school technology technician.

2. School administrator and technology technician will determine the severity of the incident and contact parents if warranted. Technology privileges could be suspended at this time if so determined by the team. (Please review new paragraphs added to AUP for student users)

3. If local school personnel have questions regarding the seriousness of the infraction, they should contact the Director of Instructional Technology for a determination. (Please review new paragraphs added to AUP for student users).

4. In serious cases (e.g. MCSD has a disruption of network services), IT will be involved with local school personnel, the AUP violator, parent and appropriate agencies or MCSD Administrative Staff as needed to determine action to be taken. (Please review new paragraphs added to AUP for student users).

E. Because of repeated and the increased number of students attempting to circumvent the Internet filtering to access social networking sites, objectionable content such as pornography, and stolen music, the following specific consequences have been added as an addendum to the MCSD Acceptable Use Policy.

Any attempt by any student to circumvent the Internet and web site filtering, which is provided both by the state of Florida Dept. of Education and the Monroe County School District, IT Dept. will result in the following immediate consequences for the student and possible further consequences:

1. The student’s user account will immediately be disabled. In addition, the student will not be allowed to use any computer in the school with a generic student account. These two conditions will remain in place until a face to face meeting has taken place between an administrator at the school and the parent or guardian of the student.

2. After the meeting, the student will regain use of their account, but the student will only receive limited Internet access via a white list of sites and will never have full Internet access again for the remainder of the school year.

3. Any secondary offense will result in the removal of any Internet access from the student for the remainder of the year, a second meeting between a school administrator and the parent or guardian of the student and possible further consequences as determined by the school administrator.

6.3 Technology Protection Measures

A. Compliance with Children’s Internet Protection Act (CIPA):

It is a general policy that Monroe County School District network facilities (i.e., computers, electronic mail, conferences, bulletin boards, data bases, and access to the Internet), referred to as “the network telecommunications,” are to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the District School Board of Monroe County, Board Policy, F1RN, and CIPA (Children’s Internet Protection Act) guidelines. With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. The District School Board of Monroe County views information retrieval from the network in the same capacity as
information retrieval from reference materials. A presentation regarding Internet Safety Policy will be made annually at the September School Board meeting. School Board meeting dates and agendas are publicly announced via the Internet, newspaper, and radio.

B. Internet Content Filtering Plan

1. The Monroe County School District (MCSD) currently provides internet content filtering services through an internal iBoss server. This MCSD iBoss server provides a unique combination of web, content and user intelligence to stop threats at their source and accurately control the "who, what, where and how" of network security. IT staff is able to set MCSD-defined filters to ensure that student access to the internet is limited to educationally appropriate websites.

2. Access to web sites that have been identified as providing inappropriate content will be blocked. This determination is based upon various content categories. Content identified as inappropriate includes:
   a. adult-oriented material,
   b. extremist-militant material,
   c. racist or hate-oriented material, and
   d. incitement of resistance to or insurrection against lawful authority (sedition material).

3. If a teacher discovers a site that is inappropriate, the teacher should complete an online help request (http://adm-help).

4. If a teacher finds a website that is blocked but should be reevaluated as an appropriate site, the teacher should complete an online help request. The request will be forwarded to the MCSD IT department for reevaluation of the blocked site.

6.4 Copyright / Intellectual Property Rights:

The District School Board of Monroe County supports those that will enhance the research and inquiry of the learner with directed guidance from faculty and staff. Products and programs developed are respectful of individual author rights and personal property rights. Appropriate authorization and permission must be acquired from authors, contributors, and those personally identified prior to distribution and dissemination. All software applications used in the MCSD will be properly licensed through appropriate providers and will be monitored by each local school. Records of licenses will be provided to the IT Department and placed in the IT software licensing database. (MCSD will be familiar with Federal Copyright regulation - see attached documentation).

INTELLECTUAL PROPERTY RIGHTS

Monroe County School District supports an academic environment, which encourages exploration of technology in the teaching and learning process. The district treats the ownership of technology based work in the same manner as more conventional expressions, such as print authoring.
Monroe County School District assigns its interest in intellectual property and materials (i.e. broadcasts, recordings of all kinds, computer materials), which are generated in the course of normal instructional assignments, to the staff members who produce them.

The School District transfers any interest it may have in voluntarily produced expressions such as web pages, CD-ROMs, software, DVDs or videotapes, to the producer.

The intellectual property rights and expressions for materials commissioned by the District for which consideration (i.e. compensation, release time) is given outside of the normal instructional assignments will continue with the Monroe County School District.

Tapes of distance learning courses or instructional tapes in which faculty members are instructing will be erased after each class, unless the instructor gives permission for use of the video beyond the scope of the instructional period.

6.5 Articulation Agreements: The utilization public and private partnerships provide a major source of technical support and resources. These are encouraged and are a part of every site's School Improvement Plan (SIP). Through the use interagency articulation agreements, opportunities for shared use and technology leveraging of resources, are inspired and enhanced particularly in efforts relating to mentoring, discipline, training, and technical support efforts.

7. USER SUPPORT PLAN

The Monroe County School District has implemented the following user support plans as district policy:

7.1 Network Management and Support
Service and Support Agreement, (current service and support system), outside MCSE support, HP Silver Support for Microsoft, HP 3 year next day replacement and lifetime warranty, computer reseller warranties, and technical support. The IT Department has a network analyst who handles Microsoft, HP, and various software application vendors. A second network analyst handles HP and CISCO management, network security and the VoIP phone system. The network analysts also support the system for site- based technology technicians and school-based computer applications managers. A network analyst/hardware technician on staff is HP certified, allowing the district to "self-maintain" all HP hardware. HP parts can be ordered and shipped through the district office. Hardware needs are coordinated through the technology technicians at each school. Equipment is evaluated for replacement on a three-year rotating basis. As new computers are purchased, older model computers are re-purposed each year. BER (beyond economic repair) hardware is evaluated for working parts to add to spare parts inventory. Vendor block time is also purchased to assist in emergency situations.

Information / Instructional Technology Services answer a main extension from 7:30 AM until 5:00 PM Monday through Friday. A network analyst also works daily from 7:00 AM - 3:00 PM Sunday - Thursday to supply network support over the weekend and for schools that start earlier than 7:30 AM. E-mail and calls are monitored on evenings, weekends and holidays. Critical errors on servers are attended to immediately and support is given to all personnel through technical support and school technicians. Flexible scheduling allows
technicians to work after hours to facilitate necessary updates and technical work after the work day.

School technicians work through the IT Department and are evaluated annually by the Director of Instructional Technology. Technicians meet monthly for professional development, updated technical briefings and work among schools to provide equitable technical support district-wide.

7.2 District technical support for equipment maintenance and replacement:

A. Goals

1. Goal 1 – Work with schools and departments to effectively maintain a technology plan that supports their school improvement plan.
2. Goal 2 – Maintain an infrastructure that provides voice, video and data access to all educators, students and staff.
3. Goal 3 – Provide internet and networked resources that are secure, free of invasion from hackers, viruses, and infiltration, and filtered for student use.
4. Goal 5 – Provide and maintain district-wide email, web services, video-conferencing, networked applications and distance learning opportunities that support the educational process.
5. Goal 6 – Provide and maintain district and school reports that reflect the effective utilization of technology resources by educators and students.
6. Goal 7 – Provide district-wide technology maintenance and support for all educators and students, ensuring that all technologies are maintained and operational.
7. Goal 8 – Provide anytime, anywhere, anyplace training opportunities for all educators and staff on district-wide computer applications.

B. Strategies

1. Provide for the continual maintenance and upgrading of hardware and software to meet district standards, including specialized hardware adaptations to accommodate curricular needs and students' developmental and physical capabilities.
2. Maintain and support student email and web conferencing as tools to support instructional strategies to communicate and collaborate.
3. Provide web-enabled district-approved forms for easy access and efficiency.
4. Manage a total backup solution for all servers, maintaining a rotation system to ensure systematic backups and disaster recovery.
5. Promote video conferencing capability district-wide to facilitate communication.
6. Provide training for the IT Profession – Student and Adult (A+, iNet+, MCSE) – Real Skills
7. Support the administration building hardware, software, peripherals and telecommunications.
8. Support Keys Center Academy, charter schools, and other district facilities with hardware, software, peripherals and telecommunications.

C. District-Level Staff

1. Instructional Technology Director
A. Construction liaison  
B. Infrastructure design and implementation  
C. Technicians – Support  
D. Coordinates instructional technology / professional development contacts  
E. Instructional Technology Training  
F. District Technology Committee Leader  
G. Coordinates integration of instructional technology into the curriculum as liaison with Instructional Services / Teaching and Learning  
H. Oversees educational hardware and software purchases  

2. Wide Area Network Analyst  
A. Physical and Logical Security  
B. Infrastructure  
C. Wireless Infrastructure  
D. Security  
E. Network Management at all Off-Site Facilities (Charter Schools, Keys Center Academy, Alternative Ed)  
F. Technician Support  
G. Teacher/Staff technology training hardware and software  

3. ITV / Instructional Technology / Distance Education  
A. Channel 78 / ITV, including integration of instructional technology into the curriculum  
B. Video-Conferencing  
C. Grade Book management  
D. Web Management  
E. Technician Support  
F. Teacher/Staff technology training hardware and software  

4. HP Hardware Support / Backup Specialists /  
A. HP Hardware Support  
B. Backup System District-Wide  
C. Disaster recovery  
D. Lead on Technician support  
E. Teacher/Staff technology training hardware and software  

5. Network Analyst  
A. Exchange Management  
B. Maintains district server updates and patches  
C. District-Wide Virus Protection – Maintenance  
D. Network Management at all Off-Site Facilities (Charter Schools, Keys Center Academy, Alternative Ed)  
E. District-Wide Network – Active Directory – Group Policies  
F. Technician Support  
G. Teacher/Staff technology training hardware and software  

7.3 Technical Support at All Schools / working with IT Services:

A. To facilitate daily technology support (hardware and enterprise software) for all schools in the district, a series of support teams have been established and implemented based on district geography. Technicians from schools and the district office are teamed together to provide support to all schools and campuses. Technology technicians continue to report to primary
school worksites under the direction of the principal(s), but are also available to be used by IT (Information / Instructional Technology Services) as needed for district-wide support.

B. Most schools have Computer Applications Managers with the following responsibilities:
   - Assist in the input of data into computer applications used by the school.
   - Assist in the maintenance of equipment inventories.
   - Assist teachers, staff and students on computer applications.
   - Support teachers and staff in routine hardware and software troubleshooting, installations, update and configurations of new peripherals.
   - Assist in the maintenance of back-ups for assigned computer applications.
   - Communicate with technical support services (i.e. vendors, district staff, phone support) to resolve courseware problems.

7.4 Technical Support for District Off-Campus Sites, including Charter Schools

A. Rationale

1. **Goal 1: Technology Support**: To support the goals of the district technology plan, all off-site campuses (i.e. Keys Center Academy, ESE, Outward Bound, Alternative Education, Adult Centers, and Charter Schools) must plan and budget for assistance with network configurations and equipment purchasing, troubleshooting and maintenance of equipment that supports administration and instruction, and continual technical support as it relates to configuration of software, hardware, and peripherals.

2. **Goal 2: Student Performance**: All students will demonstrate mastery of the 21st Century technology skills that support learning, personal productivity, decision-making and daily life, identified by the National Educational Technology Standards Project (NETS). All students will be prepared to be functional and successful both in terms of vocational/workplace readiness and in terms of post-secondary education options.

3. **Goal 3: Available Instructional Technology Resources**: All classrooms will be equipped with a network and communications infrastructure, identified by district standards, including a teacher multimedia workstation and student workstations to support instruction.

B. Strategies

1. Off-site campuses (including charter schools) must contact IT Services before making hardware and software purchases. The district has standards in place, as well as access to state contracts and bids, that will save significantly in time and money.

2. Off-site campuses (including charter schools) should work with the IT Department in creating a technology plan for the site, planning the infrastructure and hardware configuration for access to the Internet and district resources (i.e. TERMS), due to IT in conjunction with submission of the School Improvement Plan. The plans will then be incorporated into the district technology plan for overall plans and configurations (i.e. E-Rate funding, WAN design) and budgets. Plans may need to include facility/maintenance approval for major renovations (e.g. electrical).

3. Off-site campuses (including charter schools) need to budget funds annually for on-going technical assistance. Computer hardware has a three-year warranty for replacement parts only. Most peripherals have a one-year warranty.
Services will assist sites with planning for part-time support, consultative services and/or specialized technical support.

4. Off-Campus sites (including charter schools) should identify on-site personnel that will support office applications, TERMINUS or technology and contact IT with those names and areas of expertise and/or interest. IT will include the designated personnel in on-going district applications and technical training.

5. IT will work with the off-campus sites (including charter schools) to develop technical and support information/guides, including websites and phone numbers, to support hardware and software troubleshooting.

6. Off-campus sites (including charter schools) have access to the MCSD online help request system and will be assigned an MCSD technician to provide technical support in response to help requests.

7.5 Technical Support for Internet Web Design and Maintenance of the Web

A. District Webmaster Responsibilities:

1. Provide assistance as requested in the design and development of school / department websites and electronic documents.

2. Monitor all sites published on the Monroe County School District's Internet Server and notify school administrators and school webmasters of inconsistencies in guidelines and procedures.

3. Forward mail to the appropriate parties or provide answers when possible.

4. Post events, activities, articles and information in a regular basis.

5. Keep district information accurate and current.

B. Schools will identify a School Webmaster, whose responsibilities include:

1. Provide assistance as requested in the design and development of classroom/department websites and electronic documents.

2. Monitor the school's site, published on the Monroe County School District's Internet Server and notifying school administrators of inconsistencies in guidelines and procedures.

3. Forward mail to the appropriate parties or provide answers when possible.

4. Keep school information accurate and current.

5. This will be a supplemented position.

7.6 Grade Management - District and School Level Support

A. District Level Support for Pinnacle Web- Grade Management Program

1. Serve as district-level contact personnel with respect to all Pinnacle Web Gradebook matters

2. In conjunction with school administration, develop district-level grading and attendance policies for the use of Pinnacle Web Gradebook by teachers and staff

3. Provide assistance to Gradebook Managers for Pinnacle Web Gradebook.

4. Provide assistance in the creation of classes.

5. Provide assistance to Gradebook Managers in development of grading system and creation of user templates.

6. Conduct workshops when requested dealing with features of Gradebook
7. Develop, implement, and monitor grade reporting timeline for submission to TERMS
8. Serve as liaison between guidance, administration, and data entry operators to ensure that data being entered into administrative system is accurate with respect to Pinnacle system (examples: creation of new class sections, duplicate course codes, student number changes, schedule changes, etc.)
9. Provide training to administrative and guidance staff in use of Principal Viewer and Attendance Manager
10. Develop district procedures for implementing Pinnacle Internet Viewer

B. School Level Supplemented Position for Pinnacle Web – Grade Management Program

1. Serve as “school contact person” with respect to all Pinnacle Web Gradebook matters
2. In conjunction with school administration, develop building level grading and attendance policies for the use of Pinnacle Web Gradebook by teachers and staff
3. Provide “on-site” assistance to all users of Pinnacle Web Gradebook.
4. Provide assistance in the creation of classes (or actually create classes for teachers to reduce errors)
5. Provide assistance to teachers in development of grading system and creation of user templates
6. Conduct workshops when requested dealing with features of Gradebook
7. Develop, implement, and monitor grade reporting timeline for submission to TERMS
8. Serve as liaison between guidance, administration, and data entry operators to ensure that data being entered into administrative system is accurate with respect to Pinnacle system (e.g. creation of new class sections, duplicate course codes, student number changes, schedule changes, etc.)
9. Provide training in the use of Attendance Manager to attendance office staff.
10. Provide training to administrative and guidance staff in use of Principal Viewer
11. Choose and provide training for “backup” Gradebook Manager.
12. Develop a procedure for implementing Pinnacle Internet Viewer

8. PROFESSIONAL DEVELOPMENT / COMMUNICATIONS PLAN:

8.1 Provisions for Increasing the use of technology in the classrooms and media centers:

A. Monitor and make recommendations to provide relevant professional development programs, including the successful integration of technology and use of a variety of cross-curricular activities using different learning modalities.

B. Provide district support for on-going, accessible staff development opportunities to integrate educational technology into instruction. Teachers are able to view offerings, register, and manage their staff development portfolios.

C. Explore scheduling possibilities, including early release days, to provide opportunities for staff development at optimal times and locations.

D. Ensure adequate facilities, instructors, materials, and equipment for all staff development.
E. Work collaboratively with United Teachers of Monroe to maintain supplements and stipends paid for district facilitation of technology responsibilities in the schools and to update the contract schedule.

F. Research and provide Internet and distance learning opportunities for teachers to participate in on-line learning opportunities and collaborate with teachers and resources worldwide to investigate research and prepare instructional opportunities.

G. Continue to support the position or use of consultants, whose responsibility is the staff development necessary to integrate courseware and other technologies with the district curriculum.

8.2 Sources of ongoing training and technical assistance available to school teachers and Administrators served by the district are as follows:

- District Technology Specialists
- District Web Masters
- Data Coaches
- Reading Coaches
- Academic Coaches
- Gradebook Managers
- NEFEC – Instructional Services
- DOE and State Consultants
- Florida Digital Educators and Master Digital Educators
- Consultants provided through grants - UCF, USF

8.3 Convergence Plan: Voice, Video and Data:

Monroe County School District has configured a high-speed video, audio and data network that will support video-conferencing between the three geographic areas of the Keys. At the present time, eight sites can interact via point-to-point and/or multipoint videoconferencing, with Polycom Videoconferencing systems available at Key Largo School, Coral Shores High School, Plantation Key School, Marathon High School, Stanley Switlik Elementary School, Sugarloaf School, Key West High School and the District Administration Building (2). The equipment can be moved within a campus or site and plugged into an active network connection in order to participate in a videoconference. Videoconferences can be held point-to-point between two sites or multipoint among up to nine sites over IP within and/or outside of the District’s wide area network. See Appendix for standards.

In addition, Polycom videoconferencing equipment in combination with Vbrick encoders and a decoder is used to broadcast school board meetings over the District’s cable channel. The District utilizes a voice-over-IP system that enables the District to capitalize on its existing gigabit fiber backbone. Features include 5-digit dialing, portability of phones, and unified messaging, as well as desktop teleconferencing and videoconferencing.

8.4 Facilities, instructors and equipment for staff development
A. Facilities:

1. Each school has at least a 32-station multimedia workstation lab or laptop carts with internet access for staff development / technology integration training – after school, evenings, weekends
2. Administration Building training Lab – 3 computer mini-lab
3. Training and conference facility at Marathon High School – 16 station lab, conference room, video-conferencing capability
4. Video-conferencing capability from Key Largo School, Plantation Key School, Coral Shores High School (Upper Keys), Marathon High School, Swindik Elementary School (Middle Keys), Sugarloaf School, Key West High School (Lower Keys), and the Administration Building (Key West).

B. Instructors:

1. Instructional Services Staff, Information / Instructional Technology Staff
2. Reading Coaches, Academic Coaches, Data Coaches
3. Consultants, Vendors, Business Partners
4. College and University Faculty, DOE

C. Equipment:

1. All training facilities have a minimum 40GB+ HD, Windows XP, 512MB RAM, 10/100 Network, CD/DVD, Networked access with Internet
2. Projector, Screen, DVD/VCR, Document Camera

9. PROGRAM EVALUATION

9.1 Formative Evaluation – Integrated into the school curriculum: A formative evaluation of the implementation of the technology plan will be conducted annually. Guidelines for evaluation will include state and national technology standards, including indicators designated by Florida’s Office of Program Policy Analysis and Government Accountability (OPPAGA). This process seeks out discrepancies between the plan and the reality; keeps the program true to its design or modifies it appropriately, giving feedback to the Technology Team for continual updating to the Plan. The evaluation will also assess the level of integration of technology into the curriculum, as well as the instructional processes. The District’s Balanced Scorecard will serve as a guideline for program development, implementation, and evaluation.

From the 2003 OPPAGA report and continuing OPPAGA assessments:

"The Monroe County School District is using 9 of the 9 administrative and instructional technology best practices. The district plans for its technology needs and acquires technology in a cost-effective manner. The district supports its technology through a well-developed technical support arrangement. The district also provides training for various technology applications, and has written policies that apply safe and appropriate use practices. The district relies on well-developed data systems for delivering accurate financial and student information. In addition, the district’s network infrastructure is dependable and district personnel make good use of the Internet and email to support both internal and external communications."
9.2 Summative Evaluation - Student Achievement and progress toward meeting educational goals: A summative evaluation of the impact and effect of the District's Technology Plan on the student achievement and classroom instruction will be conducted by the Director of Accountability and Assessment to determine whether or not the goals and objectives of the Technology Plan have been met, with respect to the Sunshine State Standards. A report will be given annually to the Executive Directors and the School Board.

10. E-RATE PLANNING CRITERIA

Florida Eligible Entities that have FLDOE Approved Technology Plans

E-Rate, Technology Plan
Addendum & Certification
For E-Rate Funding Purposes
Funding Year 2012-2013

In an effort to address additional technology planning expectations of the Schools and Libraries Division (SLD) of The Universal Service Administrative Company (USAC) for the E-Rate program, the Florida Department of Education is providing this template to eligible entities. This plan addendum process is applicable to entities that submit their technology plans to the Office of Educational Technology for approval, in order to amend their current technology plans as necessary. The plan addendum is intended to address program expectations as follows:

An assessment of the telecommunication services, Internet access, and internal connections needed to improve education that are requested on Form 470 and the Form 471 for E-Rate Funding Year 2012-2013 (i.e. the Form 470(s) reflects what is in your technology plan—Note: This includes the use of a state master contract’s Form 470(s) as well). The following are needed also:

- Clear goals and a realistic strategy for using the requested telecommunications and information technology to improve education or library services;
- A professional development strategy to ensure that staff know how to use these new technologies to improve education or library services;
- A sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy. THE BUDGET portion must CLEARLY state that your entity has estimated the amount of NON-DISCOUNTED portion of E-Rate and have the budget to meet that expense. In addition, if there are ancillary requirements to make the requested E-Rate services work e.g. computers, software, professional development, then that needs to be estimated. Your entities’ budget needs to reflect the amount and that you can meet those requirements, and
- An evaluation process that enables the school or library to monitor progress toward the specific goals and make mid-course (i.e. mid-year), corrections in response to new developments and opportunities as they arise.

During the September 2004 Train-the-Trainer session held in Washington D.C., the Schools and Libraries Division (SLD) stated that they will be enforcing the original ruling that all applicants must have a technology plan written prior to filing a Form 470 for the upcoming funding year. The SLD also requires that the technology plan include all items/services that will be listed on the Form 470 except for basic phone services (wireline/wireless phone lines). The E-Rate technology plan must be approved prior to the time services requested on the Form 470 begin (e.g. normally July 1 of the FY).
Entities are asked to submit the attached certification page discussing their application for E-Rate discounts for Funding Year 2012-2013. If an entity chose to apply for E-Rate discounts, they are requested to also submit the technology plan addendum section of this document. Note: If your district/school uses FIRN, a technology plan is necessary. The addendum requests the entity to list in detail the services that were sought on the Form 470(s) for Funding Year 2012-2013.

**NOTE:**
Request all entities (not libraries) complete & submit the Addendum Certification Page whether or not they submit the E-Rate Technology Plan Addendum. The Certification Page is next.

**Mail:** Rolando De Leon
81-14 Turlington Bldg
325 W. Gaines Street
Tallahassee, FL 32399
For more information contact: Rolando at 850-245-9114 or Rolando.DeLeon@fldoe.org
Maureen.Githens@fldoe.org
E-Rate Technology Plan
Certifications & Addendum*
Funding Year 2012-2013

<table>
<thead>
<tr>
<th>District/School Name</th>
<th>Monroe County School District</th>
<th>Contact Name</th>
<th>Nicholas Osterhoudt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Billed Entity #</td>
<td>127714</td>
<td>Contact Title</td>
<td>Director, IT</td>
</tr>
<tr>
<td>Regional Educational Consortium (if applicable)</td>
<td>305-293-1400 ext. 53312</td>
<td>Contact Email</td>
<td><a href="mailto:Nicholas.Osterhoudt@keysschools.com">Nicholas.Osterhoudt@keysschools.com</a></td>
</tr>
</tbody>
</table>

Please read the following three main statements and one sub-choice & check box(s) as appropriate for your district. Please note that all districts already have a Florida approved technology plan on file. The following statements are regarding adding an update or addendum to the original technology plan to comply with the SLD criteria that technology plans include all Form 470 items (except for basic phone service). Please check appropriate box(s).

☐ Our district did not submit an E-Rate application for Funding Year 2012-2013, thus the E-Rate Technology Plan Addendum is not applicable.

☐ Our district is filing only for basic telecommunication services (basic local/long distance only, not including voice mail, Centrex, etc.) for Funding Year 2012-2013, thus the E-Rate Technology Plan Addendum is not applicable. (Note: If you use FIRN then you need a technology plan)

☒ Our district is filing for more than basic telecommunication services for Funding Year 2012-2013.
☒ An E-Rate Technology Plan Addendum has been completed and attached to this certification page.

Our district also certifies to the following conditions:

- All Form 470s and use of state master contract Form 470(s) submitted for Funding Year 2012-2013 are based on the district technology plan; and all Form 470 items (besides basic telecommunications) can be found in the technology plan and/or addendum; and
- Although the basic structure of our technology plan has been approved, we understand that E-Rate rules require a level of consistency between technology plans and E-Rate funding requests that may not be subject to review under the Florida technology plan approval process. Therefore, we agree to be held responsible if our technology plan is found to be inconsistent with our Form 470s and/or 471s for Funding Year 2011-2012.

Superintendent/Responsible Person's Signature
Dr. Jesus F. Jara
Print Name
Superintendent of Schools
Title

*Request District/School Submit This Page (Even if the attached addendum is not submitted)

Requested Tech Plan Submission by June 20, 2012
Please submit to Rolando De Leon, 325 W. Gaines Street, B1-14, Tallahassee, FL 32399
Questions: Please call 850-245-9314 or email R.DeLeon@myFLeog.org
E-Rate Technology Plan Addendum
Funding Year 2012-2013

Please enter appropriate and, concise responses necessary to fulfill the plan addendum guidelines as prescribed below (i.e., use only the amount of space needed for the services and/or items listed). NOTE: The current technology plan may be cited by page and paragraph to prevent having to create new technology plan. The material provided must address each E-Rate plan criteria area discussed below. Complete and accurate responses will be needed to meet the intent of the E-Rate Plan Addendum.

<table>
<thead>
<tr>
<th>Telecom Services, Internet Access &amp; Internal Connections</th>
<th>Goals &amp; Strategies</th>
<th>Professional Development</th>
<th>Budget</th>
<th>Monitoring &amp; Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All services listed on a Form 470 (to include services or items identified in conjunction with the state master contract) must be included in technology plan. Please list all items that you listed in your Form 470(s) that were used for the Form 471 submission process as of February 19, 2010. List like items or services only once but clearly delineate who is receiving the items or services. You may also list any future items or services that are part of technology planning that were not included in this E-Rate Funding Year's Form 470 (Process Year 13 [2010-2011]).</td>
<td>Clear goals and a realistic strategy for using the requested telecommunications and information technology to improve education or library services.</td>
<td>A professional development strategy to ensure that staff know how to use these new technologies to improve education or library services.</td>
<td>A sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy. THE BUDGET portion must CLEARLY state that your entity has estimated the amount of the NON-DISCOUNTED portion of E-Rate and have the budget to meet that expense. This section of the plan addendum concerns ancillary requirements necessary to actually make the requested E-Rate services work (e.g. computers, software, and professional development).</td>
<td>An evaluation process that enables the school or library to monitor progress toward the identified goals and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise. If the process described in your current technology plan is very general, that description may not be sufficient to meet the expectations of the E-Rate program.</td>
</tr>
</tbody>
</table>

Technology Plan scheduled to be presented to the School Board in June 2012.

Goals and Strategies, Budget, Monitoring and Evaluation are completed as part of the plan: [http://www.monroe.k12.mi.us/Tech/TechPlan.pdf](http://www.monroe.k12.mi.us/Tech/TechPlan.pdf)

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## E-RATE TECHNOLOGY BUDGET

<table>
<thead>
<tr>
<th>Service or Function</th>
<th>Category</th>
<th>Quantity/or Capacity</th>
<th>Total Pre-discount amount</th>
<th>Expected Discount Rate (%)</th>
<th>System or School Funding Source(s) for Amount Responsible</th>
<th>Total Funding Commitment Requested</th>
<th>Total Amount for System or School Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telecommunications</td>
<td>Comcast</td>
<td>Contract FL-14021-012408-08 - High Speed Connections between School Facilities and District Offices - 1004 G</td>
<td>$216,000.</td>
<td>70%</td>
<td>District</td>
<td>$151,200.</td>
<td>$64,800.</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>Bell South / AT&amp;T</td>
<td>Tariff - Local Phone Service and 800 Lines</td>
<td>$66,000.</td>
<td>70%</td>
<td>District</td>
<td>$46,200.</td>
<td>$19,800.</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>QWest</td>
<td>MTM - Long Distance / SUNCOM</td>
<td>$9,000.</td>
<td>70%</td>
<td>District</td>
<td>$6,300.</td>
<td>$2,700.</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>Sprint / Nextel</td>
<td>MTM - Cellular Service/Aircards for Ed Use</td>
<td>$58,776.</td>
<td>70%</td>
<td>District</td>
<td>$41,143.</td>
<td>$17,633.</td>
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<tr>
<td>Internet Access</td>
<td>Bell South / AT&amp;T</td>
<td>MTM - up to 45 Mbps</td>
<td>$51,348.</td>
<td>70%</td>
<td>District</td>
<td>$35,943.</td>
<td>$15,405.</td>
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<tr>
<td>Internet Access</td>
<td>School Fusion</td>
<td>Web Hosting</td>
<td>$20,000.</td>
<td>70%</td>
<td>District</td>
<td>$11,900.</td>
<td>$8,100.</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td></td>
<td><strong>$421,124</strong></td>
<td></td>
<td><strong>$292,686</strong></td>
<td><strong>$128,438</strong></td>
<td></td>
</tr>
<tr>
<td>Resources to Make Effective Use of Services</td>
<td></td>
<td></td>
<td>System or School Funding Source(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--</td>
<td>--</td>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Development (Not E-Rate Eligible)</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a $3,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hardware/Software (Not E-Rate Eligible)</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a $645,000</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Tech Support (Not E-Rate Eligible)</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a $991,905</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12. SECURITY

12.1 Purpose, Services and Contacts

The MCSD Security Plan:
- Provides an overall blueprint for implementation and deploying network security, services and technologies
- Describe MCSD’s expectations regarding acceptable network behaviors *AUP in MCSD 2009-10 District Technology Plan
- Defines MCSD Security Team
- Assists in identification of appropriate network security technologies
- Provides a basis for audit and verification of existing network security
- Defines the procedures to be followed in the event of network security incident

A. MCSD Services and Related Technologies Chart

The chart below shows the types of services and related technologies being conducted throughout the Monroe County School District

<table>
<thead>
<tr>
<th>Service</th>
<th>Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Network Devices</td>
<td>Routers, switches, virtual local area network (VLAN), load balancers</td>
</tr>
<tr>
<td>Computing Devices</td>
<td>Server classes, hardware requirements</td>
</tr>
<tr>
<td>Storage Devices</td>
<td>Direct-attached storage (DAS), network-attached storage (NAS), storage area network (SAN)</td>
</tr>
<tr>
<td>Deployment Services</td>
<td>Installing and configuring operating systems (RIS)</td>
</tr>
<tr>
<td>Network Services</td>
<td>DNS, DHCP</td>
</tr>
<tr>
<td>Firewall Services</td>
<td>Perimeter and internal firewalls</td>
</tr>
<tr>
<td>Directory Service</td>
<td>LDAP</td>
</tr>
<tr>
<td>File and Print Services</td>
<td>Distributed File System (DFS), printing configurations, print devices</td>
</tr>
<tr>
<td>Data Services</td>
<td>Microsoft SQL Server™ 2000, Windows® clusters, and AS/400</td>
</tr>
<tr>
<td>Web Application Services</td>
<td>Microsoft Internet Information Services (IIS) 6.0</td>
</tr>
<tr>
<td>Infrastructure Management Services</td>
<td>Debug facilities, remote management and tools, Terminal Services</td>
</tr>
<tr>
<td>Backup and Recovery</td>
<td>Data and systems backup and recovery infrastructure</td>
</tr>
<tr>
<td>Certificate Services</td>
<td>Public key infrastructure (PKI)</td>
</tr>
<tr>
<td>Remote Access Services</td>
<td>Secure VPN access using Radius authentication</td>
</tr>
</tbody>
</table>
### B. Contacts

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| Director IT Information Technology | David Richardson | Phone: 305.293.1400 x 53315  
|                               |                  | David.Richardson@KeysSchools.com                        |
| Director IT Instructional Technology | Nicholas Osterhoudt | Phone: 305.293.1400 x 53312  
|                               |                  | e-mail: NicholasOsterhoudt@KeysSchools.com              |
| Application Operation Support | Clara DelRio     | Phone 305.293.1400 x 53414  
|                               |                  | Email: ClaraDelRio@KeysSchools.com                      |
| Programmer/Systems Analyst    | Joe Clements     | Phone 305.293.1400 x 53309  
|                               |                  | e-mail: Joe.Clements@KeysSchools.com                    |
| Application/Operation Support | Tariel Moran     | Phone 305.293.1400 x 53308  
|                               |                  | Email: Tariel.Moran@KeysSchools.com                     |
| Network Analyst               | Andrew Hish      | Phone: 305.293.1400 x 53311  
|                               |                  | e-mail: Andrew.Hish@KeysSchools.com                     |
| Network Analyst, Wide Area Network | Daniel Farina   | Phone: 305.295.1400 x 53302  
|                               |                  | e-mail: Daniel.Farina@KeysSchools.com                   |
| Hardware Analyst              | Joy Nulisch      | Phone: 305.295.1400 x 53310  
|                               |                  | e-mail: Joy.Nulisch@KeysSchools.com                     |
| Admin IT/Video Conference Program Specialist | Angela Flores | Phone: 305.295.1400 x 53326  
|                               |                  | e-mail: Angela.Flores@KeysSchools.com                   |

### 12.2 Security and Monitoring

#### A. Security team roles and responsibilities

Security in the MCSD is divided up into three areas: security of data, personnel, and facilities. A security plan should provide freedom from worry by providing protection of computers, networks, personnel and software from destruction, IT use, and harm. MCSD will continue to seek unique and creative techniques and strategies to deal with today’s pressing security issues. One of the major objectives is to ensure an accurate Standard Operating Procedure (SOP) for handling security related problems. The Information Technology Services Department (IT) will continue to implement security plans for all employees who will deal with the following data issues: Passwords, anti-virus software, Internet access, licensing agreements, wireless networking, Virtual Private Network (VPN), Firewall/WebSense settings, Intrusion Detection Systems (IDS), and backup procedures.

#### B. Physical Security
1. Critical equipment and systems and equipment are housed in locked, secured cabinets and/or rooms with proper ventilation and A/C to ensure the longevity and protection of equipment. Physical access to areas (MDF's and IDF's) is the responsibility of school based technology technicians and district IT personnel. Cabinet keys and room keys are secured in the main office safe in the key lockbox of every MCSD school.

2. The MCSD's Information Technology (IT) Department will handle all technology security problems and expedite new security issues with the individual school administration when needed. The schools' technology technicians are the primary site-based security troubleshooters and will report security issues directly to school administration and the IT Department for appropriate action. The IT Department will continue to support and direct all district schools, facilities and technology technicians with all technology-related security problems and resolutions.

C. Logical Security

1. The MCSD network security system, located at the 3rd floor of Horace O'Bryant school building, is designed to maximize security to the MCSD private network and still allow access from the public network to access appropriate MCSD school resources. The private network is protected by local servers with local authentication, group security policies as well as desktop security policies. Local site routers and switches forward network LAN and WAN traffic via VLANs and router access lists which enforce local security policies. LAN and WAN traffic then passes through an internal web content filtering server before passing through the district firewall and the Internet router, owned and managed by the Florida Information Resource Network (FIRN2), located in Tallahassee, Florida. Local and district security policies are designed and written by IT Department Technology Specialists.

2. District policies and procedures for Internet and information systems access are provided. The MCSB Policies also can be found on MCSD website http://www.neola.com/monroe-fl/.
   a. Guidelines for Telecommunications Use & Access
   b. Access Use Policies & Procedures
   c. Mainframe Systems Password Authorizations
   d. Network Security Guidelines
   e. Network Auditing Guidelines
   f. Backup Recovery and repair Procedures

3. The web content filtering server is the dedicated logging and monitoring system. The server resides at the District IT Office and monitors all domain users that are authenticated from each school/district site. Users are tracked via IP address and username as they request access to the Internet. Internet access logs contain a time/date stamp for accuracy and are available. See appendix for procedures and guidelines.

D. Internet Logging and Monitoring

MCSD currently generates reports for individual users, sites and district statistical using the web content filtering server which collects the following information:

- Total Internet traffic
  - Per date
o Per time
o Per user/IP address
o Per Web site

Reports can be requested as needed through the IT Department.

The MCSD network is configured as follows:

1. **Inside Private Network** - 14 sites connected with SM fiber with a dual star configuration in the Middle and Upper Keys and redundant ring system in the Key West proper. Inside addresses use private scheme with a 255.255.0.0 subnet mask. Each site has provides DNS and DHCP services. We provide Internet logging and monitoring, perimeter security and intrusion detection for all inbound and outbound traffic.

2. **Mobile Device** - All mobile devices connect to the MCSD network using the latest in security and encryption standards.

3. **Outside Public Network** - Firewalls provide NAT (network address translation) to private addresses and ACL’s to private IP addresses with port access to specific addresses only. All user internet access is done with dynamic NATs.

**E. Network Infrastructure Monitoring**

Monroe County School District (MCSD) currently uses software to monitor, report and update its current routing and switching Wide Area Network (WAN) and Local Area Networks (LANs) at the site levels. This system can be operated remotely as well as on site and is configured to send email to the MCSD’s IT District Staff when network devices have errors. This allows for 24/7 monitoring of the MCSD infrastructure from any location.

**F. Protecting TERMS Student Data**

Student data is confidential and protected by Florida Statute 228.093 and the Family Educational Rights and Privacy Act (FERPA). Student data, as defined by FERPA, includes all records that schools or education agencies maintain about students, which are not exempt by law. It protects both paper and computerized records. The law permits teachers and school officials who work with students to have access to data for educational use. TERMS users with access to student data are not authorized to use this data or release it to anyone for any reason other than educational use. Examples of unauthorized use: looking up and releasing a students’ grade(s) or schedule for a friend or relative, looking at student records that do not pertain to your area of work, or allowing someone else to use your access to retrieve student data. Data that is electronically transferred between the Monroe County School District and the Florida Department of Education is secured through encryption hardware and software.

**G. Security from Viruses – Virus Protection Plan**

All MCSD computers are protected by the latest version of Network Associates, McAfee Active Virus Defense Suite. McAfee's Managed Virus Defense is a multi-tier protection system that provides complete protection for all tiers of the network from one central location. All desktop and server level updates are scheduled to occur automatically at predetermined times and intervals. All virus scan policies and configuration settings have been determined by MISD system administrators. The policies are strictly enforced by ePolicy Orchestrator through its communication with the ePolicy Orchestrator Agents installed on each node in the MCSD wide
area network (WAN).

H. Microsoft Windows and Office Updates (patching)

The MCSD IT Department operates a Microsoft Windows Update Server, which assists in deploying approved Windows updates to all workstations, laptop computers and servers, via active directory group policy, allowing centralized deployment and monitoring of updates.

12.3 System Design Description

The network MCSD backbone is Gigabyte Ethernet fiber which is designed in a star effect linking sites over the 110 mile distance from Key Largo to Key West Florida. The backbone fiber is leased and maintained 24/7 by Comcast.

MCSD WAN and LANs are designed using VLAN technology with each site having its own subnet using private network addressing scheme. MCSD uses an Active Directory model, which uses both group policies and a third party software solution (Script-Logic) to manage and secure Windows XP clients. Windows XP is currently the standardized operating system.

MCSD utilizes an IBM AS/400 running Total Educational Resource Management Systems (TERMS) to handle HR, student and payroll. TERMS uses a workstation client distributed to the necessary staff for connectivity.

<table>
<thead>
<tr>
<th>Design criteria</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure, functional, feature rich routing and switching devices</td>
<td>Use of layer two and layer 3 switching and routing</td>
</tr>
<tr>
<td>Secure Firewall system managed locally.</td>
<td>Redundant firewalls</td>
</tr>
<tr>
<td>Packet Filtering device to block or defer peer to peer Internet applications</td>
<td>Installed at the perimeter to inspect all inbound and outbound traffic</td>
</tr>
<tr>
<td>Intrusion Detection System configured to defer and or remove unwanted or malicious intrusion</td>
<td>Installed at the perimeter</td>
</tr>
<tr>
<td>Secure managed Virtual Private Network access for using (VPN)</td>
<td>VPN Concentrator to authenticate and secure user access.</td>
</tr>
<tr>
<td>Transfer of digital data for HR, personnel, payroll and insurance using MCSD network.</td>
<td>The MCSD's AS/400 handles all our business applications via a distributed network client</td>
</tr>
<tr>
<td>Client/server applications which are standards based directed at student achievement.</td>
<td>See list of MCSD Client/server software, MCSD Technology Plan</td>
</tr>
<tr>
<td>Secure Wireless point-to-point and point-to-multipoint and Access points within a school building or facility</td>
<td>MCSD uses the latest encryption and authentication standards</td>
</tr>
<tr>
<td>Design criteria</td>
<td>Solution</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Standardization of hardware and software purchases within the district and implementations.</td>
<td>MCSD IT Dept. works with all vendors under state contract. IT Dept. has standardized purchasing of all technology products and works hand-in-hand with the curriculum and instruction team for software implementation</td>
</tr>
</tbody>
</table>

12.4 Security access controls

A. Chart

<table>
<thead>
<tr>
<th>Security</th>
<th>Requirement(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify unique requirements for protecting the application or system and system information in the case of disaster recovery operations.</td>
<td>Due to the unique Keys environment of being an island-bound community with possible hurricane threats, MCSD IT dept. has developed district wide procedures for disaster recovery. (Disaster Recovery Section in Dist.Tech. Plan)</td>
</tr>
<tr>
<td>Describe the application or system's user authentication requirements.</td>
<td>AS400 uses user ID and Password to authenticate, and user permissions are granted by the AS400 administrator. Password will lock up if failure occurs 3 consecutive times. The windows network uses LDAP authentication. User ID and password required password will lock up if failure occurs 3 consecutive times. Only administrator can renew password.</td>
</tr>
<tr>
<td>Describe the application or system's system integrity requirements.</td>
<td>The workstations and mobile device (laptop, tablet pc) environment runs on Intel and AMD/ chipsets, with minimum of 512Mb of RAM. Servers are Gigabyte connections to local switches. All switches are Gigabyte Ethernet and in many cases are running static trunk uplinks.</td>
</tr>
<tr>
<td>For electronic commerce systems involving financial transactions, describe how you are ensuring that the parties in a transaction cannot deny that the transaction took place.</td>
<td>All financial commerce interactions take place over a secure separate ISDN line separate from standard network and encrypted VPN or network connections, all connections are logged with user identifying information such as username, date/time stamp, and machine name.</td>
</tr>
</tbody>
</table>
B. Physical security

The District IT Suite/Data Center/Server Room located on the 3rd floor of Horace O’Bryant Building is secured using the following procedures:

- Pass card entry only into server room and outer IT Dept. offices. Cards are updated and approved by both Directors of the Information / Instructional Technology Services Department. All entry and exists are locked 24/7 with only approved personnel having pass cards and/or keys.
- All servers are secured with passwords.
- All servers Operating Systems are placed in lock state at end of day.
- All security devices use SSH to secure connections.
- All routers and switches also use SSH connections.
- IT Department Personnel sign a non-disclosure agreement upon being hired.
- IT contractors are also screened and sign a Contract for Consultant Services (see documentation).

Local School Physical Security procedures:

- All Main Distribution Facilities (MDF) are in a secure lockable location on all MCSD campuses.
- All Intermediate Distribution Facilities (IDF) are either in lockable cabinets or lockable secure rooms which require keys to access.
- All School servers are password protected and secured in lockable server cabinets or rooms.
- Administrative passwords adhere to the MCSD password policy standards (see reference documents).
- All local routers and switches are managed centrally from the District IT Dept. using SSH connections.
- Local school technicians sign a non-disclosure agreement upon being hired.

C. Security for system backups

Back-up Policy and Procedures - A backup is a duplicate of data that is stored on the file server(s). The purpose is to retrieve data that might have been lost or destroyed for whatever reason (infected by virus, hardware failure, disaster, etc.). The IT dept is responsible for running and monitoring centralized incremental daily backups and weekly full backups on all servers housed in the Key West Admin and all school sites. This plan is designed to provide reliability and redundancy.

Systems are backed up to disk or tape based on required retention periods. The primary disk unit and tape library are located in the Key West Admin data center. Data backed up to disk is also replicated to secondary boxes located offsite at the Hayes Tallahassee data center or Key Largo DR data center. Tapes are rotated regularly and stored offsite at the Key West High MDF.
retention policies meet production and Florida Public record guidelines.

The backup plan is designed using Symantec Netbackup Enterprise as the software solution and HP and Data Domain make up the hardware solution.

The primary AS400 system is located at the Key West Data Center. A secondary box is located in the Key Largo Data Recovery Center. Data is replicated to the secondary AS400 in real-time. NODMax Defender software is used to deliver secure, accurate and reliable replication of data, objects and spool files. Daily backups are also run to tape. The tape library is located in the Key West Admin data center. Tapes are rotated regularly and stored offsite at the Key West High MDF. Tupe backups of the secondary AS400 are also run on a monthly basis and stored in the Key Largo tech office.

D. Security process and procedures

The following security processes and procedures will be followed to protect the system and the data it processes:

<table>
<thead>
<tr>
<th>Security process</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the process to define user access rights based on the individual's need to view and manipulate data within the application or system.</td>
<td>All W2K, XP users and AS400 users authenticate with personal ID's and passwords. LDAP is used on the Windows side of the network. User permissions are set by network administrators and Windows Group Policies. AUP also determines student and staff internet access.</td>
</tr>
<tr>
<td>Describe procedures for requesting, establishing, issuing, and closing user accounts in the system or application. These procedures must include the process for reviewing and confirming access rights on a specified schedule.</td>
<td>User accounts can only be issued by the sites local administrator or the District IT Dept. administrators.</td>
</tr>
<tr>
<td>Describe procedures for creating and maintaining service accounts.</td>
<td>Network service accounts will be issued by the District IT Department when necessary to run services on the network. Such accounts will allow access to necessary services without being dependent upon individual users' accounts. No District IT Department personnel accounts will be used as service accounts.</td>
</tr>
</tbody>
</table>
### Security process

<table>
<thead>
<tr>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the procedures for identifying and reporting security violations.</td>
</tr>
<tr>
<td>Local site Technology Technicians report directly to the school based administrator (Principal). The school principal then works directly with IT Dept. Directors, who in turn report directly to the MCSD Executive Staff.</td>
</tr>
</tbody>
</table>

### 12.5 Programming Policies and Procedures

**A. Modifications/Reports**

All program modifications will be made in a uniform manner consistent with those conventions of the software vendor. Modifications will only be made based through requests from the district wide helpdesk system. The changes will be made in the Programmer's or Systems Analyst's test library. The procedures to be followed are:

2. Request if approved by Director is assigned to I.T. personnel.
3. Copy program to be modified from the MOD library to the test library,
   - Student = TRMSS/CBLMOD
   - Finance = TRMSF/CBLMOD
   - HR = TRMSS/CBLMOD
4. If the program to be modified does not exist in the MOD library copy it from the PRODUCTION library,
   - Student = TRMSS/CBLSRC
   - Finance = TRMSF/CBLSRC
   - HR = TRMSS/CBLSRC
5. Make modifications to the program, using PDM, in the test library.
6. Use TERMS programming standards and conventions when possible.

**B. Testing**

All programs will be thoroughly unit tested by the Programmer/Systems Analyst, then acceptance testing will be performed by another individual selected by the Programmer/Systems Analyst. Procedures to be followed are as follows:

1. Once modifications are complete the Programmer/Systems Analyst compiles the program into the test library.
2. The Programmer/Systems Analyst adds the test library to the library list.
3. Programmer/Systems Analyst begins unit testing program.
4. When unit testing is complete the Programmer/Systems Analyst selects another individual to perform acceptance testing on the module. This individual uses the same procedure as the Programmer/Systems Analyst to add the test library to the library list.
5. When acceptance testing is complete the selected individual will issue a note in the help request system as having satisfactorily completed acceptance testing.
6. Note: Acceptance testing includes verifying user documentation if necessary.

**C. Documentation**

Documentation will be completed by Programmer/Systems Analyst and verified by Acceptance.
tester. Procedures include:

1. Verify Help Screens for changes that have been made.
2. Programmer/Systems Analyst adds comments to "Flower Box" with date of modification. Programmer/Systems Analyst also adds date to first six positions of lines added, modified or commented out.

D. Migration

All programs will follow proper migration procedures once acceptance testing is complete. The following procedures will be used:
1. Copy modified source from test library to MOD library.
2. Compile program from MOD library to TRMSOBJT.
3. Delete version from test library.
4. Enter notes on the request system.
5. Close request this will notify Requester.

13. DISASTER RECOVERY PLAN / BACK UP PROCEDURES

13.1 Back-up Policy and Procedures

The following is a description of the current backup procedures for Monroe County School District:

A tape backup is a duplicate of data that is stored on the file server(s) and/or workstation(s). The purpose is to be able to retrieve any information that might have been lost or destroyed for whatever reason (infected by virus, hard drive crash, disaster, etc).

The IT dept is responsible for running centralized incremental daily backups and weekend full backups, on all the servers housed in the administration office and all school client servers. All daily incremental backups are centralized and monitored daily by the Monroe County School District's Backup and Restore specialist. This person is identified in our District Technology Plan, and is part of the Administration Bldg IT Team, housed in Key West, FL.

*The District encourages all users to save data to their "home directories," as those directories are included in the daily incremental backup jobs as well as all authenticated users Outlook mailboxes.*

Back-up Policy and Procedures - A backup is a duplicate of data that is stored on the file server(s). The purpose is to retrieve data that might have been lost or destroyed for whatever reason (infected by virus, hardware failure, disaster, etc). The IT dept is responsible for running centralized incremental daily backups and weekly full backups on all servers housed in the Key West IT department at the HOB School site and all school sites. This plan is designed to provide reliability and redundancy.

Since the rebuilding of Key Largo School (KLS), the Monroe County School District now has two secured hurricane-proof facilities. Located 107 miles north of the MCSD Site in Key West at the HOB School facility main data center, KLS now houses a secondary Data Recovery Center for critical systems. The addition of an HP C7000 Blade server, VMware, HP MSA (data storage array), and a re-purposed UPS system expands the Key Largo Data Recovery
Center capabilities to be able to operate the MCSD critical data servers as (e.g. email etc.) well as the IBM AS-400.

Systems are backed up to disk or tape based on required retention periods. The primary disk unit and tape library are located in the Key West Admin data center located on the third floor of HOB school. Data backed up to disk is also replicated to secondary boxes located offsite at the Hayes Tallahassee data center or Key Largo Data Recovery Center. Tapes are rotated regularly and stored offsite at the Key West High MDF. The retention policies meet production and Florida Public record guidelines.

The backup plan is designed using Symantec Netbackup Enterprise as the software solution and HP and Data Domain make up the hardware solution. MCSD was able to optimize its enterprise backup/recovery system with of two DD530 deduplication storage systems. These systems allow the district to backup data to disk rather than tape, which ensures a more efficient backup and recovery time. In addition, the wide area network (WAN)-efficient replication of data to the Key Largo Data Recovery Center protects staff and student data and reduces the need for tape. These systems assure the reliability of the data to MCSD users.

**AS400 Data**

The primary AS400 system is located at the Key West Data Center located on the third floor of the HOB School. A secondary box is located in the Key Largo Data Recovery Center. Data is replicated to the secondary AS400 in real-time. NOMax Defender software is used to deliver secure, accurate and reliable replication of data, objects and spool files. Daily backups are also run to tape. The tape library is located in the Key West Data Center. Tapes are rotated regularly and stored offsite at the Key West High MDF. Tape backups of the secondary AS-400 are also run on a monthly basis and stored in the Key Largo tech office.

**To assure accurate retention of all users’ important information, all users “home directories” are automatically redirected for the user via Windows Group Policies. These directories are backed up incrementally nightly.**

13.2 Storm Preparation Procedures

A. General Guidelines

The Monroe County School District has a unique geographic area with 17 sites spread over 110 miles of islands from Key West to Key Largo. These sites are connected physically by 43 bridges and virtually via leased gigabyte Ethernet fiber link topology from our local cable provider, Comcast.

The current topology allows for fast data transfer from clients to host within our Wide Area Network, (WAN). The unique geographic of this area dictates a very close monitoring of critical weather elements, especially during the months of June through November (hurricane season in South Florida). Due to these critical weather factors, MCSD is in direct contact with the local County Emergency Management Office as well as with the National Hurricane Center in Miami.
All decisions made regarding evacuation are based on local, state and national weather forecasting which will then initiate the appropriate response from MCSD.

- All sites (KLS, CSH, PKS, MHS, SSE, SLS, GAE, POL, HOB, GRA, KWH, Reynolds, Maint. Admin, Keys Center Academy, May Sands, Treasure Village Montessori Charter, Montessori Elementary Charter, Sigbee Charter, Keys Collegiate and Big Pine Academy Charter) have selected resources and pertinent software backups that are replicated within Monroe County at the HOB School Building Data Center and the Key Largo Data Recovery Center, and off-sited to Hayes Communications, Inc. in Tallahassee, FL.

- The MCSD IT Department is responsible for backup and restore of all office facilities as well as staff for up to 1200, which includes up to one year for home directories and up to 3 years for email mailboxes.

- The host system is located at the Monroe County School District HOB school campus third floor Key West, FL, in the IT Department.

- The IT Department will, under the direction of the Monroe County School District Superintendent, alert and advise school technical support staff when a defined disaster situation is imminent. The following plan will then be put into place for the affected area(s).

- Schools will advise IT Department of any temporary arrangements due to storm evacuations or damage, including the new address, phone number(s) and fax number(s) and will also advise reversion when the service changes.

- Any data tapes or other storage media at the schools will be stored in a secure, lockable place.

- The plan will be capable of being implemented within two hours of a requirement arising within normal office hours. All effort will be made to ensure rapid assistance out of normal office hours.

- Provisions will be made to seek storage of digital resources at an offsite location. Currently two sites have been designated for offsite storage: Coral Shores High School, Tavernier, FL mm 90 and HOB School Building in Key West, FL mm 0.

- The current off site plan requires transporting NAS1 or NAS2 hard-drives and Netback tapes to either one of the above mentioned sites depending on the direction and predictions of the ensuing storm when evacuation is required.

- An adequate backup of data should be maintained. MCSD has entered into an agreement with Hayes Communications to provide off site vaulting for critical district data.

- MCSD IT Department will also vault schools data in a water tight vault at storm secured school in Monroe County School District.

- A list of main staff contacts will be distributed, including home numbers, cell numbers and addresses.

- The host will only provide services if its own office is not subject to disruption at the same time as the client's. This is intended purely to cover both parties in the instance where one or more events disrupt both offices simultaneously.

B. Definition of a disaster
As a result of fire, water, or other hazard (physical or otherwise) there is damage or shutdown that results in the Monroe County School District being unable to have either access to its computer services or premises for the immediate future.

C. Alignment

The alignment of specific data is setup and maintained via the Net-Back up Architecture including Enterprise Vaulting and Discovery Accelerator components (these additional pieces allow for email journaling) as described elsewhere in this plan. All system administration will be performed by the MCSD IT Dept., Backup and Recovery Specialist with assistance from school technicians as and when required. However, it should be recognized that administration duties by the client may be limited by the overriding need to resurrect a fully working site of its own.

D. School and Home Notifications System

Monroe County School District has a Emergency Parent Notification Systems which is Internet based. The Blackboard Connect System (formerly NTI Connect-Ed) is an ASP community outreach, emergency Communication and Attendance Notification product employed in MCSD. This system allows selected MCSD Crisis Team member to contact targeted groups within the 120 mile geography in Monroe County in minutes.

E. Workstation Preparation

All personnel are responsible for their own data. Users should back up grades, documents and any data that they have on their workstation. Users can backup workstations using CDRW.

F. Server, MDF, and IDF Preparation

- Category 1 or 2 Hurricane - Leave WAN electronics on at designated shelter sites. Shelter schools cannot unplug electronics for a Category 1 or 2 storm. Sites that are not designated shelters should shut down their servers. HP Procurve or Telelab routers, core switches, or office IDF should not be disconnected.
- Category 3 Hurricane - All schools HP network switches should be shut down except:
  - Telelab WAN link switch
  - School’s Core layer 3 switch HP 3500
  - School’s office switch or connection
  - Designated switch that routes shelter data link

Standard procedures should be used to down servers.
- Servers may then be turned off, and unplugged
- Pluggable hard drives should be removed
- Remove drives and take to main office to be secured in school’s office safe.
- Disconnect electric on HP Procurve and Telelab routers and switches

G. Phone System

- Mitel Support Services will be available as needed to assist MCSD IT staff. All Mitel VoIP systems are automatically backed up (daily), including voice mail.
• If an evacuation is pending, all school technicians will ensure that that the schools’ initial welcome message is changed to the emergency message.

H. Emergency Management - Shelter Communications
1. Network user and email accounts will be created as needed for shelter management personnel, to include EOC (Marathon and Key West) staff, local Salvation Army, local Red Cross, and the Monroe County Sheriff’s Department.
2. MCSD staff on the Crisis Management Team (EOC coordinator, Superintendent of School, and either Maintenance Director or the Director of Transportation) will be assigned a satellite phone through the IT Department.
3. The following accounts will be created as needed:

**KEY WEST AREA**
- KWHS CAFETERIA – GENERAL POPULATION
- HARVEY GOVERNMENT CENTER – SPECIAL NEEDS

**LOWER KEYS**
- SLS CAFETERIA - GENERAL POPULATION & SPECIAL NEEDS

**MARATHON**
- SSE CAFETERIA & NEW WING - GENERAL POPULATION, SPECIAL NEEDS, & SPECIAL MEDICAL (LAST RESORT)

**UPPER KEYS**
- CSHS CAFETERIA- GENERAL POPULATION & SPECIAL NEEDS
- KLS- SPECIAL NEEDS BLDG 6 AND 7

The DCMT (District Crisis Management Team) will be the Executive Staff and EOC Coordinator

a. Coral Shores High School: CSHS Shelter – location - cafeteria
b. Glynn Archer Elementary: GRAShelter - location-cafeteria
c. Key Largo School: KLSShelter – location - cafeteria
d. Marathon Middle/High: MHSShelter – location – gymnasium
e. Plantation Key School: PKSShelter - location - cafeteria
f. Stanley Switlik: SWSLShelter – location - cafeteria
g. Sugarloaf School: SLSShelter – location – cafeteria
h. Horace O’Bryant School: HobShelter – location – cafeteria

4. An Emergency Management network and analog phone drops will be available in identified shelter locations. Technical support staff will assist with network connectivity.

5. Emergency management personnel and district administration have agreed that the WAN electronics will be left up as long as shelters are in use (Category 1 or 2).

13.3 Emergency Plans

A. Instructional Television (Channel 78):
In the event of an emergency, the channel 78 PowerPoint presentation will be amended to include emergency information (school closings, evacuation, etc.). Regular television programming may be suspended in order to bring emergency information to the public. Should power be interrupted, the Tiltrec system and the computer delivering the PowerPoint are each outfitted with a UPS. Should the UPS fail, the system will shut down on its own. Due to the nature of the system, there are neither backup files to be maintained nor relocation guidelines. The Tiltrec and its accompanying computer system along with the district’s satellite equipment will continue to be housed in the video control room.

B. Monroe County School District - E-mail
The degree of the storm will determine whether or not e-mail and/or internet access will be specifically available to the staff working on site in the host facilities and client sites. Efforts will be made to provide emergency email accounts to key administrators through an outside source in order to facilitate emergency communication throughout a storm.

C. Emergency Website
In the event of an emergency, evacuation, or disaster, the district website will be redirected to a state-maintained site at http://emergency.keysschools.com/. This site is available for editing and updating before, during, and after an emergency, in order to provide timely information to the community and to district staff regarding the status of schools in Monroe County.

D. Mail, courier, and messenger services (Monroe County School District PONY system)
Mail and messenger services may be suspended in the event of an impending storm. Services will be restored as soon as possible.

14. Educational Technology Standards

14.1 Educational Technology Standards for Students: The National Educational Technology Standards (NETS) Project is an initiative of the International Society for Technology in Education (ISTE). It has been sponsored by ISTE 100 members. For more information, visit http://nets.iaste.org

1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of
others. Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
c. develop cultural understanding and global awareness by engaging with learners of other cultures.
d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry.
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

a. identify and define authentic problems and significant questions for investigation.
b. plan and manage activities to develop a solution or complete a project.
c. collect and analyze data to identify solutions and/or make informed decisions.
d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.
b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. demonstrate personal responsibility for lifelong learning.
d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems.
b. select and use applications effectively and productively.
c. troubleshoot systems and applications.
d. transfer current knowledge to learning of new technologies.
14.2 Technology Standards for All Teachers: The ISTE (International Society for Technology in Education) Standards reflect professional studies in education that provide fundamental concepts and skills for applying information technology in educational settings.

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Teachers:
- a. promote, support, and model creative and innovative thinking and inventiveness,
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources,
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes,
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S.

Teachers:
- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity,
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress,
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources,
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

Teachers:
- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations,
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation,
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats,
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.

c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.

d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Teachers:

a. participate in local and global learning communities to explore creative applications of technology to improve student learning.

b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

14.3 Technology Standards for Administrators: The NETS Standards for Administrators assists the school district in defining what administrators need to know and be able to do in order to carry out their responsibilities as leaders in the effective use of technology in our schools

1. Visionary Leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. Educational Administrators:
a. inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders.
b. engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision.
c. advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan.

2. Digital Age Learning Culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

a. ensure instructional innovation focused on continuous improvement of digital-age learning.
b. model and promote the frequent and effective use of technology for learning.
c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.
d. ensure effective practice in the study of technology and its infusion across the curriculum.
e. promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration.

3. Excellence in Professional Practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

a. allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration.
b. facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.
c. promote and model effective communication and collaboration among stakeholders using digital-age tools.
d. stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

4. Systemic Improvement

Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

a. lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.
b. collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning.
c. recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals.

d. establish and leverage strategic partnerships to support systemic improvement.

e. establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning.

5. Digital Citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

a. ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.

b. promote, model and establish policies for safe, legal, and ethical use of digital information and technology.

c. promote and model responsible social interactions related to the use of technology and information.

d. model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.

14.4 District Curriculum Software Standards – Licensing Information

<table>
<thead>
<tr>
<th>Impact Applications</th>
<th>Latest Version</th>
<th>Licensing Agreement</th>
<th>Web Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adobe Acrobat</td>
<td>Accounting, creating pdf files</td>
<td>CS3</td>
<td><a href="http://www.adobe.com">www.adobe.com</a></td>
</tr>
<tr>
<td>Adobe (Macromedia) Dreamweaver</td>
<td>App for creating web content - taught in HS web development classes</td>
<td>MX2004</td>
<td><a href="http://www.adobe.com">www.adobe.com</a></td>
</tr>
<tr>
<td>Adobe (Macromedia) Flash</td>
<td>App for creating interactive content - taught in HS web development classes</td>
<td>MX2004</td>
<td><a href="http://www.adobe.com">www.adobe.com</a></td>
</tr>
<tr>
<td>Adobe Photoshop Extended</td>
<td>Photo editing software</td>
<td>CS3</td>
<td><a href="http://www.adobe.com">www.adobe.com</a></td>
</tr>
<tr>
<td>Adobe Web Premium</td>
<td>Includes Dreamweaver, Flash, Photoshop, Illustrator, Fireworks, Acrobat and Contribute</td>
<td>CS3</td>
<td><a href="http://www.adobe.com">www.adobe.com</a></td>
</tr>
<tr>
<td>ARC View for GIS</td>
<td>GIS and Mapping Software</td>
<td>CS3</td>
<td><a href="http://www.adobe.com">www.adobe.com</a></td>
</tr>
<tr>
<td>Blackboard Academic Suite</td>
<td>Online app for creating or taking online courses (discussion board, gradebook)</td>
<td>Academic Suite Version 5.0</td>
<td><a href="http://www.blackboard.com">www.blackboard.com</a></td>
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<tr>
<td>Boardmaker, Mayer-Johnson Co.</td>
<td>Communication symbols, graphics for creating worksheets, books</td>
<td>5.2.6.0</td>
<td><a href="http://www.boardmaker.com">www.boardmaker.com</a></td>
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<tr>
<td>Camtasia</td>
<td>Screen recorder and presentation software</td>
<td>4.0</td>
<td><a href="http://www.techsmith.com">www.techsmith.com</a></td>
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<tr>
<td>CCC Successmaker, MCS 6.0</td>
<td>LS system - students take IEP, diagnostic, progression, K-9</td>
<td>6.0</td>
<td><a href="http://www.cccsuccessmaker.com">www.cccsuccessmaker.com</a></td>
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<tr>
<td>Choice (Bridge)</td>
<td>Curriculum, extensive reports</td>
<td>Online</td>
<td><a href="http://www.bridge.com">www.bridge.com</a></td>
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<tr>
<td>Classworks</td>
<td>Career Online Tool – for career exploration, profiling</td>
<td>Online</td>
<td><a href="http://www.classworks.com">www.classworks.com</a></td>
</tr>
<tr>
<td>Co-Writer 4000, Don Johnston</td>
<td>Reading/Writing tool purchased by ESE to support special needs students K-8</td>
<td>4.1.0</td>
<td><a href="http://www.donjohnston.com">www.donjohnston.com</a></td>
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<tr>
<td>Discovery Education Screening</td>
<td>Online videos available for streaming and download</td>
<td>Online</td>
<td><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></td>
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<tr>
<td>Dibels Data System</td>
<td>set of standardized, individually administered measures of early literacy development</td>
<td><a href="http://www.dibels.com">www.dibels.com</a></td>
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<tr>
<td>Draft: Builder</td>
<td>Writing organizer</td>
<td><a href="http://www.draftbuilder.com">www.draftbuilder.com</a></td>
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<td>Edge</td>
<td>National Geographic Hampton-Brown core Reading/Language Arts program</td>
<td>Online</td>
<td><a href="http://www.edge.com">www.edge.com</a></td>
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<tr>
<td>Edulog</td>
<td>Transportation - networked software for managing field trips</td>
<td>Online</td>
<td><a href="http://www.edulog.com">www.edulog.com</a></td>
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<tr>
<td>Edulog</td>
<td>Assessment management software</td>
<td>Online</td>
<td><a href="http://www.edulog.com">www.edulog.com</a></td>
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<tr>
<td>eHR Portal</td>
<td>Online record-keeping system for Personnel Department</td>
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<td><a href="http://www.ehrportal.com">www.ehrportal.com</a></td>
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<td>ELLIS (ESOL)</td>
<td>English learning software</td>
<td>Online</td>
<td><a href="http://www.ellis.com">www.ellis.com</a></td>
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<tr>
<td>Fast ForWord</td>
<td>Brain processing efficiency for K-12 reading</td>
<td><a href="http://www.fastforword.com">www.fastforword.com</a></td>
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<tr>
<td>FASTT Math</td>
<td>Helps students develop fluency with basic math facts</td>
<td><a href="http://www.fastt.com">www.fastt.com</a></td>
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<td>FCAT Explorer</td>
<td>Online FCAT test preparation, free to all FL students, diagnostic, prescriptive</td>
<td>Online</td>
<td><a href="http://www.fcat4.com">www.fcat4.com</a></td>
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<td>FCAT Simulation, Festool, Inc.</td>
<td>Practice tests for the FCAT</td>
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<td><a href="http://www.fcstool.com">www.fcstool.com</a></td>
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<td>Follett Destiny Server</td>
<td>Library management system, card catalogues</td>
<td>8.5-9.0</td>
<td><a href="http://www.follettdestiny.com">www.follettdestiny.com</a></td>
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<td>Geometer: Sketchpad</td>
<td>Math software program to build and investigate mathematical models, objects, figures, diagrams, and graphs.</td>
<td><a href="http://www.geometer.com">www.geometer.com</a></td>
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<td>Harcourt: Think Central</td>
<td>Collection of curriculum software to accompany Harcourt textbooks</td>
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<td><a href="http://www.thinkcentral.com">www.thinkcentral.com</a></td>
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<td>Horizon</td>
<td>Networked food service POS (point of sale) management system</td>
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<td>Inspiration</td>
<td>Visual-thinking tool, story mapping, outlining - Gr 4-Adult</td>
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<td><a href="http://www.jamestownreading.com">www.jamestownreading.com</a></td>
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<td>Kidspiration</td>
<td>Visual-thinking tool, story mapping, outlining - Gr K-4</td>
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<td>MathType</td>
<td>Interactive software to create mathematical notation for word processing, web pages, desktop publishing, and presentations</td>
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<td>Maxx1 Bosco S, Mindware</td>
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<td>Microsoft Encarta Deluxe</td>
<td>Encarta CD or Online - factoring for both through School Community Agreement</td>
<td>2003</td>
<td><a href="http://www.encarta.com">www.encarta.com</a></td>
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<td>Microsoft Excel (Office 2007)</td>
<td>Spreadsheet and analysis application, tables, charts</td>
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<td>Microsoft FrontPage</td>
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<td>MinT/MinT Multimedia, Northwestern</td>
<td>All-in-one alphabetic, numeric, skill-building, and keypad program,</td>
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<td><a href="http://www.minsites.com">www.minsites.com</a></td>
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<td>designed for teaching &quot;touch typing&quot; skills - networked</td>
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<td>Statistical software for high school math statistics classes</td>
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<td><a href="http://www.minitab.com">www.minitab.com</a></td>
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<td>Research website aligned to standards. Includes the ability to save searches</td>
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<td></td>
<td>and create differentiated instruction lessons for students</td>
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<td><a href="http://www.postsecondarydigital.com">www.postsecondarydigital.com</a></td>
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<td><a href="http://www.pais.org">www.pais.org</a></td>
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<td>Pinnacle Web</td>
<td>Grade, standards and attendance management system - demographics exported</td>
<td>Online</td>
<td><a href="https://pinnacle.k12.tx.us">https://pinnacle.k12.tx.us</a></td>
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<td>Grade 3-10 math skill deficiencies, diagnostic, prescriptive worksheets</td>
<td>Online</td>
<td><a href="http://www.renaissance.com">http://www.renaissance.com</a></td>
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<td>Online v.3.0</td>
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<td>Renaissance Place - Accelerated Reader</td>
<td>Focuses attention on careful reading of books and builds the intrinsic</td>
<td>Online</td>
<td><a href="http://www.renaissance.com">www.renaissance.com</a></td>
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<td></td>
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<td>Renaissance Place - English in a Flash</td>
<td>Learn Beginning English</td>
<td>Online</td>
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<td>Renaissance Place - Fluent Reader</td>
<td>Learn Secondary English</td>
<td>Online</td>
<td><a href="http://www.renaissance.com/">www.renaissance.com/</a></td>
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<td>accurate, and reliable feedback</td>
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<td>Renaissance Place - *STAR Math</td>
<td>Determines placement levels and forecast outcomes on FCAT</td>
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<td>Renaissance Place - *STAR Reading</td>
<td>Determines the appropriate level of challenge, instantly place new students</td>
<td>2.1</td>
<td><a href="http://www.renaissance.com/">http://www.renaissance.com/</a></td>
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<td>Riverdeep - Destination Math</td>
<td>Grade 4-10 online math curriculum</td>
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<td><a href="http://www.riverdeep.com">http://www.riverdeep.com</a></td>
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<td>Riverdeep - Destination Reading</td>
<td>Grade K-1 or remedial 5-8 online reading</td>
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<td>Riverdeep Learning Village</td>
<td>Instructional Management System planning, etc.</td>
<td>Online</td>
<td><a href="http://www.riverdeep.com">http://www.riverdeep.com</a></td>
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<td>(“Keys instructional Delivery System” K.I.D.S.)</td>
<td>planning/creation stage for district implementation 2004-05</td>
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<tr>
<td>Riverdeep - Legal Science</td>
<td>Middle and High School online science curriculum - requires portal set up</td>
<td>Online</td>
<td><a href="http://www.riverdeep.com">http://www.riverdeep.com</a></td>
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<td>Learning English</td>
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<td><a href="http://www.rosetta.com">www.rosetta.com</a></td>
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<td>Scientific Reasonab</td>
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<td>Scholarly Read 180</td>
<td>3-12 reading programs - learning</td>
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<td><a href="http://www.scholarlyread.com">http://www.scholarlyread.com</a></td>
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<td>center approach, diagnostic, prescriptive, reports</td>
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<td><a href="http://www.createcorp.com/schoolvue">http://www.createcorp.com/schoolvue</a></td>
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<td>SimCal Sounds It Out 1 &amp; 2</td>
<td>Multi-level phonics tutor</td>
<td>8.0</td>
<td><a href="http://www.dhrhefutor.com">www.dhrhefutor.com</a></td>
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<td>Screenshot</td>
<td>Screen capture software</td>
<td>8.0</td>
<td><a href="http://www.techniblog.com">www.techniblog.com</a></td>
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<td>Management system for student data</td>
<td>Online - v. 1.3.2</td>
<td><a href="http://www.snoopchat.com">www.snoopchat.com</a></td>
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<td>Start-to-Finish</td>
<td>Reading series for struggling students</td>
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<td>SubFinder</td>
<td>Substitute teacher location system</td>
<td>Online</td>
<td><a href="https://resources.substituteonline.com">https://resources.substituteonline.com</a></td>
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<td>Teacher Universe</td>
<td>Online professional development - correlated to ISTE standards</td>
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<td>TEAMWORKS</td>
<td>Online facilities and management software for work requests and tracking</td>
<td>1.7</td>
<td><a href="http://teamwork.com">https://teamwork.com</a></td>
</tr>
<tr>
<td>TERMS</td>
<td>Management system for students, human resources, finances and payroll</td>
<td>3.5</td>
<td><a href="http://www.terminus.com">www.terminus.com</a></td>
</tr>
<tr>
<td>Textbook Resources</td>
<td>Vendor-provided resources included with textbook purchases</td>
<td></td>
<td><a href="http://www.4s-follett.com/cas/textbook">http://www.4s-follett.com/cas/textbook</a></td>
</tr>
<tr>
<td>TextLink Destiny</td>
<td>Textbook inventory management system and online district textbook search</td>
<td>8.5-9.0</td>
<td><a href="http://www.follett.com/cas/textbook">http://www.follett.com/cas/textbook</a></td>
</tr>
<tr>
<td>TI Graph Link (Texas Instruments)</td>
<td>TI Connect links the graphing calculator, providing additional applications and activities.</td>
<td></td>
<td>[<a href="http://www.amn.ti.com/ti">http://www.amn.ti.com/ti</a> Portal](<a href="http://www.amn.ti.com/ti">http://www.amn.ti.com/ti</a> Portal)</td>
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<tr>
<td>Type to Learn, Sunburst</td>
<td>Comprehensive keyboarding course for students in grades 2 and up that teaches touch-typing</td>
<td>Online</td>
<td><a href="http://www.suntarget.com/Product/Pro/4am/Hands-on-106416">http://www.suntarget.com/Product/Pro/4am/Hands-on-106416</a></td>
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<td>Typing Web</td>
<td>Online typing tutorial</td>
<td>Online</td>
<td><a href="http://www.unleashedlearning.com">http://www.unleashedlearning.com</a></td>
</tr>
<tr>
<td>UnitedStream</td>
<td>Digital video-on-demand and online teaching service aligned to state standards</td>
<td>Online</td>
<td><a href="http://www.unleashedlearning.com">http://www.unleashedlearning.com</a></td>
</tr>
<tr>
<td>Victor Reader</td>
<td>Players for the blind and dyslexic</td>
<td></td>
<td><a href="http://www.vbd.com">www.vbd.com</a></td>
</tr>
<tr>
<td>Waterford</td>
<td>Early reading, math and science curriculum</td>
<td></td>
<td><a href="http://www.pearson.com/platinum.a.s">http://www.pearson.com/platinum.a.s</a></td>
</tr>
<tr>
<td>Write Outloud, Dan Johnston</td>
<td>Talking word processor – students self-correct writing</td>
<td>4.1.0</td>
<td><a href="http://www.writeoutloud.com">www.writeoutloud.com</a></td>
</tr>
<tr>
<td>Writing with Symbols</td>
<td>Creates picture-word stories that students can then read - Grades Pre-K-2</td>
<td>2.05</td>
<td><a href="http://www.writingwithsymbols.com">www.writingwithsymbols.com</a></td>
</tr>
<tr>
<td>WYNN</td>
<td>Reader</td>
<td>5.1</td>
<td><a href="http://www.wynn.com">www.wynn.com</a></td>
</tr>
<tr>
<td>WYNN Wizard Optical Character Reader</td>
<td>Literacy software tool for struggling readers. Uses a bi-modal approach - simultaneous highlighting of the text as it is spoken.</td>
<td></td>
<td><a href="http://www.wynn.com">www.wynn.com</a></td>
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</table>

### 1.4.5 Microsoft School Agreement

Microsoft School Agreement Subscription from Microsoft is an annual comprehensive licensing program specially created to address the unique needs of primary and secondary education institutions. School Agreement:

A. ensures that Microsoft software is always current
B. software upgrades included in license
C. reduces the administrative requirements for managing software compliance, software support and system downtime.
D. Available products: School Agreement Subscription allows you to choose the most current versions of any of the products listed below. You have the flexibility to select...
the individual products you would like to license through your agreement for both your school and your students:

1. Microsoft Office® Standard & Professional Editions
2. Microsoft Office Macintosh® Edition
3. Microsoft Windows® Desktop Operating System (OS) Upgrades
4. Microsoft BackOffice®/Core Client Access License (CAL)
5. Microsoft Encarta® Reference Suite & Encarta Online Deluxe
6. Microsoft Encarta Class Server CALs
7. Microsoft Visual Studio®
8. Microsoft Visio® Professional Edition
9. Microsoft Project®
10. Microsoft FrontPage®
11. Microsoft Publisher

14.6 Detailed Specification for Monroe County Schools Classrooms for the 21st Century Electric Infrastructure and Technology Infrastructure

A. Definition

These design guidelines are intended to provide a digital learning environment for the 21st Century incorporating the use of digital multimedia. Systems available consist of installed large display LCD video projector(s), digital document cameras analog and digital playing and recording devices, storage devices, computer network connections, and the potential for digital interactive white boards.

B. Electrical Infrastructure

- Independent technology circuits with independent electrical panel TVSS protected at the panel – (see design spec’s)
- Each technology infrastructure drop (CAT 6 Outlets) will support 2 quad electrical outlets.
- These electrical outlet will be positioned next to the teachers multimedia outlet and any other student or administrative technology outlet (CAT 6 Outlets) will have blue (color) coded plugs.
- Duplex outlet above the ceiling tiles, no more than 2 feet from the LCD video projection box also above the ceiling. This projector box and electrical duplex box should from 10 – 12 feet from the teaching wall at the center of the room, or in case of LCD White board devices (e.g. interactive whiteboard/LCD projectors), a quad outlet should be positioned in the center of the teaching wall.
- Administrative and office electrical drop will be a quad outlet adjacent to technology drops (CAT 6 Outlets).
- Additional classroom electric per DOE spec. or every 8 feet on every wall there should be duplex outlets, not tied into computer panel.
- Each classroom will have zoned lighting for optimum projection viewing. The teaching wall lighting will be controllable so LCD screen can be darkened for effective viewing.
C. Technology Standard for Instructional Spaces

- One multimedia teachers outlet located on the teaching wall consisting of the following:
  - 4 - (CAT 6 cables) need 1" conduit stubbed up above ceiling grid — support teachers PC, phone, and printer
  - 1 RG 6 coaxial cable CCTV system, 1 " conduit stubbed above ceiling grid (located in VCR cabinet)
  - 2 - (CAT 6 cables) inside VCR cabinet for projector management 1 " conduit stubbed above ceiling grid.
  - 3 quad electrical outlets — Two (2) beside technology drop (CAT 6 Outlets) outside VCR cabinet and one (1) in VCR cabinet
- IP Intercom connection in all areas, 2-Cat 6 cables for IP Intercom speaker connection, terminated (male RJ45) without a faceplate in a single gang box on the front teaching wall (as per teaching wall diagram below) 18" below the ceiling grid.
- One Student station jack consisting of the following:
  - 2 - (CAT 6 cables) — support multiple workstations
  - 2 quad electrical outlets — 1 each side of technology (CAT 6 Outlets)
- LCD video projector box (P box double gang box) — located next to teacher workstation outlet outside the VCR/DVD cabinet:
  - VGA/DVI — 1½ conduit stubbed up above ceiling for the VGA/DVI cable (To Projector/From Teacher Desk) double gang box
  - SVGA cable (To Projector/From Teacher Desk)
  - 2 - RCA cables (To Projector/From Sound Enhancement in VCR Cabinet)
  - 3 mini stereo cable for PC audio (To Sound Enhancement in VCR Cabinet/From Desk)
- LCD video projector box (Video box double gang box) — located above ceiling along with a electrical duplex outlet:
  - 1 duplex electrical outlet for projector and wireless access point.
  - 1-VGA/DVI connection
  - 1-S-Video connection
  - 2 - RCA connectors
  - 3 - (CAT 6 cables) 1 for projector management and 2 for wireless access points
- The Interactive White Board (IWB) will not be mounted on walls that could be affected by the buildings A/C ducts. This has the potential of creating vibrations which could affect the picture on the IWB.
- Interactive White Board (IWB) installation — Rooms receiving IWB's will be designated on constructions plans. IWB's will need the same connections/cabling and boxes as described above for the LCD Teacher Workstation outlet.
- The IWB standard for MCSD is SMART.
- All cabling from the LCD Teacher Workstation to the IWB connection will be terminated and receive a 10 foot cable service loop in the ceiling directly above the IWB installed wall location. This installed IWB location will be on the "teaching wall" in each instructional area where IWB's are designated.

D. Technology Standard for Computer Labs
Same as for other instructional spaces, except provide one student drop for each 4 computers and 2 quads for every 2 computers outlets. Teaching wall remains the same, as well as LCD projector boxes.

E. Technology Standard for Other Spaces

- Office technology drops (2 locations in each office on opposite walls
  - 4 – Cat 6 cables next to Administrator/office staff’s desk next to 2 Quad electrical outlets.
  - Media Center technology drops
  - TBD
- Gymnasium technology drops
  - TBD
- Food Service-Point of Service (POS)
  - 2 – Cat 6 with one quad outlet centrally located for every POS station.

F. Wireless Technology

- Those drops are above the ceiling tile terminated in the double gang box Video-box
- CAT 6 cables above ceiling tiles as follows:
  - In each classroom and instruction area 2 CAT 6 cables above ceiling grid terminated in LCD video box
  - Each cafeteria, media center gym, PE covered area and 2 for each 1800 square feet of office space

G. Classroom audio systems – Audio Enhancement or other Approved classroom audio system

- Audio Enhancement system or other approved audio systems will be installed in all instruction spaces. This will be done by Audio Enhancement Inc. or other approved audio system installers the designer will show the system on their documents for coordination purposes and will note that it is furnished and could be installed by others approved sub contractors.
- The system will be located as follows:
  - Instructional Spaces – located outside VCR cabinet
  - Media Center – located at Circulation desk – Electrical contractor to provide a duplex outlet and quad electric outlet.
  - Cafeteria – located at ceiling height – Electrical contractor to provide a duplex outlet located 12” below finish ceiling.

H. MDF and IDF Racks

- Backbone fiber from MDF to all IDF’s should be as follows:
  - All fiber runs will run independently from each IDF back to the central MDF, (no looping through IDF’s)
  - All fiber back bone run will be in conduit with interdict.
  - 6 strand of Multi-mode fiber running from MDF to each IDF campus wide (star configuration)
  - 6 strand of single mode fiber running from MDF to each IDF campus wide (star configuration)
  - *50 pair copper analog phone cable running from MDF to each IDF (star configuration), *tentative
• Fiber Patch Panels in MDF and IDF –
  o All fiber terminations shall be SC connectors
  o Multi-mode and single mode fiber will be separated and labeled both on the outside
    of the fiber patch panel and on the inside terminations

• Cat 6 patch panels
  o 48 and 24 patch panels will be used
    • Separate labeled patch panels for the following:
      • Data – all teacher and student ports
      • Wireless Access Points - 2 CAT 6 per room
      • Projector management – 1 CAT 6 per room
      • IP intercom system – 1 CAT 6 per room

• Wire management in all IDF’s and MDF
  o Wire management will be provided as per diagram attached and specified (see Hubble
    Spec for part numbers)

I. Lighting Requirements

• Evaluate need for light over marker board. Board lights should have their own on/off switch at
  teaching station.

• Provide occupancy sensor to turn lights off in some circumstances, also consider turning lights
  on. Design lighting control so that it is zoned from front to back with a minimum of two zones.
  Additional zones may be required depending on the size of the room, and type of lighting
  installed. Zone 1 should control the lights over the projection screen; zone 2 (and other zones if
  applicable) the remaining lights.

• Use low brightness, directional lighting fixtures and lenses; the luminaires shall be capable of
  16% minimum light output; consult recommendations of Illuminating Engineering Society and
  IU Engineering Standards; fixtures shall be 2’ x 4’ 3-lamp T8 with 3 x 6 cell parabolic lens.

J. Basic Lighting

• Lighting design for classrooms shall use multi-level switching and/or dimmable fluorescent
  fixtures for general seating area. If multi-level switching is used, the switches shall be organized
  front-to-back by zone.

• Provide manual light controls at teaching station

• Provide on/off switch at each door

K. IP-Intercom connections

• 2-Cat 6 cables for IP Intercom speaker connection, terminated (male RJ45) without a faceplate
  in a single gang box on the front teaching wall (as per teaching wall diagram below) 18” below
  the ceiling grid.

• Office technology drops
  o 4 – Cat 6 next to Administrator/office staff’s desk next to Quad electrical outlet

• Wireless technology drops
  o 2 – Cat 6 above ceiling tiles centrally located next to the LCD projector box in each
    instructional area
  o These wireless drops will have a separate labeled patch panel in each IDF and MDF

• Projector Management Drops
  o 1 – Cat 6 above ceiling tiles centrally located next to the LCD projector box in each
    instructional area
A separate patch panel in each IDF and MDF.

- Audio Enhancement system will be installed in all instruction spaces. This will be done by Audio Enhancement Inc. contractor/vendor however the designer will show the system on their documents for coordination purposes and will note that it is furnished and installed by others.
  - The system will be located as follows:
    - Instructional Spaces – located outside VCR cabinet
    - Media Center – located at Circulation desk – Electrical contractor to provide a duplex outlet and quad electric outlet.
    - Cafeteria – located at ceiling height – Electrical contractor to provide a duplex outlet located 12" below finish ceiling.
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Technology Plan Glossary

The following are terms that are included in the Monroe County School District Technology Plan. Since some terms may have different meanings to different individuals, this glossary is provided to ensure a common understanding of the framework.

**Balanced Scorecard**

The Balanced Scorecard is a measurement, management, and communication tool used by the district to monitor key performance indicators and to develop and implement action plans.

**Beyond the School Day**

"Beyond the school day" is used in reference to keeping a school open so that students and others may use the technology resources outside the traditional hours of the school day, e.g., before and after school, and on weekends. A "Beyond the School Day" plan or program would be designed such that districts would submit proposals for funding to try innovative programs for keeping a school open that offer a high potential for success.

**Distance Learning**

"Distance learning" refers to the ability of an individual to effectively participate in a learning experience even though the instructor and learning resources are located in one or more remote locations.

**Educational Technology**

"Educational technology" includes all technology and technology-related processes used directly or indirectly for instructional purposes. This includes the use of hardware, software, networks, distance learning equipment, and related devices (such as probes, graphing calculators, camcorders, digital cameras, etc.), that support teaching and learning. This also includes resources that allow students and/or teachers to exchange information with others, or permits them to access, retrieve, manipulate, and display information available at Internet sites or elsewhere. Educational technology also refers to the hardware, software, and processes that facilitate the teaching and learning process such as those resources that support grade reporting, class scheduling, attendance accounting, assessment and similar functions. Finally, educational technology includes endeavors related to supporting the use of technology in the classroom such as providing professional development and technical support. Whenever this term is used, it includes technology that supports the needs of special populations.

**Educators**

The term "educator" refers to all teachers, school-based and district-based administrators, and instructional support staff.

**Effective Utilization of Technology**

"Effective utilization of technology" refers to using technology to fully satisfy the needs of the respective users of that technology. In the context of educational technology, this refers to using technology in such a way that student achievement and proficiency levels increase.

**Equitable Access**

"Equitable access" means that technology resources, services and products are delivered and available in a just and fair manner to many different groups of users.

**Equitable Distribution**
The term "equitable distribution" means that technology resources are distributed in such a way that all users have the level of resources that they need. It does not necessarily mean that all users have equal resources.

**eRate**

*eRate* is a national program through the Schools and Libraries Program of the Universal Service Fund, designed to make discounts available to eligible schools and libraries for telecommunication services, Internet access, and internal connections.

**FIRN**

*Florida Information Resource Network* - The Florida Information Resource Network (FIRN) is an extensive network which electronically links all of Florida’s public education entities to computing resources which serve public education. FIRN’s primary mission is to provide electronic pathways and procedures enabling user access to computing services for Florida’s public educational community.

**Florida Digital Educator**

Florida Digital Educator is a state-supported initiative to train educators to integrate technology into their curriculum as they explore methods that engage students with content knowledge.

**Florida Innovates**

*Florida Innovates* is a Florida Department of Education initiative which provides tools to determine technology availability and integration. The tools give schools and school districts a roadmap for assessing technology use in schools. Based on state and national objectives, *Florida Innovates* identifies needs and coordinates resources to meet those needs.

**Global Village**

Global village is the term used to describe the world shrunk into a village by the means of the different media types, most especially the World Wide Web, making it easy to pass across messages, thereby making the world become like a single village where people can easily contact each other.

**Goals**

Goals are targets that must be addressed in order for the district to fulfill its strategic mission.

**Information Technology**

"Information technology" refers to the hardware, software, network, information, and other resources that are used to facilitate the execution of the administrative functions of an enterprise.

**Infrastructure**

“Infrastructure” refers to the hardware, software, and networking resources that enable workstations and other devices (e.g., televisions, etc.) to access electronic information or programs that reside within and/or beyond the educational facility. The intent is that the infrastructure will be capable of delivering voice, video, and data resources to all connected users.

**Internet Filtering**

Internet filtering is the ability to block access to unwanted Internet content.

**Just-in-Time**
“Just-in-time” refers to the delivery of products or services to a user within the time frame and at the location required by that user.

Learning Village
The Learning Village (also known as Keys Instructional Delivery System K.I.D.S.) is an online repository for unit plans, lesson plans, activities and resources, to be used by teachers and curriculum specialists as a means to interactively link available resources and materials to lessons for classroom instruction.

Master Digital Educator
The Master Digital Educator (MDE) program is a state-supported initiative that identifies technology experts who are also subject area experts and qualified adult learning specialists. MDEs are based in school districts throughout the state of Florida and are available to school districts statewide as trainers, as well as participating in action research, reviewing digital assets, and creating digital content for the educators of Florida.

MCSD
Monroe County School District

Modern Computer
A modern computer, as defined by the Florida Department of Education, is a computer purchased after July 1, 2004.

My Learning Plan
My Learning Plan is a professional development management website used to record teacher inservice participation and points and to manage professional development opportunities (e.g. workshops) by maintaining a schedule of events, participant rosters, required activities and follow up.

NETS Standards
Developed by the International Society for Technology in Education (ISTE), National Educational Technology Standards (NETS) for students, teachers, and administrators help to measure proficiency and set goals for the knowledge, skills, and attitudes needed to succeed in today’s Digital Age.

Network Backbone
“Network backbone” refers to the main communications facility that is designed to connect all elements of an enterprise and is sufficiently large to support all the communications traffic of that enterprise.

OptiView
OptiView is a document management program that is used to store images of student records for easy retrieval.

Outcome Indicators
Outcome indicators are measures of attainment and criteria for judging the degree to which the strategic objectives of the district have been met.

Point of Learning
"Point of learning" refers to any location where students or educators will be participating in any learning activity, including the classroom, laboratory, media center, library, community center, home, etc.

**Proficient Users of Technology**

Students that are "proficient users of technology" are able to demonstrate proficiencies in using technology that meet or exceed a specified set of technology use standards.

**Sharepoint**

Sharepoint is a Microsoft product that allows users to create Web sites for information sharing and document collaboration in order to increase individual and team productivity. Sharepoint sites are available for all levels of users, including district, schools, and teachers.

**Strategic Plan**

The district strategic plan identifies district strategic priorities, goals, objectives, performance/outcome indicators, and strategies.

**Strategic Priorities**

Strategic priorities are those things that the district must do in order to fulfill its strategic mission.

**Strategies**

Strategies are actions that enable the district to achieve its goals in fulfilling its strategic mission.

**Students**

The term "student" in this framework refers to all students, including adult, vocational education, and special education students.

**Sufficient Bandwidth**

"Sufficient bandwidth" is an attribute of a cable or communications medium and means that the cable or medium is large enough to deliver voice, video, and data communications transmissions at the speeds required by the users of that cable or medium.

**Technology Leadership Programs**

"Technology leadership programs" refer to staff development programs that are intended to prepare participants to understand and facilitate the use of technology for instruction.

**Technology Literate**

Technology literate is the ability to use, manage, assess, and understand technology.

**Tele-Worker**

Part of the MCSD VoIP system, the Mitel Teleworker enables employees to communicate through a "plug and work" solution that extends the district network to virtually any location with internet capabilities.

**TERMS**

Educational Resource Management system for Monroe County Schools

**Videoconferencing**
Videoconferencing is an interactive telecommunications technology that allows two or more locations to interact via two-way video and audio transmissions simultaneously.

**Websense**

Websense is an internet access management system that allows the school district to monitor, report, and manage internal Internet use. Also considered an internet "filter," Websense can be programmed to block inappropriate websites from access by district users.

**Technology Plan Acronyms**

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<td>American College Test</td>
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<td>American Recovery and Reinvestment Act</td>
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<td>ASA</td>
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<td>AYP</td>
<td>Annual Yearly Progress</td>
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<td>BEAR</td>
<td>Billed Entity Application Reimbursement</td>
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<td>BER</td>
<td>Beyond Economical Repair</td>
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<td>BPA</td>
<td>Big Pine Academy</td>
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<td>CIPA</td>
<td>Children's Internet Protection Act</td>
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<td>CNE</td>
<td>Certified Novell Engineer</td>
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<td>COTA/L</td>
<td>Certified Occupational Therapy Assistant/Licensed</td>
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<td>CSH (CHS)</td>
<td>Coral Shores High School</td>
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<td>DHCNP</td>
<td>Dynamic Host Configuration Protocol</td>
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<td>DNS</td>
<td>Domain Name System</td>
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<td>DOE</td>
<td>Department of Education</td>
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<td>EETT</td>
<td>Enhancing Education Through Technology</td>
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<td>EOC</td>
<td>Emergency Operations Center</td>
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<td>ePO</td>
<td>ePolicy Orchestrator (McAfee)</td>
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<td>ESE</td>
<td>Exceptional Student Education</td>
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<td>ESOL</td>
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<td>FCAT</td>
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<td>FERPA</td>
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<td>Fund for the Improvement of Education</td>
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<td>FSU</td>
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<td>Full-time Equivalent</td>
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<td>Acronym</td>
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<td>Hard Drive</td>
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<td>Homee O’Bryant Middle School</td>
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<tr>
<td>HR</td>
<td>Human Resources</td>
</tr>
<tr>
<td>IDF</td>
<td>Intermediate Distribution Facility</td>
</tr>
<tr>
<td>IDS</td>
<td>Intrusion Detection Sensor</td>
</tr>
<tr>
<td>IEP</td>
<td>Individual Educational Plan</td>
</tr>
<tr>
<td>IP</td>
<td>Internet Protocol</td>
</tr>
<tr>
<td>IP RIP2</td>
<td>Internet Protocol Routing Information Protocol</td>
</tr>
<tr>
<td>IS</td>
<td>Instructional Services</td>
</tr>
<tr>
<td>ISA</td>
<td>Internet Security and Acceleration</td>
</tr>
<tr>
<td>IT</td>
<td>Instructional/Instructional Technology</td>
</tr>
<tr>
<td>ITTTS</td>
<td>Inventory of Teacher Technology Skills</td>
</tr>
<tr>
<td>KIDS</td>
<td>Keys Instructional Delivery System</td>
</tr>
<tr>
<td>KLS</td>
<td>Key Large School</td>
</tr>
<tr>
<td>KWH (KWHS)</td>
<td>Key West High School</td>
</tr>
<tr>
<td>LAN</td>
<td>Local Area Network</td>
</tr>
<tr>
<td>LATS</td>
<td>Local Assistive Technology Specialist</td>
</tr>
<tr>
<td>LCD</td>
<td>Liquid Crystal Display</td>
</tr>
<tr>
<td>LDAP</td>
<td>Lightweight Directory Access Protocol</td>
</tr>
<tr>
<td>MAC</td>
<td>Media Access Control</td>
</tr>
<tr>
<td>MATT</td>
<td>Monroe Assistive Technology Team</td>
</tr>
<tr>
<td>MCSD</td>
<td>Monroe County School District</td>
</tr>
<tr>
<td>MCSE</td>
<td>Microsoft Certified Systems Engineer</td>
</tr>
<tr>
<td>MCU</td>
<td>Multipoint Conferencing Unit</td>
</tr>
<tr>
<td>MDF</td>
<td>Main Distribution Facility</td>
</tr>
<tr>
<td>MECS</td>
<td>Montessori Elementary Charter School</td>
</tr>
<tr>
<td>MHS</td>
<td>Marathon High School</td>
</tr>
<tr>
<td>NAS</td>
<td>Network Attached Storage</td>
</tr>
<tr>
<td>NAT</td>
<td>Network Address Translation</td>
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<tr>
<td>NCLB</td>
<td>No Child Left Behind</td>
</tr>
<tr>
<td>NEFEC</td>
<td>Northeast Florida Educational Consortium</td>
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<td>NETS</td>
<td>National Educational Technology Standards</td>
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<tr>
<td>NSLP</td>
<td>National School Lunch Program</td>
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<tr>
<td>OCP</td>
<td>Occupational Completion Point</td>
</tr>
<tr>
<td>OPPAGA</td>
<td>Office of Program Policy Analysis &amp; Government Accountability</td>
</tr>
<tr>
<td>OSPF</td>
<td>Open Shortest Path First</td>
</tr>
<tr>
<td>P2P</td>
<td>Point-to-Point</td>
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<tr>
<td>PATS</td>
<td>Paperless Applicant Tracking System</td>
</tr>
<tr>
<td>PCM</td>
<td>ProCurve Manager</td>
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<tr>
<td>PEAP</td>
<td>Protected Extensible Authentication Protocol</td>
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<tr>
<td>PIF</td>
<td>Personal Information Form</td>
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<td>PKS</td>
<td>Plantation Key School</td>
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<tr>
<td>POI</td>
<td>Pointeview Elementary School</td>
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<tr>
<td>QoS</td>
<td>Quality of Service</td>
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<tr>
<td>RPT</td>
<td>Registered Physical Therapist</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<td>--------------</td>
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<tr>
<td>SAT</td>
<td>Scholastic Aptitude Test</td>
</tr>
<tr>
<td>SIG</td>
<td>Sigsbee Elementary School</td>
</tr>
<tr>
<td>SIP</td>
<td>School Improvement Plan</td>
</tr>
<tr>
<td>SLD</td>
<td>Schools and Libraries Division</td>
</tr>
<tr>
<td>SLS</td>
<td>Sugarloaf School</td>
</tr>
<tr>
<td>SMTP</td>
<td>Simple Mail Transfer Protocol</td>
</tr>
<tr>
<td>SOP</td>
<td>Standard Operating Procedure</td>
</tr>
<tr>
<td>SSE</td>
<td>Stanley Switlik Elementary School</td>
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<tr>
<td>SSH</td>
<td>Secure Shell</td>
</tr>
<tr>
<td>ST2L</td>
<td>Student Tool for Technology Literacy</td>
</tr>
<tr>
<td>SVGA</td>
<td>Super Video Graphics Array</td>
</tr>
<tr>
<td>TABE</td>
<td>Test for Adult Basic Education</td>
</tr>
<tr>
<td>TERMS</td>
<td>Total Educational Resource Management System</td>
</tr>
<tr>
<td>TSSA</td>
<td>Technology Standards for School Administrators</td>
</tr>
<tr>
<td>TVM</td>
<td>Treasure Village Montessori</td>
</tr>
<tr>
<td>UCF</td>
<td>University of Central Florida</td>
</tr>
<tr>
<td>UPS</td>
<td>Uninterruptible Power Supply</td>
</tr>
<tr>
<td>USAC</td>
<td>Universal Service Administration Company</td>
</tr>
<tr>
<td>USF</td>
<td>University of South Florida</td>
</tr>
<tr>
<td>VGA/DVI</td>
<td>Video Graphics Array / Digital Visual Interface</td>
</tr>
<tr>
<td>VISA</td>
<td>Volunteers in School Activities</td>
</tr>
<tr>
<td>VLAN</td>
<td>Virtual Local Area Network</td>
</tr>
<tr>
<td>VoP</td>
<td>Voice Over Internet Protocol</td>
</tr>
<tr>
<td>VPN</td>
<td>Virtual Private Network</td>
</tr>
<tr>
<td>WAN</td>
<td>Wide Area Network</td>
</tr>
</tbody>
</table>
1. DIGITAL LEARNING ENVIRONMENT – Engage students in their education in ways never before possible.
   - Ensure students are provided the technology skills necessary to thrive in a new economy.
   - Establish standards for technology literacy for students to be prepared for taking online assessment.
   - Ensure the opportunity for students to participate in distance learning courses to meet their diverse and unique needs.
   - Ensure that students and teachers are adequately trained in the use of online digital content.
   - Ensure assessments to measure 21st century skills.
   - Ensure that digital content is utilized in core curriculum areas.
   Description:

2. INSTRUCTIONAL LEADERSHIP – Invest in strong leadership essential to promoting the development of technology savvy personnel at all levels of the educational system.
   - Establish technology literacy standards for administrators.
   - Ensure high quality, sustained training, and outreach to school administrators on technology savvy leadership.
   - Ensure participation in online tools and resources that provide data on the utilization of technology in the classroom.
   - Establish effective technology leadership models.
   - Ensure that schools have strategies to provide community access to school-based technology and training.
   - Ensure that educational leadership programs contain technology related course work.
   Description:

3. FLORIDA'S DIGITAL EDUCATORS – Empower educators with the skills necessary to integrate technology to improve students' rates of learning.
   - Ensure that every teacher has the opportunity to take online learning courses.
   - Ensure teachers utilization of technology to gather, manage, and analyze student data to differentiate instruction for every child.
   - Ensure that pre-service teachers are receiving appropriate technology instruction prior to classroom placement.
   - Establish technology literacy standards for teachers.
   - Establish the creation of best practices model for the integration of technology in the curricula.
   - Establish the creation of best practices model for the integration of technology in the curricula.
   - Establish the quality and consistency of teacher education through measurement, accountability, and increased technology resources.
   Description:

4. ACCESS TO TECHNOLOGY – Expand access to innovative digital technologies and learning opportunities.
   - Ensure access to innovative digital technologies and learning opportunities.
   - Ensure ubiquitous access to computers, technology devices and connectivity for each teacher.
   - Ensure that students and teachers will have access to digital content to be integrated into core curricula as a means to academically prepare students for achievement in a constantly changing economy.
   - Establish a common set of digital content standards to ensure interoperability among technology systems.
   - Ensure that every school has an efficient, automated library media center connected to the Internet and networked to appropriate learning areas.
   Description:

5. INFRASTRUCTURE AND SUPPORT – Establish that all public schools have the infrastructure that supports dedicated, high-speed connections to the point of learning, and provide “just-in-time” technology support.
   - Ensure the availability of technical support to maintain computer networks, maximize educational uptime, and plan for future needs.
   - Ensure the availability of school-based instructional technology support specialists to provide expert support for integration of technology and curriculum and instruction.
   - Ensure that broadband access is available all the way to the end-user for data management, online and technology-supported assessments, e-learning, and accessing high-quality digital content.
Monroe County School District

Acceptable Use Policy for Student Access to Networked Communications

It is a general policy that Monroe County School District network facilities (i.e., computers, electronic mail, conferences, bulletin boards, data bases, and access to the Internet), referred to as "the network telecommunications," are to be used in a responsible, efficient, ethical, and legal manner in accordance with the policies of the District School Board of Monroe County and Board Policy. The following guidelines have been established for all users of the network. Failure to follow these guidelines may result in the loss of access to the network or other disciplinary action.

The primary purpose of the MCSD Network is to support students and teachers in the process of teaching and learning and to support the business operations and communications of the School District. Any violation of the principles and policies in this document may result in disciplinary action (including suspension or expulsion) and possible legal action. To address Personal devices parents agree to release liability to the schools and district of responsibility of the personal devices.

Public Information

Electronic communications and documents should never be considered completely private. The District School Board of Monroe County is subject to Florida Statutes regarding public information access. As such, all electronic messages and documents are a matter of public record. Examples: all email, files and documents saved on district computers or networks

Acceptable Uses of the Network/Internet/Email

- Participating in activities which support learning and teaching in Monroe County Schools
- Participating in electronic conferences, bulletin boards, email, databases, and access to the Internet to support curriculum.
- Students should use the Internet/network for appropriate educational purposes and research.
- Students should use the Internet/network only with the permission of designated school staff.
- Students should be considerate of other users on the network. Cyber bullying is unlawful behavior.
- Students must use appropriate language for school situations and must not use vulgar or profane language or images, including those with implied vulgarity and/or profanity.
- Students should immediately report any security problems or breaches of these responsibilities to the supervising teacher.
- Students must adhere to copyright laws and plagiarism rules when using the Internet.

Unacceptable Uses of the Network/Internet/Email

- Using impolite, abusive, or objectionable language or sending and displaying offensive or obscene messages or pictures. Sexual harassment, discrimination of any sort referencing age, sex, gender, religion, race or inference to drugs, guns or violence will not be tolerated.
- Using the network in ways that violate federal, state, or local laws, including use of network resources to commit forgery, or to create a forged instrument.
- Access by minors to inappropriate material on the Internet and World Wide Web, including disclosure of personal information when using electronic mail, chat rooms, and other forms of direct electronic communications.
- Activities which cause congestion of the network or otherwise interfere with the work of others (i.e., chain letters, jokes, multimedia greeting cards, and e-mail backgrounds, enhancements and stationery).
- Using the networked communications for commercial purposes or financial gain.
- Sending, receiving or copying copyrighted material without permission of the author.
- Avoiding security and/or proper logon procedures.
- Unauthorized access to another's resources, programs, or data.
- Unauthorized disclosure, use and dissemination of personal information regarding minors.

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- Students must not intentionally degrade or disrupt Internet network services or equipment. This includes but is not limited to tampering with computer hardware or software, vandalizing data, invoking computer viruses, attempting to gain access to restricted or unauthorized network services, unauthorized redirection of school web pages or violating copyright laws. Vandalizing networked resources, including the uploading or creation of computer viruses.
- Outside email services such as Gmail, Yahoo mail, etc. within our network.
- Instant messaging or VOIP services.
- Installation of unauthorized software on networked computers
- Students must not use proxy avoidance sites (sites that allow the user to bypass the district Internet filter) or other sites indicated as blocked. Use of these sites violates this contract and could result in loss of Internet access and/or other disciplinary actions.
- Falsifying one’s identity to others while using the network.
- Students must not share user IDs and passwords.
- Students must not give out personal information about themselves or where they live.
- Students may not have access publicly provided Internet Service Providers or e-mail services.
- Students are required to access the Internet only through district-provided equipment. Under no circumstances are students to use any device (e.g., smart phones, Palms, or other Internet data device) that bypasses this requirement.
- Students must not attach or transfer media from a personal storage device to district hardware without permission from an appropriate staff member.
- Students must not work directly on teacher, school, or district department websites without express written permission from the district Web Administrator and Director for Instructional Technology.
- Students must not use the network in a fashion inconsistent with directions from teachers and other staff.

Use of District-Created E-Mail Distribution Lists

The purpose of all mailing lists maintained on Monroe County School District’s network is to provide a fast, convenient medium for written communications. Distribution lists are to be used only for school district business or in support of teaching and learning activities.

Official Correspondence

It is the responsibility of the originator to properly maintain copies of all electronic documents, files and messages that may be construed as “official correspondence.” This specifically includes responsibility for appropriate records retention, confidentiality, disposal, duplication, distribution and security. Users are expected to manage their allocated server and e-mail space in an efficient and timely manner. The school district, and specifically the Information Services Department, is not responsible for maintaining archived email or electronic documents sent over email as part of the school’s network or over the Internet.

Web Content Filtering

The school district maintains a web-content filtering system that either permits or denies certain websites and protocols based on a category system, if a particular legitimate website is unduly blocked, a request can be made to unblock such site. This is done by requesting it via the district’s help request system.

There should be no expectancy of privacy by MCSD staff, all web access by staff and students is tracked, and is subject to the public records law.
STUDENT/PARENT AGREEMENTS
MONROE COUNTY SCHOOL DISTRICT
NETWORKED COMMUNICATIONS SYSTEM / VIDEO CONSENT

This form should be completed once per school campus and kept on file at the school for the
duration of the student’s enrollment at that campus.

STUDENT:

Name (please PRINT): _______________________________ Grade _____

I understand that my computer use is not private and that the District will monitor my activity on the
networked communication system.

I have read the acceptable use policy and administrative regulations and agree to abide by their
provisions. I understand that violation of these provisions may result in suspension or revocation of
system access.

Student’s signature _______________________________ Date __________

PARENT:

By signing below, I am stating that I have read the District’s electronic communications system policy
and administrative regulations. Further, I certify that the information contained on this form is correct.

Upon signing this document you affirm that it is not reasonable that the Monroe County School District
can directly supervise your child every minute he or she is on the computer. Therefore, you agree that
when your child is not directly supervised, he or she will obey all school computer use policies, civil and
criminal laws. In the event your child notifies you they are receiving computer messages threatening
death, bodily harm or destruction to property, you agree to report this event immediately to both law
enforcement and the Monroe County School District.

As parent/guardian of this student, I understand the risks associated with allowing my child to use the
Internet. Furthermore, in signing this policy, I affirm that through this document the school district made
a reasonable attempt to educate me on the known potential risks of using the Internet and the school’s
rules and goals of Internet use. Based on this adequate notice, I agree not to hold the Monroe County
School District responsible for materials acquired or contacts made on the network.

Networked Communications System (check ONLY one)

☐ Yes I give permission for my child to participate in the District’s electronic communications
system (including Internet access).

☐ No I do not give permission for my child to participate in the District’s electronic
communications system.
Video and Still Photo Publication Consent (check ONLY one)

☐ During the school year Monroe County School District students are often involved in activities that involve taking pictures and developing videos for multimedia projects, Internet web design, video taping, yearbook photos and interviews. I hereby give consent for my child to be photographed; video taped or interviewed for possible use in newspapers, television, radio broadcasts, school web sites, and school board publications.

☐ I do not want my child to be identified in photographs, video tapes or interviews for possible use in newspapers, television, radio broadcasts, school web sites, and school board publications.

Signature of parent or guardian ________________________________

Home address ________________________________________________

Date ____________________ Home phone number ____________________

\ICSD-1002-01.66.2006
Monroe County School District

Acceptable Use Policy for Employee Access to Networked Communications

It is a general policy that Monroe County School District network facilities (i.e., computers, electronic mail, conferences, bulletin boards, data bases, and access to the Internet), referred to as "the network telecommunications," are to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the District School Board of Monroe County and Board Policy. The following guidelines have been established for all users of the network. Failure to follow these guidelines may result in the loss of access to the network or other disciplinary action.

The primary purpose of the MCSD Network is to support students and teachers in the process of teaching and learning and to support the business operations and communications of the School district. Any violation of the principles and policies in this document may result in disciplinary actions (including suspension or expulsion) and possible legal action.

Public Information

Electronic communications and documents should never be considered completely private. The District School Board of Monroe County is subject to Florida Statutes regarding public information access. As such, all electronic messages and documents are a matter of public record. Examples: Internet browsing records, all email, files and documents saved on district computers or network.

Acceptable Uses of the Network/Internet/Email

- Participating in activities which support learning and teaching in Monroe County Schools
- Participating in electronic conferences, bulletin boards, email, databases, and access to the Internet to support curriculum.

Unacceptable Uses of the Network/Internet/Email

- Using impolite, abusive, or objectionable language or sending and displaying offensive or obscene messages or pictures. Sexual harassment, discrimination of any sort referencing age, sex, gender, religion, race or inference to drugs, guns or violence will not be tolerated.
- Using the network in ways that violate federal, state, or local laws, including use of network resources to commit forgery, or to create a forged instrument
- Access by minors to inappropriate matter on the Internet and World Wide Web, including disclosure of personal information when using electronic mail, chat rooms, and other forms of direct electronic communications
- Activities which cause congestion of the network or otherwise interfere with the work of others (i.e. peer-to-peer applications, chat lobbies, jokes, multimedia greeting cards, and e-mail backgrounds, enhancements and stationery)
- Using the networked communications for commercial purposes or financial gain
- Sending, receiving or copying copyrighted materials without permission of the author
- Avoiding security and/or proper log in procedures.
- Unauthorized access to another’s resources, programs, or data
- Unauthorized disclosure, use and dissemination of personal information regarding minors.
- Vandalizing networked resources, including the uploading or creation of computer viruses
- Falsifying one’s identity to others while using the network
- Installation of unauthorized software on networked computers
- Outside email services such as GMAIL, Yahoo mail, etc. within the network
- Instant messaging or VOIP services
- Accessing the web through the MCSD wireless network mobile devices including, non district laptop computers, mobile phones, etc.
Use of District-Created E-Mail Distribution Lists

The purpose of all mailing lists maintained on Monroe County School District’s network is to provide a fast, convenient medium for written communications. Distribution lists are to be used only for school district business or in support of teaching and learning activities.

Official Correspondence

It is the responsibility of the originator to properly maintain copies of all electronic documents, files and messages that may be construed as “official correspondence”. This specifically includes responsibility for appropriate records retention, confidentiality, disposal, duplication, distribution and security. Users are expected to manage their allocated server and e-mail space in an efficient and timely manner. The school district, and specifically the Information Services Department, is not responsible for maintaining archived email or electronic documents sent over email as part of the school’s network or over the Internet.

Help Request System

Any technical assistance needed by network users is to be requested via the district’s help request system.

The system can be accessed by opening Internet Explorer and typing:

http://adm-help/Submit.asp

Web Content Filtering

The school district maintains a web-content filtering system that either permits or denies certain websites and protocols based on a category system. If a particular legitimate website is unduly blocked, a request can be made to unblock such site. This is done by requesting it via the district’s help request system.

There should be no expectation of privacy by MCSD staff, all web access by staff and students is tracked, and is subject to the public records law.
USER/EMPLOYEE NETWORKED COMMUNICATIONS SYSTEM
AGREEMENT

MONROE COUNTY SCHOOL DISTRICT

EMPLOYEE:

Name (please PRINT): __________________________________________

As a user of the Monroe County School District's networked communications system, I hereby agree to comply with the Acceptable Use Guidelines – communicating and using Internet and Networked resources for educational business purposes only, honoring relevant laws and restrictions.

School Location: ________________________________________________

Employee's Signature __________________________ Date ___________

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Laptop Use and Security Policy

As a Monroe County School District employee, I understand that the Laptop assigned to me remains the property of the Monroe County School District (MCSD). The Laptop Use and Security Policy outlined below will guide my use of this productivity tool.

Article I: Security at School
- I understand that my Laptop needs to be with me at school every day and connected to the district network. The network connection allows for regular anti-virus and Windows updates.
- I understand that I am permitted to take my Laptop home at the end of the school day, or
- I will secure my Laptop in my classroom when not in use.
- I understand that leaving the Laptop in a car can promote theft and damage from temperature extremes.
- I understand that I am expected to protect my Laptop from damage and theft.

Article II: Connectivity at Home
- I understand that this Laptop can be configured for use at home as well as at school. In order to configure at home connectivity, I understand that I must discuss my home ISP (Internet Service Provider) environment with authorized MCSD Information Technology (IT) personnel and provide specific information as needed.
- I understand that if I fail to provide information necessary for at-home connectivity, I will be unable to access my MCSD accounts from home.
- I understand that I am not to install ISP software on this computer. Installation of AOL is strictly prohibited. If I need ISP software installed, I will contact IT personnel for installation.

Article III: User Interface at Home or School
- I understand that I will need to attend an orientation session to learn how to use my Laptop.
- I understand that I will adhere to the MCSD Acceptable Use Policy and have a signed policy on file.
- I understand that I may use my school discretionary funds, where available, to purchase any necessary MCSD-approved add-ons and storage devices (e.g., additional battery pack, mouse, monitor, pen drive) and that such purchases then become the property of the Monroe County School District.
- I understand that I will not install any programs or applications onto my Laptop and that all software installations will be handled by members of the MCSD IT team.
- I understand that specialized academic software required by me or my students must be cleared by authorized IT personnel prior to purchase and installation.
- I understand that I will not permit students to use my Laptop, with the exception of classroom instruction or demo.
- I understand that I am not to lend my Laptop to anyone, including members of my family, for any reason.
- I understand that I am responsible for the appropriate use of my Laptop, including anything stored on the machine, by anyone, for any length of time.
- I understand that I must return my Laptop to the school office if I resign or if I am planning an absence of more than two weeks.
- I understand that all MCSD Network Use Policies govern the operation of my laptop on and off the MCSD network.
- I understand that any repair will be handled through the MCSD IT team.
- I understand that I will not be held responsible for computer problems resulting from regular school-related use, but may be held responsible for any problems caused by my negligence as deemed by the District’s administration.

All use of laptops outside of school facilities is covered by the Monroe County School District Acceptable Use policy and specifically also by the Monroe County School District Laptop Use and Security Policy which all users signed before being issued a laptop.

Printed Name
Signature
Date
Monroe County School District

Acceptable Use Policy for Guest Access to Networked Communications

It is a general policy that Monroe County School District network facilities (i.e., computers, electronic mail, conferences, bulletin boards, data bases, and access to the Internet via wired or wireless connection), referred to as "the network telecommunications," are to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the District School Board of Monroe County and Board Policy. The following guidelines have been established for all users of the network. Failure to follow these guidelines may result in the loss of access to the network or other disciplinary action.

Public Information

Electronic communications and documents should never be considered completely private. The District School Board of Monroe County is subject to Florida Statutes regarding public information access. As such, all electronic messages and documents are a matter of public record. Examples: all email, files and documents saved on district computers or networks.

Acceptable Uses of the Network/Internet/Email

- Participating in activities which support learning and teaching in Monroe County Schools
- Participating in electronic conferences, bulletin boards, email, databases, and access to the Internet to support curriculum.

Unacceptable Uses of the Network/Internet/Email

- Using impolite, abusive, or objectionable language or sending and displaying offensive or obscene messages or pictures. Sexual harassment, discrimination of any sort referencing age, sex, gender, religion, race or inference to drugs, guns or violence will not be tolerated.
- Using the network in ways that violate federal, state, or local laws, including use of network resources to commit forgery, or to create a forged instrument
- Access by minors to inappropriate matter on the Internet and World Wide Web, including disclosure of personal information when using electronic mail, chat rooms, and other forms of direct electronic communications
- Activities which cause congestion of the network or otherwise interfere with the work of others (i.e. chain letters, jokes, multimedia greeting cards, and e-mail backgrounds, enhancements and stationery)
- Using the networked communications for commercial purposes or financial gain
- Sending, receiving or copying copyrighted materials without permission of the author
- Avoiding security and/or proper log in procedures
- Unauthorized access to another’s resources, programs, or data
- Unauthorized disclosure, use and dissemination of personal information regarding minors
- Vandalizing networked resources, including the uploading or creation of computer viruses
- Falsifying one’s identity to others while using the network
- Installation of unauthorized software on networked computers
- Attaching unauthorized devices (Access Points, routers, switches, hubs, etc.) to existing infrastructure.
- Attaching to any MCSD site via wired or wireless without the ACP Guest Access document signed and verified.
- Guests must not attach or transfer media from a personal storage device to district hardware without permission from an appropriate staff member.
Use of District-Created E-Mail Distribution Lists

The purpose of all mailing lists maintained on Monroe County School District's network is to provide a fast, convenient medium for written communications. Distribution lists are to be used only for school district business or in support of teaching and learning activities.

Official Correspondence

It is the responsibility of the originator to properly maintain copies of all electronic documents, files and messages that may be construed as "official correspondence". This specifically includes responsibility for appropriate records retention, confidentiality, disposal, duplication, distribution and security. Users are expected to manage their allocated server and e-mail space in an efficient and timely manner. The school district, and specifically the Information Services Department, is not responsible for maintaining archived email or electronic documents sent over email as part of the school's network or over the Internet.
GUEST USER ACCESS NETWORKED COMMUNICATIONS SYSTEM AGREEMENT

MONROE COUNTY SCHOOL DISTRICT

*****

GUEST/VENDOR:

Name (please PRINT): ________________________________

As a user of the Monroe County School District's networked communications system, I hereby agree to comply with the Acceptable Use Guidelines – communicating and using Internet and Networked resources for educational business purposes only, honoring relevant laws and restrictions.

School Location: ______________________________________

Vendors/Guest Signature ____________________________ Date ___________

*****
Technical Support Request System Procedures

The Monroe County School District provides timely and cost-effective technical support through the utilization of web-based solutions which interact with the district’s email system. The system provides a familiar interface to end users and requires minimal training. Any MCSD employee can initiate a Help Request to their school technician or the district office by visiting the internal Help Request page at: http://adm-help.Submit.asp

Use of this district-wide virtual helpdesk aids IT staff in coordinating all technical support issues. This helpdesk system is also used to coordinate technical installations, software implementations and technical updates. All users must report issues through this system to get technical support through the IT Department.

The following will outline the typical flow of a service request generated by a MCSD employee.

1. User will use an Internet Explorer shortcut on their desktop which opens to the help request site. This website is available from any computer on the district-wide network. Access from outside the network will require VPN access. The link is located on the Favorites list in Internet Explorer and at www.KeysSchools.com/helpdesk or the homepage.

2. User will make appropriate selections to identify, describe and submit their issue. Valid technical support issues include the following:
   a. Audio-Visual needs - projector, audio-enhancement, TV, DVD, screens, other
   b. Hardware issues - workstation, phone, printer, networking, other
   c. Software issues - staff or student software problems
   d. TERMS - access, password, training, support
   e. Other needs - moves, adds, changes

3. The appropriate support personnel will receive an automated email notification regarding the reported issue and take appropriate action to resolve the issue. Notes are added to the help request ticket as needed. The user is notified via automated email as to any notes posted on the issue and the resolution of the problem.

4. Following the resolution of the issue, if a user is NOT satisfied, he or she may:
   a. Re-Open the original issue
   b. Submit another issue

The IT Department will assume the user is satisfied with the closing of the issue if no further action is taken by the user.

All technical requests that are generated through the help request system are housed in a SQL database. This database may be accessed by users and technicians as a historical database and accessed to create reports as needed.

In addition to the help request system, the district also maintains a technical knowledge base housed on a Microsoft SharePoint site.
Monroe County School District
Retention of Email and Files as a Form of Public Records

Florida’s Public Records Law:

It is the policy of the Monroe County School District that all employees will comply with Florida’s public records law and state retention schedules for public records, including electronic mail (e-mail) as well as the Monroe County School Boards Policy and procedures on public records requests. Please see Public Records http://www.ncsbs.com/monroe-fl/Policy 8310 and associated procedure.

Florida’s public records law, listed in Chapter 119 of the Florida Statutes, defines public records as: “All documents, papers, letters, maps, books, tapes, photographs, films, sound recordings, data processing software or other material, regardless of physical form, or characteristics, or means of transmission, made or received pursuant to law or ordinance or in connection with the transaction of official business by any agency.” What is more important is CONTENT not FORMAT.

The Florida Supreme Court interprets this definition to encompass all materials made or received by an agency in connection with official business which are used to perpetuate, communicate or formalize knowledge. All of these materials, regardless of form, are open for public inspection unless the legislature has specifically exempted them from disclosure. One Florida court has held that “information stored in a computer is as much a public record as a written page in a book or a tabulation in a file stored in a filing cabinet.”

Exemptions to the Florida Public Records Law:

State and federal law exempts certain categories of documents from disclosure under the public records law. The exemptions which apply most often Monroe County School District records include:

- Certain documents involving personnel matters, which are confidential under Florida law;
- Student records which, except for “directory information,” must be kept confidential; and
- Certain kinds of research records that are deemed confidential under Florida law.

Before any e-mail is released pursuant to a public records request, any exempt information must be deleted from the e-mail.

Retention:

Non-business email messages are not public records and need not be retained. There is no logical reason to retain an email that was created without an intention to perpetuate or formalize knowledge. Florida Administrative Code allows state agencies to dispose of all records with a retention value of, “retain until obsolete, superseded, or administrative value lost” (OSA) without having to fill out a records disposition request. In other words, both duplicates and master copies of records with this retention period may be disposed of when, in the judgment of the employee, they are obsolete, superseded, or have lost their administrative value. In applying this rule, any E-mail messages created or received that fall under this retention period may be deleted at the user’s discretion, under the above standards.

E-mail created or received by Monroe County School District employees in connection with official business is subject to the public records law and open for inspection.

All public records requests should be referred to the IT Department and forwarded to the Monroe County School District Superintendent.

E-mail that does not fall within the definition of a public record should not be produced. E-mail which is a public record but contains exempt information should be produced but the exempt information must first be deleted or redacted.

If the person making the records request wishes to obtain copies of the documents, the public records law allows the district to charge 15 cents per one-sided copy. In addition, if copying the public records requires extensive use of information services resources or clerical and/or supervisory assistance, the district may assess a reasonable service charge based on the district’s actual incurred costs. An estimate of the charges should be given to the requestor and approval obtained prior to responding to the request. All charges should be collected before producing the documents.

Monroe County School District Retention Schedule:

Schedules are based on a record’s informational content, not its format. Retention of most e-mail records falls within the following two categories:

1. Retain Until Obsolete, Superseded, or Administrative Value is Lost: This means that the records only have to be retained until they have served their administrative purpose. Examples of such records would be as follows:
   a. Transitory Messages.
   b. Routine announcements and information, including notices of meetings, training or workshops, queries regarding processes or ideas, and general information regarding programs.
   c. Reference files that are general information files used in daily functions of the administrative area.
   d. Meeting notices, statistical records, reading files, and recipients’ inter-departmental memoranda.

2. Retain for Three Fiscal Years:
   a. Fiscal and budget records.
   b. Memoranda containing policies, procedures, official business

Methods for Retaining E-Mail

While methods for reviewing, storing or deleting e-mail vary, Monroe County School District complies with the retention requirements of the public records law by doing the following:

1. All personnel are encouraged to maintain their Exchange / Outlook email account. Personnel are trained and encouraged to archive frequently to their networked home directory. This directory is backed up nightly and a monthly tape taken out the rotation for cataloging.
2. All district personnel have Exchange email accounts. All personnel’s' mailboxes are backed up nightly. Any email that arrives and is deleted within the same day is not backed up or retained. Mailboxes are backed up to tape on a 10 day rotation schedule. Tapes are taken out of the rotation after 10 days and stored, then transferred to CD/DVD. The media for district personnel is stored in the IT Department.

3. All documents saved in “My Documents” on the networked workstations are redirected to the user's networked home directory. The home directories are backed up to tape on a 10 workday rotation schedule. Tapes are taken out of the rotation after 10 days and stored, then transferred to CD/DVD.
Monroe County School Board

I.T. Department

Terms Access

Security Procedures
System defaults: Sessions time out after 1 hour of inactivity.
Passwords must be a minimum of 8 characters, start with a letter and include at least one number.
Password set to expire every 60 days. New password cannot be the same as last six.

NEW & ESTABLISHED USERS

Request for access are made via application specific access forms which are signed by the requester and approved by their Supervisor, or a request from the Finance department for access to projects/centers.

Samples of forms submitted for access
NEW USERS

Once proper forms are received a USER ID and profile is created by System Security personnel in the I.T. department. Notification is then sent via email with instructions for initial sign-on to the user. If access to multiple sign-on centers has been requested the Instructions for multiple center sign on instructions is included in email.

New user ID Information is then recorded in the USER ID LOG
Established Users

Resetting Passwords

System work request or Email request accepted

Password reset on system by System Security personnel in IT. (On rear occasions by School Technicians.)

Email sent to USER with instructions for Changing password

Resetting of password for user recorded in USER ID LOG.
Established Users

Additions/Changes to existing profiles made via specific access forms signed by user and approved by Supervisor or forms submitted by the Finance Department. Email request approved by principal/director can be accepted depending on type of request. Email kept as backup.

Requested change made by System Security personnel in the IT Department

User advised of update to profile via email.

Change to profile for User recorded in USER ID LOG
MONROE COUNTY SCHOOL BOARD
AS/400 DISASTER RECOVERY PLAN
EMERGENCY PROCEDURES

In the event of an emergency situation which results in the inoperability of the MCSD AS/400 computer, the following procedures outline how to become productive again using a computer in a Consortium-member district only if the AS/400 at the district's disaster recovery building in Key Largo is not operable.

These procedures relate only to the TERMS Information System.

- TRANSACTIONALY data from the AS/400 in the Administration Building is replicated to the AS400 located in the districts' disaster recovery building in Key Largo. This is accomplished through the use of noMAX software and the IBM's remote journaling feature.

- DAILY data backups are performed -- saved to tape and stored offsite. (Compatible tape drive is IBM ULT3580-TD3 using LTO Ultrium 2 Cartridge)

For emergency recovery and use of data:

- TAKE data tape to Consortium-member district with compatible AS/400 and tape drive (Columbia County, Hamilton County, Bradford County, or Monroe County)

- RESTORE TRMSOBJT and TRMSDATA on new machine
  Restore as MONTRMSO and MONTRMSD

- START Journaling on files using MCSD journals in new data library (MONTRMSD) Call MONTRMSO/SJ/DIS32 CLP

- START using the TERMS system by calling "MONTRMSO/AC001DIS MONTRMSD"

- SAVE daily changes to data to backup tapes

To return to MCSD to use any updated data:

- Take the latest data-save tape back to MCSD
- Restore MONTRMSO and MONTRMSD to TRMSOBJT and TRMSDATA, respectively
- Start journaling on files in TRMSDATA
  Call TRMSOBJT/SJDR32 CLP
- Start TERMS system using the original program
  Call TRMSOBJT/AC001 TRMSDATA

The following AS400 Consortium member districts approve of this reciprocal agreement:
Baker County
Columbia County
Hamilton County
Martin County
Monroe County
Additional measures taken to ensure proper access by Users.

Periodic request for verification of users sent to schools and departments. Changes to users or deletions done based on responses received.

All changes recorded in USER ID Log.

---

**Sample of Verification Request**

**From:**

**Sent:**

**To:** PRINCIPAL/DIRECTOR

**Cc:** Office Manager

**Subject:** TERMS users verification request

As part of our annual review of TERMS users the IT Department asks that you verify the records currently on file with us and respond with the requested information at your earliest convenience.

Below you will find a list of users, their general authority for each TERMS package and whether they have the authority to do requisition approvals. Detailed access (menus/panels) for individual users can be provided on your request.

Please advise if all users listed are in fact at your center and should still have the indicated access.

We appreciate you cooperation in keeping our records current.

---

**User Information**

<table>
<thead>
<tr>
<th>USER ID</th>
<th>USER</th>
<th>AUTHORITY(S)</th>
<th>Requisition Approval Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>USERID</td>
<td>Smith, Joseph</td>
<td>Update</td>
<td>Y</td>
</tr>
</tbody>
</table>

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**TERMS Users**

<table>
<thead>
<tr>
<th>REQUESTED BY</th>
<th>DATE</th>
<th>AS400 User</th>
<th>USER</th>
<th>ACTION TAKEN</th>
<th>STAFF ACCESSIBLE</th>
<th>STATUS</th>
<th>NOTES</th>
<th>PROFILES &amp; CENTER AUTH RESOURCES</th>
<th>Finance Approval</th>
<th>ID-APPROVED</th>
<th>STUDENT</th>
<th>STUDENT</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

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**Password Reset per state mandate**

Password reset per state mandate.
Established Users

Deleting Users

For Lack of use: Access report run weekly. If user has not signed on in the last 6 months USER ID is deleted. Request for reinstatement must be done via package specific access forms approved supervisor. User & Supervisor Emailed notice of deletion.

Per Exhibit A listings provided via email from the Personnel Department, or requested by Principals/Directors/Department Managers. No notification to user required for exhibit A when user no is longer employed. Notification for other reasons done based on information received on deletion request.

Deletions recorded in USER ID LOG

<table>
<thead>
<tr>
<th>Date</th>
<th>User</th>
<th>Type</th>
<th>Access Report</th>
<th>Prev Sign-on</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/28/19</td>
<td>USER ONE</td>
<td>USER</td>
<td>USER ONE</td>
<td>USER ONE</td>
</tr>
<tr>
<td>02/12/19</td>
<td>USER TWO</td>
<td>USER</td>
<td>USER TWO</td>
<td>USER TWO</td>
</tr>
<tr>
<td>03/13/19</td>
<td>USER THREE</td>
<td>USER</td>
<td>USER THREE</td>
<td>USER THREE</td>
</tr>
</tbody>
</table>

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ACTING ITEMS USERS

<table>
<thead>
<tr>
<th>Requested</th>
<th>DATE Created</th>
<th>ASSIGNED TERMS</th>
<th>USER</th>
<th>ACTION TAKEN</th>
<th>STATES A-Accesses</th>
<th>Profiles &amp; Center Authorities</th>
<th>Finance Approval</th>
<th>HR Authorities</th>
<th>Student Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Request</td>
<td>02/27/19</td>
<td>USER ID 548758</td>
<td>SWITHJOSEPH</td>
<td>F237 USER</td>
<td>02/27/19</td>
<td>02/27/19</td>
<td>02/27/19</td>
<td>02/27/19</td>
<td>02/27/19</td>
</tr>
<tr>
<td>6 Request</td>
<td>02/28/19</td>
<td>USER ID 548758</td>
<td>SWITHJOSEPH</td>
<td>F237 USER</td>
<td>02/28/19</td>
<td>02/28/19</td>
<td>02/28/19</td>
<td>02/28/19</td>
<td>02/28/19</td>
</tr>
<tr>
<td>7 Request</td>
<td>02/29/19</td>
<td>USER ID 548758</td>
<td>SWITHJOSEPH</td>
<td>F237 USER</td>
<td>02/29/19</td>
<td>02/29/19</td>
<td>02/29/19</td>
<td>02/29/19</td>
<td>02/29/19</td>
</tr>
<tr>
<td>8 Request</td>
<td>03/01/19</td>
<td>USER ID 548758</td>
<td>SWITHJOSEPH</td>
<td>F237 USER</td>
<td>03/01/19</td>
<td>03/01/19</td>
<td>03/01/19</td>
<td>03/01/19</td>
<td>03/01/19</td>
</tr>
<tr>
<td>9 Request</td>
<td>03/02/19</td>
<td>USER ID 548758</td>
<td>SWITHJOSEPH</td>
<td>F237 USER</td>
<td>03/02/19</td>
<td>03/02/19</td>
<td>03/02/19</td>
<td>03/02/19</td>
<td>03/02/19</td>
</tr>
</tbody>
</table>
Monroe County School Board
I.T. Department
Terms Access Security Procedures

Established Users

Disabling Users

As requested by Principals/Directors. Reset to active only with approval.

For Lack of use: Access report run weekly. If user has not signed on in the last 3 months Status set to disabled.
Request to reset password must be received from user ins order to reset to active.
User Emailed notice.

Change in status recorded in USER ID LOG.

Sample of Access Report

QUERY - PROFILES LIST USERS WITH CHANGE DATES

<table>
<thead>
<tr>
<th>User</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>USER.ONE</td>
<td>33113201</td>
</tr>
<tr>
<td>USER.TWO</td>
<td>33113202</td>
</tr>
<tr>
<td>USER.THREE</td>
<td>33113203</td>
</tr>
<tr>
<td>USER.FOUR</td>
<td>33113204</td>
</tr>
</tbody>
</table>

Change in status recorded in USER ID LOG.
Monroe County School District

Internet Publishing Guidelines

Web pages are public documents welcoming the outside world to the individual school or school district, while at the same time linking students and staff to outside sources of information. The Monroe County School District Website is managed by Information / Instructional Technology Services, but schools and district offices can also post and maintain individual websites. This document outlines the responsibilities of MCSD webmasters and provides guidelines for the publishing of web pages.

1.0 District Webmaster Responsibilities:
- Providing assistance as requested in the design and development of school / department websites and electronic documents.
- Monitoring all sites published on the Monroe County School District’s website and notifying school administrators and school webmasters of inconsistencies in guidelines and procedures.
- Forwarding mail to the appropriate parties or provide answers when possible.
- Posting events, activities, articles and information in a regular basis.
- Keeping district information accurate and current.

2.0 Schools will Identify a School Webmaster, whose responsibilities include:
- Providing assistance as requested in the design and development of classroom/department websites and electronic documents.
- Monitoring the school’s site, published on the Monroe County School District’s website and notifying school administrators of inconsistencies in guidelines and procedures.
- Forwarding mail to the appropriate parties or provide answers when possible.
- Keeping school information accurate and current.

3.0 District Web Configuration / Content
- Monroe County School District website – http://www.KeysSchools.com. MCSD website is hosted by SchoolFusion (EdLine). Both static pages and Fusion pages (include interactive Web 2.0 tools) are available for each department. Departments are encouraged to design and maintain their own pages.
- Schools will have their own SchoolFusion sites using the same general design as the district site. School sites are named by school name.keyschools.com (e.g. csh.keyschools.com for Coral Shores High School).
- Teacher Fusion pages are created by importing teacher, student and schedule data. School webmasters are expected to work with teachers to merge pages as needed and provide instruction on creating classroom pages for student and parent access.

4.0 Content: Monroe County School District and School Web Sites

Website designs for schools and the district have been created by the designers at SchoolFusion. The content of school and district sites is at the discretion of the originating web site publisher in accordance with the following guidelines:
- Must be directly related to Monroe County School District mission and not in conflict with MCSD rules and regulations
- May not violate federal, state, or local laws
• All pages must be academic, school, or department related. No personal pages may be published.
• Only organizations officially affiliated with MCSD (i.e. PTA/SAC, Monroe County Education Foundation) may publish webpage’s on the district website. Other outside entities, even if their mission is educational, may not be a part of the MCSD Web Site. However, where appropriate, links to these sites may be established from pages on the MCSD Web Site. Teacher and administrator organizations must be "sponsored" by a department within the district.
• Site administrators are responsible for the content of their site.
• All pages must meet the defined MCSD guidelines regarding content, appearance and functionality.
• Correct grammar and spelling must be used.
• Web sites may not include advertisements for a commercial entity. If a fee helper application is needed for viewing a site (i.e. Acrobat Reader), a link to the download site may appear. Recognition of Monroe County School District Partners or other sponsors are permissible.

Guidelines specific to school websites:

• Any school setting up a website shall have a school webmaster appointed by the principal. The school webmaster shall assist the principal in ensuring that these guidelines are adhered to.
• School websites or project pages may include supervised student submissions.
• Individual students may have personal pages on school websites, but only with a supervising teacher's approval.
• Published documents shall NOT include a child's full name, home address, phone number, or the full names of other family members.
• Documents shall NOT include any information which indicates the physical location of a student at a specific time during the school day.

5.0 Publishing of photos

Because photos of school activities and projects may be included within a document, care must be given to avoid publishing personal information about the subjects.

• Pictures may only be published with the written and dated permission of the subject or their parent or guardian.
• Accompanying document text should not include the student's address, phone number, or other identifying personal information.
• In elementary grades, students should only be identified by their first name.
6.0 Copyright

- Copyrighted material (including software, text, and visual imagery) cannot be published or the Internet without written approval of the owner. A statement indicating that permission has been granted should accompany the material.
- Assume that items on the Internet are copyrighted unless the author states otherwise.

7.0 Establishing a Site

- Additional sites may be added to the district’s contract with SchoolFusion with approval of the IT Director, following standard procedure for contract changes per board policy.
- Site name will be specified by School and District Webmaster: school.monroe.k12.fl.us
- The site Webmaster will assist with design and creation of website.
  - Students may participate as part of a web development team, but may not directly publish information on the web.
- The site administrator will authorize posting of the site after a review of the completed site.

8.0 Page Design, Links, Maintenance of site

- Each originating web site publisher is responsible for ensuring that content is accurate and current. This includes the regular review, testing, and modification of all links and the withdrawal of any documents that become inaccurate or irrelevant.
- The MCSD Webmaster reserves the right to withdraw any material that is illegal, inappropriate, inaccurate, and/or does not adhere to MCSD policy, rules, and guidelines.
- Links to potentially offensive materials are not permitted.
- No MCSD website shall contain a link to the personal web pages of any MCSD employee.
- No web page content should allow people accessing the page to contact any student directly.
Monroe County School District Copyright Guidelines

The Monroe County School Board intends to abide by all copyright laws. Any copying which is not allowed by copyright laws, fair use guidelines, license agreements, or the proprietor’s permission is prohibited. Liability for copyright infringement is the responsibility of the person making or requesting copies or using copyrighted materials illegally.

The school board shall name a copyright officer for the district that will have the authority to distribute the district policy, disseminate new copyright information, and act as a resource for all county schools needing information about copyright. An administrator at each school will be responsible for the education of the staff about copyright and for enforcement of the district copyright policy. This person shall serve as liaison to the district copyright officer. This administrator shall keep a file of all license and permission agreements pertaining to copyright.

The copyright policy will be placed in the teacher handbook and distributed to everyone who may use or duplicate copyrighted materials. Copyright notices found in the appendix of this policy shall be posted wherever there is potential for copyright violation. Faced with a wealth of new technologies and materials, but limited by budget restraints, all professionals in education can not help but feel frustration. We experience temptation to copy and share resources. However, there are many moral and ethical issues at hand as well as personal liability. Perhaps, even more important, is the example we set for students. This document highlights copyright laws and issues pertinent to educators. It is recommended that the Copyright Law and The Copyright Game by Gary Becker be studied thoroughly.

PRINT MATERIALS

YOU MAY:

Make a single copy of
- A chapter from a book
- A periodical
- A short story, short essay, or poem
- A chart, graph, diagram, drawing, cartoon, or picture

Make multiple copies of
- 250 words or less from a poem or 2 pages long
- Excerpts of less than 250 words from longer poems
- A complete article, story, or essay, if it is less than 2,500 words
- An excerpt from prose, if less than 1,000 words, or 1004 of the work, whichever is less
- One chart, graph, diagram, drawing, cartoons, or picture per book or periodical

YOU MAY NOT:

Make multiple copies of
- Anything that has already been copied for another class in your school
- Work from the same author more than once per term
- Work from the same collection or periodical issue more than 3 times per term
- Works more than 9 times per term
- Any work for other teachers or their students
- The same item term to term
Make a single copy of
- Works to take the place of an anthology
- Consumable materials such as workbooks or standardized tests
- Copying is not allowed to substitute for the purchase of books, publishers' reprints, or periodicals

**VIDEO**

The term "video" is used to include WIS, Beta, videodisc, and multimedia CD-ROM, DVD, WMV, MPEG

(Commercially Produced)

**YOU MAY:**
- Show videotape as a part of the instructional program
- Show videotape labeled “For Home Use Only” if it is part of the systematic teaching activities of the program
- Use a rental tape if you obtain a written release statement from the rental agency

**YOU MAY NOT:**
- Duplicate videotapes without written permission from the copyright owner
- Leave the room during the performance
- Charge admission
- Use the videotape as entertainment, a fundraiser, or as a time-filler

**TAPING OF BROADCAST PROGRAMMING**

**YOU MAY:**
- Tape programs from commercial programming for classroom instruction according to the restrictions of the producer. Unless otherwise allowed, programs must be shown during the first 10 consecutive school days alter the broadcast and must be erased within 45 days
- Make duplicate copies if requested by several teachers, but all restrictions must be met
- Use only the parts of the program needed for classroom instruction

**YOU MAY NOT:**
- Show a taped program more than twice with each class
- Record parts of a program and you must record commercials and the copyright notice
- Record from paid cable services such as HBO, Showtime, and Disney
- Alter the program either physically or electronically by combining or merging) to make a teaching anthology or compilation

**AUDIOVISUAL MATERIALS**

**YOU MAY:**
- Create a series of slides or overhead transparencies from multiple sources create a single overhead transparency from a single page of a consumable workbook
- Use an opaque projector to enlarge a map for tracing in a large scale

**YOU MAY NOT:**
- Exceed one photograph, diagram, drawing, chart, or page from one book
- Copy color schemes and symbols on an enlarged map
- Duplicate audiocassettes without permission
- Reproduce records or convert them to another form
- Reproduce spirit masters
- Convert one media format to another
- Narrate entire stories onto audiotape
- Use commercially produced music as part of a teacher prepared presentation
- For copyright law as it applies to music, refer to the copyright manual at your school those using music should be aware of the law and have a copy or the law readily available.

COMPUTER SOFTWARE, CD-ROM, DVD, MPEG

YOU MAY:
- Make a backup copy of a computer program for archival purposes. Adapt a program to meet your needs

YOU MAY NOT:
- Copy, give away, or sell an adaptation of a program
- Load a program on more than one machine at a time if only one copy of the program is owned
- Use a single user program on a network
- Copy a program for use on another machine at another time
- Copy a program in order to avoid purchasing the program
- Violate copyright restrictions, which apply to other media when making computerized presentations
- Read and follow the terms and conditions on each software package

PUBLIC PERFORMANCE

YOU MAY:
- Perform materials for face to face teaching related to instruction
- Perform on closed circuit broadcast within a building
- Request or purchase the right of performance from the copyright owners

YOU MAY NOT:
- Perform dramatic, literary, musical, pantomime, motion picture, or other audiovisual works publicly without written permission
- Perform on closed circuit broadcast between buildings
- Perform for recreational or intellectual appeal unless related to specific instructional activity
Video Conferencing Procedures and Guidelines

Monroe County School District has configured a high-speed video, audio and data network that will support video-conferencing between the three geographic areas of the Keys. Equipment can be moved within a campus or site and plugged into an active network connection in order to participate in a videoconference. Videoconferences can be held point-to-point between two sites or multipoint among up to four sites.

Guidelines:
- Videoconferences are intended to facilitate communication in three areas: (1) meetings that would require participants to travel from one area of the Keys to another, (2) staff development programs that are offered at one site but could be useful to staff at another, and (3) to bring guest speakers and educational opportunities to the students of Monroe County.
- At least one district employee must be a participant in the videoconference.
- Information / Instructional Technology Services will provide personnel assisting with videoconferencing: directions, support material, guides, troubleshooting tips and emergency phone numbers.
- A videoconferencing calendar will be maintained through Public Folders in the district's Outlook e-mail system, listing all approved videoconferences with dates, times, contacts, and conferencing locations.
- All procedures and policies will be reviewed by the Information / Instructional Technology Services on an on-going basis to ensure quality of delivery and continued needs.

Procedures:
- In order to reserve equipment and locations for videoconferencing, a request to videoconference should be made at least one week in advance. Efforts will be made to facilitate videoconferencing that must be held on an emergency basis. All meetings, conferences or training sessions must be scheduled through Information / Instructional Technology Services by contacting the videoconferencing facilitator.
- Once the conference is approved, the videoconferencing facilitator will identify the technical support for the scheduled videoconference and make physical arrangements regarding equipment and sites.
- Videoconference participants will be contacted for feedback following the event.
Instructional Television
Channel 78  Comcast Cable

STANDARDS

1. Monroe County School District's (MCSD) Instructional Television (ITV) programming shall support national, state, and district educational goals.
2. MCSD’s ITV program will provide access to television resources of instructional interests to the school and communities of the Florida Keys.
3. MCSD’s ITV program will promote community and school spirit and identity by utilizing cable television as a vehicle for sharing skills, talents, and knowledge of the communities.
4. MCSD’s ITV program requires that producers ensure that all work is original, and that the production is free of any possible copyright infringement.
5. MCSD’s ITV programming will be broadcast on Comcast Cable Services Channel 78 free of paid advertising.

GUIDELINES

1. In conjunction with the standards of MCSD’s instructional programming, and in accordance with FCC and cable television requirements, it is MCSD’s practice to be fair and impartial in all relations with clients without regard to race, religion, national origin, sex, age, physically challenged or veteran status, as determined by the Civil Rights Act of 1964.
2. Locally produced instructional programs will not contain negative comments regarding individuals, groups, or organizations.
3. ITV productions will not announce the address, phone numbers, or any other personal information of individuals within the community without prior permission.
4. MCSD will provide quality instructional programming.
5. MCSD will not broadcast programs or messages of a political nature unless they are educational and do not advocate one political affiliation over another.
6. MCSD will not broadcast programs or messages which advocate beliefs of one special interest group over another without representation of all sides of an issue.
7. MCSD will not broadcast programs or messages of a religious nature unless they are educational and do not advocate one religious affiliation over another.
8. Bulletin board messages will be limited to school and/or community activities of interest to the general public in the Florida Keys.
9. Paid advertising will not be aired on the MCSD ITV system.
10. All copyright guidelines will be strictly followed. Materials submitted for airing must be accompanied by a signed release ensuring that furnished material is either owned by that individual or that the producer has agreed to allow material to be broadcast.
11. The ITV Contact or his/her designee reserves the right to administer editorial control over all programming submitted for broadcast.
12. Requests for instructional programs must support the MCSD Mission Statement, the ITV Standards and Guidelines, and MCSD educational goals.
13. Airing dates and times are determined by the topic-subject matter of the video production at the discretion of the ITV Program Specialist.
14. Materials and accompanying release forms must be submitted at least 48 hours prior to airtime. Video tapes must be in either VHS or SVHS format and recorded at standard play (SP) speed. Digital files must be in MPEG2 format.
School's Technology Plan Template

General Introduction / Background
- Provides relevant social, economic, geographic and demographic factors influencing the school's implementation of technology
- Provides description of technology plan development process
- Describes partnerships with community, business
- Describes integration of technology in all areas of the curriculum, ESOL, Special Needs

Committee Membership
- Committee membership includes administration, teachers, all subject areas, support staff, parents, students

Initiatives / Objectives
- Describes Needs assessment process to determine goals, objectives and initiatives
- Description of goals and objectives that support student achievement listed in school's School Improvement Plan

Implementation / Technology Acquisition Plan / Obsolescence Plan
- Identification of appropriate technologies to meet the goals of the school's instructional program as identified by the needs assessment procedures
- Plans to acquire software and technology-based educational materials to deliver technology-based instructional programs in support of the district curriculum.
- Plans to move computers between programs to make sure that appropriate computers are used to best fit the instructional program, ensuring that all computers are used and accessible throughout the school.
- Ensuring that plan provides equitable access for all users to support teaching and learning

Staff Development Plan / User Support Plan
- Development of a staff development plan to ensure that all administrators, teachers and staff are trained in the use of technology in the classroom or support position.
- Listing of resources, on-going training opportunities or training schedule
- Support plan to take advantage of all resources to support technology (i.e. technicians, lab managers, peer-to-peer support, student teams, technology resource teachers)

Budget / Funding Plan
- Identification of major sources of funding for school’s technology needs
- Specifically identify school’s planned allocation of district funds
- Prioritize needs beyond yearly allocation – planning for possible grant funds

Evaluation
Describe how the school’s technology plan is evaluated, affecting student achievement and progress towards the goals of the School Improvement goals and objectives.
Monroe County School District
Process for the Piloting and Adoption of Curriculum Software

Three Step Process for the Pre-Pilot:
1. Instructional Fit
2. Technical Fit with Monroe County’s infra-structure
3. User Fit – teachers and students

1. Instructional Fit: Alignment to the Sunshine State Standards –
   • Correlation from the standards to the software product. The areas not supported by the particular
     software program are apparent.
   • Fits with a targeted group of students identified by the District and / or School. (uses of test data
     – Levels 1-2 students in reading are top priority District – wide.)

2. Technical Fit: Completion of the Monroe County Technical Review of Courseware
   Document – what we shall be looking for (document attached):
   • Hardware Requirements – Server and Workstation
   • Database and Compliancy
   • Security
   • Training
   • Support
   • Compatibility
   • Usability
   • Cost
   • References in Florida

3. User Fit: Interface with Teachers and Users (students and parents):
   • Professional Development for teachers/implementors of the pilot -(summer program/ before pilot
     begins/ on-site?)
   • Pilot is available for a full instructional year (pre and post testing achievement of students using
     the software)
   • Data is managed for teachers and gives feedback to students (diagnostic / instructional /
     evaluative.)
   • Software results predict achievement on the FCAT for targeted students.
   • Program is easy to use by both teachers and students.(intuitive, visual and auditory clues, help
     section/pop ups)
   • On-going support to Pilot schools and teachers (technical and operational)
   • Web-based and accessible from home by students, teachers and parents.
   • Reports on student progress – individual / group / class / school / district.

Pilot Process and Implementation
Timing/Selection of Pilot:

• The pilot will be made available to schools in the spring prior to implementation.
• Schools interested in piloting the software must have 80% of staff or department in support of
  the pilot and the support of the School Administration.
• If at all possible, the District will select pilots from the pool of interested schools in the Upper,
  Middle and Lower keys.
Implementation of Pilot:
- Persons selected at each pilot school will implement the program as designed and will participate in professional development workshops prior to implementation.
- Persons implementing will participate in pre and post testing of targeted students.
- Each pilot school will select a "program manager" who will collect the information required for the pilot and make the report available to the District.
- The District will in turn evaluate the information from the pilot schools and will make the report available to the Vendor.

Evaluation of the Pilot:
- The program manager from each pilot school will supply to the District data on a monthly basis dealing with the on-going achievement of the targeted students. (The parameters of the achievement data will be determined prior to the pilot and will specifically match the piloted software's goals.)
- The soft data (ease of use) will be collected in the form of survey administered to each pilot teacher.
- A log will be maintained regarding issues/support provided/ and other needs associated with the implementation.
- The evaluation of the software for purchase will be made by the District with the participation of the school administrators at the pilot schools. The decision to purchase the software will be made after the District evaluation has been made, and after the pilot data is compared to the FCAT data.
- Once the software is approved for purchase, other interested schools may request the software.
- If a school requests the software, the school agrees to follow the process of implementation as outlined. (i.e. 80% of staff in agreement, professional development for implementers, implement as designed, complete data requests and pre/post testing of targeted students.)

Technical Review of Courseware:

Hardware:
- What are the hardware requirements?

Server Requirements
- Memory
- Hard Drive Space
- Processor Speed
- Operating System
- Applications Required (i.e. SQL, Exchange)

Workstation Requirements
- Memory
- Hard Drive Space
- Processor Speed

Data:
- What type of database?
- Export & Import Capabilities?
- Transportability of Data to other Data Systems, SIF Compliant?
- Reporting Elements and Formats?
- What are backup and restore requirements?
- Is data subject to Privacy Act?

Security:
- Who will administer the accounts?
- Is there a management (local, district)?
- In DMZ or on LAN?

Training:
- Who needs to be trained to support the software?

Support:
- How long has the company been in business?
- What vendor support is available?
- 24 hour?
- Level of support

Compatibility:
- Is it Windows XP compatible?

Usability:
- Does it have a web interface?
- Is it usable on low speed lines?
- Does it have web based management tool?
- Does it allow for parent viewing?

Cost:
- Initial Purchase of Hardware?
- Initial Purchase of Software?
- Software Licensing – ongoing licensing or maintenance fee?
- Phone Support?
- On-site Support?
- Upgrades?
- User Training?
- Technical Training?

Other:
- What other Florida Districts are using product?
- Florida references?

Name of Technical Support and Contact Number to Discuss application in more Detail?
21st Century Classroom Design Components

Monroe County School District Classrooms will have the following systems:

- Teacher workstation – Tablet PC with docking station.
- Classroom printer or access to network printer.
- VoIP telephones
- Audio Enhancement Classroom sound system which includes wireless microphone for teachers and hand held microphones for students and surround sound speakers connected to all classroom audio devices.
- LCD Projector (minimum 2000 lumens), connected wired or wirelessly to teacher device or interactive white board.
- 7 foot screen
- Document Camera/Digital Presenter
- Combination DVD/VCR player connected to LCD projector
- Cable Television connected to DVD/VCR
- Shared secured wireless access point
- 3 – Computer workstations with minimum Pentium 4, CD/DVD players, and Windows OS OR Shared Mobile Laptop Cart, outfitted with 24 wireless/wired laptops computers with Windows OS and secured access point.

(School Technology Team will develop the implementation plan for their campus.)

- All available Monroe County School District Instructional Software systems.
- Network and Internet access.
- Interactive Technologies
MONROE COUNTY SCHOOLS
POSITION DESCRIPTION

TITLE: DIRECTOR OF ADMINISTRATIVE TECHNOLOGY

GENERAL DESCRIPTION

The essential function of the position within the organization is to plan, direct and supervise the Implementation, integration, administration and use of technology within District administration. The position is responsible for supervising subordinate staff; serving as system analyst for personnel, payroll, finance, purchasing and fixed assets information systems; ensuring effective and efficient communications between administrative and instructional information systems, and performing related professional, administrative and technical work as required. The position develops and implements programs within organizational policies; reports major activities to executive level administrators through conferences and reports.

PRIMARY DUTIES: This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other duties as assigned.

- Provides professional leadership and technical expertise in planning, developing and implementing modern technology to support District administrative functions, including but not limited to payroll, personnel, finance, purchasing and fixed assets management.
- Supervises staff, including establishing staffing standards, organizing, selecting or recommending selection, training, assigning and evaluating work, counseling, disciplining, and terminating or recommending termination as appropriate; prepares periodic employee performance evaluations.
- Develops and manages assigned operating and capital budgets; approves and monitors expenditures and prepares related financial reports.
- Implements the integration and interfacing of technology within all facets of District administration and operations.
- Ensures the provision of effective and adequate technology training and user support for District staff in areas of responsibility.
- Coordinates the purchase, installation, support, networking, maintenance and repair of technological equipment and systems for administrative areas.
- Ensures system security and integrity.
- Supports District-wide database and electronic communication of data to all sites, as well as electronic download/upload of state mandated data; develops related communications materials and/or processes.
- Coordinates department activities and functions with those of other District divisions, departments and outside agencies as appropriate; communicates with District staff to determine technology requirements.
- Works with the Instructional/Networking Director on any new networked systems to be interfaced with existing administrative systems.
- Receives and responds to inquiries, concerns and complaints regarding technology issues, policies and procedures and services in areas of responsibility.
- Represents the department and District at various meetings as appropriate.
- Keeps abreast of technological advances and their potential application to District operations.
- Compiles data for and prepares a variety of records and reports as required by the District, schools and/or other agencies for general reporting and/or decision-making purposes.
- Performs general administrative tasks as required, including but not limited to attending meetings, preparing correspondence, entering and retrieving data, preparing presentations for groups.
- Attends training, seminars and conferences as necessary to maintain and enhance job knowledge and skills.

GENERAL RESPONSIBILITIES AND REQUIREMENTS

DATA RESPONSIBILITY: "Data Responsibility" refers to information, knowledge, and conceptions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Directs others in major events and reports on activities and results.
PEOPLE RESPONSIBILITY: "People Responsibility" refers to individuals who have contact with or are influenced by the position.

Instructs or trains others through explanation, demonstration, and supervised practice, or by making recommendations on the basis of technical disciplines.

ASSETS RESPONSIBILITY: "Assets Responsibility" refers to the responsibility for achieving economies or preventing loss within the organization.

Requires responsibility and opportunity for achieving wide-spread economies and/or preventing losses through the management of a department that has an organization-wide impact or significant impact on the general population.

MATHEMATICAL REQUIREMENTS: "Mathematics" deals with quantities, magnitudes, and forms and their relationships and attributes by the use of numbers and symbols.

Uses practical applications of fractions, percentages, ratios and proportions, measurement or logarithms; may use algebraic solutions of equations and equalities, deductive geometry, and descriptive statistics.

COMMUNICATIONS REQUIREMENTS: "Communications" involves the ability to read, write, and speak.

Reads scientific and technical journals, abstracts, financial reports, and legal documents; writes complex articles and reports; makes presentations to professional groups.

COMPLEXITY OF WORK: "Complexity of Work" addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs work involving the application of principles of logical thinking to diagnose or define problems, collect data and solve abstract problems with widespread unit or organization impact; requires sustained, intense concentration for accurate results and continuous exposure to unusual pressure.

IMPACT OF DECISIONS: "Impact of Decisions" refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

Makes decisions with severe impact - affects entire organization, other activities/organizations, the general public, and a wide geographic area; loss of life and/or damage is highly likely.

EQUIPMENT USAGE: "Equipment Usage" refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing that is tangible and has shape, form, and characteristics.

Develops and implements long range plans and programs to support the goals and objectives of the organization.

SAFETY OF OTHERS: "Safety of Others" refers to the responsibility for other people's safety, either inherent in the job or to assure the safety of the general public.

Requires considerable responsibility for the mid-level management of the provision of continuous enforcement of the laws and standards of public health and safety.

EDUCATION AND EXPERIENCE REQUIREMENTS

EDUCATION REQUIREMENTS: "Education Requirements" refers to job specific training and education required for entry into the position.

Requires a minimum of a associate's degree or the equivalent of two years of college or vocational school education in computer science, information systems management or related field.
LICENSES, CERTIFICATIONS, AND REGISTRATIONS REQUIRED: "Licenses, Certifications, and Registrations" refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.

EXPERIENCE REQUIREMENTS: "Experience Requirements" refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.

Requires four years of related experience. A comparable amount of training, education or experience can be substituted for the minimum qualifications.

AMERICANS WITH DISABILITIES REQUIREMENTS

PHYSICAL DEMANDS: "Physical Demands" refers to the requirements for physical exertion and coordination of limb and body movement.

Requires sedentary work involving standing or walking for brief periods, exerting up to 10 pounds of force on a regular basis, and some dexterity in operating machines, tools, or office equipment.

UNAVOIDABLE HAZARDS: "Unavoidable Hazards" refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to no unusual environmental hazards.

SENSORY REQUIREMENTS: "Sensory Requirements" refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.

The position requires normal visual acuity and field of vision, hearing and speaking abilities.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

Monroe County School District is an Equal Opportunity Employer. ADA requires the District to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.
MONROE COUNTY SCHOOLS
POSITION DESCRIPTION

TITLE: DIRECTOR OF INSTRUCTIONAL TECHNOLOGY

GENERAL DESCRIPTION

The essential function of the position within the organization is to plan, direct and supervise the implementation, integration, administration and maintenance of Instructional technology throughout the District. The position is responsible for supervising technical staff, developing the District’s annual Instructional Technology Plan and associated budget, coordinating technologies with the Administrative Technology Department staff, coordinating and maintaining wide-area and local-area networks, preparing records and reports as required, and performing related professional, administrative and technical work as assigned. The position develops and implements programs within organizational policies; reports major activities to executive level administrators through conferences and reports.

PRIMARY DUTIES: This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other duties as assigned.

- Provides professional leadership and technical expertise in planning, developing and implementing modern technology to support District instructional technology functions.
- Supervises technical staff, including establishing staffing standards, organizing, selecting or recommending selection, training, assigning and evaluating work, counseling, disciplining, and terminating or recommending termination as appropriate; prepares periodic-employee performance evaluations.
- Provides guidance and assistance to District schools in developing individual school technology plans; prepares and submits to the School Board and State Department of Education for their approval the District’s annual Instructional Technology Plan.
- Provides assistance and leadership in planning the integration of curriculum-based technology in District Instructional programs for K-12 teachers, computer lab staff, media specialists and students; meets with individual teachers and small faculty groups to discuss curriculum, suggest ways to use technology in the delivery of curriculum, and to support teachers as they actively use technology in their classrooms.
- Ensures the provision of effective and adequate technology training and user support for District teachers, staff and students in areas of responsibility.
- Develops and manages assigned operating and capital budgets; approves and monitors expenditures and prepares related financial reports; seeks, secures and administers grant funds to support specific technology projects and programs.
- Coordinates the purchase, installation, support, networking, maintenance and repair of technological equipment and systems for instructional areas.
- Maintain wide-area network and local-area networks, including all routing and switching technology and security measures; designs and implements new school and existing school computing infrastructures; coordinates with facilities and construction personnel on developing and designing wired and wireless infrastructure.
- Coordinates department activities and functions with those of other District divisions, departments and outside agencies as appropriate; communicates with District teachers, administrators and staff to determine instructional technology requirements.
- Works with the Administrative Technology Director on any new networked systems to be interfaced with existing instructional systems.
- Oversees the work of outside contractors as necessary to ensure compliance with District policies, procedures, contracts and specifications, and standards of quality and safety.
- Receives and responds to inquiries, concerns and complaints regarding technology issues, policies and procedures and services in areas of responsibility.
- Represents the department and District at various meetings as appropriate.
- Keeps abreast of technological advances and their potential application to District operations.
- Compiles data for and prepares a variety of records and reports as required by the District, schools and/or other agencies for general reporting and/or decision-making purposes.
- Performs general administrative tasks as required, including but not limited to attending meetings, preparing correspondence, entering and retrieving data, preparing presentations for groups.
• Attends training, seminars and conferences as necessary to maintain and enhance job knowledge and skills.

GENERAL RESPONSIBILITIES AND REQUIREMENTS

DATA RESPONSIBILITY: “Data Responsibility” refers to information, knowledge, and conceptions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Synthesizes or integrates analysis of data or information to discover facts or develop knowledge or interpretation; modifies policies, procedures, or methodologies based on findings.

PEOPLE RESPONSIBILITY: “People Responsibility” refers to individuals who have contact with or are influenced by the position.

Instructs or trains others through explanation, demonstration, and supervised practice, or by making recommendations on the basis of technical disciplines.

ASSETS RESPONSIBILITY: “Assets Responsibility” refers to the responsibility for achieving economies or preventing loss within the organization.

Requires responsibility for achieving major economies or preventing major losses through the management of a highly complex and/or technical department.

MATHEMATICAL REQUIREMENTS: “Mathematics” deals with quantities, magnitudes, and forms and their relationships and attributes by the use of numbers and symbols.

Uses practical application of fractions, percentages, ratios and proportions, measurements, or logarithms; may use algebraic solutions of equations and equalities, deductive geometry, and/or descriptive statistics.

COMMUNICATIONS REQUIREMENTS: “Communications” involves the ability to read, write, and speak.

Reads professional publications; composes complex reports and manuals; speaks formally to groups outside the organization.

COMPLEXITY OF WORK: “Complexity of Work” addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs work involving the application of logical principles and thinking to solve practical problems within or applying to a unit or division of the organization; requires continuous, close attention for accurate results and frequent exposure to unusual pressure.

IMPACT OF DECISIONS: “Impact of Decisions” refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

Makes decisions with extremely serious impact - affects entire organization and impacts other activities/organizations and the general public; loss of life and/or damage is highly likely.

EQUIPMENT USAGE: “Equipment Usage” refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and other physical characteristics.

Establishes methods and procedures for acquiring and handling machines, tools, equipment, or work aids involving extensive attitude for judgment regarding attainment of standard or in selecting appropriate items.

SAFETY OF OTHERS: “Safety of Others” refers to the responsibility for other people’s safety, either inherent in the job or to assure the safety of the general public.
Requires management level responsibility for application and interpretation of the policies regarding the provision of continuous enforcement of the laws and standards of public health and safety.

**EDUCATION AND EXPERIENCE REQUIREMENTS**

**EDUCATION REQUIREMENTS:** "Education Requirements" refers to job specific training and education required for entry into the position.

Requires a Bachelor’s degree in education; a Master’s degree in Instructional technology is desirable.

**LICENSES, CERTIFICATIONS, AND REGISTRATIONS REQUIRED:** "Licenses, Certifications, and Registrations" refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.

Requires a valid state driver’s license.

**EXPERIENCE REQUIREMENTS:** "Experience Requirements" refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.

Requires eight years of related experience. A comparable amount of training, education or experience can be substituted for the minimum qualifications.

**AMERICANS WITH DISABILITIES REQUIREMENTS**

**PHYSICAL DEMANDS:** "Physical Demands" refers to the requirements for physical exertion and coordination of limb and body movement.

Requires light work involving standing or walking some of the time, exerting up to 20 pounds of force on a regular basis; requires moderate dexterity in operating machinery, tools or office equipment.

**UNAVOIDABLE HAZARDS:** "Unavoidable Hazards" refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to electrical shock, heights, traffic.

**SENSORY REQUIREMENTS:** "Sensory Requirements" refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.

The position requires normal visual acuity and field of vision, hearing and speaking abilities.

**AMERICANS WITH DISABILITIES ACT COMPLIANCE**

Monroe County School District is an Equal Opportunity Employer. ADA requires the District to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.
MONROE COUNTY SCHOOLS
POSITION DESCRIPTION

TITLE: INFORMATION SPECIALIST

GENERAL DESCRIPTION

The essential function of the position within the organization is to provide information systems support, training and assistance for the District's Information Technology Department. The position is responsible for maintaining and troubleshooting information systems District-wide, providing user training and support, assisting with department administrative/clerical tasks as needed, and performing related work as assigned. The position works under general supervision independently developing work methods and sequences.

PRIMARY DUTIES: This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other duties as assigned.

- Assesses computer software problems and performs and/or makes arrangements for necessary adjustments or repair work; works with service representatives to resolve hardware and software problems.
- Monitors system operations to ensure uninterrupted service.
- Takes steps necessary to ensure system security and data integrity; implements emergency procedures in the event of power failures or major system/network failures.
- Trains both administrative and instructional staff on specific software operations as necessary.
- Provides timely and professional user support and assistance.
- Keeps abreast of new and emerging technologies of potential benefit to District operations and programs; assists in selecting new systems and equipment.
- Assists in developing assigned budget; prepares purchase orders for technology equipment and software; processes invoices for payment.
- Maintains inventory of computer equipment and software maintained by the department.
- Receives and responds to inquiries, concerns and complaints in areas of responsibility.
- Enters and retrieves computer data; proofreads data entries for accuracy and completeness; assists in analyzing data; downloads data for, generates and disseminates computer reports as requested.
- Updates user manuals as needed.
- Completes special projects as assigned.
- Performs general administrative/clerical work as required, including but not limited to processing department payroll, copying and filing documents, answering the telephone.
- Attends training, seminars and meetings as necessary to maintain and enhance job knowledge and skills.

GENERAL RESPONSIBILITIES AND REQUIREMENTS

DATA RESPONSIBILITY: "Data Responsibility" refers to information, knowledge, and conceptions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Copies, transcribes, enters, or posts data or information.

PEOPLE RESPONSIBILITY: "People Responsibility" refers to individuals who have contact with or are influenced by the position.

Instructs or trains others through explanation, demonstration, and supervised practice, or by making recommendations on the basis of technical disciplines.

ASSETS RESPONSIBILITY: "Assets Responsibility" refers to the responsibility for achieving economies or preventing loss within the organization.

Requires responsibility and opportunity for achieving considerable economies and/or preventing considerable losses through the management of a large division or minor department, and/or handling of very large amounts of money.

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MATHEMATICAL REQUIREMENTS: “Mathematics” deals with quantities, magnitudes, and forms and their relationships and attributes by the use of numbers and symbols.

Uses addition, subtraction, multiplication, and division; may compute ratios, rates, and percents.

COMMUNICATIONS REQUIREMENTS: “Communications” involves the ability to read, write, and speak.

Reads technical instructions, charts, and/or procedures manuals; composes routine reports and completes job forms; speaks compound sentences using standard grammar.

COMPLEXITY OF WORK: “Complexity of Work” addresses the analyst, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs skilled work involving rules/systems with almost constant problem solving; requires normal attention with short periods of concentration for accurate results and occasional exposure to unusual pressure.

IMPACT OF DECISIONS: “Impact of Decisions” refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

Makes decisions with moderately serious impact - affects work unit and may affect other units or citizens.

EQUIPMENT USAGE: “Equipment Usage” refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and other physical characteristics.

Handles machines, tools, equipment, or work aids involving moderate latitude for judgment regarding attainment of standard or in selecting appropriate items.

SAFETY OF OTHERS: “Safety of Others” refers to the responsibility for other people’s safety, either inherent in the job or to assure the safety of the general public.

Requires no responsibility for the safety and health of others.

EDUCATION AND EXPERIENCE REQUIREMENTS

EDUCATION REQUIREMENTS: “Education Requirements” refers to job specific training and education required for entry into the position.

Requires a minimum of a high school diploma or GED. One year of college or vocational school education in computer science, information systems management, data processing or related field is preferred.

LICENSES, CERTIFICATIONS, AND REGISTRATIONS REQUIRED: “Licenses, Certifications, and Registrations” refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.

Requires a valid state driver’s license.

EXPERIENCE REQUIREMENTS: “Experience Requirements” refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.

Requires six months of related experience. A comparable amount of training, education or experience can be substituted for the minimum qualifications.

AMERICANS WITH DISABILITIES REQUIREMENTS

PHYSICAL DEMANDS: “Physical Demands” refers to the requirements for physical exertion and coordination of limb and body movement.
Requires sedentary work involving standing or walking for brief periods, exerting up to 10 pounds of force on a regular basis, and some dexterity in operating office equipment.

UNAVOIDABLE HAZARDS: "Unavoidable Hazards" refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to no unusual environmental hazards.

SENSORY REQUIREMENTS: "Sensory Requirements" refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.

The position requires normal visual acuity and field of vision, hearing and speaking abilities.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

Monroe County School District is an Equal Opportunity Employer. ADA requires the District to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.
MONROE COUNTY SCHOOLS
POSITION DESCRIPTION

TITLE: LAB ASSISTANT

GENERAL DESCRIPTION

The essential function of the position within the organization is to assist in managing the daily activities and operations of the computer lab in assigned school. The position is responsible for supervising students working in the lab, providing training and assistance to both students and teachers, scheduling lab use, performing general data processing work and generating computer reports, troubleshooting computer problems, and performing related work as assigned. The position works under general supervision independently developing work methods and sequences.

PRIMARY DUTIES: This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other duties as assigned.

- Assists in planning and presents learning experiences for students to explain computer usage and help them become computer literate.
- Schedules and maintains calendar of computer lab usage.
- Demonstrates and assists students in developing skills in keyboarding, mouse control and the use of various computer software applications.
- Establishes and maintains standards of student behavior necessary to achieve a functional learning atmosphere in the computer lab.
- Sets up computers for classroom instruction; controls user access; installs computer printers, software and peripheral equipment; troubleshoots network, software and hardware malfunctions.
- Researches and recommends new student software as appropriate.
- Maintains adequate number of working copies of software and handouts for classes; maintains list of software and its recommended classroom usage.
- Assists professional staff in administering standardized tests in accordance with District testing program guidelines.
- Instructs teachers in the use of computers and software through individual and/or group lessons.
- Assists and encourages teachers in integrating technology into daily classroom instruction.
- Performs computer data entry and retrieval; generates computer reports as requested.
- Creates various desktop publishing items as requested, including invitations, posters, certificates, banners, fliers and newsletters.
- Assists with various school presentations when the use of a computer is needed.
- Maintains computers and peripheral equipment in a clean and good working condition.
- Receives and responds to inquiries, requests for assistance and complaints in areas of responsibility; provides an overview of the school's computer programs for parents and community members when requested.
- Maintains various records such as weekly class schedules and lab usage logs.
- Performs general clerical duties as needed, including but not limited to copying and filing documents, preparing reports and correspondence, sending and receiving e-mails, answering the telephone.
- Attends training, seminars, meetings and workshops to maintain and enhance job knowledge and skills.

GENERAL RESPONSIBILITIES AND REQUIREMENTS

DATA RESPONSIBILITY: "Data Responsibility" refers to information, knowledge, and conceptions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Collects, classifies, and formats data or information.

PEOPLE RESPONSIBILITY: "People Responsibility" refers to individuals who have contact with or are influenced by the position.

Provides assistance to people in achieving task completion.

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ASSETS RESPONSIBILITY: "Assets Responsibility" refers to the responsibility for achieving economies or preventing loss within the organization.

Requires minimum responsibility for only small quantities of low cost items or supplies where opportunities for achieving economies or preventing loss are negligible.

MATHEMATICAL REQUIREMENTS: "Mathematics" deals with quantities, magnitudes, and forms and their relationships and attributes by the use of numbers and symbols.

Uses addition, subtraction, multiplication, and division; may compute ratios, rates, and percents.

COMMUNICATIONS REQUIREMENTS: "Communications" involves the ability to read, write, and speak.

Reads technical instructions, charts, and/or procedures manuals; composes routine reports and completes job forms; speaks compound sentences using standard grammar.

COMPLEXITY OF WORK: "Complexity of Work" addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs skilled work involving rules/systems with almost constant problem solving; requires normal attention with short periods of concentration for accurate results and occasional exposure to unusual pressure.

IMPACT OF DECISIONS: "Impact of Decisions" refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

Makes decisions with moderately serious impact - affects work unit and may affect other units or citizens.

EQUIPMENT USAGE: "Equipment Usage" refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and other physical characteristics.

Handles machines, tools, equipment, or work aids involving moderate latitude for judgment regarding attainment of standard or in selecting appropriate items.

SAFETY OF OTHERS: "Safety of Others" refers to the responsibility for other people's safety, either inherent in the job or to assure the safety of the general public.

Requires some responsibility for safety and health of others and/or for occasional enforcement of the standards of public safety or health.

EDUCATION AND EXPERIENCE REQUIREMENTS

EDUCATION REQUIREMENTS: "Education Requirements" refers to job specific training and education required for entry into the position.

Requires a minimum of a high school diploma or GED. One year of college or vocational school education in computer technology or related field is preferred.

LICENSES, CERTIFICATIONS, AND REGISTRATIONS REQUIRED: "Licenses, Certifications, and Registrations" refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.

EXPERIENCE REQUIREMENTS: "Experience Requirements" refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.

Requires one year of related experience. A comparable amount of training, education or experience can be substituted for the minimum qualifications.
AMERICANS WITH DISABILITIES REQUIREMENTS

PHYSICAL DEMANDS: "Physical Demands" refers to the requirements for physical exertion and coordination of limb and body movement.

Requires light work involving standing or walking some of the time, exerting up to 20 pounds of force on a regular basis, and moderate dexterity in operating office equipment.

UNAVOIDABLE HAZARDS: "Unavoidable Hazards" refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to no unusual environmental hazards.

SENSORY REQUIREMENTS: "Sensory Requirements" refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.

The position requires normal visual acuity and field of vision, hearing and speaking abilities color perception.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

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MONROE COUNTY SCHOOLS
POSITION DESCRIPTION

TITLE: PROGRAMMER ANALYST

GENERAL DESCRIPTION

The essential function of the position within the organization is to provide the analysis, design, development, training, implementation, and maintenance for all custom software development including file server based database applications, client server based applications, and Intranet/Internet based applications for the District's Information Technology Department. The position is responsible for maintaining and troubleshooting information systems district-wide, and providing user training. The position works under general supervision independently developing work methods and sequences.

PRIMARY DUTIES: This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other duties as assigned.

- Installs, configures, tests and maintains networking components, including servers, switches and routers; monitors network performance.
- Installs, configures, tests and maintains computer software and hardware for instructional operations; upgrades software and hardware as needed.
- Monitors system operations to ensure uninterrupted service.
- Takes steps necessary to ensure system security and data integrity; implements emergency procedures in the event of power failures or major system/network failures.
- Trains both administrative and instructional staff on specific software operations as necessary.
- Provides timely and professional user support and assistance.
- Keeps abreast of new and emerging technologies of potential benefit to District operations and programs; assists in selecting new systems and equipment.
- Assists in developing assigned budget; prepares purchase orders for technology equipment and software; processes invoices for payment.
- Receives and responds to inquiries, concerns and complaints in areas of responsibility.
- Updates user manuals as needed.
- Completes special projects as assigned.
- Attends training, seminars and meetings as necessary to maintain and enhance job knowledge and skills.

GENERAL RESPONSIBILITIES AND REQUIREMENTS

DATA RESPONSIBILITY: “Data Responsibility” refers to information, knowledge, and conceptions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Copies, transcribes, enters, or posts data or information.

PEOPLE RESPONSIBILITY: “People Responsibility” refers to individuals who have contact with or are influenced by the position.

Instructs or trains others through explanation, demonstration, and supervised practice, or by making recommendations on the basis of technical disciplines.

ASSETS RESPONSIBILITY: “Assets Responsibility” refers to the responsibility for achieving economies or preventing loss within the organization.

Requires responsibility and opportunity for achieving considerable economies and/or preventing considerable losses through the management of a large division or minor department, and/or handling of very large amounts of money.

MATHEMATICAL REQUIREMENTS: “Mathematics” deals with quantities, magnitudes, and forms and their relationships and attributes by the use of numbers and symbols.
Uses addition, subtraction, multiplication, and division; may compute ratios, rates, and percents.

**COMMUNICATIONS REQUIREMENTS:** "Communications" involves the ability to read, write, and speak.

Reads technical instructions, charts, and/or procedures manuals; composes routine reports and completes job forms; speaks compound sentences using standard grammar.

**COMPLEXITY OF WORK:** "Complexity of Work" addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs skilled work involving rules/systems with almost constant problem solving; requires normal attention with short periods of concentration for accurate results and occasional exposure to unusual pressure.

**IMPACT OF DECISIONS:** "Impact of Decisions" refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

Makes decisions with moderately serious impact - affects work unit and may affect other units or citizens.

**EQUIPMENT USAGE:** "Equipment Usage" refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and other physical characteristics.

Handles machines, tools, equipment, or work aids involving moderate latitude for judgment regarding attainment of standard or in selecting appropriate items.

**SAFETY OF OTHERS:** "Safety of Others" refers to the responsibility for other people's safety, either inherent in the job or to assure the safety of the general public.

Requires no responsibility for the safety and health of others.

**EDUCATION AND EXPERIENCE REQUIREMENTS**

**EDUCATION REQUIREMENTS:** "Education Requirements" refers to job specific training and education required for entry into the position.

Requires a minimum of a bachelor's degree or vocational technical degree or specialized education in computer science or information systems management.

**LICENSES, CERTIFICATIONS, AND REGISTRATIONS REQUIRED:** "Licenses, Certifications, and Registrations" refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.

A+ Certification, Microsoft or similar certification is preferred. Requires a valid state driver's license.

**EXPERIENCE REQUIREMENTS:** "Experience Requirements" refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.

Requires four years of related experience. A comparable amount of training, education or experience can be substituted for the minimum qualifications.

**AMERICANS WITH DISABILITIES REQUIREMENTS**

**PHYSICAL DEMANDS:** "Physical Demands" refers to the requirements for physical exertion and coordination of limb and body movement.

Requires sedentary work involving standing or walking for brief periods, exerting up to 10 pounds of force on a regular basis, and some dexterity in operating office equipment.
UNAVOIDABLE HAZARDS: "Unavoidable Hazards" refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to no unusual environmental hazards.

SENSORY REQUIREMENTS: "Sensory Requirements" refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.

The position requires normal visual acuity and field of vision, hearing and speaking abilities.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

Monroe County School District is an Equal Opportunity Employer. ADA requires the District to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.
MONROE COUNTY SCHOOLS
POSITION DESCRIPTION

TITLE: RECORDS RETENTION SPECIALIST

GENERAL DESCRIPTION

The essential function of the position within the organization is to coordinate and execute the district records retention plan, digitize permanent records, and coordinate efforts when record destruction is to take place. The position serves as liaison between school personnel, individuals, school districts and agencies while providing professional and courteous customer service at all times. The position works under direct supervision according to set procedures.

PRIMARY DUTIES: This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other duties as assigned.

- Performs routine clerical duties as necessary, including copying and filing documents, scanning documents and preparing documents for archival storage, shredding documents, collating materials, faxing information, maintaining logs and mailing lists, processing mail, ordering supplies.
- Responds to inquiries and requests for transcripts from school personnel, parents, students, other districts and agencies, and the general public.
- Serves as liaison between the school personnel, other school staff, students and the general public.
- Prepares, scans, registers, types, copies, files, transmits and/or mails transcripts to various individuals or agencies.
- Answers the telephone; provides accurate information to callers and/or forwards calls to appropriate staff person. Greets office visitors and performs customer/public service duties as required.
- Performs computer data entry to record and retrieve information; generates computer reports as required.

GENERAL RESPONSIBILITIES AND REQUIREMENTS

DATA RESPONSIBILITY: “Data Responsibility” refers to information, knowledge, and conceptions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Copies, transcribes, enters, or posts data or information.

PEOPLE RESPONSIBILITY: “People Responsibility” refers to individuals who have contact with or are influenced by the position.

Provides information, guidance, or assistance to people which directly facilitates task accomplishment; may give instructions or assignments to helpers or assistants.

ASSET RESPONSIBILITY: “Assets Responsibility” refers to the responsibility for achieving economies or preventing loss within the organization.

Requires some responsibility for achieving minor economies and/or preventing minor losses through the handling of or accounting for materials, supplies, or small amounts of money.

MATHEMATICAL REQUIREMENTS: “Mathematics” deals with quantities, magnitudes, and forms and their relationships and attributes by the use of numbers and symbols.

Uses basic algebra involving variables and formulas and/or basic geometry involving plane and solid figures, circumferences, areas, and volumes and/or computing discounts and interest rates.

COMMUNICATIONS REQUIREMENTS: “Communications” involves the ability to read, write, and speak.

Reads technical instructions, charts, and/or procedures manuals; composes routine reports and completes job forms; speaks compound sentences using standard grammar.
COMPLEXITY OF WORK: "Complexity of Work" addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs work involving guidelines and rules, with constant problem solving; requires continuous, close attention for accurate results or frequent exposure to unusual pressures.

IMPACT OF DECISIONS: "Impact of Decisions" refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

Makes decisions with moderately serious impact.

EQUIPMENT USAGE: "Equipment Usage" refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and other physical characteristics.

Supervise the activities of those operating or repairing complex machinery or equipment that requires extended training and experience.

SAFETY OF OTHERS: "Safety of Others" refers to the responsibility for other people's safety, either inherent in the job or to assure the safety of the general public.

Requires no responsibility for safety and health of others and provides minimum opportunity for exercise of care to effect safety of others in performing duties of the position.

EDUCATION AND EXPERIENCE REQUIREMENTS

EDUCATION REQUIREMENTS: "Education Requirements" refers to job specific training and education required for entry into the position.

Requires a minimum of a high school diploma or GED.

LICENSES, CERTIFICATIONS, AND REGISTRATIONS REQUIRED: "Licenses, Certifications, and Registrations" refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.

Requires a valid state driver's license.

EXPERIENCE REQUIREMENTS: "Experience Requirements" refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.

Requires one year of related experience. A comparable amount of training, education or experience can be substituted for the minimum qualifications.

AMERICANS WITH DISABILITIES REQUIREMENTS

PHYSICAL DEMANDS: "Physical Demands" refers to the requirements for physical exertion and coordination of limbs and body movement.

Requires sedentary work involving standing or walking for brief periods, exerting up to 10 pounds of force on a regular basis, and some dexterity in operating office equipment.

UNAVOIDABLE HAZARDS: "Unavoidable Hazards" refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to no unusual environmental hazards.

SENSORY REQUIREMENTS: "Sensory Requirements" refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.
The position requires normal visual acuity and field of vision, hearing and speaking abilities, color perception.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

Monroe County School District is an Equal Opportunity Employer. ADA requires the District to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.
MONROE COUNTY SCHOOLS
POSITION DESCRIPTION

TITLE: SPECIALIST, COMPUTER NETWORK

GENERAL DESCRIPTION

The essential function of the position within the organization is to install, troubleshoot and administer the District's local and wide area computer network systems. The position is responsible for managing network hardware and software installations, monitoring performance and coordinating maintenance, managing data backup procedures, providing technical support and training to staff, and performing related work as assigned. The position works independently, reporting major activities through periodic meetings.

PRIMARY DUTIES: This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other duties as assigned.

- Serves as District administrator for local and wide area computing network systems.
- Communicates with District staff to determine network requirements; develops and maintains network solutions for identified needs.
- Installs, monitors, troubleshoots and adjusts network file servers running various operating systems.
- Installs, monitors, troubleshoots and adjusts other hardware and software.
- Diagnoses problems with and replaces hardware, parts, cabling, software and other components as necessary; works with vendors as necessary to resolve system problems; maintains warranty and support contracts with vendors.
- Designs and oversees the installation of networking systems for the use of current and future technologies; forecasts future requirements for server capacity and network bandwidth; plans for network cabling that allows for future growth and incremental technology upgrades; integrates new technologies that will help the District cut costs.
- Manages domain structure; adds and deletes users from the District's user database; assigns and monitors network security.
- Manages system backups; performs system integrity checks and maintains protection against computer viruses; implements emergency procedures in the event of power failures or major system/network failures.
- Coordinates integration with other technologies, including telecommunications and remote access.
- Provides technical support and assistance to co-workers and other District staff on network issues; trains both administrative and instructional staff on specific network operations as necessary; creates and provides system documentation for site technicians and training.
- Provides timely and professional user support and assistance.
- Keeps abreast of new and emerging technologies of potential benefit to District operations and programs; assists in identifying, procuring and implementing new systems and equipment.
- Receives and responds to inquiries, concerns and complaints in areas of responsibility.
- Attends training, seminars and conferences as necessary to maintain and enhance job knowledge and skills.

GENERAL RESPONSIBILITIES AND REQUIREMENTS

DATA RESPONSIBILITY: "Data Responsibility" refers to information, knowledge, and conceptions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Compiles, examines, or evaluates data or information and possibly recommends action based on results.

PEOPLE RESPONSIBILITY: "People Responsibility" refers to individuals who have contact with or are influenced by the position.

Instructs or trains others through explanation, demonstration, and supervised practice, or by making recommendations on the basis of technical disciplines.
ASSETS RESPONSIBILITY: “Assets Responsibility” refers to the responsibility for achieving economies or preventing loss within the organization.

Requires responsibility and opportunity for achieving moderate economies and/or preventing moderate losses through the management or handling of supplies of high value or moderate amounts of money.

MATHEMATICAL REQUIREMENTS: “Mathematics” deals with quantities, magnitudes, and forms and their relationships and attributes by the use of numbers and symbols.

Uses basic algebra calculating variables and formulas, and/or basic geometry, calculating plane and solid figures; may compute discounts, interest, ratios and proportions, and percentages.

COMMUNICATIONS REQUIREMENTS: “Communications” involves the ability to read, write, and speak.

Reads journals and manuals; composes specialized reports and business letters using proper format and grammar; speaks to groups of co-workers and people outside the organization.

COMPLEXITY OF WORK: “Complexity of Work” addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs coordinating work involving guidelines and rules with constant problem solving; requires continuous, close attention for accurate results or frequent exposure to unusual pressure.

IMPACT OF DECISIONS: “Impact of Decisions” refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

Makes decisions with serious impact - affects most units in organization, and may affect citizens; probability of loss of life and/or damage are likely.

EQUIPMENT USAGE: “Equipment Usage” refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and other physical characteristics.

Coordinates the handling of machines, tools, equipment, or work aids involving extensive latitude for judgment regarding attainment of standard or in selecting appropriate items.

SAFETY OF OTHERS: “Safety of Others” refers to the responsibility for other people's safety, either inherent in the job or to assure the safety of the general public.

Requires some responsibility for safety and health of others and/or for occasional enforcement of the standards of public safety or health.

EDUCATION AND EXPERIENCE REQUIREMENTS

EDUCATION REQUIREMENTS: “Education Requirements” refers to job specific training and education required for entry into the position.

Requires a minimum of a bachelor's degree in computer science, information systems management or related field.

LICENSES, CERTIFICATIONS, AND REGISTRATIONS REQUIRED: “Licenses, Certifications, and Registrations” refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.

Requires valid state driver's license.

EXPERIENCE REQUIREMENTS: “Experience Requirements” refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.
Requires four years of related experience. A comparable amount of training, education or experience can be substituted for the minimum qualifications.

**AMERICANS WITH DISABILITIES REQUIREMENTS**

**PHYSICAL DEMANDS:** "Physical Demands" refers to the requirements for physical exertion and coordination of limb and body movement.

Requires light work involving standing or walking some of the time, exerting up to 20 pounds of force on a regular basis, and moderate dexterity in operating machinery, tools, or office equipment.

**UNAVOIDABLE HAZARDS:** "Unavoidable Hazards" refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to bright/dim lights, dust or pollen, electrical shock, heights.

**SENSORY REQUIREMENTS:** "Sensory Requirements" refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.

The position requires normal visual acuity and field of vision, hearing and speaking abilities, color perception, depth perception.

**AMERICANS WITH DISABILITIES ACT COMPLIANCE**

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MONROE COUNTY SCHOOLS
POSITION DESCRIPTION

TITLE: SUPERVISOR/COORDINATOR, INSTRUCTIONAL TECHNOLOGY PROGRAM

GENERAL DESCRIPTION

The essential function of the position within the organization is to manage the school district's cable television channel, schedule and facilitate videoconferencing district-wide, provide user support for the district's electronic gradebook, train teachers and staff on computer use and applications, assist staff as needed with technology projects, serve as liaison between the IT department and Instructional Services, assist in the development and editing of the district technology plan and other state reports, and assist the district webmaster in maintaining the district website. The position works under general supervision, independently developing work methods and sequences and reporting major activities through periodic meetings.

PRIMARY DUTIES: This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees may be assigned additional duties by management as required.

- Research opportunities for programming for district cable television channel.
- Create a weekly schedule of programming for district cable television channel and publish schedule online.
- Program video distribution system computer to play events on district cable television channel.
- Maintain instructional television broadcast and recording equipment.
- Maintain list of titles in video library and accompanying classroom resources and make list available to schools in print form, electronic form, and through the district's online curriculum website.
- Maintain and troubleshoot satellite equipment.
- Support district educators in use of Instructional television in the classroom.
- Set up and run equipment for live broadcast and digital recordings of school board meetings.
- Maintain videoconferencing equipment district-wide.
- Schedule videoconferencing equipment and locations as requested by district staff, coordinate tech support, and facilitate videoconferencing.
- Maintain electronic gradebook files and services.
- Troubleshoot gradebook issues in response to help requests and e-mail requests, fixing issues and needed and referring to consultant as needed.
- Assist district staff with recording and editing video projects, web-based projects, and maintaining Outlook e-mail groups.
- Train teachers and staff on various computer applications, including but not limited to Pinnacle Gradebook, Outlook, Tablet PC/Laptop classroom integration, Keys Instructional Delivery System, FrontPage, and Kidspiration.
- Edit district web pages upon request of district administrators as backup to district webmaster.
- Collaborate with district technology team to create district technology plan, then edit and publish the plan.
- Contact school principals and technicians with information regarding completion of state surveys, then review completed surveys for submission to Department of Education.

GENERAL RESPONSIBILITIES AND REQUIREMENTS

DATA RESPONSIBILITY: "Data Responsibility" refers to information, knowledge, and conceptions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Gathers, organizes, analyzes, examines and evaluates data or information; prescribes action based on these data or information.

PEOPLE RESPONSIBILITY: "People Responsibility" refers to individuals who have contact with or are influenced by the position.
Gives information, guidance, or assistance to people which directly facilitates task accomplishments; may give instructions or assignments to helpers or assistants.

ASSETS RESPONSIBILITY: "Assets Responsibility" refers to the responsibility for achieving economies or preventing losses within the organization.

Requires responsibility and opportunity for achieving moderate economies and/or preventing moderate losses through the management of a small division; handling supplies of high value or moderate amounts of money consistent with the operation of a small division.

MATHEMATICAL REQUIREMENTS: "Mathematics" deals with quantities, magnitudes, and forms and their relationships and attributes by the use of numbers and symbols.

Uses addition, subtraction, multiplication, and division; may compute ratios, rates, and percents; uses basic algebra involving variables and formulas and/or basic geometry involving plane and solid figures, circumferences, areas, and volumes and/or computers discounts and interest rates.

COMMUNICATIONS REQUIREMENTS: "Communications" involves the ability to read, write, and speak.

Reads journals, manuals, and professional publications; speaks informally to groups of co-workers, staff in other organizational agencies, general public, people in other organizations, and presents training; composes original reports, training and other written materials, using proper language, punctuation, grammar and style.

COMPLEXITY OF WORK: "Complexity of Work" addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs coordinating work involving guidelines and rules, with constant problem solving; requires continuous, close attention for accurate results or frequent exposure to unusual pressures.

IMPACT OF DECISIONS: "Impact of Decisions" refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

is responsible for guiding others, requiring frequent decisions, affecting the individual, co-workers, and others whom depend on the service or product; works in a somewhat fluid environment with rules and procedures but many variations from the routine.

EQUIPMENT USAGE: "Equipment Usage" refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and the other physical characteristics.

Establishes policies for acquiring and handling of machines, tools, equipment or work aids involving extensive latitude for judgment regarding attainment of a standard or in selecting appropriate items.

SAFETY OF OTHERS: "Safety of Others" refers to the responsibility for other people's safety, either inherent in the job or to assure the safety of the general public.

Requires some responsibility for safety and health of others and/or for occasional enforcement of the standards of public safety or health.

EDUCATION AND EXPERIENCE REQUIREMENTS

EDUCATION REQUIREMENTS: "Education Requirements" refers to job specific training and education required for entry into the position.

Requires Master's Degree in Instructional Technology or related discipline.

LICENSES, CERTIFICATIONS, AND REGISTRATIONS REQUIRED: "Licenses, Certifications, and Registrations" refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.
Requires a valid state driver’s license. Requires state of Florida teacher certification.

**EXPERIENCE REQUIREMENTS:** "Experience Requirements" refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.

Requires at least four years of related experience, including experience as a classroom teacher. (A comparable amount of training, education or experience can be substituted for the minimum qualifications.)

**AMERICANS WITH DISABILITIES REQUIREMENTS**

**PHYSICAL DEMANDS:** "Physical Demands" refers to the requirements for physical exertion and coordination of limb and body movement.

Requires sedentary work involving standing or walking for brief periods, exerting up to 10 pounds of force on a regular and recurring basis; and sustained keyboard operations.

**UNAVOIDABLE HAZARDS:** "Unavoidable Hazards" refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to no unusual environmental hazards.

**SENSORY REQUIREMENTS:** "Sensory Requirements" refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.

The position requires normal visual acuity and field of vision, hearing and speaking abilities.

**AMERICANS WITH DISABILITIES ACT COMPLIANCE**

Monroe County Schools is an Equal Opportunity Employer. ADA requires the District to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.
MONROE COUNTY SCHOOLS
POSITION DESCRIPTION

TITLE: TECHNICIAN I and II, INSTRUCTIONAL TECHNOLOGY

GENERAL DESCRIPTION

The essential function of the position within the organization is to provide technical support and assistance in the installation, maintenance, and troubleshooting of information systems used for instruction District-wide. The position is responsible for assisting teachers and staff in determining instructional technology needs; installing and maintaining network, hardware and software, and related technical equipment; providing professional and timely user training and support, and performing related work as assigned. The position works under general supervision independently developing work methods and sequences.

PRIMARY DUTIES: This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other duties as assigned.

- Communicates with the District's Technology Committee and other District staff to help determine instructional technology requirements; provides recommendations for technology system development and implementation as appropriate.
- Researches, orders and maintains inventory records of equipment, software, materials and supplies as needed.
- Provides network, e-mail, hardware and desktop support for teachers, staff and students; provides support and assistance to school webmasters.
- Installs, configures, tests and maintains computer software and hardware for instructional operations; upgrades software and hardware as needed.
- Installs, configures, tests and maintains networking components, including servers, switches and routers; monitors network performance.
- Customizes specialized software packages.
- Troubleshoots problems with equipment and systems; makes adjustments and repairs as necessary and/or works with service representatives to resolve hardware and software problems.
- Assists teachers in integrating technologies into the classroom.
- Designs, creates and maintains assigned databases; facilitates data collection, input and electronic transfer as necessary; prepares custom computer-generated reports and spreadsheets as requested; backs up databases on a regular basis.
- Provides hardware and software user training and support to teachers, staff and students as needed; may assist with professional development and/or in-service training activities as required.
- Responds promptly to routine and emergency requests for service and assistance.
- Moves, sets up and arranges computer equipment as needed.
- Sets up projectors, sound systems, laptops, wireless access devices and other technical equipment for special events.
- May use computer technology to produce slideshows, PowerPoint presentations, posters, banners, fliers, invitations and other materials for school activities as requested.
- May maintain or assist in maintaining school phone systems and instruct users in system use and features.
- As needed, provides technical support and assistance with systems and equipment used for non-instructional purposes.
- May supervise and instruct student aides if assigned.
- Keeps abreast of new and emerging technologies of potential benefit to District operations and programs; assists in identifying and implementing new systems and equipment.
- Receives and responds to inquiries, concerns and complaints in areas of responsibility.
- Attends training, seminars and conferences as necessary to maintain and enhance job knowledge and skills.
- Prepares various records and reports as required by individual schools, the District and/or other agencies.
- Performs routine administrative/office tasks as required, including but not limited to processing work orders, preparing reports and correspondence, copying and filing documents, answering the telephone, sending and receiving faxes, entering and retrieving computer data.
GENERAL RESPONSIBILITIES AND REQUIREMENTS

DATA RESPONSIBILITY: "Data Responsibility" refers to information, knowledge, and conceptions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Coordinates or determines time, place, or sequence of operations or activities based on analysis of data and possibly executes determinations or reports on events.

PEOPLE RESPONSIBILITY: "People Responsibility" refers to individuals who have contact with or are influenced by the position.

Provides assistance to people in achieving task completion; may instruct and supervise assistants as assigned.

ASSETS RESPONSIBILITY: "Assets Responsibility" refers to the responsibility for achieving economies or preventing loss within the organization.

Requires responsibility and opportunity for achieving moderate economies and/or preventing moderate losses through the management or handling of supplies of high value or moderate amounts of money.

MATHEMATICAL REQUIREMENTS: "Mathematics" deals with quantities, magnitudes, and forms and their relationships and attributes by the use of numbers and symbols.

Uses basic algebra calculating variables and formulas, and/or basic geometry, calculating plane and solid figures; may compute discounts, interest, ratios and proportions, and percentages.

COMMUNICATIONS REQUIREMENTS: "Communications" involves the ability to read, write, and speak.

Reads technical instructions, charts, and/or procedure manuals; composes routine reports and completes job forms; speaks compound sentences using standard grammar.

COMPLEXITY OF WORK: "Complexity of Work" addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs coordinating work involving guidelines and rules with constant problem solving; requires continuous, close attention for accurate results or frequent exposure to unusual pressure.

IMPACT OF DECISIONS: "Impact of Decisions" refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

Makes decisions with moderate impact - affects those in work unit.

EQUIPMENT USAGE: "Equipment Usage" refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and other physical characteristics.

Coordinates the handling of machines, tools, equipment, or work aids involving extensive latitude for judgment regarding attainment of standard or in selecting appropriate items.

SAFETY OF OTHERS: "Safety of Others" refers to the responsibility for other people's safety, either inherent in the job or to assure the safety of the general public.

Requires some responsibility for safety and health of others and/or for occasional enforcement of the standards of public safety or health.

EDUCATION AND EXPERIENCE REQUIREMENTS

EDUCATION REQUIREMENTS: "Education Requirements" refers to job specific training and education required for entry into the position.
Requires a minimum of a high school diploma or GED. One year of college or vocational school education in computer technology, Information systems management or a related field.

LICENSES, CERTIFICATIONS, AND REGISTRATIONS REQUIRED: "Licenses, Certifications, and Registrations" refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.

Requires a valid state driver’s license. May require specific technical certifications as deemed necessary by supervisor.

EXPERIENCE REQUIREMENTS: "Experience Requirements" refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.

Requires two years of related experience. A comparable amount of training, education or experience can be substituted for the minimum qualifications.*

AMERICANS WITH DISABILITIES REQUIREMENTS

PHYSICAL DEMANDS: "Physical Demands" refers to the requirements for physical exertion and coordination of limb and body movement.

Requires light to medium work involving standing or walking most of the time, exerting up to 20 pounds of force on a regular basis, and considerable skill, dexterity, and speed in the use of the fingers, hands, or limbs in tasks involving close tolerances.

UNAVOIDABLE HAZARDS: "Unavoidable Hazards" refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to bright/dim lights, dust or pollen, electrical shock, heights, traffic.

SENSORY REQUIREMENTS: "Sensory Requirements" refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.

The position requires normal visual acuity and field of vision, hearing and speaking abilities, color perception, depth perception.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

Monroe County School District is an Equal Opportunity Employer. ADA requires the District to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.
SCHOOL LEVEL - SUPPLEMENT DESCRIPTION

TITLE: Pinnacle Gradebook Manager

QUALIFICATIONS:
- Working knowledge of operating systems and computer applications used by the school.
- Understanding of managing grades through a grade management program.
- Willingness to assist teachers, staff and students with technology concerns.

PERFORMANCE RESPONSIBILITIES:
- Serve as “school contact person” with respect to all Pinnacle Web Gradebook matters.
- In conjunction with school administration, develop building level grading and attendance policies for the use of Pinnacle Web Gradebook by teachers and staff.
- Provide “on-site” assistance to all users of Pinnacle Web Gradebook.
- Be responsible for creating Pinnacle users.
- Provide assistance in the creation of classes (or actually create classes for teachers to reduce errors).
- Provide assistance to teachers in development of grading system and creation of user templates.
- Conduct workshops when requested dealing with features of Gradebook.
- Develop, implement, and monitor grade reporting timeline for submission to TERMS.
- Serve as liaison between guidance, administration, and data entry operators to insure that data being entered into administrative system is accurate with respect to Pinnacle system (examples: creation of new class sections, student number changes, schedule changes, etc.).
- Provide training in the use of Attendance Manager to attendance office staff.
- Provide training to administrative and guidance staff in use of Principal Viewer.
- Choose and provide training for “backup” Gradebook Specialist.
- Develop a procedure for implementing Student and Parent Internet Viewer.

Supplement: $1,150.00

2 - Grade 2 Managers at High Schools
SCHOOL LEVEL - SUPPLEMENT DESCRIPTION

TITLE: School Webmaster

SUGGESTED QUALIFICATIONS:

- Working knowledge of operating systems and computer applications used by the school.
- Experience with desktop publishing, Microsoft Word, FrontPage
- Willingness to assist teachers, staff and students with setting up web pages.

PERFORMANCE RESPONSIBILITIES:

- Facilitating the design and maintenance of the school’s website
- Providing assistance as requested in the design and development of classroom/department websites and electronic documents.
- Monitoring the school’s site, published on the Monroe County School District’s Internet Server and notifying school administrators of inconsistencies in guidelines and procedures.
- Forwarding mail to the appropriate parties or provide answers when possible.
- Keeping school information accurate and current.
- Other duties as assigned

Supplement: $1,150.00
Monroe County School Board

I.T. Department

Terms Access

Security Procedures

Revised 01/27/2010
System defaults: Sessions time out after 1 hour of inactivity.
Passwords must be a minimum of 8 characters, start with a letter and include at least one number. Password set to expire every 60 days. New password cannot be the same as last six.

NEW & ESTABLISHED USERS

Request for access are made via application specific access forms which are signed by the requester and approved by their Supervisor, or a request from the Finance department for access to projects/centers.

Samples of forms submitted for access
NEW USERS

Once proper forms are received a USER ID and profile is created by System Security personnel in the I.T. department. Notification is then sent via email with instructions for initial sign-on to the user. If access to multiple sign on centers has been requested the Instructions for multiple center sign on instructions is included in email.

New user ID information is then recorded in the USER IDLOG
Established Users

Additions/Changes to existing profiles made via specific access forms signed by user and approved by Supervisor or forms submitted by the Finance Department. Email request approved by principal/director can be accepted depending on type of request. Email kept as backup.

Requested change made by System Security personnel in the IT Department

User advised of update to profile via email.

Change to profile for User recorded in USER ID LOG
Established Users

Resetting Passwords

System work request or Email request accepted

Password reset on system by System Security personnel in IT. (On rear occasions by School Technicians.)

Email sent to USER with instructions for Changing password

Resetting of password for user recorded in USER ID LOG.
Established Users
Disabling Users

As requested by Principals/Directors. Reset to active only with approval.

For Lack of use: Access report run weekly. If user has not signed on in the last 3 months Status set to disabled. Request to reset password must be received from user ins order to reset to active. User Emailed notice.

Change in status recorded in USER ID LOG.

Sample of Access Report

<table>
<thead>
<tr>
<th>User</th>
<th>Terms</th>
<th>Status</th>
<th>Password Change Time</th>
<th>Password Expired Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>02120383 USER ONE</td>
<td>ENABLED</td>
<td>11/1/02 11:01</td>
<td>11/02 11:01</td>
<td></td>
</tr>
<tr>
<td>02120383 USER TWO</td>
<td>ENABLED</td>
<td>12/12 12:12</td>
<td>12/12 12:12</td>
<td></td>
</tr>
<tr>
<td>02120383 USER THREE</td>
<td>ENABLED</td>
<td>12/01 12:01</td>
<td>12/01 12:01</td>
<td></td>
</tr>
<tr>
<td>02120383 USER FOUR</td>
<td>ENABLED</td>
<td>12/01 12:01</td>
<td>12/01 12:01</td>
<td></td>
</tr>
</tbody>
</table>

Note:

For security purposes keep user profiles as stable as possible. No change to password before 31 days.

User accounts should be used by activity, if you do not have a need to keep an account, it should be closed.

Request to reset password must be made by the user and must be requested from IT support and the request must be made through an email to the help desk.

Password reset must be made by the user and must be reset within 30 days.

For questions or concerns, contact your IT support team.

Information Technology
Monroe County School Board
1100 NW 116th Ave
Ft. Lauderdale, Florida 33308
954-353-5000 x 11504

USER ID LOG.xlsx - Microsoft Excel
Established Users

Deleting Users

For Lack of use: Access report run weekly. If user has not signed on in the last 6 months USER ID is deleted. Request for reinstatement must be done via package specific access forms approved supervisor. User & Supervisor Emailed notice of deletion.

Per Exhibit A listings provided via email from the Personnel Department, or requested by Principals/Directors/Department Managers. No notification to user required for exhibit A when user no is longer employed. Notification for other reasons done based on information received on deletion request.

Deletions recorded in USER ID LOG

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>User</th>
<th>Terms</th>
<th>Status</th>
<th>Password Change Date</th>
<th>Password Change Time</th>
<th>Password Expires Date</th>
<th>Prev Sign-on Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>24/28/19 18:00:00</td>
<td>22161321 USER ONE</td>
<td>COLAED</td>
<td>19/11/18</td>
<td>12:56:12</td>
<td>30</td>
<td>11/16/18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24/28/19 18:00:00</td>
<td>DC113181 USER TWO</td>
<td>COLAED</td>
<td>19/11/18</td>
<td>12:21:12</td>
<td>30</td>
<td>11/16/18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24/28/19 18:00:00</td>
<td>DC193202 USER THREE</td>
<td>COLAED</td>
<td>19/11/18</td>
<td>12:02:38</td>
<td>30</td>
<td>11/16/18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24/28/19 18:00:00</td>
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<td>COLAED</td>
<td>19/11/18</td>
<td>12:02:38</td>
<td>30</td>
<td>11/16/18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample of Access Report

USER ID LOG: Microsoft Excel

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>User</th>
<th>Terms</th>
<th>Status</th>
<th>Password Change Date</th>
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<td>COLAED</td>
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<td>12:02:38</td>
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<td></td>
<td></td>
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<td>24/28/19 18:00:00</td>
<td>DC193202 USER THREE</td>
<td>COLAED</td>
<td>19/11/18</td>
<td>12:02:38</td>
<td>30</td>
<td>11/16/18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Additional measures taken to ensure proper access by Users.
- Periodic request for verification of users sent to schools and departments. Changes to users or deletions done based on responses received.
- All changes recorded in USER ID Log.

---

**Sample of Verification Request**

From: PRINCIPAL/DIRECTOR
To: Office Manager
Cc:
Subject: TERMS users verification request

As part of our annual review of TERMS users the IT Department asks that you verify the records currently on file with us and respond with the requested information at your earliest convenience.

Below you will find a list of users, their general authority for each TERMS package and whether they have the authority to do requisition approvals. Detailed access (menus/panels) for individual users can be provided on your request.

Please advise if all users listed are in fact at your center and should still have the indicated access.

We appreciate you cooperation in keeping our records current.

---

**Sigsbee**

<table>
<thead>
<tr>
<th>USER ID</th>
<th>USER</th>
<th>AUTHORIES</th>
<th>Requisition Approval Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>USER ID</td>
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<td>Update</td>
<td>Update Inquiry, Y, Y</td>
</tr>
</tbody>
</table>

---

**ACTIVE TERMS USERS**

<table>
<thead>
<tr>
<th>Requested</th>
<th>DATE Created</th>
<th>AS Year</th>
<th>AS Term</th>
<th>USER</th>
<th>ACTION TAKEN</th>
<th>STK</th>
<th>PRNG</th>
<th>HR</th>
<th>PC</th>
<th>TPC</th>
<th>Auths</th>
</tr>
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<tbody>
<tr>
<td>5</td>
<td>12/01/2019</td>
<td>2019</td>
<td></td>
<td>Smith, Joseph</td>
<td>REVUSER</td>
<td>Y</td>
<td>EQ</td>
<td>FBO</td>
<td>HRC</td>
<td>SOOF</td>
<td>Y</td>
</tr>
<tr>
<td>6</td>
<td>12/01/2019</td>
<td>2019</td>
<td></td>
<td>Smith, Joseph</td>
<td>RETIRE</td>
<td>Y</td>
<td>EQ</td>
<td>FBO</td>
<td>HRC</td>
<td>SOOF</td>
<td>Y</td>
</tr>
<tr>
<td>6</td>
<td>12/01/2019</td>
<td>2019</td>
<td></td>
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<td>Y</td>
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<td>SOOF</td>
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<tr>
<td>6</td>
<td>12/01/2019</td>
<td>2019</td>
<td></td>
<td>Smith, Joseph</td>
<td>RETIRE</td>
<td>Y</td>
<td>EQ</td>
<td>FBO</td>
<td>HRC</td>
<td>SOOF</td>
<td>Y</td>
</tr>
</tbody>
</table>

---

**User ID:** 12345678
**Password Reset per state mandate**
MONROE COUNTY SCHOOL BOARD
AS/400 DISASTER RECOVERY PLAN
EMERGENCY PROCEDURES

In the event of an emergency situation which results in the inoperability of the MCSD AS/400 computer, the following procedures outline how to become productive again using a computer in a Consortium-member district only if the AS/400 at the district's disaster recovery building in Key Largo is not operable.

These procedures relate only to the TERMS Information System.

- TRANSACTIONAL data from the AS/400 in the Administration Building is replicated to the AS400 located in the districts' disaster recovery building in Key Largo. This is accomplished through the use of noMAX software and the IBM's remote journaling feature.

- DAILY data backups are performed - saved to tape and stored offsite.
  (Compatible tape drive is IBM ULT3580-TD3 using LTO Ultrium 2 Cartridge)

For emergency recovery and use of data:

- TAKE data tape to Consortium-member district with compatible AS/400 and tape drive (Columbia County, Hamilton County, Bradford County, or Monroe County)

- RESTORE TRMSOBJT and TRMSDATA on new machine
  Restore as MONTRMSO and MONTRMDS

- START Journaling on files using MCSD journals in new data library (MONTRMSSD) Call MONTRMSSO/SIDR32 CLP

- START using the TERMS system by calling "MONTRMSSO/AC001 DIS MONTRMSSD"

- SAVE daily changes to data to backup tapes

To return to MCSD to use any updated data:

- Take the latest data-save tape back to MCSD

- Restore MONTRMSO and MONTRMSSD to TRMSOBJT and TRMSDATA, respectively

- Start journaling on files in TRMSSDATA
  Call TRMSOBJT/STDR32 CLP

- Start TERMS system using the original program
  Call TRMSOBJT/AC001 TRMSSDATA

The following AS400 Consortium member districts approve of this reciprocal agreement:
Baker County
Columbia County
Hamilton County
Martin County
Monroe County

Page 106
Monroe County School District

Internet Publishing Guidelines

Web pages are public documents welcoming the outside world to the individual school or school district, while at the same time linking students and staff to outside sources of information. The Monroe County School District Website is managed by Information/Instructional Technology Services, but schools and district offices can also post and maintain individual websites. This document outlines the responsibilities of MCSD webmasters and provides guidelines for the publishing of web pages.

1.0 District Webmaster Responsibilities:
   - Providing assistance as requested in the design and development of school/department websites and electronic documents.
   - Monitoring all sites published on the Monroe County School District's website and notifying school administrators and school webmasters of inconsistencies in guidelines and procedures.
   - Forwarding mail to the appropriate parties or provide answers when possible.
   - Posting events, activities, articles and information in a regular basis.
   - Keeping district information accurate and current.

2.0 Schools will identify a School Webmaster, whose responsibilities include:
   - Providing assistance as requested in the design and development of classroom/department websites and electronic documents.
   - Monitoring the school's site, published on the Monroe County School District's website and notifying school administrators of inconsistencies in guidelines and procedures.
   - Forwarding mail to the appropriate parties or provide answers when possible.
   - Keeping school information accurate and current.

3.0 District Web Configuration/Content
   - Monroe County School District website – http://www.KeysSchools.com. MCSD website is hosted by SchoolFusion (EdLine). Both static pages and Fusion pages (include interactive Web 2.0 tools) are available for each department. Departments are encouraged to design and maintain their own pages.
   - Schools will have their own SchoolFusion sites using the same general design as the district site. School sites are named by school name.keyschools.com (e.g. csh.keyschools.com for Coral Shores High School).
   - Teacher Fusion pages are created by importing teacher, student and schedule data. School webmasters are expected to work with teachers to merge pages as needed and provide instruction on creating classroom pages for student and parent access.

4.0 Content: Monroe County School District and School Web Sites

Website designs for schools and the district have been created by the designers at SchoolFusion. The content of school and district sites is at the discretion of the originating web site publisher in accordance with the following guidelines:

   - Must be directly related to Monroe County School District mission and not in conflict with MCSD rules and regulations
   - May not violate federal, state, or local laws

Page 107
• All pages must be academic, school, or department related. No personal pages may be published.
• Only organizations officially affiliated with MCSD (i.e. PTA/SAC, Monroe County Education Foundation) may publish webpage’s on the district website. Other outside entities, even if their mission is educational, may not be a part of the MCSD Web Site. However, where appropriate, links to these sites may be established from pages on the MCSD Web Site. Teacher and administrator organizations must be "sponsored" by a department within the district.
• Site administrators are responsible for the content of their site.
• All pages must meet the defined MCSD guidelines regarding content, appearance and functionality.
• Correct grammar and spelling must be used.
• Web sites may not include advertisements for a commercial entity. If a free helper application is needed for viewing a site (i.e. Acrobat Reader), a link to the download site may appear. Recognition of Monroe County School District Partners or other sponsors are permissible.

Guidelines specific to school websites:

• Any school setting up a website shall have a school webmaster appointed by the principal. The school webmaster shall assist the principal in ensuring that these guidelines are adhered to.
• School websites or project pages may include supervised student submissions.
• Individual students may have personal pages on school websites, but only with a supervising teacher’s approval.
• Published documents shall NOT include a child’s full name, home address, phone number, or the full names of other family members.
• Documents shall NOT include any information which indicates the physical location of a student at a specific time during the school day.

5.0 Publishing of photos

Because photos of school activities and projects may be included within a document, care must be given to avoid publishing personal information about the subjects.

• Pictures may only be published with the written and dated permission of the subject or their parent or guardian.
• Accompanying document text should not include the student’s address, phone number, or other identifying personal information.
• In elementary grades, students should only be identified by their first name.
6.0 Copyright

- Copyrighted material (including software, text, and visual imagery) cannot be published on the Internet without written approval of the owner. A statement indicating that permission has been granted should accompany the material.
- Assume that items on the Internet are copyrighted unless the author states otherwise.

7.0 Establishing a Site

- Additional sites may be added to the district's contract with SchoolFusion with approval of the IT Director, following standard procedure for contract changes per board policy.
- Site name will be specified by School and District Webmaster: school.monroe.k12.fl.us
- The site Webmaster will assist with design and creation of website.
  - Students may participate as part of a web development team, but may not directly publish information on the web.
- The site administrator will authorize posting of the site after a review of the completed site.

8.0 Page Design, Links, Maintenance of site

- Each originating web site publisher is responsible for ensuring that content is accurate and current. This includes the regular review, testing, and modification of all links and the withdrawal of any documents that become inaccurate or irrelevant.
- The MCSD Webmaster reserves the right to withdraw any material that is illegal, inappropriate, inaccurate, and/or does not adhere to MCSD policy, rules, and guidelines.
- Links to potentially offensive materials are not permitted.
- No MCSD website shall contain a link to the personal web pages of any MCSD employee.
- No web page content should allow people accessing the page to contact any student directly.
Monroe County School District Copyright Guidelines

The Monroe County School Board intends to abide by all copyright laws. Any copying which is not allowed by copyright laws, fair use guidelines, license agreements, or the proprietor's permission is prohibited. Liability for copyright infringement is the responsibility of the person making or requesting copies or using copyrighted materials illegally.

The school board shall name a copyright officer for the district that will have the authority to distribute the district policy, disseminate new copyright information, and act as a resource for all county schools needing information about copyright. An administrator at each school will be responsible for the education of the staff about copyright and for enforcement of the district copyright policy. This person shall serve as liaison to the district copyright officer. This administrator shall keep a file of all license and permission agreements pertaining to copyright.

The copyright policy will be placed in the teacher handbook and distributed to everyone who may use or duplicate copyrighted materials. Copyright notices found in the appendix of this policy shall be posted wherever there is potential for copyright violation. Faced with a wealth of new technologies and materials, but limited by budget restraints, all professionals in education cannot help but feel frustration. We experience temptation to copy and share resources. However, there are many moral and ethical issues at hand as well as personal liability. Perhaps, even more important, is the example we set for students. This document highlights copyright laws and issues pertinent to educators. It is recommended that the Copyright Law and The Copyright Game by Gary Becker be studied thoroughly.

PRINT MATERIALS

YOU MAY:

Make a single copy of
- A chapter from a book
- A periodical
- A short story, short essay, or poem
- A chart, graph, diagram, drawing, cartoon, or picture

Make multiple copies of
- 249 words or less from a poem or 2 pages long
- Excerpts of less than 250 words from longer poems
- A complete article, story, or essay, if it is less than 2,500 words
- An excerpt from prose, if less than 1,000 words, or 1004 of the work, whichever is less
- One chart, graph, diagram, drawing, cartoons, or picture per book or periodical

YOU MAY NOT:

Make multiple copies of
- Anything that has already been copied for another class in your school
- Work from the same author more than once per term
- Work from the same collection or periodical issue more than 3 times per term
- Works more than 9 times per term
- Any work for other teachers or their students
- The same item term to term
Make a single copy of

- Works to take the place of an anthology
- Consumable materials such as workbooks or standardized tests
- Copying is not allowed to substitute for the purchase of books, publishers' reprints, or periodicals

VIDEO

The term "video" is used to include WIS, Beta, videodisc, and multimedia CD-ROM, DVD, WMV, MPEG

(Commercially Produced)

YOU MAY:

- Show videotape as a part of the instructional program
- Show videotape labeled "For Home Use Only" if it is part of the systematic teaching activities of the program
- Use a rental tape if you obtain a written release statement from the rental agency

YOU MAY NOT:

- Duplicate videotapes without written permission from the copyright owner
- Leave the room during the performance
- Charge admission
- Use the videotape as entertainment, a fundraiser, or as a time-filler

TAPING OF BROADCAST PROGRAMMING

YOU MAY:

- Tape programs from commercial programming for classroom instruction according to the restrictions of the producer. Unless otherwise allowed, programs must be shown during the first 10 consecutive school days after the broadcast and must be erased within 45 days
- Make duplicate copies if requested by several teachers, but all restrictions must be met
- Use only the parts of the program needed for classroom instruction

YOU MAY NOT:

- Show a taped program more than twice with each class
- Record parts of a program and you must record commercials and the copyright notice
- Record from paid cable services such as HBO, Showtime, and Disney
- Alter the program either physically or electronically by combining or merging to make a teaching anthology or compilation

AUDIOVISUAL MATERIALS

YOU MAY:

- Create a series of slides or overhead transparencies from multiple sources create a single overhead transparency from a single page of a consumable workbook
- Use an opaque projector to enlarge a map for tracing in a large scale

YOU MAY NOT:

- Exceed one photograph, diagram, drawing, chart, or page from one book
• Copy color schemes and symbols on an enlarged map
• Duplicate audiotapes without permission
• Reproduce records or convert them to another form
• Reproduce spirit masters
• Convert one media format to another
• Narrate entire stories onto audiotape
• Use commercially produced music as part of a teacher prepared presentation
• For copyright law as it applies to music, refer to the copyright manual at your school those using music should be aware of the law and have a copy of the law readily available.

COMPUTER SOFTWARE, CD-ROM, DVD, MPEG

YOU MAY:
• Make a backup copy of a computer program for archival purposes. Adapt a program to meet your needs

YOU MAY NOT:
• Copy, give away, or sell an adaptation of a program
• Load a program on more than one machine at a time if only one copy of the program is owned
• Use a single user program on a network
• Copy a program for use on another machine at another time
• Copy a program in order to avoid purchasing the program
• Violate copyright restrictions, which apply to other media when making computerized presentations
• Read and follow the terms and conditions on each software package

PUBLIC PERFORMANCE

YOU MAY:
• Perform materials for face to face teaching related to instruction
• Perform on closed circuit broadcast within a building
• Request or purchase the right of performance from the copyright owners

YOU MAY NOT:
• Perform dramatic, literary, musical, pantomime, motion picture, or other audiovisual works publicly without written permission
• Perform on closed circuit broadcast between buildings
• Perform for recreational or intellectual appeal unless related to specific instructional activity
Video Conferencing Procedures and Guidelines

Monroe County School District has configured a high-speed video, audio and data network that will support video-conferencing between the three geographic areas of the Keys. Equipment can be moved within a campus or site and plugged into an active network connection in order to participate in a videoconference. Videoconferences can be held point-to-point between two sites or multipoint among up to four sites.

Guidelines:
- Videoconferences are intended to facilitate communication in three areas: (1) meetings that would require participants to travel from one area of the Keys to another, (2) staff development programs that are offered at one site but could be useful to staff at another, and (3) to bring guest speakers and educational opportunities to the students of Monroe County.
- At least one district employee must be a participant in the videoconference.
- Information / Instructional Technology Services will provide personnel assisting with videoconferencing: directions, support material, guides, troubleshooting tips and emergency phone numbers.
- A videoconferencing calendar will be maintained through Public Folders in the district’s Outlook e-mail system, listing all approved videoconferences with dates, times, contacts, and conferencing locations.
- All procedures and policies will be reviewed by the Information / Instructional Technology Services on an on-going basis to ensure quality of delivery and continued needs.

Procedures:
- In order to reserve equipment and locations for videoconferencing, a request to videoconference should be made at least one week in advance. Efforts will be made to facilitate videoconferencing that must be held on an emergency basis. All meetings, conferences or training sessions must be scheduled through Information / Instructional Technology Services by contacting the videoconferencing facilitator.
- Once the conference is approved, the videoconferencing facilitator will identify the technical support for the scheduled videoconference and make physical arrangements regarding equipment and sites.
- Videoconference participants will be contacted for feedback following the event.
Instructional Television
Channel 78 Comcast Cable

STANDARDS

1. Monroe County School District's (MCSD) Instructional Television (ITV) programming shall support national, state, and district educational goals.
2. MCSD's ITV program will provide access to television resources of instructional interests to the school and communities of the Florida Keys.
3. MCSD's ITV program will promote community and school spirit and identity by utilizing cable television as a vehicle for sharing skills, talents, and knowledge of the communities.
4. MCSD's ITV program requires that producers ensure that all work is original, and that the production is free of any possible copyright infringement.
5. MCSD's ITV programming will be broadcast on Comcast Cable Services Channel 78 free of paid advertising.

GUIDELINES

1. In conjunction with the standards of MCSD's instructional programming, and in accordance with FCC and cable television requirements, it is MCSD's practice to be fair and impartial in all relations with clients without regard to race, religion, national origin, sex, age, physically challenged or veteran status, as determined by the Civil Rights Act of 1964.
2. Locally produced instructional programs will not contain negative comments regarding individuals, groups, or organizations.
3. ITV productions will not announce the address, phone numbers, or any other personal information of individuals within the community without prior permission.
4. MCSD will provide quality instructional programming.
5. MCSD will not broadcast programs or messages of a political nature unless they are educational and do not advocate one political affiliation over another.
6. MCSD will not broadcast programs or messages which advocate beliefs of one special interest group over another without representation of all sides of an issue.
7. MCSD will not broadcast programs or messages of a religious nature unless they are educational and do not advocate one religious affiliation over another.
8. Bulletin board messages will be limited to school and/or community activities of interest to the general public in the Florida Keys.
9. Paid advertising will not be aired on the MCSD ITV system.
10. All copyright guidelines will be strictly followed. Materials submitted for airing must be accompanied by a signed release ensuring that furnished material is either owned by that individual or that the producer has agreed to allow material to be broadcast.
11. The ITV Contact or his/her designee reserves the right to administer editorial control over all programming submitted for broadcast.
12. Requests for instructional programs must support the MCSD Mission Statement, the ITV Standards and Guidelines, and MCSD educational goals.
13. Airing dates and times are determined by the topic/subject matter of the video production at the discretion of the ITV Program Specialist.
14. Materials and accompanying release forms must be submitted at least 48 hours prior to airtime. Video tapes must be in either VHS or SVHS format and recorded at standard play (SP) speed. Digital files must be in MPEG2 format.
School's Technology Plan Template

General Introduction / Background
- Provides relevant social, economic, geographic and demographic factors influencing the school's implementation of technology
- Provides description of technology plan development process
- Describes partnerships with community, business
- Describes integration of technology in all areas of the curriculum, ESOL, Special Needs

Committee Membership
- Committee membership includes administration, teachers, all subject areas, support staff, parents, students

Initiatives / Objectives
- Describes Needs assessment process to determine goals, objectives and initiatives
- Description of goals and objectives that support student achievement listed in school's School Improvement Plan

Implementation / Technology Acquisition Plan / Obsolescence Plan
- Identification of appropriate technologies to meet the goals of the school's instructional program as identified by the needs assessment procedures
- Plans to acquire software and technology-based educational materials to deliver technology-based instructional programs in support of the district curriculum.
- Plans to move computers between programs to make sure that appropriate computers are used to best fit the instructional program, ensuring that all computers are used and accessible throughout the school.
- Ensuring that plan provides equitable access for all users to support teaching and learning

Staff Development Plan / User Support Plan
- Development of a staff development plan to ensure that all administrators, teachers and staff are trained in the use of technology in the classroom or support position.
- Listing of resources, on-going training opportunities or training schedule
- Support plan to take advantage of all resources to support technology (i.e. technicians, lab managers, peer-to-peer support, student teams, technology resource teachers)

Budget / Funding Plan
- Identification of major sources of funding for school's technology needs
- Specifically identify school's planned allocation of district funds
- Prioritize needs beyond yearly allocation – planning for possible grant funds

Evaluation
Describe how the school's technology plan is evaluated, affecting student achievement and progress towards the goals of the School Improvement goals and objectives.
Monroe County School District
Process for the Piloting and Adoption of Curriculum Software

Three Step Process for the Pre-Pilot:
1. Instructional Fit
2. Technical Fit with Monroe County’s infra-structure
3. User Fit – teachers and students

1. Instructional Fit: Alignment to the Sunshine State Standards –
   • Correlation from the standards to the software product. The areas not supported by the particular software program are apparent.
   • Fits with a targeted group of students identified by the District and / or School. (uses of test data – Levels 1-2 students in reading are top priority District – wide.)

2. Technical Fit: Completion of the Monroe County Technical Review of Courseware Document – what we shall be looking for (document attached):
   • Hardware Requirements – Server and Workstation
   • Database and Compliancy
   • Security
   • Training
   • Support
   • Compatibility
   • Usability
   • Cost
   • References in Florida

3. User Fit: Interface with Teachers and Users (students and parents):
   • Professional Development for teachers/implementers of the pilot -(summer program/ before pilot begins/ on-site?)
   • Pilot is available for a full instructional year (pre and post testing achievement of students using the software)
   • Data is managed for teachers and gives feedback to students (diagnostic / instructional / evaluative.)
   • Software results predict achievement on the FCAT for targeted students.
   • Program is easy to use by both teachers and students.(intuitive, visual and auditory clues, help section/pop ups)
   • On-going support to Pilot schools and teachers (technical and operational)
   • Web-based and accessible from home by students, teachers and parents.
   • Reports on student progress – individual / group/ class / school / district.

Pilot Process and Implementation
Timing/Selection of Pilot:

• The pilot will be made available to schools in the spring prior to implementation.
• Schools interested in piloting the software must have 80% of staff or department in support of the pilot and the support of the School Administration.
• If at all possible, the District will select pilots from the pool of interested schools in the Upper, Middle and Lower keys.
Implementation of Pilot:
- Persons selected at each pilot school will implement the program as designed and will participate in professional development workshops prior to implementation.
- Persons implementing will participate in pre and post testing of targeted students.
- Each pilot school will select a "program manager" who will collect the information required for the pilot and make the report available to the District.
- The District will in turn evaluate the information from the pilot schools and will make the report available to the Vendor.

Evaluation of the Pilot:
- The program manager from each pilot school will supply to the District data on a monthly basis dealing with the ongoing achievement of the targeted students. (The parameters of the achievement data will be determined prior to the pilot and will specifically match the piloted software's goals.)
- The software (ease of use) will be collected in the form of survey administered to each pilot teacher.
- A log will be maintained regarding issues/ support provided/ and other needs associated with the implementation.
- The evaluation of the software for purchase will be made by the District with the participation of the school administrators at the pilot schools. The decision to purchase the software will be made after the District evaluation has been made, and after the pilot data is compared to the FCAT data.
- Once the software is approved for purchase, other interested schools may request the software.
- If a school requests the software, the school agrees to follow the process of implementation as outlined. (i.e. 80% of staff in agreement, professional development for implementers, implement as designed, complete data requests and pre/post testing of targeted students.)

Technical Review of Courseware:
Hardware:
- What are the hardware requirements?
  Server Requirements
  - Memory
  - Hard Drive Space
  - Processor Speed
  - Operating System
  - Applications Required (i.e. SQL, Exchange)
  Workstation Requirements
  - Memory
  - Hard Drive Space
  - Processor Speed

Data:
- What type of database?
- Export & Import Capabilities?
- Transportability of Data to other Data Systems, SIF Compliant?
• Reporting Elements and Formats?
• What are backup and restore requirements?
• Is data subject to Privacy Act?

Security:
• Who will administer the accounts?
• Is there a management (local, district)?
• In DMZ or on LAN?

Training:
• Who needs to be trained to support the software?

Support:
• How long has the company been in business?
• What vendor support is available?
• 24 hour?
• Level of support

Compatibility:
• Is it Windows XP compatible?

Usability:
• Does it have a web interface?
• Is it usable on low speed lines?
• Does it have web based management tool?
• Does it allow for parent viewing?

Cost:
• Initial Purchase of Hardware?
• Initial Purchase of Software?
• Software Licensing – ongoing licensing or maintenance fee?
• Phone Support?
• On-site Support?
• Upgrades?
• User Training?
• Technical Training?

Other:
• What other Florida Districts are using product?
• Florida references?

Name of Technical Support and Contact Number to Discuss application in more detail?
21st Century Classroom Design Components

Monroe County School District Classrooms will have the following systems

- Teacher workstation – Tablet PC with docking station.
- Classroom printer or access to network printer.
- VoIP telephones
- Audio Enhancement Classroom sound system which includes wireless microphone for teachers, hand held microphones for students and surround sound speakers connected to all classroom audio devices
- LCD Projector (minimum 2000 lumens), connected wired or wirelessly to teacher device or interactive white board.
- 7 foot screen
- Document Camera/Digital Presenter
- Combination DVD/VCR player connected to LCD projector
- Cable Television connected to DVD/VCR
- Shared secured wireless access point
- 3 – Computer workstations with minimum Pentium 4, CD/DVD players, and Windows OS
  OR Shared Mobile Laptop Cart, outfitted with 24 wireless/wired laptops computers with Windows OS and secured access point.
  (School Technology Team will develop the implementation plan for their campus.)
- All available Monroe County School District Instructional Software systems.
- Network and Internet access.
- Interactive Technologies
MURROE COUNTY SCHOOLS
POSITION DESCRIPTION

TITLE: DIRECTOR OF ADMINISTRATIVE TECHNOLOGY

GENERAL DESCRIPTION

The essential function of the position within the organization is to plan, direct and supervise the implementation, integration, administration and use of technology within District administration. The position is responsible for supervising subordinate staff; serving as system analyst for personnel, payroll, finance, purchasing and fixed assets information systems; ensuring effective and efficient communications between administrative and instructional information systems, and performing related professional, administrative and technical work as required. The position develops and implements programs within organizational policies; reports major activities to executive level administrators through conferences and reports.

PRIMARY DUTIES: This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other duties as assigned.

- Provides professional leadership and technical expertise in planning, developing and implementing modern technology to support District administrative functions, including but not limited to payroll, personnel, finance, purchasing and fixed assets management.
- Supervises staff, including establishing staffing standards, organizing, selecting or recommending selection, training, assigning and evaluating work, counseling, disciplining, and terminating or recommending termination as appropriate; prepares periodic employee performance evaluations.
- Develops and manages assigned operating and capital budgets; approves and monitors expenditures and prepares related financial reports.
- Implements the integration and interfacing of technology within all facets of District administration and operations.
- Ensures the provision of effective and adequate technology training and user support for District staff in areas of responsibility.
- Coordinates the purchase, installation, support, networking, maintenance and repair of technological equipment and systems for administrative areas.
- Ensures system security and integrity.
- Supports District-wide database and electronic communication of data to all sites, as well as electronic download/upload of state mandated data; develops related communications materials and/or processes.
- Coordinates department activities and functions with those of other District divisions, departments and outside agencies as appropriate; communicates with District staff to determine technology requirements.
- Works with the Instructional/Networking Director on any new networked systems to be interfaced with existing administrative systems.
- Receives and responds to inquiries, concerns and complaints regarding technology issues, policies and procedures and services in areas of responsibility.
- Represents the department and District at various meetings as appropriate.
- Keeps abreast of technological advances and their potential application to District operations.
- Compiles data for and prepares a variety of records and reports as required by the District, schools and/or other agencies for general reporting and/or decision-making purposes.
- Performs general administrative tasks as required, including but not limited to attending meetings, preparing correspondence, entering and retrieving data, preparing presentations for groups.
- Attends training, seminars and conferences as necessary to maintain and enhance job knowledge and skills.

GENERAL RESPONSIBILITIES AND REQUIREMENTS

DATA RESPONSIBILITY: "Data Responsibility" refers to information, knowledge, and conceptions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Directs others in major events and reports on activities and results.
PEOPLE RESPONSIBILITY: "People Responsibility" refers to individuals who have contact with or are influenced by the position.

Instructs or trains others through explanation, demonstration, and supervised practice, or by making recommendations on the basis of technical disciplines.

ASSETS RESPONSIBILITY: "Assets Responsibility" refers to the responsibility for achieving economies or preventing loss within the organization.

Requires responsibility and opportunity for achieving wide-spread economies and/or preventing losses through the management of a department that has an organization-wide impact or significant impact on the general population.

MATHEMATICAL REQUIREMENTS: "Mathematics" deals with quantities, magnitudes, and forms and their relationships and attributes by the use of numbers and symbols.

Uses practical applications of fractions, percentages, ratios and proportions, measurement or logarithms; may use algebraic solutions of equations and equalities, deductive geometry, and/or descriptive statistics.

COMMUNICATIONS REQUIREMENTS: "Communications" involves the ability to read, write, and speak.

Reads scientific and technical journals, abstracts, financial reports, and legal documents; writes complex articles and reports; makes presentations to professional groups.

COMPLEXITY OF WORK: "Complexity of Work" addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs work involving the application of principles of logical thinking to diagnose or define problems, collect data and solve abstract problems with widespread unit or organization impact; requires sustained, intense concentration for accurate results and continuous exposure to unusual pressure.

IMPACT OF DECISIONS: "Impact of Decisions" refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

Makes decisions with severe impact - affects entire organization, other activities/organizations, the general public, and a wide geographic area; loss of life and/or damage is highly likely.

EQUIPMENT USAGE: "Equipment Usage" refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and other physical characteristics.

Develops and implements long range plans and programs to support the goals and objectives of the organization.

SAFETY OF OTHERS: "Safety of Others" refers to the responsibility for other people’s safety, either inherent in the job or to assure the safety of the general public.

Requires considerable responsibility for the mid-level management of the provision of continuous enforcement of the laws and standards of public health and safety.

EDUCATION AND EXPERIENCE REQUIREMENTS

EDUCATION REQUIREMENTS: "Education Requirements" refers to job specific training and education required for entry into the position.

Requires a minimum of a associate’s degree or the equivalent of two years of college or vocational school education in computer science, information systems management or related field.
LICENSES, CERTIFICATIONS, AND REGISTRATIONS REQUIRED: "Licenses, Certifications, and Registrations" refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.

EXPERIENCE REQUIREMENTS: "Experience Requirements" refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.

Requires four years of related experience. A comparable amount of training, education or experience can be substituted for the minimum qualifications.

AMERICANS WITH DISABILITIES REQUIREMENTS

PHYSICAL DEMANDS: "Physical Demands" refers to the requirements for physical exertion and coordination of limb and body movement.

Requires sedentary work involving standing or walking for brief periods, exerting up to 10 pounds of force on a regular basis, and some dexterity in operating machines, tools, or office equipment.

UNAVOIDABLE HAZARDS: "Unavoidable Hazards" refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to no unusual environmental hazards.

SENSORY REQUIREMENTS: "Sensory Requirements" refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.

The position requires normal visual acuity and field of vision, hearing and speaking abilities.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

Monroe County School District is an Equal Opportunity Employer. ADA requires the District to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.
MONROE COUNTY SCHOOLS
POSITION DESCRIPTION

TITLE: DIRECTOR OF INSTRUCTIONAL TECHNOLOGY

GENERAL DESCRIPTION

The essential function of the position within the organization is to plan, direct, and supervise the implementation, integration, administration, and maintenance of instructional technology throughout the District. The position is responsible for supervising technical staff, developing the District's annual Instructional Technology Plan and associated budget, coordinating technologies with the Administrative Technology Department staff, coordinating and maintaining wide-area and local-area networks, preparing records and reports as required, and performing related professional, administrative and technical work as assigned. The position develops and implements programs within organizational policies; reports major activities to executive level administrators through conferences and reports.

PRIMARY DUTIES: This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other duties as assigned.

- Provides professional leadership and technical expertise in planning, developing and implementing modern technology to support District instructional technology functions.
- Supervises technical staff, including establishing staffing standards, organizing, selecting or recommending selection, training, assigning and evaluating work, counseling, disciplining, and terminating or recommending termination as appropriate; prepares periodic employee performance evaluations.
- Provides guidance and assistance to District schools in developing individual school technology plans; prepares and submits to the School Board and State Department of Education for their approval the District's annual Instructional Technology Plan.
- Provides assistance and leadership in planning the integration of curriculum-based technology in District instructional programs for K-12 teachers, computer lab staff, media specialists and students; meets with individual teachers and small faculty groups to discuss curriculum, suggest ways to use technology in the delivery of curriculum, and to support teachers as they actively use technology in their classrooms.
- Ensures the provision of effective and adequate technology training and user support for District teachers, staff and students in areas of responsibility.
- Develops and manages assigned operating and capital budgets; approves and monitors expenditures and prepares related financial reports; seeks, secures and administers grant funds to support specific technology projects and programs.
- Coordinates the purchase, installation, support, networking, maintenance and repair of technological equipment and systems for instructional areas.
- Maintains wide-area network and local-area networks, including all routing and switching technology and security measures; designs and implements new school and existing school computing infrastructures; coordinates with facilities and construction personnel on developing and designing wired and wireless infrastructure.
- Coordinates department activities and functions with those of other District divisions, departments and outside agencies as appropriate; communicates with District teachers, administrators and staff to determine instructional technology requirements.
- Works with the Administrative Technology Director on any new networked systems to be interfaced with existing instructional systems.
- Oversees the work of outside contractors as necessary to ensure compliance with District policies, procedures, contracts and specifications, and standards of quality and safety.
- Receives and responds to inquiries, concerns and complaints regarding technology issues, policies and procedures and services in areas of responsibility.
- Represents the department and District at various meetings as appropriate.
- Keeps abreast of technological advances and their potential application to District operations.
- Compiles data for and prepares a variety of records and reports as required by the District, schools and other agencies for general reporting and/or decision-making purposes.
- Performs general administrative tasks as required, including but not limited to attending meetings, preparing correspondence, entering and retrieving data, preparing presentations for groups.
Attends training, seminars and conferences as necessary to maintain and enhance job knowledge and skills.

**GENERAL RESPONSIBILITIES AND REQUIREMENTS**

**DATA RESPONSIBILITY:** “Data Responsibility” refers to information, knowledge, and conceptions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Synthesizes or integrates analysis of data or information to discover facts or develop knowledge or interpretation; modifies policies, procedures, or methodologies based on findings.

**PEOPLE RESPONSIBILITY:** “People Responsibility” refers to individuals who have contact with or are influenced by the position.

Instructs or trains others through explanation, demonstration, and supervised practice, or by making recommendations on the basis of technical disciplines.

**ASSETS RESPONSIBILITY:** “Assets Responsibility” refers to the responsibility for achieving economies or preventing loss within the organization.

Requires responsibility for achieving major economies or preventing major losses through the management of a highly complex and/or technical department.

**MATHEMATICAL REQUIREMENTS:** “Mathematics” deals with quantities, magnitudes, and forms and their relationships and attributes by the use of numbers and symbols.

Uses practical application of fractions, percentages, ratios and proportions, measurements, or logarithms; may use algebraic solutions of equations and equalities, deductive geometry, and/or descriptive statistics.

**COMMUNICATIONS REQUIREMENTS:** “Communications” involves the ability to read, write, and speak.

Reads professional publications; composes complex reports and manuals; speaks formally to groups outside the organization.

**COMPLEXITY OF WORK:** “Complexity of Work” addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs work involving the application of logical principles and thinking to solve practical problems within or applying to a unit or division of the organization; requires continuous, close attention for accurate results and frequent exposure to unusual pressure.

**IMPACT OF DECISIONS:** “Impact of Decisions” refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

Makes decisions with extremely serious impact - affects entire organization and impacts other activities/organizations and the general public; loss of life and/or damage is highly likely.

**EQUIPMENT USAGE:** “Equipment Usage” refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and other physical characteristics.

Establishes methods and procedures for acquiring and handling machines, tools, equipment, or work aids involving extensive latitude for judgment regarding attainment of standards or in selecting appropriate items.

**SAFETY OF OTHERS:** “Safety of Others” refers to the responsibility for other people’s safety, either inherent in the job or to assure the safety of the general public.
Requires management level responsibility for application and interpretation of the policies regarding the provision of continuous enforcement of the laws and standards of public health and safety.

EDUCATION AND EXPERIENCE REQUIREMENTS

EDUCATION REQUIREMENTS: "Education Requirements" refers to job specific training and education required for entry into the position.

Requires a Bachelor's degree in education; a Master's degree in instructional technology is desirable.

LICENSES, CERTIFICATIONS, AND REGISTRATIONS REQUIRED: "Licenses, Certifications, and Registrations" refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.

Requires a valid state driver's license.

EXPERIENCE REQUIREMENTS: "Experience Requirements" refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.

Requires eight years of related experience. A comparable amount of training, education or experience can be substituted for the minimum qualifications.

AMERICANS WITH DISABILITIES REQUIREMENTS

PHYSICAL DEMANDS: "Physical Demands" refers to the requirements for physical exertion and coordination of limb and body movement.

Requires light work involving standing or walking some of the time, exerting up to 20 pounds of force on a regular basis; requires moderate dexterity in operating machinery, tools or office equipment.

UNAVOIDABLE HAZARDS: "Unavoidable Hazards" refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to electrical shock, heights, traffic.

SENSORY REQUIREMENTS: "Sensory Requirements" refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.

The position requires normal visual acuity and field of vision, hearing and speaking abilities.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

Monroe County School District is an Equal Opportunity Employer. ADA requires the District to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.
MONROE COUNTY SCHOOLS
POSITION DESCRIPTION

TITLE: INFORMATION SPECIALIST

GENERAL DESCRIPTION

The essential function of the position within the organization is to provide information systems support, training and assistance for the District’s Information Technology Department. The position is responsible for maintaining and troubleshooting information systems District-wide, providing user training and support, assisting with department administrative/clerical tasks as needed, and performing related work as assigned. The position works under general supervision independently developing work methods and sequences.

PRIMARY DUTIES: This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other duties as assigned.

- Assesses computer software problems and performs and/or makes arrangements for necessary adjustments or repair work; works with service representatives to resolve hardware and software problems.
- Monitors system operations to ensure uninterrupted service.
- Takes steps necessary to ensure system security and data integrity; implements emergency procedures in the event of power failures or major system/network failures.
- Trains both administrative and instructional staff on specific software operations as necessary.
- Provides timely and professional user support and assistance.
- Keeps abreast of new and emerging technologies of potential benefit to District operations and programs; assists in selecting new systems and equipment.
- Assists in developing assigned budget; prepares purchase orders for technology equipment and software; processes invoices for payment.
- Maintains inventory of computer equipment and software maintained by the department.
- Receives and responds to inquiries, concerns and complaints in areas of responsibility.
- Enters and retrieves computer data; proofreads data entries for accuracy and completeness; assists in analyzing data; downloads data for, generates and disseminates computer reports as requested.
- Updates user manuals as needed.
- Completes special projects as assigned.
- Performs general administrative/clerical work as required, including but not limited to processing department payroll, copying and filing documents, answering the telephone.
- Attends training, seminars and meetings as necessary to maintain and enhance job knowledge and skills.

GENERAL RESPONSIBILITIES AND REQUIREMENTS

DATA RESPONSIBILITY: “Data Responsibility” refers to information, knowledge, and conceptions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Copies, transcribes, enters, or posts data or information.

PEOPLE RESPONSIBILITY: “People Responsibility” refers to individuals who have contact with or are influenced by the position.

Instructs or trains others through explanation, demonstration, and supervised practice, or by making recommendations on the basis of technical disciplines.

ASSETS RESPONSIBILITY: “Assets Responsibility” refers to the responsibility for achieving economies or preventing loss within the organization.

Requires responsibility and opportunity for achieving considerable economies and/or preventing considerable losses through the management of a large division or minor department, and/or handling of very large amounts of money.
MATHMATICAL REQUIREMENTS: "Mathematics" deals with quantities, magnitudes, and forms and their relationships and attributes by the use of numbers and symbols.

Uses addition, subtraction, multiplication, and division; may compute ratios, rates, and percents.

COMMUNICATIONS REQUIREMENTS: "Communications" involves the ability to read, write, and speak.

Reads technical instructions, charts, and/or procedures manuals; composes routine reports and completes job forms; speaks compound sentences using standard grammar.

COMPLEXITY OF WORK: "Complexity of Work" addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs skilled work involving rules/systems with almost constant problem solving; requires normal attention with short periods of concentration for accurate results and occasional exposure to unusual pressure.

IMPACT OF DECISIONS: "Impact of Decisions" refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

Makes decisions with moderately serious impact - affects work unit and may affect other units or citizens.

EQUIPMENT USAGE: "Equipment Usage" refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and other physical characteristics.

Handles machines, tools, equipment, or work aids involving moderate latitude for judgment regarding attainment of standard or in selecting appropriate items.

SAFETY OF OTHERS: "Safety of Others" refers to the responsibility for other people's safety, either inherent in the job or to assure the safety of the general public.

Requires no responsibility for the safety and health of others.

EDUCATION AND EXPERIENCE REQUIREMENTS

EDUCATION REQUIREMENTS: "Education Requirements" refers to job specific training and education required for entry into the position.

Requires a minimum of a high school diploma or GED. One year of college or vocational school education in computer science, information systems management, data processing or related field is preferred.

LICENSES, CERTIFICATIONS, AND REGISTRATIONS REQUIRED: "Licenses, Certifications, and Registrations" refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.

Requires a valid state driver's license.

EXPERIENCE REQUIREMENTS: "Experience Requirements" refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.

Requires six months of related experience. A comparable amount of training, education or experience can be substituted for the minimum qualifications.

AMERICANS WITH DISABILITIES REQUIREMENTS

PHYSICAL DEMANDS: "Physical Demands" refers to the requirements for physical exertion and coordination of limb and body movement.
Requires sedentary work involving standing or walking for brief periods, exerting up to 10 pounds of force on a regular basis, and some dexterity in operating office equipment.

**UNAVOIDABLE HAZARDS:** "Unavoidable Hazards" refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to no unusual environmental hazards.

**SENSORY REQUIREMENTS:** "Sensory Requirements" refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.

The position requires normal visual acuity and field of vision, hearing and speaking abilities.

**AMERICANS WITH DISABILITIES ACT COMPLIANCE**

Monroe County School District is an Equal Opportunity Employer. ADA requires the District to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.
MONROE COUNTY SCHOOLS
POSITION DESCRIPTION

TITLE: LAB ASSISTANT

GENERAL DESCRIPTION

The essential function of the position within the organization is to assist in managing the daily activities and operations of the computer lab in assigned school. The position is responsible for supervising students working in the lab, providing training and assistance to both students and teachers, scheduling lab use, performing general data processing work and generating computer reports, troubleshooting computer problems, and performing related work as assigned. The position works under general supervision independently developing work methods and sequences.

PRIMARY DUTIES: This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other duties as assigned.

- Assists in planning and presents learning experiences for students to explain computer usage and help them become computer literate.
- Schedules and maintains calendar of computer lab usage.
- Demonstrates and assists students in developing skills in keyboarding, mouse control, and the use of various computer software applications.
- Establishes and maintains standards of student behavior necessary to achieve a functional learning atmosphere in the computer lab.
- Sets up computers for classroom instruction; controls user access; installs computer printers, software and peripheral equipment; troubleshoots network, software, and hardware malfunctions.
- Researches and recommends new student software as appropriate.
- Maintains adequate number of working copies of software and handouts for classes; maintains list of software and its recommended classroom usage.
- Assists professional staff in administering standardized tests in accordance with District testing program guidelines.
- Instructs teachers in the use of computers and software through Individual and/or group lessons.
- Assists and encourages teachers in integrating technology into daily classroom instruction.
- Performs computer data entry and retrieval; generates computer reports as requested.
- Creates various desktop publishing items as requested, including invitations, posters, certificates, banners, fliers, and newsletters.
- Assists with various school presentations when the use of a computer is needed.
- Maintains computers and peripheral equipment in a clean and good working condition.
- Receives and responds to inquiries, requests for assistance and complaints in areas of responsibility; provides an overview of the school’s computer programs for parents and community members when requested.
- Maintains various records such as weekly class schedules and lab usage logs.
- Performs general clerical duties as needed, including but not limited to copying and filing documents, preparing reports and correspondence, sending and receiving e-mails, answering the telephone.
- Attends training, seminars, meetings and workshops to maintain and enhance job knowledge and skills.

GENERAL RESPONSIBILITIES AND REQUIREMENTS

DATA RESPONSIBILITY: “Data Responsibility” refers to information, knowledge, and conceptions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Collects, classifies, and formats data or information.

PEOPLE RESPONSIBILITY: “People Responsibility” refers to individuals who have contact with or are influenced by the position.

Provides assistance to people in achieving task completion.
ASSETS RESPONSIBILITY: “Assets Responsibility” refers to the responsibility for achieving economies or preventing loss within the organization.

Requires minimum responsibility for only small quantities of low cost items or supplies where opportunities for achieving economies or preventing loss are negligible.

MATHEMATICAL REQUIREMENTS: “Mathematica” deals with quantities, magnitudes, and forms and their relationships and attributes by the use of numbers and symbols.

Uses addition, subtraction, multiplication, and division; may compute ratios, rates, and percents.

COMMUNICATIONS REQUIREMENTS: “Communications” involves the ability to read, write, and speak.

Reads technical instructions, charts, and/or procedures manuals; composes routine reports and completes job forms; speaks compound sentences using standard grammar.

COMPLEXITY OF WORK: “Complexity of Work” addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs skilled work involving rules/systems with almost constant problem solving; requires normal attention with short periods of concentration for accurate results and occasional exposure to unusual pressure.

IMPACT OF DECISIONS: “Impact of Decisions” refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

Makes decisions with moderately serious impact - affects work unit and may affect other units or citizens.

EQUIPMENT USAGE: “Equipment Usage” refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and other physical characteristics.

Handles machines, tools, equipment, or work aids involving moderate latitude for judgment regarding attainment of standard or in selecting appropriate items.

SAFETY OF OTHERS: “Safety of Others” refers to the responsibility for other people’s safety, either inherent in the job or to assure the safety of the general public.

Requires some responsibility for safety and health of others and/or for occasional enforcement of the standards of public safety or health.

EDUCATION AND EXPERIENCE REQUIREMENTS

EDUCATION REQUIREMENTS: “Education Requirements” refers to job specific training and education required for entry into the position.

Requires a minimum of a high school diploma or GED. One year of college or vocational school education in computer technology or related field is preferred.

LICENSES, CERTIFICATIONS, AND REGISTRATIONS REQUIRED: “Licenses, Certifications, and Registrations” refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.

EXPERIENCE REQUIREMENTS: “Experience Requirements” refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.

Requires one year of related experience. A comparable amount of training, education or experience can be substituted for the minimum qualifications.
AMERICANS WITH DISABILITIES REQUIREMENTS

PHYSICAL DEMANDS: "Physical Demands" refers to the requirements for physical exertion and coordination of limb and body movement.

Requires light work involving standing or walking some of the time, exerting up to 20 pounds of force on a regular basis, and moderate dexterity in operating office equipment.

UNAVOIDABLE HAZARDS: "Unavoidable Hazards" refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to no unusual environmental hazards.

SENSORY REQUIREMENTS: "Sensory Requirements" refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.

The position requires normal visual acuity and field of vision, hearing and speaking abilities color perception.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

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MONROE COUNTY SCHOOLS
POSITION DESCRIPTION

TITLE: PROGRAMMER ANALYST

GENERAL DESCRIPTION

The essential function of the position within the organization is to provide the analysis, design, development, training, implementation, and maintenance for all custom software development including file server based database applications, client server based applications, and intranet/web based applications for the District's Information Technology Department. The position is responsible for maintaining and troubleshooting information systems District-wide, and providing user training. The position works under general supervision independently developing work methods and sequences.

PRIMARY DUTIES: This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other duties as assigned.

- Installs, configures, tests and maintains networking components, including servers, switches and routers; monitors network performance.
- Installs, configures, tests and maintains computer software and hardware for instructional operations; upgrades software and hardware as needed.
- Monitors system operations to ensure uninterrupted service.
- Takes steps necessary to ensure system security and data integrity; implements emergency procedures in the event of power failures or major system/network failures.
- Trains both administrative and instructional staff on specific software operations as necessary.
- Provides timely and professional user support and assistance.
- Keeps abreast of new and emerging technologies of potential benefit to District operations and programs; assists in selecting new systems and equipment.
- Assists in developing assigned budget; prepares purchase orders for technology equipment and software; processes invoices for payment.
- Receives and responds to inquiries, concerns and complaints in areas of responsibility.
- Updates user manuals as needed.
- Completes special projects as assigned.
- Attends training, seminars and meetings as necessary to maintain and enhance job knowledge and skills.

GENERAL RESPONSIBILITIES AND REQUIREMENTS

DATA RESPONSIBILITY: "Data Responsibility" refers to information, knowledge, and conceptions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Copies, transcribes, enters, or posts data or information.

PEOPLE RESPONSIBILITY: "People Responsibility" refers to individuals who have contact with or are influenced by the position.

Instructs or trains others through explanation, demonstration, and supervised practice, or by making recommendations on the basis of technical disciplines.

ASSETS RESPONSIBILITY: "Assets Responsibility" refers to the responsibility for achieving economies or preventing loss within the organization.

Requires responsibility and opportunity for achieving considerable economies and/or preventing considerable losses through the management of a large division or minor department, and/or handling of very large amounts of money.

MATHEMATICAL REQUIREMENTS: "Mathematics" deals with quantities, magnitudes, and forms and their relationships and attributes by the use of numbers and symbols.
Use addition, subtraction, multiplication, and division; may compute ratios, rates, and percents.

**COMMUNICATIONS REQUIREMENTS:** “Communications” involves the ability to read, write, and speak.

Reads technical instructions, charts, and/or procedures manuals; composes routine reports and completes job forms; speaks compound sentences using standard grammar.

**COMPLEXITY OF WORK:** “Complexity of Work” addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs skilled work involving rules/systems with almost constant problem solving; requires normal attention with short periods of concentration for accurate results and occasional exposure to unusual pressure.

**IMPACT OF DECISIONS:** “Impact of Decisions” refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

Makes decisions with moderately serious impact - affects work unit and may affect other units or citizens.

**EQUIPMENT USAGE:** “Equipment Usage” refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and other physical characteristics.

Handles machines, tools, equipment, or work aids involving moderate latitude for judgment regarding attainment of standard or in selecting appropriate items.

**SAFETY OF OTHERS:** “Safety of Others” refers to the responsibility for other people’s safety, either inherent in the job or to assure the safety of the general public.

Requires no responsibility for the safety and health of others.

**EDUCATION AND EXPERIENCE REQUIREMENTS**

**EDUCATION REQUIREMENTS:** “Education Requirements” refers to job specific training and education required for entry into the position.

Requires a minimum of a bachelor’s degree or vocational technical degree or specialized education in computer science or information systems management.

**LICENSES, CERTIFICATIONS, AND REGISTRATIONS REQUIRED:** “Licenses, Certifications, and Registrations” refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.

A+ Certification, Microsoft or similar certification is preferred. Requires a valid state driver’s license.

**EXPERIENCE REQUIREMENTS:** “Experience Requirements” refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.

Requires four years of related experience. A comparable amount of training, education or experience can be substituted for the minimum qualifications.

**AMERICANS WITH DISABILITIES REQUIREMENTS**

**PHYSICAL DEMANDS:** “Physical Demands” refers to the requirements for physical exertion and coordination of limb and body movement.

Requires sedentary work involving standing or walking for brief periods, exerting up to 10 pounds of force on a regular basis, and some dexterity in operating office equipment.
UNAVOIDABLE HAZARDS: “Unavoidable Hazards” refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to no unusual environmental hazards.

SENSORY REQUIREMENTS: “Sensory Requirements” refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.

The position requires normal visual acuity and field of vision, hearing and speaking abilities.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

Monroe County School District is an Equal Opportunity Employer. ADA requires the District to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.
MONROE COUNTY SCHOOLS
POSITION DESCRIPTION

TITLE: RECORDS RETENTION SPECIALIST

GENERAL DESCRIPTION

The essential function of the position within the organization is to coordinate and execute the district records
retention plan, digitize permanent records, and coordinate efforts when record destruction is to take place. The
position serves as liaison between school personnel, individuals, school districts and agencies while providing
professional and courteous customer service at all times. The position works under direct supervision according
to set procedures.

PRIMARY DUTIES: This list represents the essential tasks performed by the position. These essential job
functions are not to be construed as a complete statement of all duties performed. Employees will be required to
perform other duties as assigned.

- Performs routine clerical duties as necessary, including copying and filing documents, scanning
documents and preparing documents for archival storage, shredding documents, collating materials,
faxing information, maintaining logs and mailing lists, processing mail, ordering supplies.
- Responds to inquiries and requests for transcripts from school personnel, parents, students, other
districts and agencies, and the general public.
- Serves as liaison between the school personnel, other school staff, students and the general public.
- Prepares, scans, registers, types, copies, files, transmits and/or mails transcripts to various individuals or
agencies.
- Answers the telephone; provides accurate information to callers and/or forwards calls to appropriate staff
person. Greets office visitors and performs customer/public service duties as required.
- Performs computer data entry to record and retrieve information; generates computer reports as required.

GENERAL RESPONSIBILITIES AND REQUIREMENTS

DATA RESPONSIBILITY: "Data Responsibility" refers to information, knowledge, and conceptions obtained by
observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include
numbers; words, symbols, ideas, concepts, and oral verbalizations.

Copies, transcribes, enters, or posts data or information.

PEOPLE RESPONSIBILITY: "People Responsibility" refers to individuals who have contact with or are
influenced by the position.

Provides information, guidance, or assistance to people which directly facilitates task accomplishment; may give
instructions or assignments to helpers or assistants.

ASSETS RESPONSIBILITY: "Assets Responsibility" refers to the responsibility for achieving economies or
preventing loss within the organization.

Requires some responsibility for achieving minor economies and/or preventing minor losses through the handling
of or accounting for materials, supplies, or small amounts of money.

MATHEMATICAL REQUIREMENTS: "Mathematics" deals with quantities, magnitudes, and forms and their
relationships and attributes by the use of numbers and symbols.

Uses basic algebra involving variables and formulas and/or basic geometry involving plane and solid figures,
circumferences, areas, and volumes and/or computing discounts and interest rates.

COMMUNICATIONS REQUIREMENTS: "Communications" involves the ability to read, write, and speak.

Reads technical instructions, charts, and/or procedures manuals; composes routine reports and completes job
forms; speaks compound sentences using standard grammar.
COMPLEXITY OF WORK: "Complexity of Work" addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs work involving guidelines and rules, with constant problem solving; requires continuous, close attention for accurate results or frequent exposure to unusual pressures.

IMPACT OF DECISIONS: "Impact of Decisions" refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

Makes decisions with moderately serious impact.

EQUIPMENT USAGE: "Equipment Usage" refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and other physical characteristics.

Supervises the activities of those operating or repairing complex machinery or equipment that requires extended training and experience.

SAFETY OF OTHERS: "Safety of Others" refers to the responsibility for other people's safety, either inherent in the job or to assure the safety of the general public.

Requires no responsibility for safety and health of others and provides minimum opportunity for exercise of care to effect safety of others in performing duties of the position.

EDUCATION AND EXPERIENCE REQUIREMENTS

EDUCATION REQUIREMENTS: "Education Requirements" refers to job specific training and education required for entry into the position.

Requires a minimum of a high school diploma or GED.

LICENSES, CERTIFICATIONS, AND REGISTRATIONS REQUIRED: "Licenses, Certifications, and Registrations" refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.

Requires a valid state driver's license.

EXPERIENCE REQUIREMENTS: "Experience Requirements" refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.

Requires one year of related experience. A comparable amount of training, education or experience can be substituted for the minimum qualifications.

AMERICANS WITH DISABILITIES REQUIREMENTS

PHYSICAL DEMANDS: "Physical Demands" refers to the requirements for physical exertion and coordination of limb and body movement.

Requires sedentary work involving standing or walking for brief periods, exerting up to 10 pounds of force on a regular basis, and some dexterity in operating office equipment.

UNAVOIDABLE HAZARDS: "Unavoidable Hazards" refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to no unusual environmental hazards.

SENSORY REQUIREMENTS: "Sensory Requirements" refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.
The position requires normal visual acuity and field of vision, hearing and speaking abilities, color perception.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

Monroe County School District is an Equal Opportunity Employer. ADA requires the District to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.
MONROE COUNTY SCHOOLS
POSITION DESCRIPTION

TITLE: SPECIALIST, COMPUTER NETWORK

GENERAL DESCRIPTION

The essential function of the position within the organization is to install, troubleshoot and administer the District's local and wide area computer network systems. The position is responsible for managing network hardware and software installations, monitoring performance and coordinating maintenance, managing data backup procedures, providing technical support and training to staff, and performing related work as assigned. The position works independently, reporting major activities through periodic meetings.

PRIMARY DUTIES: This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other duties as assigned.

- Serves as District administrator for local and wide area computing network systems.
- Communicates with District staff to determine network requirements; develops and maintains network solutions for identified needs.
- Installs, monitors, troubleshoots and adjusts network file servers running various operating systems.
- Installs, monitors, troubleshoots and adjusts other hardware and software.
- Diagnoses problems with and replaces hardware, parts, cabling, software and other components as necessary; works with vendors as necessary to resolve system problems; maintains warranty and support contracts with vendors.
- Designs and oversees the installation of networking systems for the use of current and future technologies; forecasts future requirements for server capacity and network bandwidth; plans for network cabling that allows for future growth and incremental technology upgrades; integrates new technologies that will help the District cut costs.
- Manages domain structure; adds and deletes users from the District's user database; assigns and monitors network security.
- Manages system backups; performs system integrity checks and maintains protection against computer viruses; implements emergency procedures in the event of power failures or major system/network failures.
- Coordinates integration with other technologies, including telecommunications and remote access.
- Provides technical support and assistance to co-workers and other District staff on network issues; trains both administrative and instructional staff on specific network operations as necessary; creates and provides system documentation for site technicians and training.
- Provides timely and professional user support and assistance.
- Keeps abreast of new and emerging technologies of potential benefit to District operations and programs; assists in identifying, procuring and implementing new systems and equipment.
- Receives and responds to inquiries, concerns and complaints in areas of responsibility.
- Attends training, seminars and conferences as necessary to maintain and enhance job knowledge and skills.

GENERAL RESPONSIBILITIES AND REQUIREMENTS

DATA RESPONSIBILITY: "Data Responsibility" refers to information, knowledge, and conceptions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Compiles, examines, or evaluates data or information and possibly recommends action based on results.

PEOPLE RESPONSIBILITY: "People Responsibility" refers to individuals who have contact with or are influenced by the position.

Instructs or trains others through explanation, demonstration, and supervised practice, or by making recommendations on the basis of technical disciplines.
ASSETS RESPONSIBILITY: "Assets Responsibility" refers to the responsibility for achieving economies or preventing losses within the organization.

Requires responsibility and opportunity for achieving moderate economies and/or preventing moderate losses through the management or handling of supplies of high value or moderate amounts of money.

MATHEMATICAL REQUIREMENTS: "Mathematics" deals with quantities, magnitudes, and forms and their relationships and attributes by the use of numbers and symbols.

Uses basic algebra calculating variables and formulae, and/or basic geometry, calculating plane and solid figures; may compute discounts, interest, ratios and proportions, and percentages.

COMMUNICATIONS REQUIREMENTS: "Communications" involves the ability to read, write, and speak.

Reads journals and manuals; composes specialized reports and business letters using proper format and grammar; speaks to groups of co-workers and people outside the organization.

COMPLEXITY OF WORK: "Complexity of Work" addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs coordinating work involving guidelines and rules with constant problem solving; requires continuous, close attention for accurate results or frequent exposure to unusual pressure.

IMPACT OF DECISIONS: "Impact of Decisions" refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

Makes decisions with serious impact - affects most units in organization, and may affect citizens; probability of loss of life and/or damage are likely.

EQUIPMENT USAGE: "Equipment Usage" refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and other physical characteristics.

Coordinates the handling of machines, tools, equipment, or work aids involving extensive latitude for judgment regarding attainment of standard or in selecting appropriate items.

SAFETY OF OTHERS: "Safety of Others" refers to the responsibility for other people's safety, either inherent in the job or to assure the safety of the general public.

Requires some responsibility for safety and health of others and/or for occasional enforcement of the standards of public safety or health.

EDUCATION AND EXPERIENCE REQUIREMENTS

EDUCATION REQUIREMENTS: "Education Requirements" refers to job specific training and education required for entry into the position.

Requires a minimum of a bachelor's degree in computer science, information systems management or related field.

LICENSES, CERTIFICATIONS, AND REGISTRATIONS REQUIRED: "Licenses, Certifications, and Registrations" refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.

Requires valid state driver's license.

EXPERIENCE REQUIREMENTS: "Experience Requirements" refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.
Requires four years of related experience. A comparable amount of training, education or experience can be substituted for the minimum qualifications.

**AMERICANS WITH DISABILITIES REQUIREMENTS**

**PHYSICAL DEMANDS:** "Physical Demands" refers to the requirements for physical exertion and coordination of limb and body movement.

Requires light work involving standing or walking some of the time, exerting up to 20 pounds of force on a regular basis, and moderate dexterity in operating machinery, tools, or office equipment.

**UNAVOIDABLE HAZARDS:** "Unavoidable Hazards" refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to bright/dim lights, dust or pollen, electrical shock, heights.

**SENSORY REQUIREMENTS:** "Sensory Requirements" refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.

The position requires normal visual acuity and field of vision, hearing and speaking abilities, color perception, depth perception.

**AMERICANS WITH DISABILITIES ACT COMPLIANCE**

Monroe County School District is an Equal Opportunity Employer. ADA requires the District to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.
MONROE COUNTY SCHOOLS
POSITION DESCRIPTION

TITLE: SUPERVISOR/COORDINATOR, INSTRUCTIONAL TECHNOLOGY PROGRAM

GENERAL DESCRIPTION

The essential function of the position within the organization is to manage the school district's cable television channel, schedule and facilitate videoconferencing district-wide, provide user support for the district's electronic gradebook, train teachers and staff on computer use and applications, assist staff as needed with technology projects, serve as liaison between the IT department and Instructional Services, assist in the development and editing of the district technology plan and other state reports, and assist the district webmaster in maintaining the district website. The position works under general supervision, independently developing work methods and sequences and reporting major activities through periodic meetings.

PRIMARY DUTIES: This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees may be assigned additional duties by management as required.

- Research opportunities for programming for district cable television channel.
- Create a weekly schedule of programming for district cable television channel and publish schedule online.
- Program video distribution system computer to play events on district cable television channel.
- Maintain instructional television broadcast and recording equipment.
- Maintain list of titles in video library and accompanying classroom resources and make list available to schools in print form, electronic form, and through the district's online curriculum website.
- Maintain and troubleshoot satellite equipment.
- Support district educators in use of instructional television in the classroom.
- Set up and run equipment for live broadcast and digital recordings of school board meetings.
- Maintain videoconferencing equipment district-wide.
- Schedule videoconferencing equipment and locations as requested by district staff, coordinate tech support, and facilitate videoconferencing.
- Maintain electronic gradebook files and services.
- Troubleshoot gradebook issues in response to help requests and e-mail requests, fixing issues and needed and referring to consultant as needed.
- Assist district staff with recording and editing video projects, web-based projects, and maintaining Outlook e-mail groups.
- Train teachers and staff on various computer applications, including but not limited to Pinnacle Gradebook, Outlook, Tablet PC/Laptop classroom integration, Keys Instructional Delivery System, FrontPage, and Kidspiration.
- Edit district web pages upon request of district administrators as backup to district webmaster.
- Collaborate with district technology team to create district technology plan, then edit and publish the plan.
- Contact school principals and technicians with information regarding completion of state surveys, then review completed surveys for submission to Department of Education.

GENERAL RESPONSIBILITIES AND REQUIREMENTS

DATA RESPONSIBILITY: "Data Responsibility" refers to information, knowledge, and conceptions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Gathers, organizes, analyzes, examines and evaluates data or information; prescribes action based on these data or information.

PEOPLE RESPONSIBILITY: "People Responsibility" refers to individuals who have contact with or are influenced by the position.
Gives information, guidance, or assistance to people which directly facilitates task accomplishments; may give instructions or assignments to helpers or assistants.

**ASSETS RESPONSIBILITY:** “Assets Responsibility” refers to the responsibility for achieving economies or preventing loss within the organization.

Requires responsibility and opportunity for achieving moderate economies and/or preventing moderate losses through the management of a small division; handling supplies of high value or moderate amounts of money consistent with the operation of a small division.

**MATHEMATICAL REQUIREMENTS:** “Mathematics” deals with quantities, magnitudes, and forms and their relationships and attributes by the use of numbers and symbols.

Uses addition, subtraction, multiplication, and division; may compute ratios, rates, and percents; uses basic algebra involving variables and formulas and/or basic geometry involving plane and solid figures, circumferences, areas, and volumes and/or computers discounts and interest rates.

**COMMUNICATIONS REQUIREMENTS:** “Communications” involves the ability to read, write, and speak.

Reads journals, manuals, and professional publications; speaks informally to groups of co-workers, staff in other organizational agencies, general public, people in other organizations, and presents training; composes original reports, training and other written materials, using proper language, punctuation, grammar and style.

**COMPLEXITY OF WORK:** “Complexity of Work” addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs coordinating work involving guidelines and rules, with constant problem solving; requires continuous, close attention for accurate results or frequent exposure to unusual pressures.

**IMPACT OF DECISIONS:** “Impact of Decisions” refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

Is responsible for guiding others, requiring frequent decisions, affecting the individual, co-workers, and others whom depend on the service or product; works in a somewhat fluid environment with rules and procedures but many variations from the routine.

**EQUIPMENT USAGE:** “Equipment Usage” refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and other physical characteristics.

Establishes policies for acquiring and handling of machines, tools, equipment or work aids involving extensive latitude for judgment regarding attainment of a standard or in selecting appropriate items.

**SAFETY OF OTHERS:** “Safety of Others” refers to the responsibility for other people’s safety, either inherent in the job or to assure the safety of the general public.

Requires some responsibility for safety and health of others and/or for occasional enforcement of the standards of public safety or health.

**EDUCATION AND EXPERIENCE REQUIREMENTS**

**EDUCATION REQUIREMENTS:** “Education Requirements” refers to job specific training and education required for entry into the position.

Requires Master’s Degree in Instructional Technology or related discipline.

**LICENSES, CERTIFICATIONS, AND REGISTRATIONS REQUIRED:** “Licenses, Certifications, and Registrations” refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.
Requires a valid state driver's license. Requires state of Florida teacher certification.

**EXPERIENCE REQUIREMENTS:** "Experience Requirements" refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.

Requires at least four years of related experience, including experience as a classroom teacher. (A comparable amount of training, education or experience can be substituted for the minimum qualifications.)

**AMERICANS WITH DISABILITIES REQUIREMENTS**

**PHYSICAL DEMANDS:** "Physical Demands" refers to the requirements for physical exertion and coordination of limb and body movement.

Requires sedentary work involving standing or walking for brief periods, exerting up to 10 pounds of force on a regular and recurring basis; and sustained keyboard operations.

**UNAVOIDABLE HAZARDS:** "Unavoidable Hazards" refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to no unusual environmental hazards.

**SENSORY REQUIREMENTS:** "Sensory Requirements" refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.

The position requires normal visual acuity and field of vision, hearing and speaking abilities.

**AMERICANS WITH DISABILITIES ACT COMPLIANCE**

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MONROE COUNTY SCHOOLS
POSITION DESCRIPTION

TITLE: TECHNICIAN I and II, INSTRUCTIONAL TECHNOLOGY

GENERAL DESCRIPTION

The essential function of the position within the organization is to provide technical support and assistance in the installation, maintenance and troubleshooting of information systems used for instruction District-wide. The position is responsible for assisting teachers and staff in determining instructional technology needs; installing and maintaining network, hardware and software, and related technical equipment; providing professional and timely user training and support, and performing related work as assigned. The position works under general supervision independently developing work methods and sequences.

PRIMARY DUTIES: This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other duties as assigned.

- Communicates with the District’s Technology Committee and other District staff to help determine instructional technology requirements; provides recommendations for technology system development and implementation as appropriate.
- Researches, orders and maintains inventory records of equipment, software, materials and supplies as needed.
- Provides network, e-mail, hardware and desktop support for teachers, staff and students; provides support and assistance to school webmasters.
- Installs, configures, tests and maintains computer software and hardware for instructional operations; upgrades software and hardware as needed.
- Installs, configures, tests and maintains networking components, including servers, switches and routers; monitors network performance.
- Customizes specialized software packages.
- Troubleshoots problems with equipment and systems; makes adjustments and repairs as necessary and/or works with service representatives to resolve hardware and software problems.
- Assists teachers in integrating technologies into the classroom.
- Designs, creates and maintains assigned databases; facilitates data collection, input and electronic transfer as necessary; prepares custom computer-generated reports and spreadsheets as requested; backs up databases on a regular basis.
- Provides hardware and software user training and support to teachers, staff and students as needed; may assist with professional development and/or in-service training activities as required.
- Responds promptly to routine and emergency requests for service and assistance.
- Moves, sets up and arranges computer equipment as needed.
- Sets up projectors, sound systems, laptops, wireless access devices and other technical equipment for special events.
- May use computer technology to produce slide shows, PowerPoint presentations, posters, banners, fliers, invitations and other materials for school activities as requested.
- May maintain or assist in maintaining school phone systems and instruct users in system use and features.
- As needed, provides technical support and assistance with systems and equipment used for non-instructional purposes.
- May supervise and instruct student aides if assigned.
- Keeps abreast of new and emerging technologies of potential benefit to District operations and programs; assists in identifying and implementing new systems and equipment.
- Receives and responds to inquiries, concerns and complaints in areas of responsibility.
- Attends training, seminars and conferences as necessary to maintain and enhance job knowledge and skills.
- Prepares various records and reports as required by individual schools, the District and/or other agencies.
- Performs routine administrative office tasks as required, including but not limited to processing work orders, preparing reports and correspondence, copying and filing documents, answering the telephone, sending and receiving faxes, entering and retrieving computer data.
GENERAL RESPONSIBILITIES AND REQUIREMENTS

DATA RESPONSIBILITY: "Data Responsibility" refers to information, knowledge, and concepions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Coordinates or determines time, place, or sequence of operations or activities based on analysis of data and possibly executes determinations or reports on events.

PEOPLE RESPONSIBILITY: "People Responsibility" refers to individuals who have contact with or are influenced by the position.

Provides assistance to people in achieving task completion; may instruct and supervise assistants as assigned.

ASSETS RESPONSIBILITY: "Assets Responsibility" refers to the responsibility for achieving economies or preventing loss within the organization.

Requires responsibility and opportunity for achieving moderate economies and/or preventing moderate losses through the management or handling of supplies of high value or moderate amounts of money.

MATHEMATICAL REQUIREMENTS: "Mathematics" deals with quantities, magnitudes, and forms and their relationships and attributes by the use of numbers and symbols.

Uses basic algebra calculating variables and formulas, and/or basic geometry, calculating plane and solid figures; may compute discounts, interest, ratios and proportions, and percentages.

COMMUNICATIONS REQUIREMENTS: "Communications" involves the ability to read, write, and speak.

Reads technical instructions, charts, and/or procedures manuals; composes routine reports and completes job forms; speaks compound sentences using standard grammar.

COMPLEXITY OF WORK: "Complexity of Work" addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs coordinating work involving guidelines and rules with constant problem solving; requires continuous, close attention for accurate results or frequent exposure to unusual pressure.

IMPACT OF DECISIONS: "Impact of Decisions" refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

Makes decisions with moderate impact - affects those in work unit.

EQUIPMENT USAGE: "Equipment Usage" refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and other physical characteristics.

Coordinates the handling of machines, tools, equipment, or work aids involving extensive latitude for judgment regarding attainment of standard or in selecting appropriate items.

SAFETY OF OTHERS: "Safety of Others" refers to the responsibility for other people's safety, either inherent in the job or to assure the safety of the general public.

Requires some responsibility for safety and health of others and/or for occasional enforcement of the standards of public safety or health.

EDUCATION AND EXPERIENCE REQUIREMENTS

EDUCATION REQUIREMENTS: "Education Requirements" refers to job specific training and education required for entry into the position.
Requires a minimum of a high school diploma or GED. One year of college or vocational school education in computer technology, information systems management or a related field.

LICENSES, CERTIFICATIONS, AND REGISTRATIONS REQUIRED: "Licenses, Certifications, and Registrations" refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.

Requires a valid state driver's license. May require specific technical certifications as deemed necessary by supervisor.

EXPERIENCE REQUIREMENTS: "Experience Requirements" refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.

Requires two years of related experience. A comparable amount of training, education or experience can be substituted for the minimum qualifications.

AMERICANS WITH DISABILITIES REQUIREMENTS

PHYSICAL DEMANDS: "Physical Demands" refers to the requirements for physical exertion and coordination of limb and body movement.

Requires light to medium work involving standing or walking most of the time, exerting up to 20 pounds of force on a regular basis, and considerable skill, dexterity, and speed in the use of the fingers, hands, or limbs in tasks involving close tolerances.

UNAVOIDABLE HAZARDS: "Unavoidable Hazards" refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to bright/dim lights, dust or pollen, electrical shock, heights, traffic.

SENSORY REQUIREMENTS: "Sensory Requirements" refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.

The position requires normal visual acuity and field of vision, hearing and speaking abilities, color perception, depth perception.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

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SCHOOL LEVEL - SUPPLEMENT DESCRIPTION

TITLE: Pinnacle Gradebook Manager

QUALIFICATIONS:

- Working knowledge of operating systems and computer applications used by the school.
- Understanding of managing grades through a grade management program
- Willingness to assist teachers, staff and students with technology concerns.

PERFORMANCE RESPONSIBILITIES:

- Serve as "school contact person" with respect to all Pinnacle Web Gradebook matters
- In conjunction with school administration, develop building level grading and attendance policies for the use of Pinnacle Web Gradebook by teachers and staff
- Provide "on-site" assistance to all users of Pinnacle Web Gradebook.
- Be responsible for creating Pinnacle users.
- Provide assistance in the creation of classes (or actually create classes for teachers to reduce errors)
- Provide assistance to teachers in development of grading system and creation of user templates
- Conduct workshops when requested dealing with features of Gradebook
- Develop, implement, and monitor grade reporting timeline for submission to TERMS
- Serve as liaison between guidance, administration, and data entry operators to insure that data being entered into administrative system is accurate with respect to Pinnacle system (examples: creation of new class sections, student number changes, schedule changes, etc)
- Provide training in the use of Attendance Manager to attendance office staff.
- Provide training to administrative and guidance staff in use of Principal Viewer
- Choose and provide training for "backup" Gradebook Specialist.
- Develop a procedure for implementing Student and Parent Internet Viewer

Supplement: $1,150.00

2 - Grade 2 Managers at High Schools
SCHOOL LEVEL - SUPPLEMENT DESCRIPTION

TITLE: School Webmaster

SUGGESTED QUALIFICATIONS:

- Working knowledge of operating systems and computer applications used by the school
- Experience with desktop publishing, Microsoft Word, FrontPage
- Willingness to assist teachers, staff and students with setting up web pages.

PERFORMANCE RESPONSIBILITIES:

- Facilitating the design and maintenance of the school’s website
- Providing assistance as requested in the design and development of classroom/department websites and electronic documents.
- Monitoring the school’s site, published on the Monroe County School District’s Internet Server and notifying school administrators of inconsistencies in guidelines and procedures.
- Forwarding mail to the appropriate parties or provide answers when possible.
- Keeping school information accurate and current.
- Other duties as assigned

Supplement: $1,150.00