St. Lucie
PUBLIC SCHOOLS

Each Child, Every Day

Technology Plan 2014/15 to 2016/17
Board Approved 04/08/14

St. Lucie County School Board Technology Plan

Table of Contents

Appendices

> A. Standard School Model
> B. Talent Release Form
> C. Protection of Student Privacy
> D. Request for ITS Computer Maintenance/Technical Support

Technology Plan Progress Timeline

Spring 2005
- 95% of the schools were at the level identified by the standard school model
- An alliance with Panasonic Corporation was established
- The Standard School Model was augmented with a Standard Classroom Audio Visual (CAVS) Model
- New schools were designed with CAVS classrooms

Summer 2007
- 800 existing classrooms within the district were retrofitted to meet the CAVS model
- An alliance with Riverdeep was established to design a Curriculum Management System, FOCUS

Fall 2007
- An IT Blueprint was developed through the assistance of CELT ensure alignment of the SLCPS information technology system with the district's vision and goals for teaching and learning in the 21st century

Fall 2009
- Redesign of the district's Learning Management System to reflect Next Generation Standards
- District adopts and deploys a new Student Management, Finance, and Human Resources system to align with the recommendations of the IT Blueprint

Fall 2010
- Performance Matters is implemented as the Progress Monitoring and Assessment Platform
- Microsoft Campus Wide Agreement established to align to IT Blueprint Strategy

Spring 2011
- 1972 classrooms are fully aligned with the CAVS design
- A 5-year strategic partnership is established with Houghton Mifflin Harcourt to extend the reach of the district with a focus on STEM, Parent Academy, Early Childhood Learning and Technology

Spring 2014
- Data warehouse deployed and functional
- Online Teacher Evaluation fully implemented
- Infinity Learning Management System implementation

1. MISSION STATEMENT

The mission of the St. Lucie County School district is to ensure all students graduate from safe and caring schools, equipped with knowledge, skills and the desire to succeed.

1.1 Promote the effective use of technology to implement the sunshine State Standards to improve performance of all students.

SLCPS Strategic Beliefs:

- Every child can learn, and each child can learn more than he or she is now learning
- A healthy public school system is integral to the maintenance of a healthy democracy.
- The school district and its employees have mutual obligations for support and development toward continuous improvement.
- The core business of the SLCPS if creating challenging, engaging, and satisfying work for every student, every day.
- Quality schools are the responsibility of the entire community.
- The school district must promise continuous improvement in student achievement and in the success of every individual.

Technology Mission, Vision, and Goals

Technology Mission

It is the mission of the SLCPS to provide a diverse array of technology-enhanced environments to ensure that:

- Each student experiences engaging and challenging instruction that results in high levels of learning.
- Each teacher has access to information and resources that provide rich and rigorous instruction aligning with district standards and honoring individual learning styles.
- Employees have access to quality data for making informed decisions and deploying resources. Each parent has the means to actively participate in the child's learning.

All learners within the community will be empowered by enhanced access to information and rich learning experiences so they may lead productive, fulfilling lives as lifelong learners and responsible digital citizens.

Technology Vision

By the year 2017, Students will use engaging technologies in collaborative, inquiry-based learning environments with teachers who are willing and able to use technology's power to assist them in transforming knowledge and skills into products, solutions, and new information.

Technology Goal

By 2017, all learners will have engaging and empowering learning experiences both in and out of school to prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.

- Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.
- Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching for all learners.
- All students and educators will have access to a comprehensive infrastructure for learning when and where they need it

Technology Design Decisions

Given the rapid change in developing and emerging technologies in the field of education, SLCPS is committed to a re-visioning process on a regular basis to determine needed adjustments. Results from these regular evaluations of the technology implementation will form an important data source for the re-visioning process. The *Information Technology Blueprint* establishes and maintains technical standards to ensure compatibility of hardware, software, and providing schools adequate flexibility to meet the unique needs of the students, faculty, staff, administration, and community. SLCPS will engage in planning, designing, and implementing an enterprise-wide approach to information technology that is based on these principles.

Further, the following technology design decisions should be used to guide the procurement and design of the district-wide information technology system:

- Create a Local Instructional Improvement System (LIIS) that supports all business services as well as teaching and learning opportunities for everyone within SLCPS
- Support increased student achievement and greater business efficiency as the driving force for all IT decisions
- Adopt and maintain a consistent vendor-independent standards and procurement specifications for all IT components
- Ensure that technology applications are accessible to support instructional applications, productivity tools, and devices
- Maintain the data governance model to ensure data integrity for all systems
- Sustain the best practices established by Information Technology Infrastructure Library (ITIL)
- Integrate voice, video, data, security, and energy management into a single, reliable network system
- Transition the existing library model to support and integrate digital collections and promote a 21st century model for an "Information and Technology Resource Center" at all schools
- Develop responsible digital citizens who utilize technology as an integral part of their learning

2.   GENERAL INTRODUCTION/BACKGROUND

The general introduction/background component of the plan should include, but not be limited to:

2.1   District Profile-Provide relevant social, economic, geographic and demographic factors influencing the district's implementation of technology.

One of the friendlier, less congested areas along the Atlantic Coast of Florida is St. Lucie County, the twenty-first (21) largest county in the state. St. Lucie County is made up of two major cities, the City of Fort Pierce and the City of Port St. Lucie and surrounding communities. The county covers an area of 572 square miles and until the recent recession, one of the fastest growing areas in the United States and Florida. It still enjoys undeveloped acreage wooded with Sable palms, pine trees and wild grasses just a few miles inland, as well as scenic citrus groves and cattle ranches.
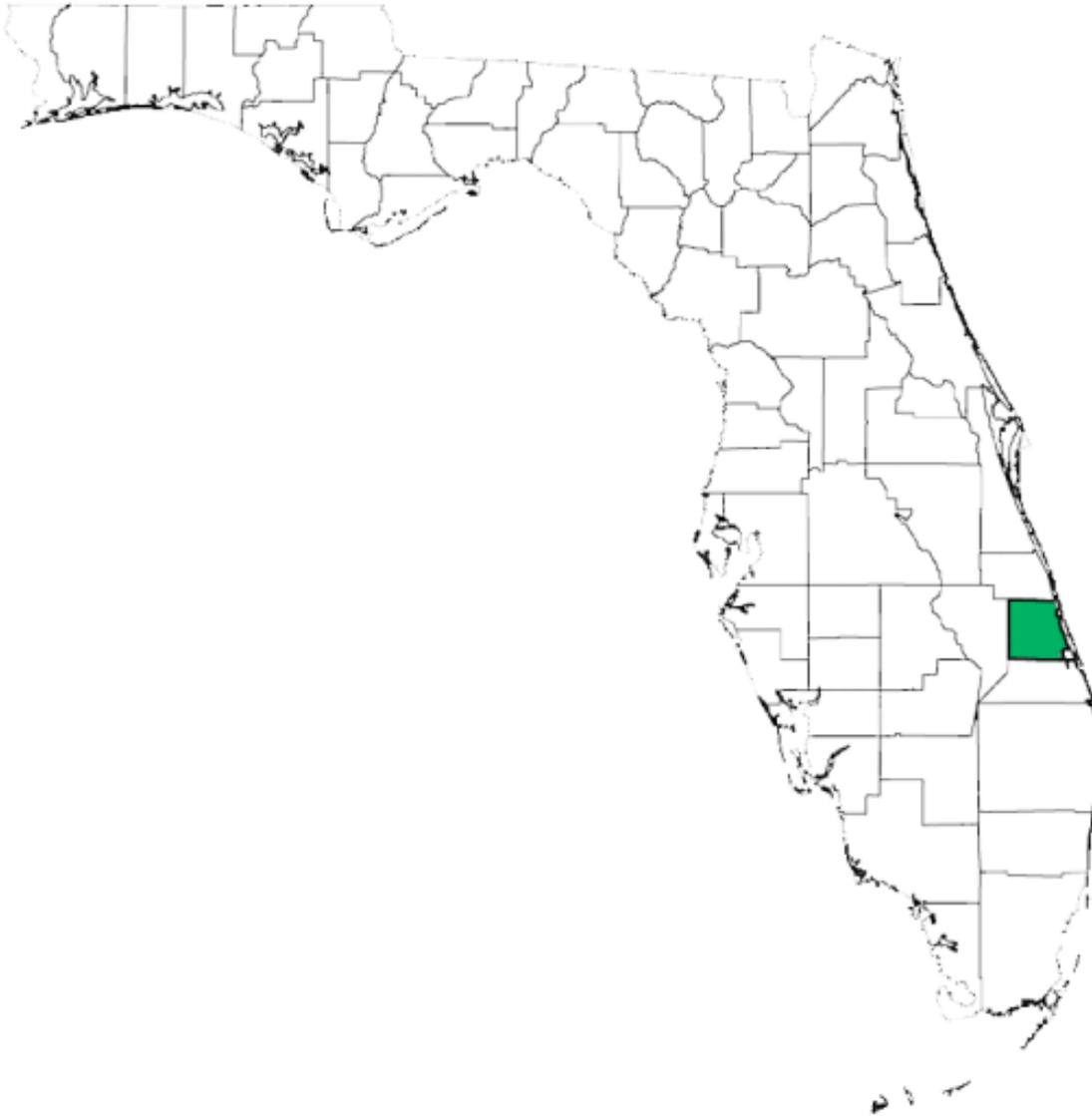
The City of Fort Pierce serves as the county seat of St. Lucie County. St. Lucie County serves a diverse population of varied ages and cultural groups. The area population surged from 87,182 in 1980 to 283,866 in 2012.
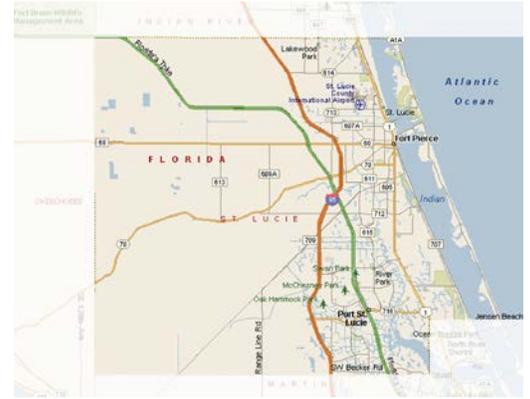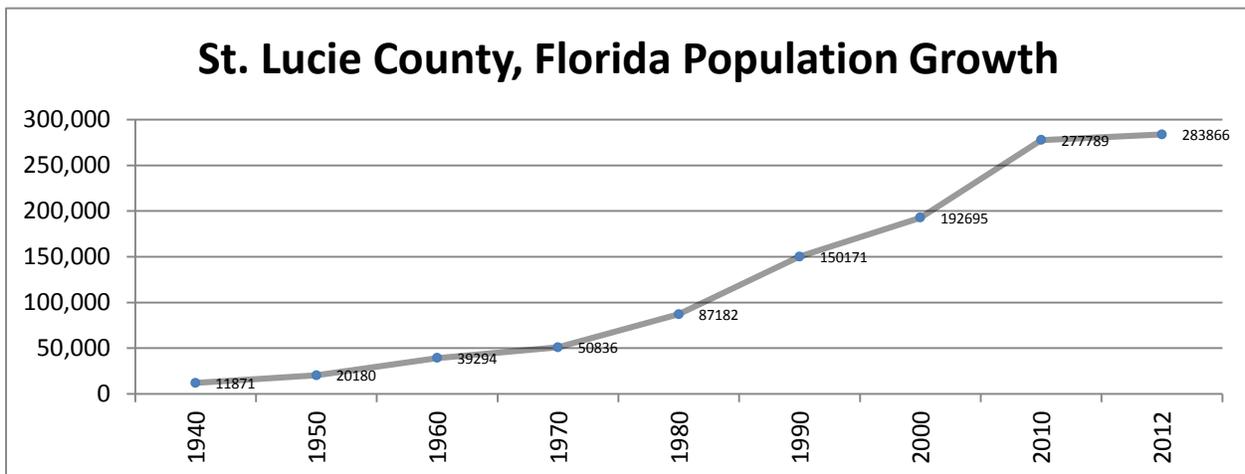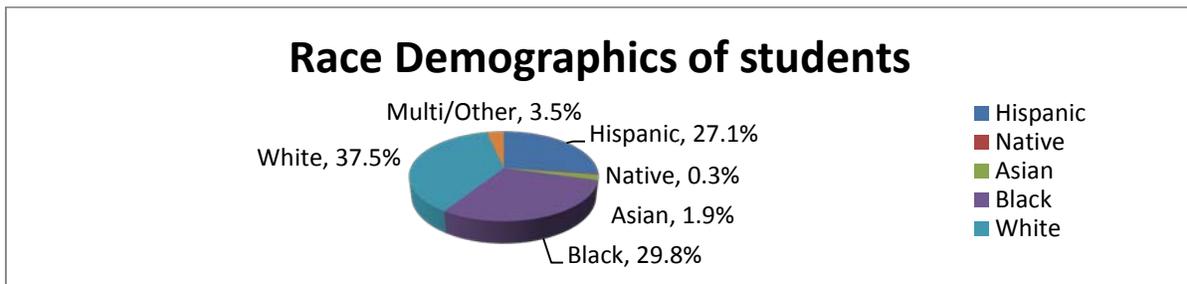
It is the obligation of the school district to provide a thorough system of education so that each student has the opportunity to reach his/her fullest potential. The district-approved curriculum form the basis of instruction for each student so that each is sufficiently well educated to contribute to society, be productive in the workforce, and continue their education in pursuit of their career or interests.

Components of the St. Lucie County Public Schools thorough system of education:
- A positive school climate conducive to learning.
- High expectations for student learning and achievement consistent with the State of Florida Next Generation Curriculum and Achievement Standards for grades K-12.
- A district-wide emphasis on the teaching of key skills in literacy, mathematics, science, social studies and health.
- A clearly defined set of educational objectives aligned with World-class Achievement Standards.
- Instructional programs which are based on research, best practice and other objective data.
- An organizational structure and financial plan which focuses resources on students and the classroom.
- An evaluation and monitoring system of both students and district programs to enhance student achievement and school district effectiveness.
- A personnel recruitment, evaluation and staff development program designed to ensure that every student has caring, qualified, and effective teachers.

St. Lucie County Population

Race Demographics of students

Multi/Other, 3.5%
Hispanic, 27.1%
White, 37.5%
Native, 0.3%
Asian, 1.9%
Black, 29.8%

Legend:
- Hispanic
- Native
- Asian
- Black
- White

St. Lucie County, Florida Population Growth

Year	Population
1940	11871
1950	20180
1960	39294
1970	50836
1980	87182
1990	150171
2000	192695
2010	277789
2012	283866

2.2 Planning Process-Provide a description of the technology plan development process to include but not be limited to:

- *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.*

In 2008, the district, with assistance from CELT, built a blueprint for technology. The recommendations in this blueprint have been incorporated throughout this plan as it exists now. In 2013, the district underwent an accreditation review through Advanced Ed. The recommendations from the final report have been reviewed and considered as part of this plan.

The District Advisory Committee meets periodically to discuss and plan. The committee members are representatives of district and school site administration, teachers union and members of the community. This committee provides strategic input, advice, assistance and recommendations in the procurement and implementation of technology.

An ad hoc subcommittee is formed annually comprised of all stakeholders to Assess and refine the district technology plan.

Curriculum

The curriculum review board was formed in the 2011/12 school year. This board reviews proposals for new instructional materials including technology based solutions. As part of the process, the committee reviews the school data, the proposed material, existing resources, implementation costs and the quality of the implementation plan including an evaluation component. This process allows schools to obtain differentiated resources specific to their needs.

Standard School Model

The current plan is based on the development of the Standard School Model for each level. The goal of this Standard Model is to bring all schools to 100% of the established standard for their level. To accomplish this goal the district is phasing in technology to schools so that over time all schools will be at Standard or above. The plan would then be a vehicle to replace computers so that schools would always move forward with current technology. Through the work of a District Technology Team and input from the schools, a standard has been developed for technology at elementary, middle and high schools.

The Standard Model addresses:

- Wiring and Infrastructure
- Computer Hardware
- Peripheral Devices
- Media Center Technology including Video Conferencing Equipment
- Audio Visual Equipment

Each year, schools are required to verify their computer inventory. Using the completed inventories and the total amount of money budgeted for technology; the district technology directors analyze the result and determine:

- The lowest end computer that will count toward standard (2013/2014 requirements included Pentium III 1. Ghz or higher) with at least 1 GB RAM to support Windows 7 or higher.

- The percent of standard that can be accomplished given the funding available
- The number of computers needed to be purchased in order to reach the designated percentage for the current school year.
- The funding for additional peripherals, equipment, and software that are part of the Standard Model
- Only top tier (Enterprise) Computer Vendors as defined by Gartner Group are purchased. Dell has been the preferred top tier vendor since 1998. HP and Lenovo has been the preferred vendor for some specialty devices.
- All school computers are counted in the inventory as part of the standard except those that are acquired from a school awarded competitive grant (sources NOT considered competitive include but are not limited to: PTO, Title I, IDEA, School Improvement Funds or any other district provided funds).

Wave Meetings
Once these determinations have been made, the district staff sets up meetings with the schools in order of need. These are called Technology Wave meetings.

- The district staff meets at each school with the school technology leadership team.
- The curricular needs of the school are discussed. The impact of technology on those needs is evaluated and supported through the efforts of the WAVE decisions.
- A draft letter is sent to the schools by the district team verifying the purchase of computers and peripherals which is reviewed by the principal before the order is placed.

Professional Development
Schools determined the professional development priorities, including technology, as part of their School Improvement Plans. Schools submitted a Professional Development plan, an appendix to their School Improvement Plan, to the Department of Professional Development for review.

RUA information
In Spring 2011, the former Acceptable Use Agreement was revised to reflect the attitudes of responsible digital citizenship. The newly designed Responsible Use Agreement has been integrated into the Saint Lucie County School Board Student Code of Conduct and ensures all components of the Children's Internet Protection Act (CIPA) were in compliance.

Information Technology Services (ITS)
ITS maintains a published service catalog of services provided throughout the district. These eleven services are as follows:

- **Network and Wireless Services**
  This service includes data servers, file servers, data cabling, wall jacks, data switches, wireless bridges and access points.
- **User Computer Services**
  This service includes the deployment, configuration and repair of desktop and laptop computers.
- **Email Services**
  This service provides for properly operating email accounts for each school district employee. It also is responsible for providing approved student email systems.
- **Account Services**
  This service provides for a secure, password-protected account for each employee and student on the district's network domain.
- **Peripheral Services**

This service provides for the installation of all printers, card readers, external disk drives and any other approved hardware peripheral components. It also provides for the installation and configuration of approved networked printers as well as configuration of computers to use network printers. It also provides for the repair and maintenance of malfunctioning printers excluding provision and installation of consumables, such as drums and toner cartridges

- **Mobile Services**
  This service includes SLPS-provided mobile smartphone connectivity to back-end email systems.
- **Software Services**
  This service provides SLPS employees and students with approved software applications for bus routing, educational, business and office productivity purposes. It also includes customized software development as well as new or customized reporting services.
- **Classroom Audio Visual Systems (CAVS) Services**
  This service includes setup, configuration and maintenance of all CAVS equipment including Extron control devices, audio enhancement equipment, document cameras and projectors.
- **Voice Services**
  This service includes setup, configuration and maintenance of all telephone systems in the district.
- **Project Management Services**
  This service provides technical consultation services to school and other complex administration on planning and strategy involving the use of computer, network, CAVs or telecommunications technology.
- **Training Services**
  This service provides technical and process training, for SLPS employees, which falls outside the scope of the services provided by Professional Development and Instructional Technology Services.

ITS planning includes provisions for:

- A district managed firewall and security system
- Ongoing updating and maintenance of school networks
- Access to the Internet
- Administrative systems for Payroll, Finance, Human Resources, Maintenance Work Order and Student Information System
- A Wide Area Network, WAN, based on one gigabit fiber telecommunications technology with a router installed at every school and remote locations, connecting all schools and district offices within the SLCPS
- Technical support staff in each zone with offices in each high school for the (WAN), Local Area Networks (LAN), hardware/software support
- Tier 1 Technical Support Structure
- LAN servers to all administrative and school sites
- Wireless connectivity at district and school sites
- Device security for all computing devices in the district
- Web based dial out phone system is available for all schools for attendance and other parent contact needs
- Classroom Audio/Visual Systems (CAVS)
- Centrex based telephones and VOIP/Digital PBX systems for all schools and district offices
- Support of cell phone and mobile device infrastructure
- Responsibilities for district print publications and district permanent student records archives

Development of Public and Private Partnerships

Through comprehensive community planning and open lines of communication, the stakeholders in the county are focusing on appropriate plans and activities so that all students become educated, productive and responsible citizens. Some examples of these partnerships, both private and public, include:

AEGIS Telecommunications "Learn
   and Earn Academy"
ALPI Head Start
Big Brothers and Big Sisters of St. Lucie
   County
Boy Scouts of America
Boys and Girls Clubs of St. Lucie County
Career and Technical Education Advisory
   Committees
Children's Home Society of Florida
Department of Children and Families
Department of Juvenile Justice
District Advisory Council
Early Intervention Program IDEA Part C
East Coast Migrant Head Start
Embry Riddle Aeronautical University
Florida Atlantic University
Florida Institute for Art Education
Fort Pierce Police Department
Harbor Branch Oceanographic Institute
Houghton Mifflin Harcourt
Hurricane House
Indian River State College
Leadership St. Lucie
League of Women Voters
Metropolitan Planning Organization/St.
   Lucie Urban Area
Panasonic

Port St. Lucie Police Department
Research and Education Coalition
School Readiness Coalition of St. Lucie
   County
Smithsonian Marine Station
St. Lucie County Cooperative Extension
   Service
St. Lucie County Economic Development
   Council
St. Lucie County Education Foundation
St. Lucie County Public Health Department
St. Lucie County Supervisor of
   Elections Office
SLC Library System
St. Lucie County Children's Services
   Council
St. Lucie County Sheriff's Department
St. Lucie County Chamber of Commerce
St. Lucie Parent Academy
Treasure Coast Builders Association
University of Florida/Institute of Food and
   Agriculture Science
USDA United States Department of
   Agriculture Research Station
Workforce Board of the Treasure Coast
19th District, Public Defenders Office

Integrate technology in all areas of the curriculum, ESOL, and Special Needs

St. Lucie County's belief that "all students can learn" drives the plan to provide the means for all students in all areas of the curriculum, including English for Speakers of Other Languages (ESOL), Exceptional Student Education (ESE), and other students with special needs to achieve world-class standards of performance.

The technology goal, by 2017, all learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society, targets the curricular and learning needs of all learners including students with special learning needs by incorporating the principals of Universal Design for Learning.

Currently, the district has intentionally planned for the integration of technology through the curriculum scope and sequence and its accompanying resources. The teacher leaders under the direction of the curriculum specialists identify the digital resources appropriate for the inclusion and integration into the daily teaching and learning process.

As the goals in this technology plan are accomplished, the shift will occur from technology as a separate entity to technology as an essential component of the teaching and learning landscape. The following items represent the vision of the planned integration:

- Make learning experiences accessible to all learners particularly those identified as underserved or digitally excluded utilizing the principles of Universal Design for Learning including providing multiple and flexible methods of:
    - presentation of information and knowledge
    - expression with alternatives for students to demonstrate what they have learned,
    - engagement to tap in to diverse learners' interests, challenge them appropriately, and motivate them to learn
    - Promote and amplify on-demand learning experiences

Leverage learning communities in which students collaborate with peers locally and globally about real-world issues utilizing critical thinking skills

2.3 Collaboration with existing adult literacy service providers to maximize the use of available technologies, training facilities, and project related resources.

Articulation agreements
St. Lucie County School Board and Indian River State College have an agreement that Indian River State College will provide all adult literacy for St. Lucie County.

3. NEEDS ASSESSMENT/GOALS
The needs assessment/goals component of the plan should include, but not be limited to:

3.1 A description of the information-based processes used for determining district instructional and administrative telecommunications and technology needs.

Technology needs, goals and objectives are determined based on information from the following sources:

- The IT Blueprint from CELT
- The results of the Florida Innovates Survey
- The status and condition of each school's existing hardware
- Equipment comparisons to the Standard School Vision
- Needs assessment from each school's School Improvement Plan
- Florida Department of Education minimum standards for technology
- Historical capacity logs for telecommunications demand and peak usage
- Recommendations from accreditation authorities

3.2 Identification of telecommunications services and technology infrastructure, equipment (hardware), assistive technology, programming (educational materials, software, media, etc.), replacement, training and support needs.

Identification of needs is an ongoing effort, conducted collaboratively among the various shareholders for technology progress in the District. Each school and department includes this as a top priority in their review and analysis for their annual improvement plans. Many different means are utilized to determine technology needs:

- System reports from the Library Management system and digital resources are reviewed and analyzed.
- In-service needs assessments are conducted by the district Professional Development Department.
- Utilizing reports from the Service Management system, trends and targets for professional development are established
- School based technology leaders conduct an analysis of technology needs to develop their School Improvement Plans.
- School Improvement Plans are reviewed and analyzed.Additional school-based software/technology solutions are recommended before the Curriculum Review Board. Programming needs for state data transfer and administrative requirements are identified through the data governance model
- The WAVE refresh model is developed and planned collaboratively through district and school technology leadership
- Legislative and DOE policies that require specific technologies to be compliant.

3.3 District Technology Goals:

- *Short-term goals listed in priority order*
- *Long-term goals listed in priority order.*

District priorities for the integration of technology into the educational programs are linked to the mission: The mission of St. Lucie County School District is to ensure all students graduate from safe and caring schools, equipped with knowledge, skills, and the desire to succeed. In order to attain this goal, district priorities for the integration of technology include the following:

Learning Goals

Long Term Goal:

1. By 2017, all learners will engage in learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.

    Short Term Goals:
    a. Through the implementation of the Florida Standards for English Language Arts (ELA), students will purposefully use technology to effectively collaborate with others to deepen their understanding of the content area standards.
    b. Through the implementation of the Florida Standards for ELA, students will purposefully use technology to effectively communicate their understanding of content standards through a variety of venues.
    c. Integrate technology with the potential to inspire and enable all learners to excel in Science, Technology, Engineering and Math (STEM)

Assessment Goals

Long Term Goal:

2. Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.

    Short Term Goals:
    a. Design, develop and implement assessments that give timely and actionable feedback about student learning to improve achievement of adopted standards and improve instructional practices
    b. Build the capacity of educators and schools to use a digital platform for both formative and summative assessments
    c. Implement a reporting system that is easy for parents, students, teachers, and principals to use that shows growth of students, teachers, schools, and district disaggregated by standards.

Teaching Goals

Long Term Goal:

3. Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching for all learners.

    Short Term Goals:
    a. Expand opportunities for educators to have access to technology-based content, resources, and tools where and when they need them.

b. Leverage a technology platform to allow for the creation and sharing of digital content and activities with educators across the district.
c. Design, develop and implement <u>assessments that give timely and actionable feedback</u> about student learning to <u>improve achievement</u> and <u>instructional practices.</u>
d. Build the capacity of educators and schools to better prepare students for computer-based assessments by providing students with multiple opportunities via quality online formative and summative assessments throughout the school year.
e. Design and collect pertinent data to evaluate the impact of the integration of various types and components of technology.
f. Maintain a <u>reporting system</u> that is <u>easy</u> for teachers and administrators <u>to use</u> that <u>shows growth</u> of students, teachers, schools, and district <u>disaggregated by subject and demographics</u>. Teachers and administrators would be able to generate or create reports to share with all stakeholders.

Infrastructure Goals
Long Term Goal:
4. All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.

Short Term Goals:
a. Ensure students and staff have access to a 24/7 reliable network for accessing digital content from both school and personal devices.
b. Enact on a wider basis policies, structures, procedures and guidelines toward the use of personal devices to access district content during the school day.
c. Develop and use interoperability standards for content and student-learning data to enable collecting and sharing resources and collecting, sharing, and analyzing data to improve decision making at all levels of our education system.

4. FUNDING PLAN

The funding plan component should include, but not be limited to:

4.1 Identification of major sources of funding for district-wide technology needs. To the extent possible, funding sources should be categorized as recurring or nonrecurring and include real and projected dollar amounts for the technology plan period.

Major sources of funding for district-wide technology needs:

Other Capital Funds: Other capital funds are allocated to purchase hardware, software and for professional development. Funding is recurring but amount total vary.

2013-2014	$2,026,678.27
2014-2015	Not yet available

Operating budget: A major source of funding allocated to technology is the operating budget. Funding is recurring but amount total may vary.

2013-2014	$481,169.62
2014-2015	Not yet available

E-rate: The district applies annually for dollars from the Universal Service Fund. Funding is non-recurring.

2013-2014	$ 9,595,902.00 (Applications filed)
2014-2015	$14,787,680.24 (Applications filed)

Federal Grants: Federal Grant Money is allocated to technology at identified schools (Title I and II). Funding is nonrecurring beyond duration of the grants.

2014-2015	$ - - School based decisions as Title I funds become available

4.2 Documenting (to the extent practical) a sufficient budget to acquire, support, and maintain essential hardware, software, professional development opportunities, and other services needed to implement strategies identified for improving educational services.

Budgets below are for 2013/2014:

Other Capital Funds: $2,094,700.00 capital funds (Wave refresh) are allocated as follows:
                   Hardware: 62% $1,304,700.00
                   Software: 38% $ 790,000.00

Operating Budget: Administrators have appropriated: $481,169.62
                   Hardware: 67% $322,052.08
                   Software: 22% $159,117.54

RTT: Race to the Top Funds: Amount appropriated for technology based requirements: $3,168,437.38

Federal IDEA Funds: Federal IDEA Funds are used to:

- Support a district-wide Assistive Technology Specialist/Augmentative Communication Specialist and a Technology Consultant for FDLRS
- District IDEA funds are used to purchase assistive technology devices that are used as trial devices to determine if the student needs the AT to access the education curriculum. School IDEA funds are used to purchase assistive technology tools for the students on their campus.

E-rate:

- E-rate applications are submitted annually by ITS. Each year is outlined on the following pages:

Budget Vision: While the budgets list above help the district maintain the standard school model located in appendix A, our Standard School Model also includes a <u>vision</u> for where we need to be.   We are in pursuit of fiscal resources to provide tools for learners to be successful in the future. The preliminary estimated costs for this vision is documented below:

Student 1:1 Computing Devices:

Item	Initial Costs	Annual Recurring
Upgrades to Wireless Infrastructure	$15,201,809.00	$ 1,520,180.90
Student (1:1) and Staff devices	$45,396,250.00	$10,552,535.71
Repairs and Support		$ 920,489.62
Totals	$60,598,059.00	$12,993,206.24

2013-2014 $9,595,902.00 (E-rate funds requested)

E-rate Year	2013-2014	Year 16					
Name of Entity	St. Lucie County School District						
FCC RN	11664174						

Service or Function	Category	Quantity/or Capacity	Total Pre-discount amount	Expected Discount Rate (%)	System or School Funding Source(s) for Amount Responsible	Total Funding Commitment Requested	Total Amount for System or School Responsibility
Internal Connections	Switches/ Wireless/Cabling/VC End-points,Bridge/Cell Repeaters PBX	All eligible sites	$8,098,907.63	90%,82%,80%, 60% Various %'s	Capital Fund	$6,600,439.72	$1,760,455.61
Basic Maintenance on Internal Connections	% Breakdown of Basic Maintenance Service for Cisco Equip and PBX	All eligible sites	$2,224,719.36	90%,82%, 80% 60% Various %'s	General Fund	$1,852,327.98	$372,391.38
Internet Access	Internet Bandwidth Student Email Service	All eligible sites	$228,712.51	82%	General Fund & Federal Grants	$180,022.86	$49,339.74
Telecommunications	Voice Long Distance ISDN Lines Lit Fiber WAN Cellular Srvs.	All eligible sites.	$1,174,526.16	82%	General Fund	$963,111.45	$238,511.50
			$11,726,865.66			$9,595,902.01	$2,420,698.23

Resources to Make Effective Use of Services					System or School Funding Source(s)		
Staff Development (Not E-rate Eligible)					Gen/Fed Funds//Function 6404		$20,927.72
Hardware/Software (Not E-rate Eligible)					Capital Funds		$3,000,000.00
Tech Support (Not E-rate Eligible)					General Fund		$1,368,614.44
						Total	$4,389,542.16

2014-2015 $14,787,680.24 (E-rate funds requested)

Name of Entity	St. Lucie County School District						
FCC RN	11664174						
Service or Function	**Category**	**Quantity/or Capacity**	**Total Pre-discount amount**	**Expected Discount Rate (%)**	**System or School Funding Source(s) for Amount Responsible**	**Total Funding Commitment Requested**	**Total Amount for System or School Responsibility**
Internal Connections	Switches/ Wireless/Cabling/VC End-points,Bridge/Cell Repeaters PBX	All eligible sites	$14,530,715.48	90%,82%,80%, 60% Various %'s	Capital Fund	$12,072,461.14	$2,736,684.43
Basic Maintenance on Internal Connections	% Breakdown of Basic Maintenance Service for Cisco Equip and PBX	All eligible sites	$2,049,147.00	90%,82%, 80% 60% Various %'s	General Fund	$1,702,917.98	$360,375.73
Internet Access	Internet Bandwidth Student Email Service	All eligible sites	$133,583.40	81%	General Fund & Federal Grants	$108,202.55	$55,857.05
Telecommunications	Voice Long Distance ISDN Lines Lit Fiber WAN Cellular Srvs.	All eligible sites.	$1,116,037.80	81%	General Fund	$904,098.56	$238,706.68
			$17,829,483.68			$14,787,680.23	$3,391,623.89
Resources to Make Effective Use of Services					**System or School Funding Source(s)**		
Staff Development (Not E-rate Eligible)					Gen/Fed Funds//Function 6404		**$10,039.89**
Hardware/Software (Not E-rate Eligible)					Capital Funds		**$2,000,000.00**
Tech Support (Not E-rate Eligible)					General Fund		**$481,169.62**
						Total	**$2,491,209.51**

5. TECHNOLOGY ACQUISITION PLAN

The technology acquisition plan should include, but not be limited to:

5.1 Identification of appropriate technologies to meet the goals of the district instructional program as identified by the needs assessment procedures.

Hardware technologies are identified by the following process:

- Florida Department of Education minimum standards for technology
- School Improvement Plans needs assessment
- Florida Innovates and local asset survey completed by each school
- Standard School Implementation Guidelines are followed for the equitable purchases and distribution of hardware
- ITS department designs and purchases LAN equipment that is compatible with the district WAN
- CELT has been consulted to provide an IT blueprint for technology across the district

Computer Hardware Standards are as follows:

- Servers operate with Microsoft Windows 2012R2 Server or virtual environment unless a specific curriculum product will not operate on this platform.
- Desktops, laptops and tablets operate with Microsoft Windows 7, or more recent Microsoft desktop operating system.
- Desktops, laptops and tablets acquired are Microsoft Windows/Intel based technology.
- Desktops, laptops, printers and tablets are acquired from Enterprise Tier Vendors only unless a specific curriculum product in use or to be acquired will not run on the Enterprise Tier availability.

5.2 District plans to acquire software and technology-based educational materials which are usable by students with the widest range of abilities to deliver technology-based instructional programs in support of the Florida College and Career Ready Standards.

Each school is required to annually update their instructional technology strategies that are embedded within their School Improvement Plan.

If schools wish to include newer technologies not currently utilized in the district standard, the proposing school completes a Root Cause Analysis on a specific instructional need. The school identifies a proposed solution to address the identified root cause. The Curriculum Review Board discusses the request and identifies whether the proposed solution is the best solution for the instructional need.

5.3 *Timetable for acquisition of grade-appropriate, up-to-date technologies in sufficient quantities to accommodate student and staff needs for instruction and assessment.*

Through our annual upgrade and replacement process, schools were brought to within 10% of the standard school model in the 2007-2008 school year but funding has restricted the district's ability to maintain the standard in subsequent years. All schools have a fiber based WAN connection and have been retrofitted with the Cisco electronics. Several schools received erate awards to update to more current Meru Wireless electronics in 2013. School standards were updated in 2014/2015 and we will work toward upgrading all schools to this standard as funds are available.

An audio/visual standard for each classroom was finalized during the 2004-2005 school year. This standard was applied to one classroom in every school by the start of the 2005-2006 school year. CAVS carts were provided to each school in 2006/2007. Over 800 classrooms were retrofitted in the 2007/2008 school year. As of December 2013, 1972 classrooms have been retrofitted. 811 classrooms still need this technology upgrade. Further implementation will continue based on available funding.

The district continues to provide, implement, and support standardized productivity software for instruction and assessment.

5.4 Appropriate technology acquisition policies or procedures that address the following areas:
- *Consistency and interoperability with existing and planned technology delivery systems;*
- *Upward migration to emerging technology standards; and*
- *Support and maintenance requirements.*

As a district, instructional and support systems acquisitions are being made with the following guidelines:

- standardized communication and productivity tool
- software effectiveness for the curriculum program needs
- service and warranty agreements of equipment and peripherals
- support implications
- training implications
- integration capabilities with existing base
- upward migration to emerging technological standards
- appropriateness of distance learning programming related to curriculum development

Purchase orders for technology equipment are reviewed by the ITS Program Manager and Purchasing Director to assure the product being purchased is no further back than one architectural level, that pricing is correct, and items being purchased are compatible with the district and state direction. A three-year onsite warranty is required with each computer or hardware purchase. ITS provides support for the WAN and LAN.

The Curriculum Review Board has developed guidelines for all new digital resource purchases.

5.5 Provision for technical guidance to school and district personnel responsible for making strategic technology related purchasing decisions.

Departments are involved in an advisory role to schools as they implement, and plan for technology purchases in the following ways:

- Schools and departments participate in the Curriculum Review Board
- The WAVE refresh program includes school-based meetings to provide technical guidance on technology purchases based on the instructional program needs
- Current quotes on standardized equipment are placed on a web based portal for all schools and departments.
- Design implementation pilots of new hardware and software to identify strengths and weaknesses for instructional purposes
- District office staff, administrators and teachers are encouraged to participate in the professional conferences with an emphasis on virtual conferences when funding is limited "Train the Trainer" approach has been used in preparing schools to implement new technology instituting an onsite "expert" for support and integration

6. ACCESS

The access component of the plan should include, but not be limited to, district policies or procedures to address:

6.1 Equitable and effective access to telecommunications and other technologies to support teaching and learning by:

- *Providing for the equitable distribution of resources to support the Florida College and Career Ready Standards.*

One of the district's major goals is to provide equal access to all schools. Currently the following is available to all schools:

- All schools are connected to the Wide Area Network (WAN) which includes High Speed secured internet access
- All schools have a Local Area Network (LAN) supported by ITS
- Schools are upgraded annually based upon needs as compared to district school standards. Many technology areas are addressed including additional wiring, new servers, workstations and peripherals
- All schools have a CATV system, televisions and/or Classroom Audio Visual Systems (CAVS) in every classroom and are connected to the ITV/Distance Learning broadcast facility
- All schools have pervasive wireless network connectivity both indoors and outdoors
- All schools have access to digital media and instructional content aligned to the Florida Standards.

- *Providing access for teachers, parents and students to the best teaching practices and curriculum resources through technology.*

For well over a decade, St. Lucie County Public Schools has provided Internet access for students and staff. The schools are all connected through the gigabit WAN. The school district's homepage is http://www.stlucieschools.org where teachers, students, parents, community, and district staff have access to curriculum related resources.   All students and parents have access to the Skyward Family Access portal which provides real time data on student performance and other school related data.

- *Providing access for students with special needs including those students with disabilities.*

The District provides:

- Hospital/Homebound students are provided with appropriate assistive technology based on individual need to access the educational curriculum.
- Edgenuity for Performance-Based Diploma Program and course recovery in grades 6-12 at all schools
- Read 180, Earobics and Fast Forward at many schools to assist struggling readers.
- Destination Success (Reading and Math)
- Imagine labs at several schools for ESOL students
- An assistive technology department provides assistance to complete evaluations through the SETT Framework by school request.
- All schools are provided with closed caption technology to view the district's broadcast offerings.

- *Providing appropriate access to external instructional service and programming providers, such as public libraries, charter schools, remote teaching sites, home school connections, online products and other services.*

The following external information services are available:

- Internet access at all school sites
- Wireless Networking
- Connections to the school district's broadcast facility. Programming can be viewed at school or at home through commercial and district broadcast systems
- ITV/Distance Learning provides access to 14 instructional satellite providers.
- Several district-wide web-based reference databases and online access to Destiny resources.
- Algebra Nation for online algebra curriculum
- FCAT explorer
- Edgenuity for secondary students
- EDU 2000
- Nettrekker
- Gaggle email for students
- Infinity Learning Management System available 24/7
- Houghton Mifflin Harcourt Destination Math and Reading, Think Central
- Discovery Education streaming, a video on demand service correlated to Florida Standards

- ***Providing access to information for decision-making by teachers and administrator.***

The district provides access to a Local Instructional Improvement System (LIIS) which includes the following modules:
- Formative, Summative, and Progress monitoring system (Performance Matters)
- Professional Development Management and Reporting System (ERO)
- Learning Management System (Infinity)
- Student Information System (Skyward)
- Human Resources and Finance (Skyward)
- Data Warehouse and Reporting System (Choice)
- Teacher Evaluation System (Bloomboard)

6.2 District acceptable use policy for access to all systems including Internet/World Wide Web that:

- *Protects the confidentiality of students*
- *Protects intellectual property rights, licensing agreements and legal/ethical standards for sharing of resources with other educational entities*
- *Maintains the integrity of systems, programs and information resources.*

- *The policy must address the following issues:*
  - *Access by minors to inappropriate matter on the Internet and World Wide Web;*
  - *The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications*
  - *Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;*
  - *Unauthorized disclosure, use, and dissemination of personal information regarding minors; and Measures designed to restrict minors' access to materials harmful to minors.*

The District has transitioned from a separate Acceptable Use Agreement (AUA) to an integrated Responsible Use Agreement included as a component of the Student Code of Conduct for 2011 -2012 school year and beyond. The document is accessible on the website and is downloadable. The Responsible Use Agreement addresses access by minors to inappropriate matter on the Internet and World Wide Web; safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including so-called "hacking," and other unlawful activities by minors online; unauthorized disclosure, use, and dissemination of personal information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

The ITV Department, in cooperation with the District's ITV/Distance Learning Advisory Council, has developed the ITV/Distance Learning Standards and Guidelines document. A copy of the WLX-TV Talent Release Form to protect students' rights can be found in the above identified document. (Appendix B)

Policies and procedures reflecting automated access to student data and the confidentiality of students are found in School Board policy Chapter 5.711 Protection of Student Privacy, updated March 30, 2004. (Appendix C)

The District demonstrates respect for intellectual property rights by:

- Informal notification to schools by supporting departments on a regular basis of the need to follow federal and state guidelines on the intellectual property rights of developers.
- Formal adoption of policies on the utilization of video, print, audio-visual, and computer software.
- Training of all new employees on copyright laws is provided during their orientation.

Copies of the following can be found at the district web site, http://www.stlucieschools.org

- St. Lucie County Public School's copyright policy (SLCPS Board Policy 3.52)
- St. Lucie County Public School's network policy governing access to our electronic networks and Internet access for students and staff (SLCPS Board Policy 6.32+)

Each software vendor assures adequate security for the respective systems installed in our district. For example, Skyward, a product of Skyward Corporation has full security features to protect the confidentiality of students and to provide a secure working environment for staff on a need to know basis. The electronic mail system from Microsoft Exchange provides adequate security needs as it pertains to electronic mail. Updates by state mandates or local needs are made in a timely manner by the ITS Department staff. Network access is controlled by Microsoft Active Directory. Desktop security is managed by Visual Casel. Both of these products are administratively managed from a School Interoperability Framework (SIF) Zone Integration Server.

The Instructional Television Standards and Guidelines have been developed to cover the integrity of programs and information resources.

Electronics for district networks are in wiring closets and in most cases are locked and those not locked are in secure areas. Computers are placed in areas monitored by teachers and staff. Teachers and staff are briefed annually about security issues. Passwords are used to secure data.

6.3 A Technology Protection Measure is a specific technology that blocks or filters Internet access. It must protect against access by adults and minors to visual depictions that are obscene, child pornography, or—with respect to use of computers with Internet access by minors—harmful to minors. It may be disabled for adults engaged in bona fide research or other lawful purposes.

All Internet traffic is filtered by the district in compliance with the Children Internet Protection Act (CIPA). The District maintains a system of internet content filtering devices and software controls to block obscene and pornographic materials and materials that are harmful to, or otherwise inappropriate for, minors that meet federal standards established in the Children's Internet Protection Act, 47 U.S.C. § 254(h), (1), as amended (CIPA). This filter applies to all users on the network.   Responsible use of the District's technology resources is expected to be ethical, respectful, academically honest, and supportive of the school's mission. Each computer user has the responsibility to respect every other person in our community and on the internet. Students shall receive training regarding appropriate online behavior, including interacting with other individuals on social networking Web sites and in chat rooms and cyberbullying awareness and response.

Student email social media accounts are provided by a hosted internet service (currently Gaggle).   This service provides both automated and human monitoring to ensure safety of students using the service.

7. USER SUPPORT PLAN

The user support plan component should include, but not be limited to:

7.1 Network management and improved support for end-users in classrooms.

ITS Network Infrastructure Organization provides staff personnel for each zone and district department. These support staff handle all network/client software, cabling, CAVS, telecommunications problems, and server support. Network support is involved in LAN and WAN network design and implementation.

The Department of Instructional Technology provides troubleshooting for software integration ideas and problems to the classroom teacher.

The Educational Broadcast System (EBS) network is directly supervised by the Director of Communications. A small staff of specialists assists in the day-to-day operation of all cable channels broadcast over all St. Lucie County Cable providers.

7.2 Development of district technical support options for equipment maintenance and replacement.

Equipment maintenance and replacement are supported through the District ITS Department. Site end users are responsible for identification and notification for repair and/or replacement needs. As the existing technology ages and expands, the need for increased staffing will escalate. Three-year onsite warranty is required with new hardware purchases.

During the 2008-2009 school year ITS design and deployed the organizational structure and work flow necessary to successfully implement a user support model. The existing school-based technical service was, of necessity, replaced by a redesigned workflow methodology based upon technology users calling in support requests or creating tickets through an online ticketing system, to a centrally located Technical Support Desk (TSD). The TSD would then either solve the issue over the phone or dispatch a field technician from one of six geographically dispersed area headquarters to address the issue.

The entire new workflow process and the procedures required to implement it was set up as a project within ITS. The new project was designed around the principles outlined in the Information Technology Infrastructure Library (ITIL), Version 3, a best practices regime widely used in private industry and large government organizations

One of the vital elements of an ITIL-based service organization is the collection and continuous analysis of a wide variety of empirical performance data. We have now had five years of experience working in this new environment.

The overall service performance of ITS in the past five years can only be described as successful. The ability of the organization to respond rapidly to all service requests was effective and productive than the previous year simply due to prioritizing the issues allowed mission critical problems to be addressed first. This minimized the amount of downtime experienced by the network and maximized the efficient use of the smaller field service organization. Put another way, critical problems were addressed more quickly by technicians with skillsets of a higher average quality than in years prior to the new system.

Minor maintenance of AV/ITV computer equipment is handled by the school's media specialists. Major repair requests are sent to the District's ITV Manager. Contracted services are made on special ITV broadcast equipment that cannot be repaired locally.

8. PROFESSIONAL DEVELOPMENT PLAN

A professional development plan should include, but not be limited to:

8.1 Provisions for increasing the use of technology in the classroom and media center by:

- *Development and acquisition of new programs and software that promote the integration of technology into every day curricular needs.*

School Improvement Plans drives the development and acquisition of new programs and software that promote the integration of technology into every day curricular needs. School teams complete a Root Cause Analysis to identify areas of specific weaknesses based on performance data. The school then proposes software solutions to address the need. The selection of software must include evidence that the tool addresses the specified weakness. The collected data is presented to the Curriculum Review Board. The Board then rules based on the need and data provided. If approved the school must develop an implementation plan, including professional development and program evaluation. ,

- *The integration of technology as a meaningful component within all curriculum training.*

The district's Digital Content Ecosystem (DCE) has been organized by content area in which the tool has a natural connection and is aligned to the ISTE-NETS-S (International Society for Technology in Education, National Educational Technology Standards for Students) Performance Indicators. The district has employed a model of providing school based professional development through the coordination of teachers on special assignment at the district level known as the School Liaisons. These individuals meet with schools to identify the professional learning needs of the schools. The interview process for the liaisons focused heavily on individuals who were able to effectively integrate technology into the curriculum.   Training for Assistive Technology has been provided by the district Assistive Technology Specialist.

- *District-level coordination of training and support*

District coordination of training and support is provided the School Liaisons as described above. For schools within the Differentiated Accountability process, the district-identified Instructional Partner provides the coordination of professional learning and support.

- *Ensuring adequate facilities, instructors, materials, equipment, and funding for staff development.*

Facilities and Equipment

The district maintains professional development facilities equipped with the following technology:
- Mobile laptop cart
- LCD projection devices
- Smart Board
- Document camera
- Audio Enhancement
- Conference Bridges
- On Demand Conferencing Platform

The district has a technology training lab which emulates the standard school technology model in both hardware and software.

Instructors

To increase the district's capacity to provide quality professional development the district has employed the "Train the Trainer" and Video On Demand models.

Materials

The district creates and maintains a vast online library of Quick Reference Guides (QRG), Frequently Asked Questions (FAQ), a Searchable Knowledge-Base (SKB), Online Video Segments (OVS) to aid in the effective training of teachers and staff. A Professional Development learning management system is available to provide a platform for just in time online learning opportunities.

Funding

Funding sources utilized by the district are local, state, and federal dollars that have been earmarked for professional development.

- ***Identification and acquisition of technology-based professional development delivery systems that minimize teacher time away from the classroom and delivery of training in the most cost-effective manner.***

For all district developed software programs, the district has ensured that those programs have video on-demand professional learning opportunities either provided by the vendor or developed by the district.In addition, the district currently uses Moodle as a web-based content management system for delivering online professional development. The district has developed and conducted several courses through this system spanning various content areas and target audiences.

8.2 A list of sources of ongoing training and technical assistance available to teachers and administrators served by the district, such as State technology offices, intermediate educational support units, regional education training facilities or institutions of higher learning.

- FETC Virtual
- USF Florida Center for Instructional Technology
- Indian River State College
- Florida Atlantic University
- Florida Diagnostic Learning Resources System (FDLRS) Galaxy/Assistive Technology Education Network (ATEN) Region 3
- Distance Learning and ITV
- Teacher Education Institute
- Teacher 2 Teacher online courses offered through the Panhandle Area Educational Consortium (PAEC)
- Annenberg Media online courses (http://learner.org)
- 21st Century Learning Solutions
- Global Classroom – Teachers College
- Moodle

9. PROGRAM EVALUATION

The program evaluation component of the plan should include, but not be limited to:

9.1 A description of the process for the ongoing evaluation of how the technologies acquired are:

- *Being integrated into the school curriculum*
  - *Affecting student achievement and progress toward meeting the educational goals of the Florida College and Career Ready Standards.*

On-going evaluation of how the technologies acquired are being integrated into the school curriculum will be done:

- By surveys to determine equity of access
- By using the status of strategic plan reviews
- Through classroom observation
- By monitoring the use of the Internet for instructional purposes
- Via periodic formal evaluations conducted by the district Accountability and Assessment department.

9.2 Ability to make mid-course corrections in response to new developments and opportunities as they arise.

Evaluation of how the technologies acquired are meeting educational goals is completed through the following strategies:

- Periodic assessment of instructional technology programs by subject area experts by means of articulation and consultative services
- Student Achievement results from statewide assessments
- Records of student attendance and discipline referrals
- Review of disaggregated data from our district-wide progress monitoring assessments
- Teacher Action Research Projects integrating technology

10. E-RATE PLANNING CRITERIA

The following four planning criteria are associated with participation in the federal E-Rate Program and concern telecommunications related resources and services provided through the program:

10.1 Clear goals and a realistic strategy for using the telecommunications and information technology to improve education or library services;

Section 3.3

10.2 A professional development strategy to ensure that staff knows how to use these new technologies to improve education or library services;

Sections 8.1 and 8.2

10.3 An assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education or library services;

Sections 3.1 & 3.2

10.4 An evaluation process that enables the school or library to monitor progress toward the specific goals (of the eligible entity) and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

Sections 9.1 and 9.2

Local school districts participating in the E-Rate program are encouraged to complete a formal E-Rate Technology Plan Addendum and Certification for documenting minor amendments to their submitted technology plans. If the current approved Technology Plan already provides clear support for the items to be requested on Form 470, you need not submit an addendum. The Certification is still required annually of each entity for which the Florida Department of Education is the Technology Plan Approver. A recommended plan addendum template, certification guidelines, and other pertinent program guidance may be obtained from the following Office of Educational Technology Website location: http://www.fldoe.org/BII/Instruct_Tech/

Section 4.2A

Appendix A

Standard School Model

Saint Lucie County
Standard Elementary School Configuration

Infrastructure - Elementary		
	Standard	**Vision**
Line WAN	500 Mbps to hub	1GB Ethernet to hub w/wireless 1:1 at 802.11N or better
Cabling Voice/Data/Video	Cat. 6 voice/data and RF cabling for TV. Wireless LAN for all indoor work areas	Cat. 6 voice/data/video. VOIP, digital TV broadcast (multicast). Wireless LAN extended to all outdoor campus grounds
Drops:		
Audio Visual	Full CAVS in all instructional areas, Media and Cafeteria	CAVS also in conference rooms
Capable Computers ALL at site counted	**Ratio Students to Computers**	**Ratio Students to Computers**
	2:1	1:1
1 to 1 computing devices	1 pilot project classroom or grade level	1 wireless device per student
Laptop Carts (subset of ratio)	1 cart of 24 per 250 students	Not required (1:1)
Electrical:		
Surge/UPS per server	1	1
Backup, software and training – per site	1	1
Server: Media, Admin., Instruct., and Management Sys.	2 Windows 2008 or newer	2 Windows 2008 or newer
Electronics:		
Switches	100 megabyte + fiber connected Gig core	100 megabyte/Copper GIG + 10 Gig core
Wireless	Full coverage at 802.11 A/B/G indoor	Pervasive 1:1 coverage at 802.11N or higher indoor/outdoor

Office Profile - Elementary		
	Standard	**Vision**
Workstation with flat panel	8	10
*Printer – Networked Color	1	2
*Printer – laser desktop	2	2
*Printer – Networked	1 (multi-function)	2 (multi-function)
Phone	10	10
TV – LCD	1 (LCD TV)	2 (LCD TV)
Communications System	Windows based email with IM	Email, IM, Video Conference and admin smart phones
Laptops	1	2

*   See District Recommended List

Media Center Profile – Elementary		
	Standard	**Vision**
Automated Circulation System	1 Destiny (SIF Compliant)	1 Destiny (SIF Compliant)
Computer Stations: Total	18	20
TV Studio and CATV	10 channels VCR/DVD Rec	10 channels & 4 Video On Demand Channels
Distance Learning Station with ethernet data drop (Polycom videoconference station)	1 Conference station with Large screen TV on a Cart	2 Conference station with Large screen LCD TV on a Cart
ITFS Signal	Vbrick multi-cast 2 channels over CATV from district studio	Digital Multi-cast to every desktop
Commercial Cable Access with 1 head end connection (per franchise agreement.) no cost	1	1
Video Devices	1 – CAVS cart	2 – CAVS cart
Network Printer - laser	1(color)	2 (1 monochrome, 1 color)
Printer	1	2
Media Specialist Technology Workstation	1	1
Media Clerk Technology Workstation	1	1
Benchmark Scanner for Media Clerk's workstation	1	1
Multi-function Printer/Scanner/Fax Machine w/ dedicated phone line	1	1 (multi-function)
Digital media reader	1	2
Digital camera	3	6
Portable phone	1	1 (wireless)

Classroom Profile - Elementary		
	Standard	**Vision**
Workstation - Student	3	1:1 tablets
Workstation, multi-media wireless Tablet with dock station and presentation software	1	1
Video Distribution*	Ceiling mounted Projector (CAVS)	Ceiling mounted projector (CAVS)
Printer – color laser	0	1 networked (multi-function)
Printer - laser	1 networked (multi-function)	0 (see above)
Pull down projection screen*	1 ((8' x 8')	1 (8' x 8')
Phone	1	1

  * See Classroom Audio-Visual Standards

Teacher Work Area Profile - Elementary		
Depending on school configuration		
	Standard	**Vision**
Tablet PC	1	1
Printer – color laser	1 networked in school	1 networked in building
Printer – Multi-function network laser	1 networked in building	1 networked in building
Phone	1	1

Lab Profile - Elementary		
	Standard	**Vision**
Workstation	30	30 tablet docks
Printer – laser (color netwk)	0	1
Printer – laser (networked)	1 (multi-function)	1 (multi-function)
Projection Device	CAVS	CAVS
Portable phone	1	1

Infrastructure – Middle & K8		
	Standard	**Vision**
Line WAN	Gigabit Ethernet	2GB to district hub
Cabling Voice/Data/Video	Cat. 6 voice/data and RF cabling for TV. Wireless LAN for all indoor work areas	Cat. 6 voice/data/video. VOIP, digital TV broadcast (multicast). Wireless LAN extended to all outdoor campus grounds.
Drops:		
Audio Visual	Full CAVS in all instructional areas, Media & Cafeteria	CAVS also in conference rooms
Capable Computers ALL at site counted	**Ratio Students to Computers**	**Ratio Students to Computers**
	2:1	1.5:1
1 to 1 computing devices	1 Pilot project classroom	1 wireless device per student
Laptop Carts (subset of ratio)	1 cart of 24 per 250 students	1 cart of 24 per 125 students
Electrical:		
Surge/UPS per server	1	1
Backup, software & training – per site	1	1
Server: Media, Admin., Instruct., & Management Sys.	2 Windows 2008	2 Windows 2008
Electronics:		
Switches	100 megabyte + fiber connected Gig core	100 megabyte/Copper GIG + 10 Gig core
Wireless	Full coverage at 802.11 A/B/G Indoor	Pervasive 1:1 coverage at 802.11N or higher indoor/outdoor

Office Profile - Middle & K8		
	Standard	**Vision**
Workstation with flat panel	12	13
*Printer – Networked color	2	4
*Printer – laser desktop	2	2
*Printer – Networked	1 (multi-function)	1 (multi-function)
Phone	12	12
TV – LCD	3 (LCD TV)	3 (LCD TV)
Communications System	Windows based email with IM	Email, IM, Video Conference and admin smart phones
Laptops	1	2

*   See District Recommended List

Media Center Profile – Middle & K8		
	Standard	**Vision**
Automated Circulation System	1 Destiny (SIF Compliant)	1 Destiny (SIF Compliant)
Computer Stations: **Total**	22	24
On-line Catalog	8	8
TV Studio & CATV	10 channels VCR/DVD Rec	10 channel/4 Video on demand
Distance Learning Station with ethernet data drop (Polycom videoconference station)	1 conference station with LCD TV on cart	2 conference stations with LCD TV on cart
ITFS signal	Vbrick multi-cast 2 channels over CATV from district studio	Multiple digital multi-cast to every desk top
Commercial Cable Access with 1 head end connection (per franchise agreement.) no cost	1	1
Video Distribution	2 – CAVS cart	4 – CAVS cart
Network Printer - laser	1 (color)	2 (1 monochrome, 1 color)
Printer	1	2
Media Specialist Technology Workstation	1	1
Media Clerk Technology Workstation	1	1
Benchmark Scanner for Media Clerk's workstation	1	1
Multi-function Printer/Scanner/Fax Machine w/ dedicated phone line	1 (multi-function)	1 (multi-function)
Digital media reader	1	2
Digital camera	4	7
Projection Device	3	1 per classroom
Screen for projection - large	1	1
Portable phone	1	1 (wireless)

Classroom Profile – Middle & K8		
	Standard	Vision
Workstation - Student	3	1:1 tablets
Workstation, multi-media wireless Tablet with dock station & presentation software	1	1
Video Distribution*	Ceiling mounted Projector (CAVS)	Ceiling mounted projector CAVS
Printer – color laser	1 networked in school	1 networked in immediate building
Printer - laser	1 networked in building	1 networked in building
Video Projection	connection to TV	Classroom AV standard Projector
Pull down projection screen*	1	1 (8' x 8')
Phone	1	1

* See Classroom Audio-Visual Standards

Teacher Work Area Profile - Middle		
Depending on school configuration		
	Standard	Vision
Tablet PC	1 laptop or tablet	1 tablet with dock
Printer – color laser	0	1
Printer – laser	1 networked in building	1 networked in building
Phone	1	1 cordless

Lab Profile - Middle		
	Standard	Vision
Workstation	30	30 tablet docks
Printer – laser (color network)	0	1
Printer – laser (networked)	1 (multifunction)	1 (multi-function)
Projection Device	CAVS	CAVS
Portable phone	1	1 (wireless)

Infrastructure - High		
	Standard	**Vision**
Line WAN	Gigabit Ethernet	2 GB to district hub
Cabling Voice/Data/Video	Cat. 6 voice/data and RF cabling for TV. Wireless LAN for all indoor work areas	Cat. 6 voice/data/video. VOIP, digital TV broadcast (multicast), Wireless LAN extended to all outdoor campus grounds
Drops:		
Audio Visual	Full CAVS in all instructional areas, Media & Cafeteria	CAVS also in conference rooms
Capable Computers ALL at site counted	Ratio Students to Computers	Ratio Students to Computers
	2:1	1.5:1
Laptop Carts (subset of ratio)	1 cart of 24 per 250 students	1 cart of 24 per 125 students
1 to 1 computing devices	1 pilot project classroom	1 wireless device per student
Electrical:		
Surge/UPS per server	1	1
Backup, software & training – per site	1	1
Server: Media, Admin., Instruct., & Management Sys.	2 Windows 2008	2 Windows 2008
Electronics:		
Switches	100 megabyte + fiber connected Gig core	100 megabyte/Copper GIG + 40 Gig core
Wireless	Full coverage at 802.11 A/B/G Indoor	Pervasive 1:1 coverage at 802.11N or higher indoor/outdoor

Office Profile - High		
	Standard	**Vision**
Workstation with flat panel	1 per staff (~25)	1 per staff (~25)
***Printer – laser color**	1 networked	2 networked
***Printer – laser desktop**	2	2
***Printer – Networked**	1 per building (multifunction)	1 per building (multi-function)
Phone	25	25
TV – LCD	1 per office area	1 per office area
Communications System	Windows based email with IM	Email, IM, Video Conference and admin smart phones
Laptops	2	4

*   See District Recommended List

Media Center Profile – High		
	Standard	**Vision**
Automated Circulation System	1 Destiny (SIF Compliant)	1 Destiny (SIF Compliant)
Computer Stations: Total	25	30
TV Studio & CATV	10 Channels VCR/DVD Rec	10 Channels & 4 Video on demand channels
Distance Learning Station with ethernet data drop (Polycom videoconference station)	1 conference station with Large screen TV on cart	2 Conference stations with large screen LCD TV on cart
ITFS Signal	Vbrick multicast 2 channels over CATV from district studio	Multiple digital multi-cast to every desktop
Commercial Cable Access with 1 head end connection (per franchise agreement.) no cost	1	1
Video Devices	2 – CAVS cart	4 – CAVS cart
Network Printer - laser	1 (color)	2 (1 monochrome, 1 color)
Printer	1	2
Media Specialist Technology Workstation	1	2
Media Clerk Technology Workstation	1	1
ABACUS Scanner for Media Clerk's workstation	1	1
Multi-function Printer/Scanner/Fax Machine w/ dedicated phone line	1	1
Digital media reader	1	2
Digital camera	6	8
Laptops for checkout	15	35 (cart)
Projection Device	3	1 per classroom
TV/VCR cart (for checkout)	2	2
Screen for projection - large	1	1
Portable screen	1	1
Portable phone	1	1(wireless)

Classroom Profile - High		
	Standard	**Vision**
Workstation - Student	3	1:1 tablets
Workstation, multi-media wireless Tablet with dock station and presentation software	1	1
Video Distribution*	Ceiling mounted projector (CAVS)	Ceiling mounted projector CAVS
Printer – color laser	1 networked in school	1 networked (multi-function) in building
Printer - laser	1 networked multi-function	0 (see above)
Pull down projection screen*	1 (8' x 8')	1 (8' x 8')
Phone	1	1

* See Classroom Audio-Visual Standards

Teacher Work Area Profile - High		
Depending on school configuration		
	Standard	**Vision**
Tablet PC	1	1
Printer – color laser	1 networked in school	1 networked in building
Printer – laser	1 networked in school	1 networked in building
Phone	1	1 cordless

Lab Profile - High		
	Standard	**Vision**
Workstation	30	30 tablet docks
Printer – laser (color netwk)	0	1 (multi-function)
Printer – laser (networked)	1 (multifunction)	1 (multi-function)
Projection Device	CAVS	CAVS
Portable phone	1	cordless

Appendix B

Talent Release Form

St. Lucie
PUBLIC SCHOOLS

"The Education Channel"
WLX-TV TALENT RELEASE

I hereby agree to the videotape recording of my participation in the program(s) entitled:

_____

For broadcast, cablecast, webcast, non-profit distribution, and other related educational purposes by the School District of St. Lucie County Only. *No other use is permitted without prior approval of the Media Services Department.* I acknowledge WLX-TV's ownership of the program and agree that they may use my name, likeness, and biography for the purpose of promoting the program(s). I warrant and represent that all material furnished by me is my own for which I have full authority for such purposes.

Print your name_____

Your Signature_____

Under 18 Parent/Guardian
Signature:_____Date_____/_____/20_____

Character Generation Request
(How you would like your name to appear on the TV screen) Print clearly!

Your Name:_____

Your Title:_____

Your Organization:_____

Phone number of your organization where viewers can get more information:
(____)____:_____.

Organization Web Site:_____

Email address for more information_____

ITV0002   **STUDIO DRESS CODE ON PAGE 2**

WLX-TV "The Education Channel"   1
532 N. 13th Street Ft. Pierce, Florida 34950
772-468-5160 office   772-468-5181 fax
Comcast Channel 13(Ft. Pierce) 19(Port St. Lucie) Hometown Cable
Channel 19 AT&T U-Verse Channel 99 / Litestream Channel 65

Appendix C

Protection of Student Privacy

PROTECTION OF STUDENT PRIVACY 5.711+

Students and parents of students have the following rights for the protection of student privacy:

(1) Definitions as Used in this Policy

(a) The term "instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audiovisual materials, and materials in electronic or digital formats, such as materials accessible through the internet. The term does not include academic tests or academic assessments.

(b) The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

(c) The term "personal information" means individually identifiable information including:

(i) A student or parent's first and last name;

(ii) A home or physical address, including street name and the name of the city of town;

(iii) A telephone number; or

(iv) A Social Security identification number.

(d) The term "survey" includes an evaluation.

(2) Surveys, Analyses, and Evaluations

(a) No student shall be required, to submit to a survey, analysis, or evaluation that concerns one or more of the following protected areas if the survey is funded in whole or part by a program of the U.S. Department of Education ("ED") without the prior written consent of the parent:

(i) Political affiliations or beliefs of the student or the student's parent;

(ii) Mental or psychological problems of the student or the student's family;

(iii) Sex behavior or attitudes;

(iv) Illegal, antisocial, self-incriminating, or demeaning behavior;

(v) Critical appraisals of other individuals with whom the responding student has close family relationships;

(vi) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

(vii) Religious practices, affiliations, or beliefs of the student or student's parent; or

(viii) Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

(b) For surveys that contain questions from one or more of the eight protected areas listed in paragraph (2)(a) above that are not funded in whole or part with ED funds, the parent has the right to receive notice of the specific or approximate date(s) of the survey and an opportunity to opt his or her child out of participating.

(c) The individual responses of any student to any survey administered or distributed by a school shall be treated as confidential education records, and each parent of such a student shall have the right to inspect upon request any survey, that contains any question regarding one or more of the eight protected areas listed in paragraph (2)(a) of this policy.

(3) Instructional Materials - Each parent of a student has the right to inspect upon request any instructional material, as defined in paragraph (1) of this policy, that is used as a part of the educational curriculum for the student.

(4) Invasive Physical Examinations or Screenings

No school shall administer any non-emergency, invasive physical examination or screening, as defined in paragraph (1) of this policy, that is:

(a) Required as a condition of attendance;

(b) Administered by the school or its agent and

(c) Not necessary to protect the immediate health and safety of the student, except for hearing, vision, or scoliosis screenings, or any physical examination or screening permitted or required under state law unless the parent of the individual student has been directly notified in advance of such physical examination or screening in the manner provided in paragraph (9) of this policy and provided an opportunity to opt his or her child out of participation.

(5) Personal Information

(a) No school shall collect, disclose, or use personal information, as defined in paragraph (1) of this policy, that is collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for such purpose) unless the parents of the involved students have been directly notified of such collection, disclosure, or use in the manner provided in paragraph (9) of this policy and provided an opportunity to opt his or her child out of participation.

(b) Each parent of a student has the right to inspect upon request any instrument used in the collection of personal information before the instrument is administered or distributed to the student.

(c) This paragraph (5) shall not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, including but not limited to the following:

(i) College or other post-secondary education recruitment or military recruitment;

(ii) Book clubs, magazines, and programs providing access to low-cost literary products;

(iii) Curriculum and instructional materials used by elementary schools and secondary schools;

(iv) Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments;

(v) The sale by students of products or services to raise funds for school-related or education-related activities; and

(vi) Student recognition programs.

(6) Procedure for Inspection

A parent of a student may exercise his or her right to inspect the instruments and materials described in paragraphs (2), (3), and (4), of this policy as follows:

(a) The parent shall submit the request for inspection in writing to the principal.

(b) The principal shall schedule the inspection as early as possible but not later than the earlier of (i) five (5) business days after the request was made, or (ii) twenty-four (24) hours before the student survey or personal information collection instrument is to be administered.

(c) The inspection shall be made in the office of the principal or at another place designated by the principal.

(d) A school official competent in interpreting the instrument or materials being inspected shall be presented to explain the instrument or materials to the parent.

(7) Right to Opt Out of Activities - A parent of a student may opt the student out of participation in an activity described in paragraph (9) of this policy by notifying the school, in writing and within ten (10) days of enrolling or beginning school, that the student should not participate in such activity or within (10) days of receiving notice of the scheduled activity if such notice is not provided at the beginning of the school year.

(8) Notification of Policies

(a) At the beginning of each school year, the Superintendent or designee shall provide written notice to all parents of students currently attending District schools advising parents and students of their rights under this policy. Such notice shall be insubstantially the form set forth in Appendix E of this Policy Manual. The Superintendent shall develop alternative methods of notice for informing parents of students who are unable to comprehend a written notice in English.

(b) Within thirty (30) days of any substantive change to this policy, the Superintendent or designee shall provide written notice to all parents of students currently attending District schools advising parents and students of such change.

(9) Notification of Specific Events

At the beginning of each school year, the Superintendent or designee shall provide written notice to all parents

of students currently attending District schools of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

(a) The administration of any survey containing one or more of the eight protected area described in paragraph (2)(a) of this policy.

(b) Any non-emergency, invasive physical examination or screening described in paragraph (4) of this policy; and

(c) Activities involving the collection, disclosure, or use of personal information as described in paragraph (5) of this policy.

If the Superintendent or designee is unable to identify the specific or approximate dates of the activities or surveys requiring specific notification at the beginning of the school year, the Superintendent or designee must provide this notification to parents once the activity or survey is scheduled.

(10) Student Rights - The rights provided to parents under this policy shall transfer to the student when the student turns 18 years old or is an emancipated minor under applicable state law at any age.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.
LAWS IMPLEMENTED: 20 U.S.c. 1232H, 1001.43, F.S.

History: Adopted: 03/30/2004
Revision Date(s): _09/25/2007__
Formerly: 5.66

Appendix D

Request for ITS Computer Maintenance/Technical Support

Requests for computer maintenance or other technical support may be made either by calling the ITS Technical Service Desk at 429-HELP (429-4357) or submitting a service request via the following website URL: http://viper.stlucie.k12.fl.us/MRcgi/MRentrancePage.pl.