

ORGANIZATIONAL CHANGE MANAGEMENT & COMMUNICATION PLAN

Clark County School District

Report date: June 28, 2013

Objectives:

Organizational Change Management

Communication Methods and Frequency

Potential Security Incident Communications

Reported Performance and System Unavailable Communications

Practice and Procedure Recommendations

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CCSD SIS PROJECT OCMC PLAN

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Document Change Control

The following is the control for revisions to this document.

Version	Date of Issue	Author(s)	Brief Description of Change	
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			tollgate review	
Revision 2	6/19/2013	Greg Halopoff, Kim Boyle	Final review and edits	

Definition

The following are definitions of terms, abbreviations and acronyms used in this document.

Term	Definition
ССРМ	Clark County School District Project Management
CCSD	Clark County School District
EBT	Employee Business Training
EC	Executive Committee
ICDE	Infinite Campus District Edition
ICPM	Infinite Campus Project Management
IUPM	Instructional Unit Planning and Monitoring Committee
P&P	Procedures and Practices
SC	Steering Committee
SIS	Student Information System
SME	Subject Matter Experts

Overview

The implementation of a new student information system (SIS) introduces significant practice and procedural changes to schools and central offices. The ensuing Organizational Change Management & Communication Plan (Plan) defines the approach to managing organizational changes resulting from the changes in pratice and procedure. Organizational changes include changes to business processes, job roles within schools and central offices, and the methods of producing and accessing reports and data extracts. Managing organizational change includes involving stakeholders and subject matter experts in decisions to shape the practices and procedures, communicating changes to District executives and stakeholders, obtaining support and buy-in at all levels District-wide, and preparing end users in advance of system go-live.

Stakeholders who have a vested interest in these changes must be kept informed if they are to support and promote the business process and technology changes that will take place. This Plan is a roadmap that will facilitate buy-in and acceptance of the system by end users, subject matter experts and other stakeholders who will be affected by the new system.

Organizational Change

The Infinite Campus student information system introduces many new dynamics that will change the way CCSD manages student data: The move from a distributed SIS to a single, centrally hosted database will eliminate individual silos of data that must be extracted and processed each night. Just as significant is the change from viewing day-old student data, such as attendance and grades, to real-time availability for students, parents, and District users. The availability of real-time information can have a dramatic impact on communications between teachers, parents and students, as well as between school office staff and teachers. Lastly, Infinite Campus is not a student-centric system, but rather it is built around the concept of census. The core of census is the creation of households. This paradigm shift results in a change from individual school responsibility to a "shared" responsibility for the updating and maintenance of student demographic information which is now shared among schools. The significant changes to business policies, practices, and procedures are described in detail in *Appendix-A: Infinite Campus Practice and Procedure Recommendations (P&P)*.

Significant changes to practice and procedure will, by necessity, require creative and efficient methods to deliver professional development to nearly 23,000 District employees. A *Professional Development and Delivery Plan* has been developed to define how training will be structured and timed to reach multiple audiences in various overlapping threads. The changes introduced by the P&P combined with strategic professional development methods form the core content of organizational change management activities described in this document.

Communication

Communication and stakeholder involvement are the vehicles by which organizational change management will occur. Large-scale efforts such as the CCSD SIS Implementation Project will take the District, schools and the community in new directions. The new SIS will impact everyone who enters, manages and relies on student information for day-to-day operations. Projects of this magnitude have major and sometimes unclear implications for end-users, who are mainly comprised of school-based staff and teachers. Therefore, communication supporting large-scale change is much more complex than routine communication efforts.

Given this complexity, communications will need to occur at multiple levels District-wide and throughout the community. Media will be chosen and messages will be tailored to specific audiences based on a careful analysis of the communication need. The targeted result is acceptance and commitment to the changes in the P&P that the new SIS environment will require.

Because these changes will have far-reaching effects, it is necessary to segment the end-user audience and identify the key concerns of each audience group. Audience-appropriate communication strategies and tactics, including both formal and informal methods, will be created to meet the communication needs of each end-user group. In addition, large-scale projects evolve over time through successive, defined stages. As a result, communication will be long term and will be timed in successive stages to support evolving needs as the design and development process unfolds.

Strategic Objectives

Strategic objectives to effectively gain District buy-in and support at all levels are as follows:

- Set and manage the expectations of District employees and other constituents regarding the SIS implementation.
- Positively influence understanding and support of the project and generate acceptance of the changes resulting from the CCSD SIS implementation.
- Communicate the P&P and professional development strategies to key District executives for review and approval.
- Inform internal and external audiences about the impact of the CCSD SIS implementation.
- Maintain frequent communications with internal and external audiences about the status of the CCSD SIS implementation.
- Provide a means for District and community stakeholders to ask questions and provide feedback to the implementation team.

The SIS Executive Committee will adhere to established District protocol for communicating the P&P and professional development strategies and for gaining acceptance and approval for implementing plan objectives. The general communication hierarchy is as follows:

- Instruction Unit Planning and Monitoring (IUPM): the IUPM is comprised of key District associate and assistant superintendents responsible for oversight of all instructional projects and activities.
 - Academic Managers: Academic Managers report to member(s) of the IUPM and are responsible for oversight of schools and school-based activities.
 - Elementary and Secondary Principals: Principals are responsible for oversight of schools.

The SIS Executive Committee will adhere to established District protocol for communicating the P&P and professional development strategies to key subject matter expert and stakeholder groups (including charter schools) for their input and support. The general communication hierarchy is as follows:

- Functional area administration. Responsible for general direction or supervision of staff directly involved in functional areas of the SIS. Counselors, for example, report directly to school-based administration but also take direction from central office Guidance & Counseling administration. Communications would be directed to both school-based and central office administration.
 - Committees and Cadres. Groups of functional area employees representing larger groups of constituents with specific functional responsibilities. The registrar cadre is an example of a representative group of school-based registrars who inform procedural and training decisions.

Following is a list of tentative strategic activities messages and communications in date order scheduled during the project implementation phase for critical change management activities. Implementation starts on June 3, 2013:

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Activity	Purpose	When
nstruction Unit Planning and Monitoring (IUPM) Meeting Location: Administration 466 Fime: 1:00 p.m.	(1) P&P (2) Prof. Dev. Strategies	June 25, 2013
High School Registrar Meeting Location: CPD Room 143 Time: 7:30am – 10:30am	(1) P&P (2) Prof. Dev. Strategies	August 1, 2013
Middle School Registrar Meeting Location: CPD Room 143 Time: 11:00am – 1:00pm	(1) P&P (2) Prof. Dev. Strategies	August 1, 2013
High School Curriculum Meeting Location: Veteran's Tribute CTA, Banquet Room Time: 7:30am – 10:30am	(1) P&P(2) Prof. Dev. Strategies	August 2, 2013
Middle School Curriculum Meeting Location: Veteran's Tribute CTA, Banquet Room Time: 11:30am – 1:30pm	(1) P&P(2) Prof. Dev. Strategies	August 2, 2013
Academic Manager Meeting Location: TBD Time: TBD	 (1) P&P (2) Prof. Dev. Strategies (3) CCSD PD Days, 11/4/2013; 5/19/2014; 8/22/2014 (4) Performance Test 	August 6, 2013
Principal Information Meeting 1 Location: Durango High School, Room 404 Time: 7:30am – 9:30am	(1) Status Update(2) P&P(3) Prof. Dev. Strategies	August 8, 2013
Principal Information Meeting 2 Location: Silverado High School, Room 404 Time: 10:30am – 12:30pm	(1) Status Update(2) P&P(3) Prof. Dev. Strategies	August 8, 2013
Principal Information Meeting 3 Location: Legacy High School, Room 513 Time: 7:30am – 9:30am	(1) Status Update(2) P&P(3) Prof. Dev. Strategies	August 9, 2013
Principal Information Meeting 4 Location: Arbor View High School, Room 513 Time: 10:30am – 12:30pm	(1) Status Update(2) P&P(3) Prof. Dev. Strategies	August 9, 2013
High School/ESD Counseling Department Coordinator Meeting Location: Assistance League of Las Vegas, 6446 W. Charleston Time: 7:30am – 10:30am	(1) P&P (2) Prof. Dev. Strategies	August 12, 2013

Activity	Purpose	When
Middle School/ESD Counseling Department Coordinator Meeting Location: Assistance League of Las Vegas, 6446 W. Charleston Time: 8:00am – 11:00am	(1) P&P (2) Prof. Dev. Strategies	August 13, 2013
ESD "Back to School " Meeting Location: Desert Pines High School Theater Time: 7:30am – 9:30am	(1) P&P (2) Prof. Dev. Strategies	August 13, 2013
Elementary School Clerk Meeting Location: TBD Time: 8:00am – 12:00pm	(1) P&P(2) Prof. Dev. Strategies	August 16, 2013
Superintendent's Teachers' Kickoff Location: TBD Time: TBD	(1) Timeline (go-lives)(2) Training strategies(3) Informational (web site)	August 19, 2013
Superintendent's Administrators' Kickoff Location: TBD Time: TBD	 (1) Timeline (go-lives) (2) Prof. Dev. strategies (3) CCSD PD Days: 11/4/2013, 5/19/2014, 8/22/2014 (4) Informational (web site) 	August 20, 2013
Elementary Counselor Meeting Location: Assistance League of Las Vegas, 6446 W. Charleston Time: 8:30am – 11:30am	(1) P&P (2) Prof. Dev. Strategies	August 22, 2013
High School Registrar Meeting Location: CPD Room 143 Time: 7:30 a.m. – 9:30 a.m.	(1) Status Update	November 7, 2013
Middle School Registrar Meeting Location: CPD Room 143 Time: 12:30pm – 2:30pm	(1) Status Update	November 7, 2013
High School Curriculum Administrator / ESD / Counselor DC Meeting & Post-Secondary Data Review Meeting Location: CPD Room 143 Time: 7:30am – 10:30am	(1) Status Update	December 4, 2013

Activity	Purpose	When
Middle School Curriculum Administrator / ESD / Counselor DC Meeting & Post-Secondary Data Review Meeting Location: CPD Room 143 Time: 12:30pm – 2:30pm	(1) Status Update	December 4, 2013
High School Curriculum Administrator / ESD / Counselor DC Meeting & Post-Secondary Data Review Meeting Location: NWCTA Banquet Room Time: 7:30am – 10:30am	(1) Status Update	December 5, 2013
Middle School Curriculum Administrator / ESD / Counselor DC Meeting & Post-Secondary Data Review Meeting Location: NWCTA Banquet Room Time: 12:30pm – 2:30pm	(1) Status Update	December 5, 2013
High School/ESD Counseling Department Coordinator Meeting Location: CPD Room 143 Time: 7:30am – 10:30am	(1) Status Update	February 11, 2014
Elementary School Clerk Meeting Location: TBD Time: 9:00am – 12:00pm	(1) Status Update	February 19, 2014
High School Registrar Meeting Location: CPD Room 143 Time: 7:30am – 9:30am	(1) Status Update	March 4, 2014
Middle School Registrar Meeting Location: CPD Room 143 Time: 12:30pm – 2:30pm	(1) Status Update	March 4, 2014
High School Registrar Meeting Location: CPD Room 118 Time: 7:30am – 9:30am	(1) Status Update	May 8, 2014
Middle School Registrar Meeting Location: CPD Room 118 Time: 12:30pm – 2:30pm	(1) Status Update	May 8, 2014
Middle School Counseling Department Coordinator Meeting Location: CPD Room 143 Time: 8:00am – 11:00am	(1) Status Update	May 13, 2014

Activity	Purpose	When
High School Counseling Department Coordinator Meeting Location: CPD Room 143 Time: 7:30am – 10:30am	(1) Status Update	May 21, 2014
Board of School Trustees	(1) Status Update	Monthly as needed
Instruction Unit Planning and Monitoring (IUPM) Meetings	(1) Status Update	Monthly as needed
Academic Manager Meetings	(1) Status Update	Monthly as needed
Principal Meetings	(1) Status Update	Monthly as needed
Curriculum and Professional Development Division (CPDD) Instructional Technology Meetings	(1) Status Update	Monthly as needed
Curriculum and Professional Development Division (CPDD) K-5 Performance Zone Instructional Coach Project Facilitator Meetings	(1) Status Update	Monthly as needed
Curriculum and Professional Development Division (CPDD) Content Area Department Coordinator Meetings	(1) Status Update	Monthly as needed
Parent Meetings – Board of School Trustees, Instruction Unit	(1) Status Update	Monthly as needed
Student Meetings – Board of School Trustees Student Advisory Meetings	(1) Status Update	Monthly as needed

Guiding Assumptions

The following assumptions have been made in the development of this Organizational Change Management and Communication Plan:

- 1. All organizational change management activities developed for the CCSD SIS implementation will be initiated, reviewed and managed by the CCSD SIS Project Executive Committee. Some internal and external communications will require approval by the CCSD Communications Office.
- 2. The CCSD SIS Project Executive Committee, Infinite Campus Marketing, and the CCSD Chief Communications Officer will be involved in developing and delivering approved communications messages, developing and maintaining the various vehicles of communication and feedback mechanisms, and managing stakeholder involvement in the communications process.
- 3. Execution of the Communication Plan is primarily the responsibility of the CCSD SIS Project Executive Committee in coordination with the Infinite Campus Project Manager under the guidelines of this plan.
- 4. Organizational change management and communications activities will occur over the life of the CCSD SIS implementation.

Approach

The development of this plan involves identifying communication vehicles, timing, sequence, accountability, and measurement. A variety of vehicles and feedback are recommended to validate that audiences are reached. The following questions were considered; "Who must understand what, by when, and why?" The answers to these questions provide the basis and the direction for the Organizational Change Management and Communication Plan – the objectives, key messages, and target audiences for the project.

Regular, on-going timing of messages will enable the audience to anticipate information from a consistent, familiar source. Sequencing will enable some cascading of information to occur through influencer audiences to target audiences. Accountability ensures the discipline that comes from placing a name and a date against an action item, so the Communication Plan is not created for planning's sake only. The use of event-based and periodic feedback mechanisms is recommended to evaluate the effectiveness of the program and make adjustments to the Organizational Change Management and Communication Plan.

In creating the Plan, the following guiding principles were used:

- **Cascading Communication**. The Plan reflects the principle of cascading communication, whereby information is distributed to executive management, project teams (if applicable) and then to District and school personnel. The goal is to have no "surprises" for executives and management when communications reach employee levels. The managers and agency leaders will have time to prepare responses that address employee concerns.
- Variety. Variety in the communication methods and vehicles with consistency will help effectively reach more of the targeted audience by appealing to a variety of communication styles. The methods and vehicles used will be by presentations, Interact pop-up messages, the SIS Project website, the CCSD web site, and District established meetings and conferences.
- **Repetition.** The principle of repetition should be considered as actual communications are developed. Each communication should begin by referencing and repeating the key messages communicated in the previous communication by the audience, and should conclude with a preview of what will be communicated next. Frequent and consistent communication of the same messages maximizes the probability the messages will be heard and understood.

• **Two-way communication.** Feedback received from the audiences is just as important as the information going out. By soliciting questions and comments through feedback measures, valuable input will be obtained into what should be addressed in future communications. Therefore, each communication activity, be it a presentation, email, or web site, will provide a point of contact or mechanism for the audience to direct questions and concerns back to the appropriate project contact. The CCSD SIS Project team will be responsible for seeking the best feasible means to respond to questions and comments so employees can be assured they are "heard."

In addition, each project communication will have the following characteristics:

Continuous. The Organizational Change Management and Communication Plan will communicate ongoing and regular reinforcement of executive and agency leader commitment to the CCSD SIS implementation.

Consistent. Verbal and written forms of communication will be the same from message to message, and actions will support the messages.

Targeted. Stakeholder-specific messages will explain the "what's in it for me." When possible, communications should specify the impact on current divisions, departments and job roles, while describing new processes and technology.

Honest and Direct. The hallmark of the Plan will be straightforward information, not "half-truths" or misleading information, and owning up to changes and mistakes. It is important to celebrate successes and project milestones, with project limitations or setbacks also acknowledged. The rumor mill works overtime in periods of significant change with employees' desire for information becoming insatiable. Best practices indicate that it is best to have no secrets because if information like this is held close, it will usually makes its way onto the rumor mill in a more damaging way.

Valuable. Information that is targeted and addresses stakeholder concerns is of the highest value to the audience. Concerns are identified through feedback mechanisms that are regularly reviewed and incorporated in communications.

Target Audiences

Target audiences, or stakeholder groups, can "make or break" the achievement of implementation objectives. Identifying and understanding these groups, and determining how, what, where, and when these are communicated can significantly impact the success of the project. The purpose and concerns of stakeholder groups will be different throughout the life of the CCSD project. To manage the different groups and concerns, Table 1 categorizes stakeholders into groups and the type of communication involvement required as it relates to the project.

Table 1

Stakeholder Matrix

Stakeholder	Communication Involvement
Board of School Trustees	Receive periodic updates about the CCSD SIS implementation
Superintendent	 Communicate strategic direction to agency executive management Convey and impart project commitment Communicate decisions as appropriate Monitor and review project progress Provide project information to be conveyed in the CCSD SIS Implementation communications Reward and recognize progress
Superintendent's Executive Cabinet	 Communicate strategic direction to agency executive management Convey and impart project commitment Communicate decisions as appropriate Monitor and review project progress Provide project information to be conveyed in the CCSD SIS Implementation communications
Executive Sponsors	 Communicate strategic direction to agency executive management Convey and impart project commitment Communicate decisions as appropriate Monitor and review project progress Provide project information to be conveyed in the CCSD SIS Implementation communications Reward and recognize progress

Stakeholder	Communication Involvement
Instructional Unit	 Receive updates about the CCSD SIS Implementation during the Instruction Unit Planning and Monitoring Meetings Provide input and guidance on key decisions and project progress Approve or provide guidance for obtaining approvals for recommended policies, practices, procedures and professional development strategies. Approve or provide guidance in obtaining approvals for use of District defined days for SIS Project purposes (CCSD Professional Development Days, Administrative Kick-off, e.g.).
Academic Managers	 Receive updates about the CCSD SIS Implementation Provide input and guidance on key decisions and project progress Approve or provide guidance for obtaining approvals for recommended policies, practices, procedures and professional development strategies.
Executive Committee	 Develop and communicate strategic organizational change management and communication plans and strategies. Provide the leadership in executing CCSD SIS implementation change management and communications activities. Develop and communicate the P&P changes to stakeholders and subject matter expert groups. Provide opportunities for user involvement in the business change process. Develop and communicate professional development strategies to stakeholders and subject matter expert groups. Build support for business process changes and consolidations. Convey and impart project commitment when meeting with District stakeholders. Solicit feedback and suggestions from the user community. Act as a communications point of contact to provide answers to questions and concerns of the user community
Steering Committee	 Receive updates about the CCSD SIS implementation Provide input and guidance on key decisions and implementation progress
SIS Project Core Team	 Provide input, feedback, and guidance on key decisions and project progress Receive periodic updates about the CCSD SIS implementation Convey and impart project commitment Build support for process changes and consolidations
Professional Development Cabinet	 Provide input and guidance on key decisions and resources related to the strategies and timing of critical CCSD SIS implementation professional development activities. Communicate strategic direction to associated project stakeholders

Stakeholder	Communication Involvement
Functional Content Area Administration	 Receive updates about the CCSD SIS implementation Provide input, feedback, and guidance on key decisions and project progress Convey and impart project commitment Build support for process changes and consolidations
Subject Matter Expert (SME) Groups	 Provide input, feedback, and guidance on key decisions and project progress Receive periodic updates about the CCSD SIS implementation
School District personnel (End Users)	Receive periodic updates about the CCSD SIS implementation
Parents and Students	Receive periodic updates about the CCSD SIS implementation

Communication Messages and Frequency

A variety of communication vehicles, or media, will be used to send key messages and project information to the CCSD SIS Project stakeholders, including those listed below:

- District established meetings (IUPM, Academic Managers, Principals, e.g.)
- Project-related meetings
- Interact email and conferencing system
- CCSD Web Site
- CCSD SIS implementation Web Site
- Newsletters
- PostersQuestionnaires and surveys

The Communication Plan Matrix, presented in Table 2, is the coordinating device used to implement the Organizational Change Management and Communication Plan. It lists each communication vehicle along with its purpose, audience, frequency, responsible party, and feedback opportunity. As the Plan is updated and responsibilities change, the matrix should also be updated to reflect those changes. Committees are abbreviated as follows: Executive Committee (EC), Steering Committee (SC), CCSD Project Management (CCPM), and Infinite Campus Project Management (ICPM):

Table 2

Communication Plan Matrix

Communication/Key Messages	Recipients	Responsibilities	Update frequency
Project status report	EC, SC, PM	ІСРМ, ССРМ	Weekly
Risk management document	EC, SC, PM	ІСРМ, ССРМ	Weekly
Issue management document	EC, SC, PM	ICPM	Weekly
Change control document	EC, SC, PM	As Needed	As Needed
Project schedule	All Stakeholders	SC	As Needed
Action items document	EC, SC, PM	ICPM, CCPM	Weekly
Email Announcements	All Stakeholders	EC	As Needed
Infinite Campus Interact conference	SME Groups	EC	Monthly
Project-related meetings	Stakeholders	SC	As Needed
District-related meetings	Stakeholders	EC	As Needed

Communication/Key Messages	Recipients	Responsibilities	Update frequency
 Website(s) CCSD Web Site(s) (project icon and link) SIS Project Web Site Videos Presentations (Road show, e.g.) Coming changes Mini-documentaries, SME interviews/reactions, build excitement Monthly new information Timelines 	All Stakeholders	EC	Monthly
ParentLink a. Employees b. Households	Stakeholders	EC	Targeted (TBD)
Interact a. Infinite Campus Conference b. Pop-ups	Stakeholders	EC	Targeted (TBD)
Posters (mailroom – every tub, every school)	School Staff	EC	Targeted (TBD)

Potential Security Incident Communications

The communication process related to a potential security incident would begin with a preliminary identification and details of such an event having occurred by concerned District personnel.

A security incident could include at least two different aspects, including but not limited to suspected unauthorized access to the ICDE application, also known as a security breach, as well as a potential resultant loss or corruption of actual student data.

In either case, the assigned resources will make a determined effort to assess whether or not a security incident has in fact occurred. Once determined that the issue is believed to be a security incident, the original report of a compromised system would be reported via normal Infinite Campus Support channels and be assigned the highest possible priority.

It is also expected at this point that either CCSD or the Infinite Campus Support organization would then immediately notify the appropriate Infinite Campus executives regarding the incident as a precautionary measure, and the CCSD Project Sponsor.

Depending on the particular situation, it is also possible that CCSD may first contact the Infinite Campus executives directly, if the particular circumstances warrant such an escalation and insistence that the very highest priority attention possible be given to address the security incident.

As noted above, if by some chance, the security incident is logged by the individual school district outside of the procedures outlined above, the Infinite Campus Support organization would then be expected to also notify the appropriate Infinite Campus stake holders and they in turn would notify the CCSD Project Sponsor who would then become the primary contacts related to the event.

Infinite Campus Support personnel would collect any pertinent information that the District personnel are aware of and log it into a new case, or update any existing case in case one were created by CCSD. If any investigation were required, this would feasibly take place within the Support organization's own escalation team(s).

In addition, depending upon the specifics of the security incident's case, it would be also be escalated to the Infinite Campus Hosting Group immediately for their review. Hosting would evaluate the scope of the security breach and determine a course of action for data recovery and/or security modifications necessary to prevent future incidents.

If data loss or corruption had occurred as a result of the security incident, Hosting would notify the Infinite Campus Technical Services Group to assist in the process of actually restoring and/or merging the data from available backups and devising any further recovery steps needed.

After corrective actions have been identified and completed, CCSD and school District personnel would be updated per normal Infinite Campus Support procedures as to the resolution and actual actions taken to correct any breach and to help protect the District from future similar occurrences.

Any required outside communications regarding a potential security incident, meaning outside of CCSD and Infinite Campus, will be handled by the appropriately identified point of contact as assigned by CCSD.

Reported Performance and System Unavailable Communications

Infinite Campus monitors system performance 24 hours a day, 7 days a week. In the event a performance issue such as slowness or if the SIS is non-responsive to users, Infinite Campus will send an emergency notification to CCSD Infinite Campus point of contacts if the issue is diagnosed as an Infinite Campus issue. If CCSD experiences any kind of performance issue in the use of the Campus application, CCSD should report the issue to Infinite Campus immediately via a support case and follow up with a phone call to Campus Support. See the Support Services Plan for more details on issue resolution and escalation.

Infinite Campus Users will be notified of any internet outages that impact their use of the system through normal CCSD communication channels which include Interact Popups and Help Desk Messages.

Appendix-A

Infinite Campus Practice and Procedure Recommendations

Overview

This document serves as a Procedure and Practice guide for the implementation of Infinite Campus. The information gathered from the Core P&P workshops and the Subject Matter Expert (SME) workshops is meant to further the discussion, clarification and decision making as the implementation progresses toward the August 2014 go-live for all CCSD schools and departments.

- Passport, Option 19 will no longer exist as of August 11, 2014. School-based, department, and division personnel will be provided with training on how to update or view student records through Campus.
 - o Real-time data
 - o Enhanced security (multiple user classes with unique access rights)
 - Access from home and mobile devices
 - Reporting capability
- There will be no generic logins like SVIEW and EVIEW. System access will be assigned to individuals based on the individual's role at the school, department or division.
 - o Security (no global passwords that can be shared)
- The CCSD-sponsored charter schools will use Infinite Campus system as CCSD, and will be required to provide their own Internet connectivity to gain access to the system. This will allow data to flow between the charters and regular CCSD schools, and it will eliminate the requests for charter school student IDs to be manually entered by Student Data Services. This change will also eliminate the manual entry of data into Campus when a student moves from a charter to a regular school and vice versa. Lastly, it will help remedy the issue of the special education and ELL coding and information for special needs children being unavailable to charters when they enroll the student.
- Infinite Campus has the capacity to produce an audit trail that tracks changes to data in areas such discipline, course changes, attendance changes, transcript changes, and counselor notes.
- Teachers will utilize the grade book within Infinite Campus. This will facilitate the most effective and efficient use of the student and parent portal for the CCSD families.



- Need clarification on the use of the Instructure Canvas grade book, and potential interface to Infinite Campus.
- Attendance and grades will be posted to the portal in real time.

Census and Enrollment

Staff must complete and pass census training at 80% accuracy prior to Census Tool Rights being provided for this module.

Registration and Enrollment

- Infinite Campus is configured around households and not each individual student. When the parent updates an address, emergency contact, telephone, etc., the information will be updated real-time and for all students tied to that parent and that household. In other words, secondary registrars and elementary clerks will both "own" the record.
- If a parent has children at multiple schools, the household will be created by the first school and the names of all siblings entered into Infinite Campus. While the children will all be added to the household, the building of households is a Census function independent of student enrollment.
- The real-time update to household information (such as address changes) for all members of the household may create sports eligibility issues at the high school. The Athletic & Activities Office will have to define the procedures and/or reports that keep them informed of student athletes moving out of zone mid-year, but staying at the same school.
- The District will retire the current CCSD ethnic codes and use the automated system within Campus. This system generates the correct ethnic code when school personnel enter the Hispanic "Yes/No" answer and/or the race(s) chosen by the parent on the Demographic Survey. The auto-generated ethnic code will correspond to the state ethnic codes used by NDE in all the files, documents and reports they produce. Longitudinal tracking of CCSD ethnic data will still be possible using an ethnic code crosswalk.

Online Registration (OLR)

- In phase-2, OLR will be available to families for annual update of student information.
 - Beginning in August of 2015, parents will be able to request household information be changed through the Campus Parent Portal. Requests for telephone and cell numbers and e-mail updates will be updated from the portal without school personnel having to enter it. Address changes can be requested but must be approved by school personnel before entry into Campus.
- In phase-2.5 (January 2016), OLR will be available to families for new-to-the-district registrations.



District Staff

The Human Resources Division will onboard new teachers at both the District and school levels. HR will also manage changes to licensed employee information (name changes, address changes, licenses, credentials, etc.)

Special Education

• Explore the option of transferring Encore field data into Infinite Campus (SDI, accommodations, e.g.).

Scheduling of Classes

- Separate course catalogs will be created HS comprehensive, HS magnet/CTA, MS, MS magnet, K-12, 6-12, ES, and ES-standards.
- Schools will be required to enter their bell schedules into Infinite Campus. Student schedules cannot be created without them.
- Schools will able to use the scheduling wizard to maximize efficiency. Three staff members at each school will have tool rights to the scheduling wizard as this is a tool right that can delete the entire master schedule.
- All schools, including elementary schools, will schedule their students into classes.

Elementary Scheduling

- Elementary schools will schedule in Infinite Campus, as schedules are required by the system.
- Elementary Schools will schedule their students by course (Math 3, Science 4, etc).
 - This change allows itinerant teachers to have their own grade books and access to their students. The itinerant teachers will no longer have to pass on attendance information and grading information to the homeroom teacher of record; they will enter the information for their students into Campus.

Secondary Scheduling

- Because school staff might inadvertently delete attendance and grades for students, staff will have the ability to make necessary schedule changes, but will not be able to delete schedules after the first day of school.
- Athletic and Activity courses will be created to permit coaches and advisors to monitor progress and attendance for eligibility purposes.
- Distance Education course numbers will be created to account for all delivery methods and vendors of online/blending learning.

Instructional Admin Preferences

• There will be a grade book setup that is standard for elementary non-standards, elementary standardsbased and secondary. While the grading scales will be standardized for each teacher in each of the three

set-ups, teachers will be responsible for creating the assignments and the weighting of the assignments.

Grading and Transcripts

• Beginning August of 2015, during the registration process, parents will be allowed to indicate whether the progress reports and report cards on the Portal will suffice or if they want a printed copy from the school.

Grading

- Itinerant teachers will have their own grade books and will be part of the schedule and grade reporting.
- Infinite Campus has the ability for teachers to use both standards-based and rubric grading at the same time.

Transcripts

- CCF-706 Academic Record for elementary school students will be discontinued and replaced with a transcript produced through Campus.
- The elementary transcript will be aligned to report same progress as Elementary Report Card Language and Speaking and Listening will be added to transcript. Learner Behaviors will be part of the report card but not the transcript.

Decision: Should electives (Art, Music, PE, etc.) be added to the transcript?

- "Unofficial" high school transcripts will be viewable through the portal.
- An online transcript request option will be available on the Parent Portal through the services of Docufide. There is \$5.00 fee for this service that is charged to the parent, not the school. **Please note**: the current availability of transcripts through the school registrar or Student Data Services will still be accessible to parents or students at no cost.

Student Information

Cumulative folders will become electronic files attached to each student. This process will require a scan of the documents but will not require school personnel to photo copy the documents. The electronic cum folder will transfer with the student from one CCSD school to another.

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Alert Flags

• Alert flags will be created and maintained centrally for school use (for example, medical, custody, special ed, discipline, etc.).

Attendance

- Attendance will be calculated for each student by the number of minutes in the classes to which the student is assigned. The possibility exists that this change from calculating attendance against the number of periods in a school day to calculating against the actual minutes each student is scheduled into classes may negatively impact the schools'/District's ADA.
- Limited staff will have access to the Attendance Wizard.
- At the request of elementary and secondary attendance personnel, the UNV-Unverified absence code will be re-named UNV-Absent.
- Elementary schools have requested attendance codes to be added for early-release: early-release tardy and early-release absence.

Behavior

- Within Infinite Campus, students involved in negative behavior events can be identified as the victim, a witness, or a perpetrator. Consequently, access to disciplinary data will be more restricted than in the past in order to protect the identity of victims and witnesses.
- Fillable documents in Infinite Campus will facilitate the production of documents for expulsion and behavior referrals without the use of third-party software.
- All discipline will be entered in Infinite Campus and third-party software will no longer be available for school use.

User Communication, Messenger, and Portal

The Campus Portal provides students and guardians with real-time access to their information as it is entered by teachers and other school-based staff. The structure of households within the Census module determines, in large part, who is granted access to student information. Beginning the summer of 2013, CCSD will begin working to verify the integrity of household data to ensure that authorized access to student information by parents and other adults is accurately reflected in those household structures. Parent and student access to the portal will be made available near the end of September, 2014, following the annual count day process.

Ad Hoc and Custom Reporting

• Reports and filters can now be created centrally and pushed out for school and department use.

• When appropriate, filters and reports will be created centrally and used by individual schools and departments. This practice will provide consistency when reports include data such as IEP, LEP, etc.

Counseling

• Elementary counselors will also document chronology in Infinite Campus.

Academic Planning

- Secondary counselors will use the Academic Planner when conducting credit checks with students; the grad status report will no longer be needed.
- Academic plans will be online and accessible through the portal.

Future Scope

Below are future technical implementation items that will be rolled into future phases following the initial implementation of the core SIS. CCSD will determine best course of action to implement each of these tools and/or applications.

Online Registration (OLR)

OLR is a tool created by the Infinite Campus Custom Development team. It is one of the tools Infinite Campus offers in our Premium Products lineup.

CCSD is considering implementing OLR in a phase 2 implementation that would kick-off around the spring of 2015. Once CCSD purchases OLR, they will work with the Infinite Campus Custom Development team to customize to tool to meet CCSD specified needs.

- Phase 2.0 OLR will be available to current families for annual update of student information.
 - Beginning in August of 2015, parents will be able to request household information be changed through the Campus Parent Portal. Requests for telephone and cell numbers and e-mail updates will be updated from the portal without school personnel having to enter it. Address changes can be requested but must be approved by school personnel before entry into Campus.
- Phase 2.5 (January 2016), OLR will be available to families for new-to-the-district registrations.

Special Education Module (IEP Management)

Infinite Campus offers an integrated solution for the management of IEPs for special education students. CCSD currently uses Encore to manage IEPs for student receiving Special Education services. The Executive Committee will work with business process owners for best practices for their constituents and will determine the possibility of using Infinite Campus to manage IEPs.

HealthMaster

CCSD will use the Health Module in Infinite Campus to only track immunizations and conditions for students

beginning the 2014-2015 school year. All other health data such as medications, nurse office visits, etc., will be managed in the current HealthMaster system.

Looking ahead, the Executive Committee will work with business process owners for best practices for their constituents and will investigate the possibility of migrating health data management into Infinite Campus.

INFORM

INFORM is a tool currently used by CCSD for student achievement tracking and RTI. This information exists in various locations. The Executive Committee will continue discussion with business owners to determine the possibility of migrating from INFORM to Infinite Campus for tracking student progress.

Auto Dialer

ParentLink will continue to be the primary tool used by CCSD to make phone calls to parents.

Personal Learning Plan (PLP)

PLP is a module that is integrated and available in the Infinite Campus SIS. It can be used for creating personalized learning tracks (plans) for non-special education students, 504, RTI and more. CCSD will define what this tool will be used for in the District. It is targeted to be implemented beginning the 2015-2016 school year.

Fees and Fines

Fee management is currently managed using the application BlueBear. The Executive Committee will work with business process owners for best practices for their constituents to ascertain the best way to manage financial data for student fees.

Online Payments

Campus Online Payments is a premium product offering that allows students and parents to access fees and food service balances and more. It also allows students and parents to pay balances via the Portal eliminating cash handling for districts.

CCSD will consider implementing this tool after the initial Infinite Campus core product implementation.

Summer School

Summer school managed in Infinite Campus beginning the summer of 2015.

Adult Education

The District has data for adult education students, but it has not historically been housed in the SIS used for K12 students. The District is interested in adding that data to Campus, but will wait until after the Infinite Campus core product implementation is complete.

Docufide

Transforming K12 Education[®]

Campus eTranscript is a solution offered in partnership with Parchment, Inc. This offering allows districts to save time, paper costs, postage, etc., that comes with the management of student transcripts.

The Executive Committee will consider implementing eTranscripts after the Infinite Campus core implementation.

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Ruth Joseph, Instructional Business Process Expert

Susan Mirc, Information Systems Help Desk Manager

Faustine Czerniawski, SIS Project Manager

CCSD SIS PROJECT OCMC PLAN

Signature Page

It is agreed that language in this document represents the work to be completed by both the Clark County School District and Infinite Campus. Any changes to the scope of the project may require a change request depending on the nature of the change.

Reviewed and Accepted

Project Steering Committee Signature/Date

Dr. Greg Halopoff, Director, Central Student, HR and Payroll Information Services

Kim Boyle, Instructional Business Process Expert

Wes Lockhart, Coordinator, Employee Business Training

Kelvin Beck, Infinite Campus Project Manager

Approval

Project Executive Sponsors

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X
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Jhone Ebert CCSD Chief Technology Officer

Date Signed: _____

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Jeff Weiler CCSD Chief Financial Officer

Date Signed: _____

Х

David Van Meter Infinite Campus Chief Knowledge Officer

Date Signed: _____