

Hannibal Central School District



Long Range Technology Plan

2007 - 2011

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Vision

It is the vision of the Hannibal Central School District Technology Committee to improve student learning and success for all students, faculty, staff and members of the Hannibal community by providing access to technology through the use of:

- Local area networks
- Wide-area networks
- Library research workstations
- Mobile wireless labs
- Computer labs in all buildings
- High speed Internet and e-mail connections
- Quality professional development
- Hardware and software that supports New York State curriculum and learning standards.

The Hannibal Central School District Technology Committee believes that:

- Technology is a tool to improve student motivation and learning.
- Classroom teachers will facilitate students in learning activities rather than being the conveyors of facts and information.
- Technology will benefit students in the following ways:
 - Students will have greater control over their own learning,
 - Students will be able to adapt and function in our rapidly changing society, and
 - Students will be able to readily create, access, exchange, and analyze information.

Rationale

Technology is an integral part of the instructional program in the Hannibal Central School District for the following reasons, including, but not limited to:

Technology...

- personalizes instruction to meet student needs and learning styles
- perpetuates creativity
- brings everyone to an even starting point
- facilitates better time management
- prepares students for higher education and real-world applications
- supports interdisciplinary curriculum

Current Status

The Hannibal Central School District consists of 1 Elementary, 1 Middle, and 1 High School. In addition to the academic buildings there is also a district office.

Hannibal High School

- Network infrastructure in place (fiber and CAT 5, 1998-2004)
- 20 station networked (Pentium-based) lab, e-mail and Internet ready, network printer, scanner, projector and overhead.
- 20 station networked (Pentium-based) Business lab, e-mail and Internet ready, 2 network printers, scanner, projector and overhead.
- 23 station networked (Pentium-based) Library/Career Research lab, networked laserjet printer and projector
- 4 networked search stations in library, 2 networked printers, a scanner, projector and laptop computer is available for school-wide use.
- 20 library workstations (Pentium-based) Library/Career Research.
- Each classroom has a Pentium-based, multimedia, networked, e-mail and Internet workstation. (1997-2007).
- A 4 workstation lab setup, Pentium-based, supporting the MST curriculum, located in the MST classroom. (GOALS 2000).
- 5 workstation Writing lab, Pentium-based, supporting the Senior Class Paper is located in a senior English classroom.
- 20 Pentium based laptop computers for the After- School Program. (OCO-Rural Advantage After School Grant)
- 3 networked computers in classrooms for the Kurzweil program, e-mail and Internet ready (Title IID)
- 7 scanners and 13 projectors in the classroom settings.
- Administration and support staff are networked, e-mail and Internet ready using Pentium-based configuration. (1996-2007)
- 12 servers, (network, proxy, web housing and e-mail) and all the connectivity for the building and the district, including telephone services housed in a communications room.
- 4 - 64" Smartboards and projectors installed in classrooms
- 3 Palm Handheld PC (Building budget- 2006)
- HP Grant 2006 awarded to Science Department
 - **5 - HP Compaq TC 4200 Tablet PCs with Microsoft® Windows® XP Tablet PC Edition - including DVD/CD-RW Drives.**
 - **5 - HP HP vp6320c Cordless Digital Projectors**
 - **5 - HP Photosmart M517 digital cameras**
 - **5 - HP PSC 1610 All-in-one color printer/copier**
- Texas Instruments Navigator Learning System including 31 TI-84 graphing calculators. (Special Legislative Project 2006-07)
- 1 Smartboard (mobile) used by Math Department (LTG 2003-04)
- Distance Learning Lab- 1 networked, Pentium 4, Windows XP Desktop computer system, Symposium, projector, Elmo presentation system, 4-32" flatscreen LCD Televisions, 2 Sony wall mount video cameras, 2 surface mount microphones, 1 DVD/VCR player, 4 window Picture In Picture Processor (Title IID 2005-Current)
- 4 digital still cameras and 2 digital video cameras available for teacher sign out in Library (2000-2003)
- 2 laptops, Pentium based, multimedia, used by teachers (PDPS Grant 2004)
- 1 Infrared still camera and 1 HP Deskjet 1200 printer used in Science Dept. (Toyota Tapestry Grant 2005)
- 10-32" LCD flatscreen televisions wall mounted in classrooms with DVD players (District Funds 2006)

- 1-42" LCD flatscreen television (Title IID 2006) wall mounted in library with DVD/VCR combination player (District Funds 2006)

Kenney Middle School

- Network infrastructure in place (fiber and CAT 5, 1997-2004)
- 31 workstation, Pentium 4, Windows XP, e-mail, Internet ready lab where large group instruction occurs. This lab is equipped with a scanner and projector, networked laserjet and deskjet printers. (CLO- 2005)
- 29 workstation, Pentium-based, Windows XP, e-mail, Internet ready lab where large group instruction occurs. This lab is equipped with a scanner and projector, networked laserjet and deskjet printers. (CLO 2001-02)
- Each classroom has a Pentium 4, multimedia, networked, e-mail and Internet workstation. (2002-05). There are 4 scanners and 12 projectors in the classroom settings.
- Administration and support staff are networked, e-mail and Internet ready using Pentium class configuration. (1996-2006)
- The library has 7, Pentium-based class, networked CPU's for the support of Follett software. A scanner, projector and laptop computer is available for school-wide use.
- Technology Lab, has 8 Pentium 4, Windows XP, multimedia, networked, e-mail, and Internet workstations, scanner and projector. (Capital Project 2004)
- Technology Lab, has 10 Pentium 4, Windows XP, multimedia, networked, e-mail, and Internet workstations, scanner and projector. (Capital Project 2004)
- 4 AIS classrooms, have 4 additional workstations, Pentium-based, Windows 2000, multimedia, networked, e-mail, and Internet.
- 1 AIS classrooms, has 5 additional workstations, Pentium-based, (4 with Windows XP, and 1 with Windows 2000), multimedia, networked, e-mail, and Internet.
- 4 Smartboards with projectors (District Funding)
- Texas Instruments Navigator Learning System including 31 TI- 84 graphing calculators, 1 projector, and 1 laptop (District Funds 2006-07)
- 3 mobile laptop carts, each with wireless Access points and 15 Pentium based laptops (2004-2007)
- 2 Palm Handheld PC (Title I 2003)
- 10 digital still cameras available for signout in Library or used in various classrooms (1997-2006)
- 6 Digital Blue QX3+ and QX5 Microscopes (2004-2005)
- 2 HP Deskjet 1200 printers, 1 Pentium based laptop, projector used in Technology and Math Depts. (Toyota Tapestry Grant 2005)
- 10-27" LCD flatscreen televisions wall mounted in classrooms with DVD players (District Funds 2006)
- 1-42" LCD flatscreen television (Title IID 2006) wall mounted in library with DVD/VCR combination player (District Funds 2006)

Fairley Elementary School

- Network infrastructure in place (fiber and CAT 5, 1997-2004)
- A 29 workstation, Pentium 4 class, Windows XP, e-mail, Internet ready lab where large group instruction occurs. This lab is equipped with a scanner, networked laserjet and deskjet printers. (CLO 2003-04)
- A 28 workstation, Pentium 4 class, Windows XP, e-mail, Internet ready lab where large group instruction occurs. This lab is equipped with a projector and scanner, networked laserjet and deskjet printers. (CLO 2004-05)
- Each classroom has a Pentium 4 class, multimedia, networked, e-mail and Internet workstation. (2003-04) There are 4 scanners and 4 projectors in the classroom settings.
- The library has 5 workstations, Pentium 4 class, networked for the support of Follett software. A scanner, projector and laptop computer is available for school-wide use.
- A small, 12 workstation lab located in the fourth grade inclusion room using Pentium 3, Windows 2000 technology. 1 networked deskjet printer and a scanner is also available. Used in cooperation with the SUNY Oswego pre-service teachers classes. Funded by Goals 2000 to demonstrate technology integration in the classroom.
- 7 laptop computers are available for teacher signout in the Library (Federal Aid SEGR Grant)
- Administration and support staff are networked, e-mail and Internet Pentium class configuration. (1996-2004)
- 1 Smartboard and projector used by the Reading First team for instruction. (Reading First Grant-2006-07)
- 14 digital cameras available in the library for teacher sign out
- 1 digital Blue Microscope available for sign out (Spudster Contest 2004)
- 8 mobile wireless labs with Access points, each containing 7 Pentium based laptops with Windows XP (Reading First Grant 2004)
- 52 Palm Handhelds, (35-T2, 7-T3, 5-E, 5-E2) purchased through the Reading First Grant (2004-2006) and 5-E2 Palms purchased by Building Funds (2006), used by teachers for student testing
- 1- 65" LCD flatscreen television wall mounted in cafeteria (Fairley Building Project 2006)
- 1- 42" LCD flatscreen television (Title IID) wall mounted in library with DVD/VCR combination player (District Funds 2007)
- 5-27" LCD flatscreen televisions wall mounted in classrooms with DVD players (District Funds 2006)

District Office

- The District Office is fully networked with e-mail and Internet Pentium class configuration (2004)
- 8 Pentium-based, networked; e-mail and Internet ready multimedia workstations, 1 scanner and 7 networked laserjet printers
- 2 Pentium-based, networked, e-mail and Internet ready multimedia laptops connected to the network with a wireless Access Point

Type of Services	Planned (P), Existing (E), Upgrading (U), Blank is NO
Telecommunications	
Basic Phone	E
Wireless (Cellular, Paging)	
Homework Hotline	E
Programmed Audio	
Satellite	
Video Services	E
Unlicensed Spread Spectrum	
Internet Connections	
Electronic Mail (E-Mail)	E
Cabling/Wiring	E (GHz Fiber between buildings, 100 MHz Building backbone)
LAN Switches	E (100 MHz manageable)
Data Hubs	E/P/U (slowly eliminating)
Data Routers	E/P/U
File Servers	E/P/U
File Server Software	E/P/U
Maintenance & Installation	P/E
Improvements/Upgrades	E/P/U
Internet Access	
Internet Access	E (OC3 to the Regional Information Center)

All existing inventory for hardware and software with serial number, description and location is maintained in a comprehensive, electronic, up to date database stored in the ICS Office redundantly backed up on the network server.

Goals

ENCOURAGE DISTRICT WIDE PARTICIPATION

- Develop technology standards for districts to model.
- Encourage and support individual and group participation throughout Hannibal Central Schools.

DEVELOP A SHARED TECHNICAL BASE

- Assess current technology trends in neighboring school districts.
- Identify district personnel to become turnkey technology leaders through the Oswego BOCES Model School Consortium.
- Instruct technology leaders in the use of emerging technologies and their integration in the curriculum.
- Evaluate hardware and software for purchase and implementation in curriculum.
- Create progress indicators that correlate with the New York State Learning Standards through administrative evaluations and Annual Professional Performance Review (APPR) plans. The district is using Curriculum Mapper software to create curriculum maps at every level and in every subject. This will help align curriculum and identify gaps or redundancies.
- Provide opportunities for all staff members to participate in school-wide and district-wide technology training.
- Prototype a number of model learning programs employing existing technology. These models will provide guidelines and support for program expansion and improvement.

DEVELOP DISTANCE LEARNING COMMUNITIES

- Identify District technical standards in each of the following areas:
 - Wide Area Network Equipment
 - Local Area Network Equipment
 - Utilize the newly completed Distance Learning Lab PreK-12.
- Participate in the Oswego County BOCES Distance Learning program to share educational resources, especially middle and high school content, through distance learning via videoconferencing.
- Participate in the Oswego County BOCES Distance Learning program to provide opportunities for community members to participate in adult education classes.

STAFF DEVELOPMENT

- Complete a periodical skill and needs assessment survey of the district (to be done again in 2008)
- Create opportunities where staff members can go and evaluate hardware and software.
- Provide effective staff development models for using educational technologies in the classroom.
- Develop training programs for administration and faculty to automate professional duties.
- Develop a training program for administration to evaluate staff on technology integration in the classroom.
- Foster an ongoing communication link between districts to exchange information on staff development activities.
- Provide clear meaningful links between technology and the New York State Learning Standards.
- Use Data Mentor software to analyze NYS testing results. Administrators and teachers will identify gaps in student learning and instruction and find resources to address these gaps. Some of the resources might include but will not be limited to online resources, software, and distance learning opportunities.
- Pursue the acquisition of technology teacher leaders to model technology use in instruction and assist other teachers in technology integration.

ACQUIRE FUNDS

- Identify grants and external funding, which support all forms of technology.
- Current Funding:
 - State Education (RWDA) funds
 - BOCES State Aid funds
 - Local tax funds
 - Title II Part D funds
 - Technology Learning Grant Funds
 - Capital project funds
 - Reading First Grant Funds
 - Early Grade Class Size reduction Funds
 - Universal Pre-K Funds
- Explore other opportunities to fund technology (ie. grants, donation, district funds)
- Continue on-going expenditures in the amount of \$100,000 minimally through the Oswego County BOCES Common Learning Objectives Co-Ser.

ASSESSMENT

The Hannibal Central School District Technology Committee will develop an annual survey to collect technology ideas and needs from staff members, administration, and the community. This survey will be completed by October 2007 and administered for the first time during the 2007-2008 school year.

The survey will

- Collect data to enhance the teaching and learning process.
- Collect and analyze statistical data on the present condition of Hannibal Central School District education.
- Collect and analyze data to project future educational trends
- Collect technology ideas and needs of staff members

Staff Development

If technology is to be used as a viable tool, the teachers and staff in the Hannibal Central School District must be both comfortable with and knowledgeable about technology and how it can be used to support the New York State Learning Standards.

To facilitate this process, the district has participated in the Oswego County BOCES Model Schools program. The cost for this program is \$8600 per year. For this cost, the staff can take course offerings in areas where there is a need. These courses are being redesigned and will now be offered in district as well as centralized locations.

Administrators will not only have the opportunity for instruction on using technology for management purposes (Access, Word, Excel, Outlook, PowerPoint, etc.), but will also receive the information and tools needed to begin to evaluate staff on effective technology integration.

If students are expected to use technology in schools and indeed to become prepared to use technology in every day life and work, the staff of the Hannibal Central School District must have a good understanding of technology and software applications. Technology is changing daily, at a pace that is alarmingly fast. Teacher training must also change to meet the needs of the students. This process must always happen and always move forward. To facilitate this need for training, the Hannibal Central School District will work closely with the Oswego County BOCES Model Schools program and outline a program of delivery that meets each of the needs listed below:

- Fundamentals of Technology This provides basic training in hardware and software fundamentals. All employees of the Hannibal Central School District require this phase.
- Software Application and Use This provides basic training in using specific administrative and/or instructional software. The number of training hours in this phase will vary depending upon the technical expertise level of the employee and the job requirements.
- Integration of Technology Into the Curriculum This provides advanced training for teachers and interested administrators in integrating various hardware and software into the curriculum. The number of training hours in this phase will vary depending on the technical expertise level of the employee and areas of interest.
- Multi-Media Production This provides advanced training for teachers and interested administrators in methodology and techniques for developing student multimedia presentations and instructional materials. The number of training hours in this phase will vary depending on the technical expertise level of the employee and areas of interest.
- Smart board use and integration techniques This will help teachers who currently have and/or teachers interested in obtaining a smart board to become familiar with and comfortable with the use and integration opportunities smart boards can provide.

Observations and Comments

- The district technology directors throughout the county have made an observation over the past several years; the teachers will tend to participate on a higher level and more often if the classes are offered in the home districts. Most of our district training is now housed within the district and where applicable, within the school building the participants originate from.
- Teacher planning time could be used for in-house staff development.

- Small group staff development could be facilitated in-house in the building computer labs during the school days or over the summer.
- An in-house staff developer/teacher leader could facilitate effective uses of technology integration into the curriculum and ensure the teachers are meeting the needs of technology integration as outlined by the New York State Standards.

Basic Technology Competency Inventory and Results

Below are the results from the assessment that was given in the 2005-2006 school year. The results are listed and compared to the results from the same survey given in 2000.

1. Basic Computer Operation

- a. I am not able to use a computer or other related equipment.
- b. I can use the computer to run a few specific, preloaded programs. It has little effect on either my work or home life. I am somewhat anxious I might damage the machine or its programs.
- c. I can operate my computer and peripheral devices, print, and use most of the operating system tools like the scrapbook, clock, note pad, calculator, find command, and trash can (recycling bin). I can also format a data disk.
- d. I can run two programs simultaneously, and have several windows open at the same time. I can customize the look and sounds of my computer. I use techniques like shift clicking to select multiple files. I execute techniques to maximize my operating system. I feel confident enough to teach others some basic operations.

<i>Question 1</i>	A		B		C		D		NA	
	2000	2005	2000	2005	2000	2005	2000	2005	2000	2005
Teachers	1%	0%	24%	14%	46%	44%	29%	42%	0%	0%
Support Staff	3%	0%	28%	6%	53%	61%	16%	32%	0%	0%
Administration	0%	0%	0%	0%	50%	33%	50%	67%	0%	0%

2. File Management

- a. I rarely save documents I create using the computer.
- b. I save documents I've created but I do not always know where they are saved. I do not usually back-up my files.
- c. I have a filing system for organizing my files, and can locate files quickly and reliably. I back-up my files to floppy disk or other storage device on a regular basis.
- d. I back-up my files on a weekly basis. I have a system for archiving files which I do not need on a regular basis to conserve my computer's hard drive space. I regularly "'clean up' my files on my hard drive and network folder.

<i>Question 2</i>	A		B		C		D		NA	
	2000	2005	2000	2005	2000	2005	2000	2005	2000	2005
Teachers	15%	6%	30%	32%	48%	58%	7%	4%	0%	0%
Support Staff	9%	10%	25%	29%	53%	52%	9%	10%	3%	0%
Administration	0%	0%	25%	0%	50%	67%	25%	33%	0%	0%

3. Word Processing

- I am not able to use a word processor, nor can I identify any significant uses or features it might have which would benefit the way I work.
- I occasionally use the word processor for simple documents that I know I will modify and use again.
- I use the word processor for nearly all my written professional work: memos, tests, worksheets, and parental communication. I can edit, spell check, and change the format of a document. I can paginate, preview and print my work. I feel my work looks more professional.
- I use more advanced word processing techniques such as tables, backing changes, auto formatting, and working with masters.

<i>Question 3</i>	A		B		C		D		NA	
	2000	2005	2000	2005	2000	2005	2000	2005	2000	2005
Teachers	20%	3%	22%	10%	44%	68%	14%	19%	0%	0%
Support Staff	3%	0%	34%	26%	59%	71%	3%	3%	0%	0%
Administration	0%	0%	0%	0%	100%	17%	0%	67%	0%	17%

4. Spreadsheet Use

- I am not able to use a spreadsheet, nor can I identify any specific uses or features it might have which would benefit the way I work.
- I understand the use of a spreadsheet and can navigate within one that is already created. On my own I can create a simple spreadsheet that adds a column of numbers.
- I use a spreadsheet for several uses like creating labels, using formulas and cell references. I can change the format of the spreadsheets by changing column widths and text style. I can use the spreadsheet to make a simple graph or chart.
- I use more advanced spreadsheet techniques such as worksheets, conditional formatting, macros, and scenarios.

<i>Question 4</i>	A		B		C		D		NA	
	2000	2005	2000	2005	2000	2005	2000	2005	2000	2005
Teachers	38%	33%	34%	35%	25%	29%	3%	3%	0%	0%
Support Staff	41%	19%	31%	45%	28%	29%	0%	6%	0%	0%
Administration	25%	0%	50%	17%	25%	67%	0%	17%	0%	0%

5. Database Use

- I am not able to use a database, nor can I identify any uses or features it might have which would benefit the way I work.
- I understand the use of a database and can locate information within one that has been pre-made. I can add or delete data in a database.
- I can create a simple database by defining fields and creating layouts. I can find, sort and print information in layouts that is clear and useful to me.

- d. I can use formulas with my database to create summaries of numerical data. I can use database information to mail merge in a word processing document. I can use database capabilities such as forms, tables, reports, and defining relationships.

<i>Question 5</i>	A		B		C		D		NA	
	2000	2005	2000	2005	2000	2005	2000	2005	2000	2005
Teachers	44%	31%	32%	47%	23%	22%	1%	0%	0%	0%
Support Staff	34%	35%	25%	26%	41%	32%	0%	6%	0%	0%
Administration	25%	0%	50%	33%	25%	50%	0%	17%	0%	0%

6. Graphics Use

- a. I am not able to use graphics in my word processing or presentations, nor can I identify any uses or features they might have which would benefit the way I work.
- b. I can open and create simple pictures with the painting and drawing programs. I can operate a digital camera and access the images taken for use in other documents.
- c. I use both pre-made clip art and simple original graphics in my word processed documents and presentation. I can edit clip art, change its size, and place it on a page. I can purposefully use most of the drawing tools, and can group and un-group objects. I can use the clipboard to take graphics from one application for use in another.
- d. I can manipulate graphic images using advanced software like PhotoShop. I can separate colors, create and work in layers, use filters, channels and masks, and apply advanced printing techniques.

<i>Question 6</i>	A		B		C		D		NA	
	2000	2005	2000	2005	2000	2005	2000	2005	2000	2005
Teachers	29%	21%	35%	29%	28%	47%	8%	3%	0%	0%
Support Staff	63%	32%	9%	29%	25%	32%	0%	6%	3%	0%
Administration	25%	0%	0%	0%	75%	67%	0%	33%	0%	0%

7. Hypermedia Use

- a. I am not able to use hypermedia (i.e. - Hyper Studio, PowerPoint), nor can I identify any uses or features it might have which would benefit the way I work.
- b. I can navigate through a pre-made hypermedia program.
- c. I can create my own hypermedia documents for information presentation. These documents use navigation buttons, sounds, dissolves, graphics, and text fields. I can use an LCD projection device or large external monitor to display the presentation to a large group.
- d. I construct hypermedia presentations of high quality using the advanced features of the application. I often make use of the Elmo, VCR, video cameras, sound systems, etc.

<i>Question 7</i>	A		B		C		D		NA	
	2000	2005	2000	2005	2000	2005	2000	2005	2000	2005
Teachers	58%	31%	23%	28%	14%	38%	4%	4%	1%	0%

Support Staff	84%	68%	3%	13%	6%	19%	0%	0%	6%	0%
Administration	50%	0%	0%	0%	50%	50%	0%	50%	0%	0%

8. Internet Use

- I am not able to use the on-line resources available in my building, nor can I identify any uses or features they might have which would benefit the way I work.
- I understand that there is a large amount of information available to me as a teacher, which can be accessed through networks, including the Internet. With the help of the media specialist, I can use the resources on the network in our building. I use some online resources to enhance my work.
- I use the Internet to access professional and personal information from a variety of sources including networked CD-ROM reference materials, on-line library catalogs, and government archives. I have an e-mail account that I use on a regular basis.
- Using telecommunications, I am an active participant in on-line discussions, can download files and programs from remote computers. I use these telecommunications resources with my students.

<i>Question 8</i>	A		B		C		D		NA	
	2000	2005	2000	2005	2000	2005	2000	2005	2000	2005
Teachers	6%	4%	29%	21%	54%	72%	10%	3%	0%	0%
Support Staff	6%	6%	53%	32%	28%	55%	3%	6%	9%	0%
Administration	0%	0%	25%	0%	75%	50%	0%	50%	0%	0%

9. Student Assessment

- I am not able to use the computer for student assessment.
- I can keep track of student progress using a simple spreadsheet or grading program. I keep some student produced materials on the computer, and write evaluations of student work and notes to parents with the word-processed documents.
- I effectively use an electronic grade book to keep track of student data and/or I keep portfolios of student produced materials on the computer. I use the electronic data during parent/teacher conferences.
- I rely on the computer to keep track of outcomes and objectives individual students have mastered. I use that information in determining assignments, teaching strategies, and groupings.

<i>Question 9</i>	A		B		C		D		NA	
	2000	2005	2000	2005	2000	2005	2000	2005	2000	2005
Teachers	37%	28%	30%	36%	27%	28%	1%	4%	5%	4%
Support Staff	41%	29%	19%	13%	0%	0%	0%	0%	41%	58%
Administration	25%	0%	25%	33%	0%	33%	0%	17%	50%	17%

10. Ethical Use Understanding

- I am not able to identify any ethical issues surrounding computer use.
- I am able to identify some copyright restrictions apply to computer software.

- c. I clearly understand the difference between freeware, shareware, and commercial software and the fees involved in the use of each. I know the programs for which the district or my building holds a site license. I understand the school board policy on the use Of copyrighted materials. I demonstrate ethical usage of all software and let my students know my personal stand on legal and moral issues involving technology. I know and enforce the school's technology policies and guidelines, including its Internet Acceptable Use Policy. I have a personal philosophy I can articulate regarding the use of technology in education.
- d. I can describe and discuss other controversial aspects of technology use including data privacy, equitable access, and free speech issues. I can speak to a variety of technology issues at my professional association meetings, to parent groups, and to the general community.

<i>Question 10</i>	A		B		C		D		NA	
	2000	2005	2000	2005	2000	2005	2000	2005	2000	2005
Teachers	6%	7%	41%	40%	42%	50%	11%	3%	0%	0%
Support Staff	22%	6%	41%	45%	28%	45%	0%	3%	9%	0%
Administration	0%	0%	50%	0%	50%	67%	0%	33%	0%	0%

11. Productivity Tools

- a. I do not use technology in my teaching.
- b. I use basic tools software (word processing, spreadsheet, database) to create teaching materials. Occasionally I use a digital camera or scanner to enhance my teaching materials. I occasionally I require students to use technology tools as part of instruction. At times I use the Internet to create instructional materials.
- c. I regularly use a variety of hardware and software productivity tools to generate high quality instructional materials. I regularly require my students to do the same. I regularly use the Internet to enhance my instruction either as a teacher resource and/or as a key component of student activities.
- d. I have significantly changed the way I teach as well as my classroom to include technology as a ""transparent tool." My classroom structure encourages students to use hardware and software as a natural part of their learning experience. I share my experiences and expertise using technology as an instructional tool with colleagues (leading workshops, presenting at conferences, etc).

<i>Question 11</i>	A		B		C		D		NA	
	2000	2005	2000	2005	2000	2005	2000	2005	2000	2005
Teachers	19%	10%	51%	67%	18%	22%	10%	1%	3%	0%
Support Staff	28%	16%	16%	26%	3%	10%	0%	0%	53%	48%
Administration	25%	17%	50%	17%	0%	0%	0%	67%	25%	0%

12. Instructional Software Use

- a. I do not use software as part of my instructional program.
- b. I use a few applications in my classroom as an occasional instructional supplement or as a student reward. I use some software with my special needs students.

- c. I use drill and practice, tutorials, and simulations chosen by the department or grade level. They are designed to meet specific learning objectives. I use software applications when it reinforces concepts more effectively than through traditional methods. When available I use management systems in the software to help assess individual student performance.
- d. I regularly seek out and evaluate new programs for adoption. I am aware of and use ' sources of software reviews to help in the selection of new software. I keep current in new developments in computer technologies through professional readings and conference attendance. I share my experiences and expertise using technology as an instructional tool with colleagues (leading workshops, presenting at conferences, etc)

<i>Question 12</i>	A		B		C		D		NA	
	2000	2005	2000	2005	2000	2005	2000	2005	2000	2005
Teachers	27%	38%	30%	35%	29%	22%	10%	6%	4%	0%
Support Staff	28%	16%	9%	23%	6%	6%	0%	0%	56%	55%
Administration	25%	0%	25%	0%	0%	67%	0%	17%	50%	17%

13. Information Literacy Skills

- a. I have not familiarized myself with the term information literacy or know why such skills are important.
- b. I do have my students carry out library research projects using electronic resources. I use and support the skills taught by the library media specialist. I promote the ethical use of electronic resources.
- c. I understand the information literacy process and can design learning experiences that require higher level thinking skills. I also authentically assess the learning activities through appropriate literacy skills. I guide students in accessing, evaluating and using information form the Internet and/or video conferencing. I promote and hold students accountable for the ethical use of electronic resources.
- d. I have become actively involved in curriculum planning teams. I advocate for multidisciplinary units and activities that require information literacy skills. I share successful units and activities with others through print and electronic publishing as well as conference presentations and workshops.

<i>Question 13</i>	A		B		C		D		NA	
	2000	2005	2000	2005	2000	2005	2000	2005	2000	2005
Teachers	27%	31%	53%	53%	13%	7%	3%	3%	5%	7%
Support Staff	44%	16%	6%	10%	3%	3%	0%	0%	47%	71%
Administration	0%	17%	25%	0%	0%	17%	0%	33%	75%	33%

14. Technology Integration

- a. I do not use technology, other than a TV/VCR, as an instructional methodology.
- b. I have developed simple, technology-infused projects that are student-directed. I use some small group or highly individualized approaches but primarily use technology for teacher-directed, whole group instruction. Occasionally I modify curriculum/instruction to accommodate students with special needs.

- c. I use a variety of technology-infused instructional delivery methods with a variety of student grouping strategies. I design activities that best fit the instructional objectives and the available technologies. I use technology to take advantage of the learning styles of students and particularly to accommodate special needs learners.
- d. I continuously try new approaches suggested by research or observation to discover the most effective means of using technology to engage students, with and without special needs, to meet curricular goals. I work with a team of colleagues to create, modify, and improve practices in the area of instructional technology.

<i>Question 14</i>	A		B		C		D		NA	
	2000	2005	2000	2005	2000	2005	2000	2005	2000	2005
Teachers	24%	21%	51%	58%	16%	14%	5%	3%	4%	4%
Support Staff	28%	16%	6%	16%	3%	0%	0%	0%	63%	68%
Administration	25%	0%	0%	33%	0%	17%	0%	33%	75%	17%

15. Assessment of Student Performance

- a. I do not evaluate student progress using available technology resources.
- b. I evaluate some student performances or projects using criteria appropriate to technology infused instruction. I save some student work electronically for cumulative folders and parent conferences. I also print some electronically produced student work for evaluative reference.
- c. I use a wide range of assessments to evaluate student projects and performances. I create assessment tools like checklists, rubrics and benchmarks that help students assess their own work and that the quality of that work can be determined objectively. I create opportunities for students to keep both a physical and electronic portfolio of their work and provide students and their parents the means to continuously access recorded progress toward learning goals. I give students the opportunity to demonstrate skills through performance to a wide audience via data and video networks. I use aggregate performance to modify teaching activities and strategies.
- d. I continuously try new approaches suggested by research or observation to discover the most effective means of using technology to assess student learning. I work with a team of fellow teachers to create, modify and improve our work.

<i>Question 15</i>	A		B		C		D		NA	
	2000	2005	2000	2005	2000	2005	2000	2005	2000	2005
Teachers	52%	63%	30%	27%	14%	8%	1%	1%	3%	1%
Support Staff	34%	32%	3%	6%	0%	0%	0%	0%	63%	61%
Administration	25%	17%	0%	0%	0%	17%	0%	33%	75%	33%

16. Professional Growth and Development

- a. I do not use electronic resources for professional growth or communication. I do not consider instructional technology an effective teaching-learning methodology.
- b. I find and use lesson plans and some research in on-line databases. I gather, use and share some anecdotal information and observation regarding instructional technology and student learning.

- c. I use the Internet and other on-line resources to obtain research results, teaching materials and information related to the content of classes. I read newsletters and professional journals to keep current on educational practices including instructional technology. I participate in electronic discussion groups related to instruction, and both contribute to and use the best practices discussed there. I use technology to take part in distance learning opportunities for professional development.
- d. I have organized and/or participated in professional growth opportunities for other teachers. I feel comfortable teaching other staff members on the use of instructional technology. I use action research and aggregated data to accurately determine whether the technology and methodology being used has an impact on how well students learn as well as its effect on school climate.

<i>Question 16</i>	A		B		C		D		NA	
	2000	2005	2000	2005	2000	2005	2000	2005	2000	2005
Teachers	16%	7%	41%	58%	38%	33%	3%	1%	3%	0%
Support Staff	13%	6%	25%	23%	13%	23%	0%	3%	50%	45%
Administration	0%	0%	100%	17%	0%	50%	0%	17%	0%	17%

The assessment tool will be reviewed, updated or rewritten, and administered during the 2008-2009 school year.

Curriculum Integration

Goal: To improve reading, writing, and critical thinking skills across the curricula.

Objective: Students will demonstrate increased proficiency in the following benchmark performance indicators from the New York State Learning Standards for Mathematics, Science, and Technology.

Standard 2 Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Information Systems

KEY IDEA 1: Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.

Elementary Performance Indicators

- Use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound.
- Access needed information from printed media, electronic databases, and community resources.

Intermediate Performance Indicators

- Use a range of equipment and software to integrate several forms of information in order to create good quality audio, video, graphic, and text-based presentations
- Use spreadsheets and database software to collect, process, display, and analyze information. Students access needed information from electronic databases and online telecommunication services.
- Systematically obtain accurate and relevant information pertaining to a particular topic from a range of sources, including local and national media, libraries, museums, governmental agencies, industries and individuals.

Commencement Performance Indicators

- Understand and use the more advanced features of word processing, spreadsheets, and database software.
- Prepare multimedia presentations demonstrating a clear sense of audience and purpose.
- Access, select, collate, and analyze information obtained from a wide range of sources such as research databases, foundations, organizations, news reports, national libraries, and electronic communication networks, including the Internet.
- Utilize electronic networks to share information.

KEY IDEA 2: Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use.

Elementary Performance Indicators

- Describe the uses of information systems in homes, schools, and businesses.
- Understand that computers are used to store personal information.

Intermediate Performance Indicators

- Understand the need to question the accuracy of information displayed on a computer because the results produced by a computer may be affected by incorrect data entry.
- Understand why electronically stored personal information has greater potential for misuse than records kept in conventional form.

Commencement Performance Indicators

- Explain the impact of the use and abuse of electronically generated information on individuals and families.
- Evaluate software packages relative to their suitability to a particular application and their ease of use.
- Discuss the ethical and social issues raised by the use and abuse of information systems.

KEY IDEA 3: Information technology can have positive and negative impacts on society, depending upon how it is used.

Elementary Performance Indicators

- Describe the uses of information systems in homes and schools.
- Demonstrate ability to evaluate information critically.

Intermediate Performance Indicators

- Use graphical, statistical, and presentation software to present projects to fellow classmates.
- Explain the impact of the use and abuse of electronically generated information on individuals and families.

Commencement Performance Indicators

- Discuss how applications of information technology can address some major global problems and issues.
- Discuss the environmental, ethical, moral, and social issues raised by the use and abuse of information technology.

Standard 3 Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

KEY IDEA 1: Students use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.

Elementary Performance Indicators

- Use patterns and relationships to analyze mathematical situations.
- Use logical reasoning to reach simple conclusions.

Intermediate Performance Indicators

- Apply a variety of reasoning strategies.
- Make conclusions based on inductive reasoning.

Commencement Performance Indicators

- Construct simple logical arguments.
- Construct proofs based on deductive reasoning.

KEY IDEA 3: Students use mathematical operations and relationships among them to understand mathematics.

Elementary Performance Indicators

- Add, subtract, multiply, and divide whole numbers.
- Know single digit addition, subtraction, multiplication, and division facts.

Intermediate Performance Indicators

- Add, subtract, multiply, and divide fractions, decimals, and integers.
- Use grouping symbols (parentheses) to clarify the intended order of operations.

Commencement Performance Indicators

- Use addition, subtraction, multiplication, division, and exponentiation with real numbers and algebraic expressions.
- Explore and use negative exponents on integers and algebraic expressions.

KEY IDEA 4: Students use mathematical modeling/multiple representation to provide a means of presenting, interpreting, communicating, and connecting mathematical information and relationships.

Elementary Performance Indicators

- Construct tables, charts, and graphs to display and analyze real-world data.
- Use multiple representations (simulations, manipulative materials, pictures, and diagrams) as tools to explain the operation of everyday procedures.

Intermediate Performance Indicators

- Represent numerical relationships in one- and two-dimensional graphs.
- Investigate both two- and three-dimensional transformations.

Commencement Performance Indicators

- Represent problem situations symbolically by using algebraic expressions, sequences, tree diagrams, geometric figures, and graphs.
- Use learning technologies to make and verify geometric conjectures.

KEY IDEA 5: Students use measurement in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.

Elementary Performance Indicators

- Collect and display data.
- Use statistical methods such as graphs, tables, and charts to interpret data.

Intermediate Performance Indicators

- Develop measurement skills and informally derive and apply formula in direct measurement activities.
- Explore and produce graphic representations of data using calculators/ computers.

Commencement Performance Indicators

- Derive and apply formulas to find measures such as length, area, volume, weight, time, and angle in real-world contexts.
- Use statistical methods including measures of central tendency to describe and compare data.

KEY IDEA 7: Students use patterns and functions to develop mathematical power, appreciate the true beauty of mathematics, and construct generalizations that describe patterns simply and efficiently.

Elementary Performance Indicators

- Recognize, describe, extend, and create a wide variety of patterns.
- Use a variety of manipulative materials and technologies to explore patterns.
- Interpret graphs.

Intermediate Performance Indicators

- Explore relationships involving points, lines, angles, and planes.
- Use patterns and functions to represent and solve problems.

Commencement Performance Indicators

- Use computers and graphing calculators to analyze mathematical phenomena.
- Represent and analyze functions using verbal descriptions, tables, equations, and graphs.

Even though the MST standards seem to be the most apparent standards to attach our technology goals to, the Hannibal Central School District is also committed to the goal of integrating technology into all content areas and grade levels PreK-12.

At the elementary level staff has integrated the use of mobile laptop labs into their instructional practice. Teachers are using the Compass Learning Odyssey program, as well as several other programs purchased to support our Reading First initiative. Several website are also used in instruction at this level, they include the Harcourt Trophies Reading series website, starfall.com, and mathstories.com. Elementary teachers are also using the harcourtschool.com website to support the core reading series used at the elementary level.

Within the secondary program (as well as the intermediate programs), teachers have chosen to use specific software to support the individual curriculums. Teachers believe that these specific applications can help support the learning process by allowing student to use synthesis and applied scenarios within a safe learning environment. Furthermore, the teachers believe that adopted software packages such as Microsoft Office, will allow greater student creativity and in turn, this has raised the expectations of the work students will turn in. These integrated tools and the World Wide Web as resources, continue to make a significant impact on the quality of student created work and student learning experiences.

Security

As technology moves forward, so do the challenges of maintaining a safe and secure technology environment. In an effort to make our staff and students as safe as possible and to ensure the learning process is not impeded by any one individual, the following steps have been put into place:

- All Students, teachers, administrators, staff and community members are bound by the Hannibal Central School Acceptable Use Policy and are accountable to disciplinary action if found in violation of this policy.
- All Internet content will be filtered for inappropriateness as deemed by the code and conduct of the Hannibal Central School District by using Sonic Wall filtering software, an internet proxy, appropriate browser settings, and the use of using block lists.
- A firewall is set up to ensure the networks in the Hannibal Central School District are safe from outside sources. Firewall security is also enhanced by consistent monitoring of the firewall logs.
- The district utilizes multiple antivirus programs to ensure that the network, workstations, and data are secure and safe.
- A privatized network using a proxy server is in place to again ensure the Hannibal Central School Network is safe from outside sources.
- Group policies have been put into place to ensure no individual can seek out information in another individual's home directory.
- Back up storage routines are completed daily to ensure data is safe if the networks fail.
- Desktop policies have been put into place to ensure everyone has equal access to the technology without any problems.
- A secure VPN has been set up to allow external authorized personnel access to parts of the District's internal network examples include, phone systems, Foodservices, and network administration.

Technical Support

Support is an integral part of any program, especially in the area of technology. As we move ever forward toward having multiple computers in every classroom, multiple labs in every building and all of our administration and support staff using technology, we must move ourselves into a position to support these machines and networks. Industry standards for technology support are approximately 50 workstations to one technician. The current support ratio in our district is approximately one technician to 165 workstations. This load has created a backlog for those waiting for support.

To better facilitate handling this backlog, the Instructional Computer Service (ICS) team has developed a help desk management system to better service the needs of the district.

Requests are prioritized as to the need.

- Priority one.... network issues and server issues
- Priority two.... classroom instructional issues
- Priority three.... administrative and support staff issues
- Priority four.... lab workstation issues

Over the summer months there are many tasks that need to take place, including but not limited to:

- Hardware cleaning – physical (time intensive)
- Hardware cleaning – software (time intensive)

Each technician can accomplish the above two tasks to approximately 6 workstations per day

- Fileserver maintenance
- Inventory support
- New installations (software and hardware)
- New student account creation

**Hannibal Central Schools
2007-2008
Technology Budget**

Task	Location	Cost	Funding	Notes
Payment on current desktop lease agreement	Classrooms Administrative Offices	\$40,813	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	Payment on lease of 178 desktop stations
Replace 40 workstations	Classrooms Administrative Offices	\$33,000	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	These will be replacing 7 plus year old computers
Facilitate software purchases to support classroom curriculum	District wide	\$12,000	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	Monies to be used for instruction supporting software
Add one network server	District wide	\$ 7,500	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	Add server to expand network capabilities
Replace 20 inkjet and add 3 color laser printers	District wide	\$10,000	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	Replace broken inkjets and install 1 color laser in each building
Replace one network switch	Kenney Middle School	\$ 1,200	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	Not cost effective to repair current switches.
Purchase 3 smart boards for classroom instruction	District wide	\$ 6,300	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	3 units
Create opportunities for students to utilize the Distance Learning Lab	District wide	\$32,000	On going yearly Co-Ser fee	Funding for DL classes and virtual field trips
Work with the Models School Coordinator to facilitate staff training	District wide	\$ 8,622	On going yearly Co-Ser fee	Training model to be developed to allow in district training

**Hannibal Central Schools
2007-2008
Technology Budget**

Task	Location	Cost	Funding	Notes
Telecommunications	District wide	\$26,508	BOCES Funding Co-Ser 601 TLC-03	
Telecommunications Interconnect Service	District wide	\$31,000 \$ 1,650	BOCES Funding Co-Ser 602 TIC 02 Co-Ser 602 TIC-03	
Student Services	District wide	\$65,986.74	BOCES Funding	
ICS Department Staff Salaries	District wide	\$124,000	Local General Budget	

NOTE:

No pager or cell phone use
Co-Ser 620 INT not applicable
Co-Ser 620 NCL-02 not applicable

**Hannibal Central Schools
2008-2009
Technology Budget**

Task	Location	Cost	Funding	Notes
Payment on current desktop lease agreement	Classrooms Administrative Offices	\$40,813	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	Payment on lease of 178 desktop stations
Replace 45 workstations	Classrooms Administrative Offices	\$37,000	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	These will be replacing 7 plus year old computers
Facilitate software purchases to support classroom curriculum	District wide	\$14,000	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	Monies to be used for instruction supporting software
Replace 20 inkjet and add 3 color laser printers	District wide	\$10,000	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	Replace broken inkjets and install 1 color laser in each building
Replace one network switch	Kenney Middle School	\$ 1,200	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	Not cost effective to repair current switches.
Purchase 3 smart boards for classroom instruction	District wide	\$ 6,300	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	3 units
Create opportunities for students to utilize the Distance Learning Lab	District wide	\$34,000	On going yearly Co-Ser fee	Funding for DL classes and virtual field trips
Work with the Models School Coordinator to facilitate staff training	District wide	\$ 9,122	On going yearly Co-Ser fee	Training model to be developed to allow in district training

**Hannibal Central Schools
2008-2009
Technology Budget**

Task	Location	Cost	Funding	Notes
Telecommunications	District wide	\$27,303	BOCES Funding Co-Ser 601 TLC-03	
Telecommunications Interconnect Service	District wide	\$31,930 \$ 1,700	BOCES Funding Co-Ser 602 TIC 02 Co-Ser 602 TIC-03	
Student Services	District wide	\$69,945	BOCES Funding	
ICS Department Staff Salaries	District wide	\$127,720	Local General Budget	

NOTE:

No pager or cell phone use
Co-Ser 620 INT not applicable
Co-Ser 620 NCL-02 not applicable

**Hannibal Central Schools
2009-2010
Technology Budget**

Task	Location	Cost	Funding	Notes
Payment on current desktop lease agreement	Classrooms Administrative Offices	\$40,813	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	Payment on lease of 178 desktop stations
Replace 51 workstations	Classrooms Administrative Offices	\$42,000	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	These will be replacing 7 plus year old computers
Facilitate software purchases to support classroom curriculum	District wide	\$16,000	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	Monies to be used for instruction supporting software
Purchase 9 projectors	District wide	\$9,000	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	These will be replacing projectors already in use
Replace 20 inkjet and add 3 color laser printers	District wide	\$10,000	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	Replace broken inkjets and install 1 color laser in each building
Replace one network switch	Kenney Middle School	\$ 1,200	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	Not cost effective to repair current switches.
Purchase 3 smart boards for classroom instruction	District wide	\$ 6,300	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	3 units
Add one network server	District wide	\$ 7,500	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	Add server to expand network capabilities
Create opportunities for students to utilize the Distance Learning Lab	District wide	\$36,000	On going yearly Co-Ser fee	Funding for DL classes and virtual field trips

**Hannibal Central Schools
2009-2010
Technology Budget**

Task	Location	Cost	Funding	Notes
Work with the Models School Coordinator to facilitate staff training	District wide	\$ 9,622	On going yearly Co-Ser fee	Training model to be developed to allow in district training
Telecommunications	District wide	\$28,122	BOCES Funding Co-Ser 601 TLC-03	
Telecommunications Interconnect Service	District wide	\$32,887 \$ 1,750	BOCES Funding Co-Ser 602 TIC 02 Co-Ser 602 TIC-03	
Student Services	District wide	\$74,141	BOCES Funding	
ICS Department Staff Salaries	District wide	\$131,551	Local General Budget	

NOTE:

No pager or cell phone use
Co-Ser 620 INT not applicable
Co-Ser 620 NCL-02 not applicable

**Hannibal Central Schools
2010-2011
Technology Budget**

Task	Location	Cost	Funding	Notes
Replace 106 workstations	Classrooms Administrative Offices	\$86,000	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	These will be replacing 7 plus year old computers
Facilitate software purchases to support classroom curriculum	District wide	\$18,000	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	Monies to be used for instruction supporting software
Purchase 9 projectors	District wide	\$9,000	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	These will be replacing projectors already in use
Replace 20 inkjet and add 3 color laser printers	District wide	\$10,000	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	Replace broken inkjets and install 1 color laser in each building
Replace one network switch	Kenney Middle School	\$ 1,200	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	Not cost effective to repair current switches.
Purchase 3 smart boards for classroom instruction	District wide	\$ 6,300	Oswego County BOCES Common Learning Objectives Co-Ser Title Funds Local General Budget Grant Monies	3 units
Create opportunities for students to utilize the Distance Learning Lab	District wide	\$38,000	On going yearly Co-Ser fee	Funding for DL classes and virtual field trips
Work with the Models School Coordinator to facilitate staff training	District wide	\$10,122	On going yearly Co-Ser fee	Training model to be developed to allow in district training

**Hannibal Central Schools
2010-2011
Technology Budget**

Task	Location	Cost	Funding	Notes
Telecommunications	District wide	\$28,966	BOCES Funding Co-Ser 601 TLC-03	
Telecommunications Interconnect Service	District wide	\$33,874 \$ 1,802	BOCES Funding Co-Ser 602 TIC 02 Co-Ser 602 TIC-03	
Student Services	District wide	\$78,589	BOCES Funding	
ICS Department Staff Salaries	District wide	\$135,500	Local General Budget	

NOTE:

No pager or cell phone use
Co-Ser 620 INT not applicable
Co-Ser 620 NCL-02 not applicable

Instructional Computing Services Support Staff

Technology Coordinator Michael DiFabio / Designee

Job Description

- Supervise Computer Services Assistants, LAN Techs and System Administrator in all buildings.
- Chair Technology Committee.
- Oversee implementation of Technology Plan in the areas of software and hardware integration, technology integration into the curriculum, purchasing, budgeting and evaluation.
- Model Schools site administrator and CLO CO-SER Committee member.
- Troubleshooter district wide.
- Provide staff development.
- Meet with individual grade levels and content area teachers to discuss technology related issues.
- Personally receives staff development to stay current on technology and curriculum areas.
- Perform all duties of the Computer Service Assistants at all levels (see attached).
- Knowledge and understanding of the field of educational and administrative technology.
- Strong knowledge of advanced telecommunications systems.
- Strong knowledge of personal computer application in the educational and administrative environment.
- Course work, experience and knowledge of instructional computer applications/computer hardware and software/curriculum development/facilitating/training.
- Ability to develop, implement, manage, and update a comprehensive system-wide technology plan.
- Experience in program and budget administration.
- Successful experience in the use of technology within a large school district (K-12).
- Ability to exemplify organizational philosophy and values.
- Demonstrated ability to work with people as part of a team.
- Good technical reading, written and oral communications skills.
- Alternatives or additions to the above qualifications as deemed appropriate by the Superintendent.

Current Status

The Technology Coordinator position is temporarily being filled by the Superintendent.

LAN/WAN System Administrator Douglas Brescia

Job Description

Hannibal Central School District

- Design, install, upgrade, configure, and repair local and wide area network hardware and infrastructure.
- Perform daily operations of managing the network. This includes operation of networking components such as switches, routers, hubs, bridges, and transport media (wire, fiber optic cable, and/or wireless), server and system log analysis, as well as operation of configuration and management software tools.
- Monitor network traffic, usage and performance, making use of utilization and error statistics.
- Maintain network stability by identifying trends, recommending and implementing corrective measures, and documenting action taken.
- Serve as technical specialist in network problems and emergencies. Responsible for troubleshooting and resolution of network problems.
- Maintain and improve security in response to industry developments and user experience.

- Implement and verify software upgrades, including operating system patches and anti-virus definitions.
- Monitor, test and upgraded network security components (e g, firewall, DMZ, firewall rule base).
- Monitor traffic to and from network devices for security violations.
- Establish network encryption requirements and standards.
- Insure remote access is properly controlled through permissions and secure access.
- Back up user account information and data in accordance with District procedures. System audits and backups are performed according to proper procedures to protect against unforeseen outages and data losses.
- User names and passwords are set and tested.
- Evaluate, test, and recommend appropriate technology for use in the educational environment.
- Install, test, upgrade, configure, secure and repair, computers and servers and related hardware.
- Read technical journals and/or manuals, monitor list servs, attend vendor seminars and appropriate professional development workshops to learn about the maintenance and use of emerging computer hardware, software, security issues, and network systems.
- Carry out supervisory responsibilities in accordance with District policies.
- Control network and computer activity to ensure sound and secure operations.
- Maintain schematics of existing and future network connectivity; maintain documentation for cable plant, the District network, and server configuration.
- Adhere to and promote the ethics of copyright law application, and assist in the verification of District software licensing compliance.
- Advise and train clients regarding networking and computer technology issues.
- Work with software and hardware vendors with regard to pricing of equipment and technical support.
- Performs other duties as assigned.

Local Area Network Technician
Rosemary Emmons

Job Description

Hannibal Central School District

- Assists teachers in the integration of computer associated instruction into the curriculum.
- Previews new software and learns basic usage.
- Installs software and program instructions.
- Prepares printouts for staff as needed.
- Distributes incoming software and maintains records of purchases.
- Maintains inventories of software, hardware and computer supplies for the district.
- Maintains Audio/Visual Inventory, forwards damaged equipment for repair.
- Work with software and hardware vendors with regard to pricing of equipment and technical support. Arranges for site license and special rates for multiple copies.
- Arranges for generation of purchase order for hardware and software.
- Records all warranties and repairs, and arranges for software updates, as needed, prepares reports as needed.
- Verifies tape backup unit is in working order and functioning properly.
- Perform preventive maintenance on hardware.
- Assist Media Specialist with hardware and software issues in all buildings.
- Troubleshoots and diagnoses software and hardware problems, as needed, and forwards damaged equipment for repair.
- Assigns work stations and print stations within the district and ensures they are in working order.
- Creates and maintains all voice related services (call-accounting, voice mail setup, account assignment).

- Software support for Administrative and clerical (CNYRIC, Munis, Solstar).
- Advise and train clients regarding networking and computer technology issues.
- Control network and computer activity to ensure sound and secure operations.
- Install, test, upgrade, configure, secure and repair, computers and related hardware.
- Adhere to and promote the ethics of copyright law application, and assist in the verification of District software licensing compliance.
- Perform other related duties, as assigned.

**Computer Services Assistant
Marjorie Shortslef**

Job Description

Hannibal Central School District

- Assists teachers in the integration of computer associated instruction into the curriculum.
- Previews new software and learns usage.
- Installs software and program instructions.
- Prepares printouts for staff as needed.
- Troubleshoots and diagnoses software and hardware problems, as needed, and forwards damaged equipment for repair.
- Perform preventive maintenance on hardware.
- Assist building level system operators.
- Assist Media Specialist with hardware and software issues in all buildings.
- Distributes incoming software and maintains records of purchases.
- Maintains inventories of software, hardware and supplies for the district.
- Records all warranties and repairs, and arranges for software updates, as needed, prepares reports as needed.
- Assigns work stations and print stations within the district and ensures they are in working order.
- Install, test, upgrade, configure, secure and repair, computers and related hardware.
- Advise and train clients regarding networking and computer technology issues.
- Maintains Audio/Visual Inventory, forwards damaged equipment for repair.
- Assists LAN/WAN System Administrator and LAN Technician as needed.
- Perform other related duties, as assigned.

**Computer Lab Teaching Assistant
Meghan Welling**

Job Description

Fairley Elementary School

- Assists students in the usage of microcomputers in the laboratory.
- Assists teachers in the integration of computer associated instruction into the curriculum.
- Assist Media Specialist with Hardware and software issues.
- Previews new software and learns usage.
- Prepares printouts for staff as needed.
- Perform preventive maintenance on hardware.

Technology Committee Members

Name

Title

Robert Berson	Adminstrator
Doug Brescia	Instructional Computer Services
Tucker Brown	Teacher
Carol Burch	Teacher
Jamie Currier-Dix	Teacher
Michael DiFabio	Superintendent
Michelle Digaetano	Teaching Assistant
Joseph Dunsmoor	Administrator
Rosemary Emmons	Instructional Computer Services
Kathleen Francis	Teacher
Nancy Labbe	Reading First
Peter Mahan	Teacher
Marjorie Shortslef	Instructional Computer Services
Penny Winklebleck	Librarian
Robert Wren	Adminstrator
Linda Young	Librarian

Acceptable Use Policy

Computer accounts are provided so students, staff, and faculty can do assignments, research, and other school-related activities. They are not intended for recreational purposes, or for activities which are not appropriate for school. Computer use is intended for those who are willing and able to use them responsibly. Those who violate the rules may have their accounts terminated.

Please review these rules frequently because they are subject to change.

- **No one is authorized to share their account or to use anyone else's account without permission from the ICS department.**
- You **may not** use any computer to look for or access pornographic or other material which is not appropriate for school. Some examples are: tasteless/gross humor, profanity, weapons, gambling, etc.
- You **may not** use any computer for malicious purposes. Some examples are but not limited to; interfering with someone else's account, altering any programs or data, misrepresenting other users or entering restricted areas of the network.
- All communications and information accessible via the network including E-mail **should not** be assumed to be private property.
- Use of the computer for games, music CD's, or streaming audio/video. (Ex: radio stations, movie clips etc.) is not allowed without prior permission, unless in a instructional setting (class).
- You **may not** use the school's computers to create, change or add to any web page, unless it is part of a supervised classroom activity.
- Internet Chat is **not** allowed.
- **Do not** download games, or other files from the Internet without authorized permission from the ICS department
- **Do not** give out **ANY** personal information about yourself or anyone else including addresses or phone numbers while you are on-line.
- You **may not** use the computers for buying, selling, or advertising.
- **No** food or drinks are allowed near any computer!
- **You must** sign in where a log in sheet is supplied (ex. Libraries).
- **You may** only use your HCS e-mail account all other e-mail accounts are prohibited.
- If you need to print more than 10 pages, please **get permission** from the staff member in charge first.
- Personal copies from the computer which do not relate to the H.C.S. instruction **are prohibited**. You will be charged for personal copies.
- You must get permission from your teacher **before** using any piece of computer equipment, (scanners, cameras, etc.)
- While using any equipment it is your responsibility to take care of it. **No equipment may be moved** without permission from the Technology Director.
- The installation of copyrighted software for use on district computers by anyone other than the *ICS department **is prohibited**.
- You **may not** copy any programs in school to use on your computer at home.
- Data disks brought from home **must be** checked for viruses before they can be used on any school computer.
- **All rules** posted in Labs and Classrooms are also part of the HCS AUP.
- An AUP policy **is posted** on the web with a FAQ section and a list of Disciplinary Actions.
- **Any violations** of the use of the Internet should be reported to the teacher, librarian or technology facilitator assigned to the user area.

Discipline Action for Violation of Acceptable Use Policy

The violations on the preceding rules are not all-inclusive. A user who commits an act of misconduct which is not listed may also be subject to disciplinary action.

Staff intervention strategies such as teacher/student conferences, auxiliary staff/student intervention, and teacher/parent contacts are to be made for acceptable Use Policy violations when administrative action is necessary. Any or all of the following intervention strategies and disciplinary actions may be used by administrators but are not limited to.

- Administrator/student conference or reprimand.
- Required to complete training in the proper procedure before student is allowed to use computer equipment.
- Administrator/parent contact.
- Referrals and conferences involving various support staff or agencies.
- Behavioral contracts.
- Required to serve a suspension from using all computer equipment for _____ days.
- Confiscation of inappropriate item(s).
- Restitution/restoration.
- Denial of participation in class and/or school activities.
- Banned from access to Internet or e-mail for a specified period of time.
- Banned from using all computer equipment, networks, or Internet.
- In-school suspension from one (1) to five (5) days

-----cut here and return this slip-----

DISCLOSURE STATEMENT:

I have read the acceptable use policy and agree to the terms listed. I understand the violation of any of the above procedures will result in disciplinary action.

Faculty/ Staff/ Students

Name:(print) _____ Signature _____

Date: _____ Grade _____

Child Internet Protection Policy

Access to the Internet using the [District's or BOCES'] computer equipment is subject to the following restrictions:

- A. Filtering. Filtering software will be used to block minors' access to:
1. Visual depictions that are (a) obscene, (b) child pornography, or (c) harmful to minors;¹ and
 2. Internet sites which, in the Board's determination, contain material which is "inappropriate for minors." (See item B. below.)

Adult access to visual depictions that are obscene and/or child pornography will also be blocked. However, the Superintendent or his/her designee may disable the software to enable access to blocked sites for bona fide research or other lawful purposes.

B. Matter Inappropriate for Minors. The Board will (from time to time) determine by resolution what Internet material is "inappropriate for minors" in the [District or BOCES]. This determination will be based on community standards.

C. Safety of Minors When Using Direct Electronic Communications. In using the computer network and Internet, minors are not permitted to reveal personal information such as home addresses, telephone numbers, their real last names or any other information, which might allow someone they are communicating with online to locate them. No minor may arrange a face-to-face meeting with someone he/she "meets" on the computer network or Internet without his/her parent's permission.

- D. Unauthorized Access and Other Unlawful Activities. It is a violation of this Policy to:
1. Use the [School's or BOCES'] computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access;
 2. Damage, disable or otherwise interfere with the operation of computers, computer systems, software or related equipment through physical action or by electronic means; and/or
 3. Violate state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or any other applicable law or municipal ordinance.

E. Unauthorized Disclosure and Dissemination of Personal Identification Information Regarding Minors. Personally identifiable information concerning minors may not be disclosed or used in any way on the Internet (e.g., on the [District's or BOCES'] web page or otherwise) without the permission of a parent or guardian. If a student is 18 or over, the permission may also come from the student himself/herself.

F. Regulations and Dissemination. The Superintendent is authorized to develop and implement regulations consistent with this policy. The Superintendent will also be responsible for disseminating the policy and associated regulations to school personnel and students.

¹ The terms "obscene", "child pornography", "harmful to minors", and "matter inappropriate for minors", used throughout the policy, are defined in the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act (Public Law 106-554). See Appendix A.

Appendix A

Generally speaking, “**obscenity**” is defined as any work that an average person (applying contemporary community standards) would find, taken as a whole, appeals to a prurient interest. The work also must depict or describe, in a patently offensive way, sexual conduct as specifically defined in state law. Moreover, the work, taken as a whole, has to lack serious literary, artistic, political or scientific value. (See 18 U.S.C. §1460 and the cases interpreting that statute.)

“**Child pornography**” is defined as:

... any visual depiction, including a photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical or other means, of sexually explicit conduct, where (a) the production of visual depiction involves the use of a minor [someone under the age of 18] engaging in sexually explicit conduct; (b) such visual depiction is or appears to be, of a minor engaging in sexually explicit conduct; (c) such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or (d) such visual depiction is advertised, promoted, presented, described or distributed in such manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct. (18 U.S.C. §2256[8]).

The phrase “**harmful to minors**” is defined as:

... any picture, image, graphic image, file, or other visual depiction that (a) taken as whole and with respect to minors [defined here as anyone under the age of 17], appeals to a prurient interest in nudity, sex or excretion; (b) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (c) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. (Public Law 106-554, §1703[b][2].)

The phrase “**matter/material inappropriate for minors**” must be defined by a determination by the Board applying local community standards. (Public Law 106-554, §1732[1][2].)