
Half Hollow Hills
Central School District

Technology Integration Plan
July 2010 – June 2013

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Executive Summary

For hundreds of years industries have relied on technology. This reliance has improved the efficiency and productivity of the United States in world markets. However, our world continues to change rapidly. The information age is upon us. Industries remaining competitive have vigorously embraced new information and management technologies. Their use of these computer-based technologies is critical to economic survival. It is no longer debatable that technology must be integrated into all school-related operations.

The Half Hollow Hills School District strongly supports the principle that:

“Each individual has a capacity to learn which can be developed and nurtured through formal educational experiences. The ultimate mission of the New York State educational system is to help each individual identify, develop, and utilize his capabilities for his personal welfare and that of society. The development of the specific capabilities needed by individuals generally are the goals of education.”¹

"It is critical that 21st century learning environments address the multiple and interconnected needs of the whole child," said Paige Kuni, chair of the Partnership for 21st Century Skills and worldwide manager of K-12 education for Intel, in a statement released to coincide with the report. "Learning supports are only valuable if they effectively reinforce human relationships, give relevance to learning and encourage student engagement. Schools must devote themselves to more than the mind-body connection to ensure student achievement."

The Half Hollow Hills School District is guided by the principles set forth by the Partnership for 21st Century Skills in their Framework for 21st Century Learning that identifies student outcomes that students should master to succeed in work and life in the 21st century. They are

1. Core Subjects and 21st Century Themes
 - a. In addition to the core subjects of English Language Arts, Languages Other than English, Art, Music, Mathematics, Science, and Social Studies, our belief is that schools must promote understanding of academic content at higher levels and incorporate 21st century interdisciplinary themes of global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health literacy, and environmental literacy.
2. Learning and Innovation Skills
 - a. Creativity and Innovation
 - b. Critical Thinking and Problem Solving
 - c. Communication and Collaboration
3. Information, Media and Technology Skills
 - a. Information Literacy
 - b. Media Literacy

¹ Half Hollow Hills Board of Education Policy #6120

c. ICT Literacy
4. Life and Career Skills

In this second decade of the 21st century, technology is a ‘specific capability’ needed by individuals. In a report commissioned by the US Labor Department, a panel of representatives from business, education, labor, and government, identified five abilities as crucial if a student is to succeed in the modern workplace. Of these five abilities, two specifically mention technology, and the remaining three can be taught and reinforced using skills and concepts that are indigenous to various technologies. The report calls these areas the “hallmarks of today’s expert worker.”²

“The five abilities are:

1. The ability to identify, organize, plan and allocate resources...
2. The ability to work with others...
3. The ability to acquire and evaluate information, including using computers, interpreting and communicating data.
4. The ability to understand how various parts of a system fit together...
5. The ability to work with various technologies. This includes choosing the right tools or equipment for each job, maintaining and troubleshooting equipment.

The members of the commission believe that these competencies are applicable from the shop floor to the executive suite.

Technology refers to a wide variety of resources such as computers, hypermedia, video, telecommunications, fiber optics, FAX machines, digital cameras, and many other tools, systems and equipment specifically designed to promote effective classroom instruction and school management. Integration of technology into curriculum areas and its use in classrooms is in line with today’s leading educational strategies, fostering and supporting active learning, cooperative learning, individualized learning, and interdisciplinary learning. Multimedia technologies allow students to take advantage of the medium—sound, video, text, or graphics—that speaks most clearly to them or that best expresses a given idea. Multimedia materials invite students to think critically, as they navigate through information, making connections and drawing conclusions along the way.

Educators are faced with the enormous task and challenge of preparing students to live happily and productively in a century whose demands can only be imagined. In August 1991 to meet this challenge Superintendent of Schools Kevin N. McGuire commissioned a team to generate a plan that would serve as the district’s blueprint to further develop and improve its technological infrastructure and integrate this system within the district’s overall school improvement plans. The original plan finalized and adopted in 1994 has been our guide as we moved into the 21st century. There has been a continual cycle of evaluation, assessment, modification and implementation, and the current Superintendent, Sheldon Karnilow and Board of Education is equally committed to this vision of technology integration and use.

² U.S. Department of Labor

The intent of this plan as also stated by the New York State Department of Education is to provide direction for planning so technology can be applied more effectively to:

- enhance the teaching/learning environment
and
- improve the management of our schools.³

It is the belief of the planning team that the following action plans need to be implemented in order to meet the challenges of the next decade and beyond.

- I Maximize student learning by continuing to integrate technology into all curriculum areas.
- II Provide students with access to technology in all instructional areas.
- III Provide teachers access to technology for lesson preparation.
- IV Provide ongoing training and staff development for technology.
- V Provide technical support to optimize student and staff use of existing equipment.
- VI Equip each school with computer labs that will accommodate classes of students, providing each student with a workstation.
- VII Provide students and staff access to electronic networks within and among district buildings.
- VIII Provide centralized electronic system for student recordkeeping and instructional inventory.
- IX Support students' research skills by continuing to provide automated school libraries and full access to electronic resources.

Since 1991, a technology committee initially consisting of teachers, and administrators, and then enhanced by the addition of students, district residents and professionals in the field of technology meet regularly to assess and evaluate the integration of technology into all district programs and to revise and update the District Technology Plan. The focus of the action plans is; the continuing efforts to maintain state-of-the-art computers in each classroom, the integration of technology to curriculum, and continued high speed Internet access for all students and staff.

The established district school budget funds these endeavors and reductions in costs are being sought in e-rate reductions as outlined in the Federal Communications Act of 1996.

Since August of 1999, an extensive wide area network infrastructure has been implemented which connects each of our school local area networks for both data and voice communications via high speed communications lines.

It is recognized that the Technology Plan is an ongoing effort, which will continue to be refined as the ever-changing world of technology evolves.

³ Technology Planning for Improving Schools, University of the State of New York

Goals

The ongoing goals of the Half Hollow Hills School District (which can be found at <http://www.hhh.k12.ny.us/page.cfm?p=976731>) are”

- To embrace technology as a tool to strengthen teaching and learning, and to effectively manage all District data.
- Improve communication between and among stakeholders
- Ensure equitable opportunities and optimal outcomes for all students.
- Maximize the achievement of all students by strengthening our Districtwide Professional Learning Community

Our District Technology plan addresses each of these goals.

Technology Mission Statement

The Technology Mission of the Half Hollow Hills School district is to prepare students for the challenges of the future in a rapidly change society. In the accomplishment of this mission:

- Students will acquire the knowledge bases and skills to utilize technology effectively in their environment.
- Students will be able to communicate effectively through the utilization of appropriate technologies.
- Students will benefit from a curriculum enhanced by the productive use of technology.
- Students will be supported by a staff knowledgeable about emerging technologies and skilled in implementing them.
- Students will benefit from improved decision making through the district’s use of a comprehensive information retrieval system.
- Students will have access to suitable hardware and software to accomplish these goals.
- Students will be part of a community that is aware of the district’s technological resources and capabilities.
- Students will benefit from ongoing analysis and planning that involve all aspects of the community.

Our goals are ...

- to foster lifelong learning
- to actively involve students in learning and to have them approach learning with great enthusiasm
- to provide students the opportunities to reach their intellectual potential by providing access to the resources, materials, and tools that best fit their learning styles and needs
- to encourage learning experiences beyond the classroom
- to have students take more responsibility for their own education with the instructional staff guiding their inquiries

-
- to offer an interdisciplinary curriculum which blurs the lines between disconnected subjects
 - to insure that technology is used as a tool for learning and not as an end in itself

So that our students will ...

- learn how to learn
- communicate effectively
- work cooperatively with group goals and individual accountability
- build on the strength of individual skills through collaborative learning
- have greater opportunities for individualized instruction

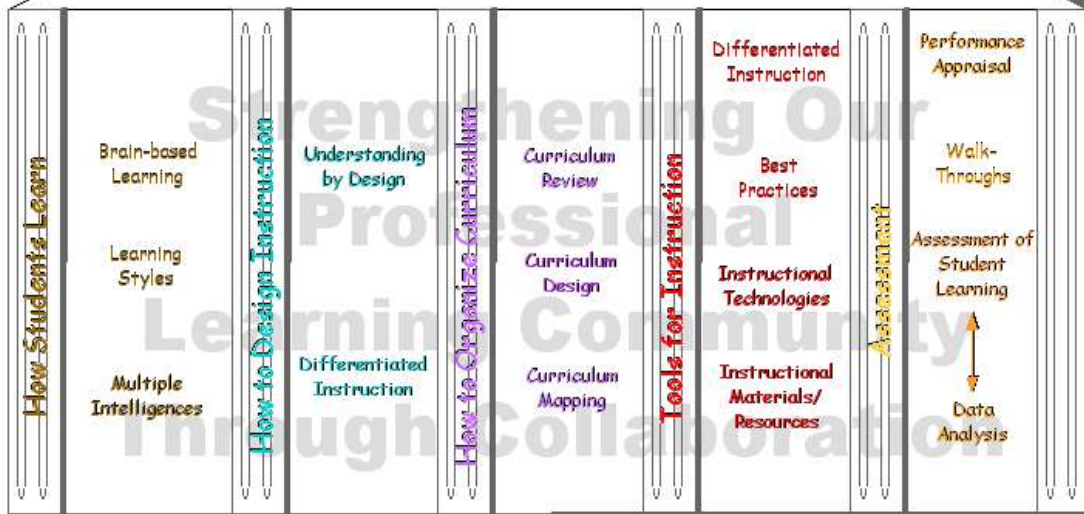
As we proceed we should remember...

- technology can be a catalyst to equalize experience
- students should engage in “real world” problem solving
- use of computer-based technology has a positive impact on achievement, self-esteem, motivation and enthusiasm for learning
- multimedia technology and electronic communication encourage collaboration and increase communication among students, teachers, parents, administrators, and other experts
- change takes time; new curriculum, new pedagogical approaches, and new technologies cannot be fully incorporated into a school in one or two years
- staff development programs based on meeting teachers’ curricular needs are more successful than programs of a general or survey nature
- value will be added to the professional work of teachers if they are provided with the opportunities to master new technologies and tools
- for staff development, in-house experts are more helpful than outside experts if changes in pedagogy are to be sustained over time
- a long range plan must be flexible to accommodate the industry and technology changes as they develop

As evidenced by the following diagram, “Enhancing Teaching and Learning Through Differentiated Instruction,” Half Hollow Hills has a well thought out vision of the strategies it will follow to maximize student achievement. This vision guides all decisions regarding learning and teaching. The diagram also makes clear the fact that technology integration is an integral component.

Half Hollow Hills Central School District

Best Practices To Enhance Teaching and Learning



Maximizing the Achievement of All Learners

revised 4/08

Strategies for Using Information Technology and Communications to Improve Education

Curriculum

In order to insure that our curriculum reflects current research and thinking regarding 21st century skills and the use of technology, the following plans are in place.

- Each summer as the district revises and updates curriculum K-12, each curriculum committee includes at least one technology integration specialist. This “specialist” is a teacher who is exemplary in the use of technology within the curriculum. The role of this teacher on the committee is to ensure that appropriate technology related activities are included.
- Curriculum committees meet monthly throughout the school year to explore technological resources and tools that can be used within the curriculum and address state and national standards.
- See additional information below in the section “Addressing 21st Century Standards”

Teacher Evaluation

To further insure the use and integration of technology within the curriculum, principals, and curriculum area supervisors and directors evaluate teachers on their use of technology within the curriculum as part of formal and informal classroom observations and end-of-the-year assessments.

District Website

In January 2004, the district unveiled its newly designed website, a powerful communication tool for all school and community members. A team consisting of District administrators, teachers and a member of the Board of Education developed this state of the art website to accommodate the complex needs of our community. In the summer of 2009 the site was completely re-designed to take advantage of the latest web development technologies and to continue to allow for dynamic growth and expansion based on the present and future needs of all of our constituents. It contains up-to-date information on our schools, programs, activities, and initiatives, and offers the community the opportunity to provide feedback to the district's administrative team.

Features include:

- A “look and feel” that is clean, precise, and provides fast and intuitive navigation. Menu bars are consistently located at the top and left of every page.
- An interactive calendar feature allows parents who have children in multiple activities to create a personal customized calendar.
- A dynamic and comprehensive layout of the District's organization, mission, programs and activities.
- An instant response email notification system that provides a powerful tool with which to communicate any time, day or night, with anyone who chooses to signup for this feature.
- A “Frequently Asked Questions” section where users can go to get answers to common matters pertaining to the District and our schools.
- Enhanced internal and external search capabilities will enable users to search for the information they need; search choices include subjects covered in our website as well as global Google Internet searches.
- An interactive feedback loop enabling the District to provide information to all users, but more importantly to serve as a vehicle to gather information and respond to all constituents.

The website is a valuable tool for the District to pursue its goal “improved communication between and among all stakeholders” and enable us to continue to meet the educational needs of our entire school community.

Teacher eBoards/Websites

Another communication tool extensively used throughout the District is the teacher eBoard. Every K-12 teacher is required to create and maintain a personal eBoard which is

in effect a portal allowing for the dissemination of information to students and their parents. This information includes but is not limited to posting of

- student homework assignments
- links to online curriculum related resources
- pictures of students engaged in class activities
- pdf files of worksheets and other handouts

Infinite Campus

In order to realize the District's goals of maximizing student achievement and improving communication, *Infinite Campus*, an extremely user-friendly, web-based student information system has been implemented. This system enables the District to support "our students in reaching their full potential by connecting the school community to easily accessible information." Teachers, counselors, and administrators have online access to student information including attendance, quarterly grades, standardized test scores and demographic data. Data analysis tools allow authorized stakeholders to easily and independently perform multi-dimensional, "big picture" data examination and reporting.

Through the Parent Portal of Infinite Campus parents/guardians can view online the grades of their middle and high school children. This system provides real time grade reporting. Information is available immediately to parents once a teacher has entered grade information into their electronic Gradebook. For classes in which teachers have opted to open their electronic gradebook, all middle school and high school student grades are viewable. For classes in which teachers have not opted to open the electronic gradebook to the Parent Portal, quarterly grades and daily attendance are still viewable.

Internet Safety

The Internet is a powerful educational tool that provides access to a vast array of information and resources and enables us to communicate via email and chat in ways that were previously not possible. It is important though that we educate our children as to the appropriate and safe use of this dynamic tool. Just as we teach our children not to talk to strangers who might stop them on the street or at the mall, they should know that the same is true on the Internet. In order to help navigate this technological frontier the District has amassed a list of resources that can help parents and teachers understand the Internet and present them; with guidelines and considerations as they work with their children/students. (See <http://www.hhh.k12.ny.us/page.cfm?p=977352>)

In addition the following procedures and curriculum are in place:

- Acceptable use policy has been adopted by the Board of Education.
 - This policy, available in student handbooks, and on District website is signed by all students and their parents K-12. The Students Codes of Conduct also address many of ethical and safety issues.
 - All staff members sign Acceptable Use Policy.

-
- To be in compliance with the Children’s Internet Protection Act the District uses the Barracuda Internet filtering appliance.
 - At the elementary level Internet Safety units are taught in each grade, K through 5 as part of the library program.
 - In the middle schools Internet Safety is a component of the ten-week Computer application class taken by sixth grade students. In addition advisory periods and student assemblies are devoted to Internet Safety, and Cyber-bullying.
 - In the high schools the topic of Internet Safety is addressed in Social Studies and English classes as well as part of the library program.
 - Professional development courses on the Topic of Internet Safety are offered for faculty and staff
 - The topics of Internet Safety and Cyber-bullying have been presented at PTA meetings and community forums sponsored by the District’s outreach program.
 - Attendance by administrators at workshops “Navigate the Landmines of Technology Misuse”

Preparing Students with 21st Century Skill sets

- Addressing creativity, innovation, communication and collaboration:
 - Thinking creatively: The District has available a varied and extensive selection of software applications installed on all District computers. This software enables a wide range of idea creation and presentation techniques while also enabling students to refine, analyze and evaluate ideas (Timeliner, Inspiration, Kidspiration, PowerPoint, Keynote, iMovie, Final Cut, GarageBand, iDVD, Excel, Numbers, Pages, Publisher, Adobe Creation Suite, etc.). In addition, professional development of instructional staff in these applications is in place to insure proper and appropriate use.
 - Working creatively and collaboratively and communicating with others:
 - tools such as our District dedicated Wiki and Voicethread servers as well as the instruction in and use of Google Docs enable students and faculty to work collaboratively with classmates and colleagues.
- Information and ICT Literacy:
 - Accessing and Evaluating Information: Librarians at all levels formally instruct students in how to effectively conduct digital research as well as evaluating websites for veracity, authority, bias and timeliness.
 - Using and Managing Information: Within the Districtwide research paper requirement, secondary teachers instruct students in the management of diverse types of information from many resources; copyright and other ethical and legal issues surrounding the procurement and use of digital resources.
- ICT Literacy is integrated into core academic subject curriculum, making the teaching and learning of core subjects more relevant to needed 21st Century skill sets.
 - Analyzing Media: Specific Art and Business courses analyze in depth how and why media messages are developed. The Family and Consumer

Sciences 7th grade curriculum, through a unit in consumerism, concentrates on how various forms of media influence behavior, beliefs, and consumption.

- Creating Media Products: All instructional computers are equipped with software and hardware components that allow students to select appropriate ways of expressing and interpreting information in diverse ways and formats.

Video Conferencing

During the 2008-2009 school year the District purchased video conferencing equipment to extend learning opportunities beyond the walls of our school buildings. Video conferencing equipment is now available at both high schools and is being used by students in our LOTE classes to interact with other students from around the world. The District is exploring the following additional ways to utilize this equipment

- Virtual fieldtrips
- Connecting to experts in the field e.g. scientists, historians, mathematicians and community resource people who can enhance learning experiences of our students

Web 2.0 Tools

Educational technologist, David Warlick, states “that the very nature of information is changing, practically before our eyes. It is changing in what it looks like, where we find it, what we look at to view it, what we can do with it, and how we communicate it.” The District shares this belief and therefore strives to have students and teachers become familiar with and adept in using tools designed to help us redefine literacy for the 21st Century. To this end, the District supports and encourages the use of a variety of Web 2.0 tools. Specifically teachers, students and administrators are using wikis, voice threads, blogs extensively to communicate, collaborate, share and manage information. To insure the safety of our students as they become familiar with the use, potential, advantages, disadvantages and possible pitfalls of these tools, the District has paid subscriptions to Wikispaces.Com and Educational Voicethreads.Com so that teachers can guide and monitor student use of these tools.

Curriculum Mapping

Over the past 5 years the District has moved from having curriculum available in binders to creating more dynamic resources that are available online. To this end, the electronic files of curriculum are available to teachers on the District website in pdf format. In conversation with teachers and administrators it has been realized that this is not enough, as we want to be able to more easily align our curriculum to standards, engage in collaborative data-informed decision-making, and determine if there are gaps or duplications in our curriculum. Therefore the District decided to pursue the implementation of an online, web-based curriculum-mapping tool. The decision has just been made to use Curricuplan as our vehicle. Plans are currently being made as to the

implementation of this resource. As the timeline is formalized it will be included in this District Technology Plan.

Projectors and Interactive Whiteboards

There are 227 projectors installed in classrooms and instructional spaces districtwide, and another 56 projectors available for use in classrooms that do not have one installed. As there are 669 classrooms this means that 42% of the classrooms currently have projectors. It is the plan to install a projector in every classroom over the next five years.

At the present time there are nine interactive whiteboards installed in the secondary schools. As the presence of an LCD or DLP projector in a classroom has a positive impact on the teacher's ability to use technology within the curriculum the district has prioritized and made the decision to put projectors in more classrooms rather than give fewer classrooms a projector and an interactive whiteboard. The plan is to have all classrooms have an installed projector before interactive whiteboards are installed in a large scale fashion.

Library Services

All school libraries districtwide are media centers where students receive instruction on Internet safety, evaluating validity of websites, and use of online tools for research. Each library is equipped with eight to twenty computer stations and an LCD projector. Destiny library automation software from Follett is used K-12 as the OPAC and library management system.

Online Learning and Class Portals

It is the goal of the District to transform education from individual closed-door classrooms to connected communities where relevant and pertinent instruction enhances every student's success. As a result of input from teachers, administrators and students, the District is investigating class portals, comprehensive online solutions that will enable the District to deliver personalized learning experiences for students that providing online content management, learning management, communication, and "virtual lockers."

Yearly Goals

Goal	Time Period	Action
Investigation and implementation of class portals and online learning	Spring 2010 – Spring 2011	Investigate vendors and solutions
	Fall 2011 – Summer 2012	Implement a pilot program at the secondary level with 30- 50 teachers
	Spring 2012 – Fall 2012	Evaluate and assess effectiveness of the pilot, make adjustments as needed
	Fall 2012 – Summer 2013	Expand the pilot by doubling number of teachers
	Spring 2013 – Fall 2014	Evaluate and assess effectiveness of the pilot, make adjustments as needed
	Fall 2014 – Summer 2015	Implement the online class portal for all secondary students and teachers, Implement a pilot program at the elementary level
Computer replacement	2010-2011	Install 70 K-12
	2011-2012	Install 100 K-12
	2012-2013	Install 100 K-12
Install projectors in classrooms	2010-2011	Install 70 K-12
	2011-2012	Install 100 K-12
	2012-2013	Install 100 K-12
Install interactive whiteboards	2010-2011	none
	2011-2012	Install 50 in classrooms of initial laptop teachers
	2012-2013	Install 75 in classrooms of second round of laptop teachers
Switch and Router replacement	2010-2011	none
	2011-2012	Replace switches at 4 elem schools
	2012-2013	Replace switches at 3 elementary schools

Areas to be further investigated, explored, and developed

- Wireless Access in all locations in all schools
- Online learning and Learning Management Systems
- Virtualization and cloud computing

Professional Development

The Half Hollow Hills Computer/Technology Inservice Program reflects the philosophy of active participatory learning. Teachers are trained in the mechanics of using hardware and software through the exploration of tool software, e.g. drawing programs, word processing and multimedia authoring tools, which enhance and expand the curriculum by including learner-centered, interdisciplinary, constructivist activities.

District Goals of Teacher Training

- Enhancement of teacher “toolbox”
- Skill development
- Curriculum integration
- Modeling

All staff development sessions are designed to serve as models for participatory learning. As learners, the teachers engage in activities that involve collaborative learning, discussion, and independent research.

To accomplish these goals a variety of training formats are used:

- After-school courses: Teachers attend a series of classes at the conclusion of their school day. These courses may be taken for required professional development and inservice credit. Varied formats (survey courses, workshops) and sessions are offered (2.5 hours 5 hours, 7.5 hours, and 15 hours) to address needs of staff. Examples of courses can be found in the 2009 -2010 brochures archived at: http://www.hhh.k12.ny.us/uploaded/User_Folders/profdev/Spring_Tech_Courses_2009.pdf and http://www.hhh.k12.ny.us/uploaded/User_Folders/profdev/Summer_09-Jan_10_tech_courses_with_Jan_addendum.pdf
- Summer training - teachers attend classes during summer vacation. Training may be taken for inservice credit or remuneration.
- Released time - substitute teachers are provided and teachers meet for a full or half day with a trainer.
- Sessions during prep time - trainers meet with teachers in their building during the school day during specific free periods.
- Faculty meetings – staff (computer liaisons) embedded in each school use portions of monthly staff meetings to demonstrate new technologies and their use within curriculum areas.
- Alliance with a local university - a partnership has been forged whereby the university offers a Master's degree program in Educational Technology using district facilities and at a significantly reduced tuition rate.
- A district published quarterly newsletter - *Points and Clicks*. This newsletter, available online at <http://www.halfhollowhills.k12.ny.us/Inservice/pandc/pcap02/index.html>, and distributed to all professional staff, highlights lessons taught by our teachers that

- successfully integrate technology into the curriculum. In addition, the newsletter contains tips, tricks, and resources to help teachers accomplish the goal of integrating technology into the curriculum.
- Administrators are instructed in and apprised of new technology tools as they become available within monthly professional planning and Leadership Council meetings.
 - Paraprofessionals working as technology lab aides and monitors meet annually for a day of professional development to familiarize them with new technology and procedures.
 - Fifty staff “curators” responsible for maintaining various sections of the District website convene several times each year to develop their individual sites and areas and determine better ways of communicating with all constituents.
 - Clerical staff are surveyed as to their technology needs and then instructed accordingly during their prescribed professional development time.

3 Year Plan for Acquiring Basic Technology Integration Skills for Education Staff Involved in the Teacher Laptop Program

As part of on-going instruction and professional development for teaching staff, a 3 year plan has been developed (beginning in year 2007) to insure that teachers procure the necessary skills to use technology as a personal production skill as well as understanding its integration into curriculum areas. The Director and Coordinator of Instructional Computing as well as the Assistant Superintendents for Elementary and Secondary Education are in charge of developing and delivering this instruction. Staff members work as a cohort for each three year cycle, insuring collaboration as well as peer-support in all workshops and instruction. Specific skills and topics planned for are as follows:

Year	Applications/Skills Addressed	Time
First year participants	<ul style="list-style-type: none"> • Basic OS computer skills; intro to photo, video, audio and DVD multimedia authoring tools • classroom web page development • Intro to web 2.0 tools • Basics of Internet research and ethics • development of curriculum based student projects and assessments using technology 	Minimum of 25 hours: <ul style="list-style-type: none"> • three days in the summer • one Saturday in the fall • one Saturday in winter

Second year participants	Social bookmarking tools intro to digital still and video cameras and digital literacy; online content sites of Nettrekker, Learning.com Easy Tech, AP Archives, United Streaming, Visual Thesaurus, Soundzabound	Minimum of 25 hours <ul style="list-style-type: none"> • Two days in summer • One Saturday in the fall • 10 hours of personally chosen workshops from a selection of prescribed training topics
Third year participants	Wiki development, VoiceThread workshop, enhanced podcasting workshop	Minimum of 10 hours of technology workshops from a selection of specific topics

Professional Development for Support Staff

All support staff are required to complete ten-hours of professional development coursework annually. The Superintendent or his designee approves these courses. Topics include Internet Safety, Technology, Wellness, and Student Support Services.

Listed below are courses that were available to the non-certificated staff.

Course	Date	Group	Hours
Gizmo, Gadgets and Geeks	November 17& 24, 2010	Para	5
You're Going to Love This Kid	December 1 & 3, 2010	Para	5
Intermediate Literacy	December 8 & March 17	Para	5
CPI Training	December 9 & 10	Para	10
Flip Your Lids – Using a FLIP Video Camera	December 9, 2010	Para	2.5
Brain Based Learning	December 14 & 16, 2010	Para	5
Story Telling with Digital Camera	December 16 & 17, 2010	Para	5
Learning.com	January 6, 2010	Para	2.5
Stepping Beyond Empowering	January 7 & 14, 2010	Para	5
Security in the School Setting	January 20, 2010	Para	2.5
Teaching Students with Autism	January 21, 2010	Para	2.5
Teaching Safety Skills for Students with Autism	January 25, 2010	Para	2.5
Supporting Students with Powerpoint	January 26, 2010	Para	2.5
Word- Basic	February 23 & 24, 2010	Para	5
HHH eMail	February 25, 2010	Para	2.5
Bully Prevention	March 4, 2010	Para	2.5
Flip Your Lids - Using a FLIP Video Camera	April 12, 2010	Para	2.5
Autism 101	April 13, 2010	Para	2.5
Identifying Stress and How to Deal with It	April 27, 2010	Para	2.5
Building Professional Wellness	May 5, 2010	Para	2.5
Human Relations	November 9 & 16, 2009	Clerical	5
Web Curator Training	December 8 & 15, 2010	Clerical	5
Acrobat	January 6 & 7, 2010	Clerical	5
Where's Waldo - How to Search on the Internet	February 10, 2010	Para	2.5

Beginning MS Publisher	November 9, 2010	Clerical	2.5
Word Basics	January 19 & 20, 2010	Clerical	5
Beginning Excel	January 21, 2010	Clerical	2.5
Intermediate Excel	January 28 ,2010	Clerical	2.5
Intermediate Word	February 2 & 3, 2010	Clerical	5

System to Manage Professional Development

The school district has an in-house created electronic database similar to MyLeaningPlan.com. The system organizes and manages the professional development program. It maintains a record of courses offered, provides employees the ability to register for courses while also enabling an approval process for administrators. In addition the database tracks hours and credits earned. Finally, this data is transferred directly into Finance Manager which is the official employee database and permanent record.

Assessment of Telecommunication Services, Hardware, Software and Network Services

Network Configuration

A Gigabit fiber backbone connects the elementary, middle and high schools, in a star configuration, to the administration building. This configuration provides connectivity between buildings for accessing the Internet and file servers.

combination of hardware and software that provides several layers of protection against intrusions. Currently, the District has implemented the following security applications: Check Point Firewall NGX R70 – firewall software that provides access control, application security, authentication and Network Address Translation (NAT) to block unauthorized network users and protect District users and data.

Barracuda Web Filter

The District has implemented the Barracuda Internet filter appliance that blocks access to web content deemed inappropriate by administration. Spyware and virus protection modules are also included in this appliance.

Symantec Messaging Security

This Symantec system protects business information against threats from inbound and outbound email and instant messages, with integrated antispam, antivirus, and content filtering technologies.

Symantec Premium AntiSpam

This Symantec system provides multi-layered spam prevention that leverages multiple filtering technologies, including spam signatures, heuristics, reputation filters, and language identification.

Symantec Norton AntiVirus

This software is installed on servers and desktops, with antivirus signatures automatically updated.

Accounting Information System

The District currently utilizes Finance Manager as its Accounting Information System. The following modules of Finance Manager are utilized by the District (see description of the individual modules below):

- **Accounting Manager** – Maintains general ledger, accounts payable, budgetary accounting, receipts/revenue, encumbrances/purchasing, project/grant accounting; generates financial documents such as computer-generated checks, purchase orders, account and vendor histories, and assists with controls to maintain data integrity and balanced entries.
- **Budget Manager** – Assists in the annual budget preparation.
- **Human Resource Manager** – Maintains all employee data, including detailed attendance histories, benefits tracking, educational and PDP credits, observations and evaluations, fingerprint tracking, retirement data and emergency medical information.
- **Negotiation Manager** – Creates salary matrices to maintain contract salaries and hourly rates for all personnel. Constructs salary schedules with multiple steps/levels for development of numerous contract scenarios for simple comparison.
- **Payroll Manager** – A payroll generation program that provides detailed employee records and custom generation of payroll.

-
- **Receivables Manager** – Provides all relevant financial documents: invoices, billing journals, aging reports, reminder notices, customer histories and revenue source journals.
 - **Requisition Manager** – Enables individuals throughout the District to electronically submit purchase requisitions and allows for electronic approval of requisitions submitted.

Student Management Systems

Infinite Campus

Infinite Campus is a web based student data management system currently utilized by the District, which allows the District to track attendance, behavior, health and grades of students. The system also provides a course catalog, graduation planning, lesson planning and assists the District in preparing required reports submitted to the New York State Education Department. The system also allows students and parents to access attendance, assessment scores, grade book and report cards via the parent/student portal.

IEP Direct

IEP Direct is the special education student management application currently utilized by the District. IEP Direct is a web-based application that is used in conjunction with Infinite Campus, which allows the District to track student IEP's, evaluations, meetings, and assists with the preparation of New York State required reports. Additionally, IEP Direct enables the preparation of STAC forms, facilitating the recovery of Medicaid funds. The system has an optional Medicaid Direct add-on that automates the Medicaid tracking and billing process for maximizing revenue recovery, which improves data accuracy and accelerates collections. Further, IEP Direct facilitates District compliance with applicable privacy laws and regulations.

Email Archival System

GFI MailArchiver is used to maintain an archive of all District email correspondences and also to meet growing number of regulations on compliance. All emails are stored in a central location.

Software

A Filemaker Pro cross-platform relational database application has been used to create the vehicle used to manage and track software licensing. Items are entered into the database as soon as they are received. The database contains the following information: brand, title, category, version number, licensee name, license key, license quantity, platform info, purchase date, price, vendor and Purchase Order number. Access privileges are set depending on the user's role. An audit trail/history exists for every user and record. The database is backed-up daily to an off-site location. (For a complete list of software titles please see appendix A)

Hardware Inventory – Administrative

A Filemaker Pro cross-platform relational database application has been used to create the vehicle used to manage and track assets. Items are entered into the database as soon as they are received and at that time they receive an asset tag. The database contains the following information: date acquired, make, model, price, vendor, serial number, asset tag number, Purchase Order number, budget code, building, location, and hardware details. Access privileges are set depending on the user's role. An audit trail/history exists for every user and record. The database is backed-up daily to an off-site location.

Building	Servers	Desktops	Printers	Switches	Fax Machines
Central Office	37	247	72	5	12
HSE	1	43	17	3	8
HSW	1	49	8	2	8
Candlewood	2	22	11	2	3
West Hollow	1	23	9	2	3
Chestnut Hill	1	8	5	1	3
Forest Park	2	9	5	1	1
Otsego	1	7	5	1	2
Paumanok	1	7	5	1	1
Signal Hill	1	8	6	1	1
Sunquam	1	7	6	2	1
Vanderbilt	1	7	6	1	1
Transportation	1	8	4	3	3
Totals	51	445	159	25	47

Laptops for administrators 40

Phone info: 336 existing lines w/ local server
 370 existing lines w/ long distance
 110 cell phones

Hardware Inventory - Instructional

Instructional Networked LAN/WAN's

Level	Network Connectivity in Place
High Schools (2)	1000MB, switched, fast Ethernet network Fiber and CAT-5 infrastructure.
Middle Schools (2)	1000MB, switched, fast Ethernet network Fiber and CAT-5 infrastructure.
Elementary Schools (7)	100MB, switched, fast Ethernet network Fiber and CAT-5 infrastructure

Servers – Districtwide

Level	Server Description	Ram	HD	Back-Up
Central AD	Dell PowerEdge 2950 (2) 2 Ghz Quad Core Xeon	8 GB	146 GB	RAID
Central Library	Dell PowerEdge 2950 (2) 1.6 Ghz Quad Core Xeon	4 GB	146 GB	RAID/HD
Central Lexmark	Dell PowerEdge 2950 (2) 2 Ghz Quad Core Xeon	4 GB	438 GB	RAID
Central Filemaker	Dell PowerEdge 2950 (2) 2.33 Ghz Quad Core Xeon	4 GB	438 GB	RAID/Offsite
Central Media	Apple Xserve (2) 3 Ghz Quad Core Xeon	8 GB	2 TB	RAID/Offsite
Central OD	Apple Xserve (2) 1.33 Ghz G4	2 GB	250 GB	Mirror
High Schools	Apple Xserve (2) 2.8 Ghz Quad Core Xeon	8 GB	146 GB	RAID
	Apple Xserve (2) 2 Ghz G5	4 GB	120 GB	RAID
	Dell PowerEdge 2650 (2) 2.8 Ghz Xeon	4 GB	120 GB	RAID
	Xserve RAID		3 TB	RAID/Offsite
Middle Schools	Apple Xserve (2) 2.8 Ghz Quad Core Xeon	8 GB	146 GB	RAID
	Apple Xserve (2) 2 Ghz G5	4 GB	120 GB	RAID
	Dell PowerEdge 2950 (2) 3 Ghz Dual Core Xeon	4 GB	120 GB	RAID
	Xserve RAID		3 TB	RAID/Offsite
Elementary	Dual 2 Ghz G5	4 GB	3 @ 250 GB	RAID/Offsite
	Dual 2 Ghz G5	4 GB	3 @ 250 GB	RAID/Offsite

Instructional Switches – Elementary Schools

Building	Location	Model	Number
Chestnut Hill	MDF Library	Cisco 3750G-12S	1
		Cisco 3548-XL	2
		Cisco 2950G-48	1
	IDF Lab	Cisco 3548-XL	1
		Cisco 2950G-48	1
Forest Park	MDF Art Closet	Cisco 3750G-12S	1
		Cisco 2950G-48	2
		Cisco 2950SX-48	1
	IDF Storage Closet	Cisco 2950G-48	2
	IDF 02	Cisco 2950SX-48	1
Otsego	MDF Copy Rm.	Cisco 3750G-12S	1
		Cisco 2950G-48	2
	IDF Library	Cisco 2950G-48	3
	IDF Office	Cisco 2950G-24	1
	IDF 03	Cisco 2950G-48	1
Paumanok	MDF Library	Cisco 3750G-12S	1

		Cisco 2950G-48	3
	IDF Locker Rm.	Cisco 2950G-48	2
	IDF Cust. Rm.	Cisco 2950SX-48	1
Signal Hill	MDF Server Rm.	Cisco 3750G-12S	1
		Cisco 2950G-48	2
	IDF Cust. Closet	Cisco 2950G-48	3
Sunquam	MDF Office	Cisco C2924-XL-A	3
	MDF Office	Cisco C4912	1
	IDF Workroom	Cisco C2924-XL-A	3
	IDF 116	Cisco C2924-XL-A	4
	IDF 401	Cisco C2924-XL-A	1
Vanderbilt	MDF Library	Cisco 3750G-12S	1
		Cisco 2950G-48	3
	IDF Locker Rm.	Cisco 2950G-48	2
	IDF 02	Cisco 3524-XL	1

Instructional Switches – Secondary Schools

Building	Location	Model	Number
Candlewood	MDF Library	Cisco 3750G-12S	1
		Cisco 3750G-48PS	1
		Cisco 3750G-48TS	3
	IDF 211	Cisco 3560G-48PS	1
	IDF 403	Cisco 3560G-48PS	1
		Cisco 2950SX-48	1
	IDF 710	Cisco 3560G-48PS	1
	IDF 303	Cisco 3560G-48PS	1
		Cisco 3548-XL	1
West Hollow	MDF Library	Cisco 3750G-12S	1
		Cisco 3750G-48PS	1
		Cisco 3750G-48TS	4
	IDF Proj. Rm.	Cisco 3560G-48PS	1
		Cisco 3560G-48TS	2
	IDF 142	Cisco 3560G-48PS	1
HS East	IDF 200	Cisco 3560G-48TS	1
	IDF 118	Cisco 2960-48TC-L	1
	MDF Library	Cisco 3750G-12S	1
		Cisco 3750G-48PS	1
		Cisco 3750G-48TS	3
	IDF 7C	Cisco 3560G-48PS	1
		Cisco 3560G-48TS	1
	IDF 9A	Cisco 3560G-48PS	1
		Cisco 3560G-48TS	1
	IDF 707	Cisco 3560G-48PS	1
		Cisco 3560G-48TS	2

	IDF Reading Ctr.	Cisco 3560G-48PS	1
		Cisco 3560G-48TS	1
	IDF 603	Cisco 3560G-48PS	1
	IDF 301	Cisco 3560G-48PS	1
HS West	MDF Library	Cisco 3750G-12S	1
		Cisco 3750G-48PS	1
		Cisco 3750G-48TS	4
	IDF Lab1	Cisco 3560G-48PS	1
		Cisco 3560G-48TS	1
	IDF 131	Cisco 3560G-48PS	1
	IDF 104	Cisco 3560G-48PS	1
	IDF Read. Closet	Cisco 3560G-48PS	1
	IDF 272	Cisco 3560G-48PS	1

Instructional Computers and Peripheral Equipment

School	Ser- vers	Desktops G3 or higher	Desktops P4 or higher	Laptops G3 or higher	Laptops P4 or higher
Central Office	6	33	N/A	12	N/A
Chestnut Hill Elem.	2	118	N/A	137	N/A
Forest Park Elem.	2	127	N/A	118	N/A
Otsego Elem.	2	127	N/A	122	N/A
Paumanok Elem.	2	128	N/A	117	N/A
Signal Hill Elem.	2	117	N/A	168	N/A
Sunquam Elem.	2	117	N/A	132	N/A
Vanderbilt Elem.	2	116	N/A	132	N/A
Candlewood M.S.	3	141	90	284	23
West Hollow M.S.	3	141	88	284	37
High School East	3	136	180	95	7
High School West	3	131	125	166	6
Totals	32	1432	483	1767	73

School	Printers	Scanners	Projectors	Wireless APs
Central Office	6	2	2	9
Chestnut Hill Elem.	50	1	14	13
Forest Park Elem.	49	1	9	8
Otsego Elementary	46	1	7	9
Paumanok Elem.	48	1	8	7
Signal Hill Elem.	51	1	13	12
Sunquam Elem.	48	1	11	7

Vanderbilt Elem.	49	1	16	7
Candlewood M.S.	93	2	38	27
West Hollow M.S.	104	2	47	30
High School East	126	3	58	16
High School West	99	3	60	14
Totals	767	18	283	159

Additional Peripherals

In addition the district inventory includes:

- 31 digital still cameras
- 6 Canon digital video Cameras
- 130 FLIP video cameras
- 12 USB microscopes

This equipment is maintained in the office of Instructional Computing and may be signed out by professional staff members for use in their classrooms or on field trips.

Budget

2010-2011

Description	Computer Assisted Instruc.	MIS	Total
Hardware (Includes acquisition of new equipment)	\$263,000	\$150,000	\$413,000
Software	\$156,500		\$156,500
Professional Development (technology related)	\$210,000		\$210,000
Other (Includes: <ul style="list-style-type: none"> • Supplies and materials • Online service subscriptions • BOCES tech related services (Cosers 501, 536, 543, 506) includes: three-year lease purchase of computers and projectors, eBoard subscription, data mining, and Model School participation • Data Network expenses: <ul style="list-style-type: none"> ○ Internet connectivity ○ WAN and network contractual expenses ○ Additional wiring of classrooms) 	\$276,000 \$36,000 \$945,000 \$120,000	\$29,000 \$93,000 \$210,000	\$305,000 \$1,038,000 \$320,000

2011-2012

Description	Computer Assisted Instruc.	MIS	Total
Hardware (Includes acquisition of new equipment and replacement of 6-year old equipment)	\$700,000	\$140,000	\$840,000
Software	\$190,000		\$190,000
Professional Development (technology related)	\$300,000		\$300,000
Other (Includes: <ul style="list-style-type: none"> Supplies and materials Online service subscriptions BOCES tech related services (Cosers 501, 536, 543, 506) includes: three-year lease purchase of computers and projectors, eBoard subscription, data mining, and Model School participation Data Network expenses: <ul style="list-style-type: none"> Internet connectivity WAN and network contractual expenses Additional wiring of classrooms) 	\$225,000 \$40,000 \$555,000 \$130,000	\$30,000 \$100,000 \$240,000	\$255,000 \$40,000 \$655,000 \$370,000

2012-2013

Description	Computer Assisted Instruc.	MIS	Total
Hardware (Includes acquisition of new equipment and replacement of 5-year old equipment)	\$800,000	\$140,000	\$940,000
Software	\$196,000		\$196,000
Professional Development (technology related)	\$300,000		\$300,000
Other (Includes: <ul style="list-style-type: none"> Supplies and materials Online service subscriptions BOCES tech related services (Cosers 501, 536, 543, 506) includes: three-year lease purchase of computers and projectors, eBoard subscription, data mining, and Model School participation Data Network expenses: <ul style="list-style-type: none"> Internet connectivity WAN and network contractual expenses Additional wiring of classrooms) 	\$230,000 \$44,000 \$355,000 \$137,000	\$30,000 \$120,000 \$252,000	\$460,000 \$44,000 \$475,000 \$389,000

Evaluation and Assessment

Research and best practices indicate that a typical process for evaluation of technology efforts involves giving attention to the following steps:

Identify basic issues/problems that need attention

- Develop revision strategies and priorities
- Determine what data will be necessary to obtain in order to make informed decisions
- Determine what data is useful for evaluation that already exists
- Determine what new data will need to be collected
- Identify evaluation design
- Determine what tools and data acquisition strategies will be used
- Determine timelines and specific people responsible for evaluation
- Conduct evaluations
- Analyze data and develop conclusions
- Report data in ways appropriate to various audiences

It is our belief that evaluation activities should

- be ongoing
- provide information to guide the redesign and improvement of the program
- provide information to decide whether or not the activities/project should be implemented on a wider scale

In Half Hollow Hills, evaluation of technology equipment, resources, and procedures is ongoing. Strategies that we employ to ensure that evaluation activities are an integral part of the technology planning and implementation include:

- Meetings with Stakeholders
 - Leadership Council
 - At these monthly meetings of all district administrators, topics relating to enhancing teaching and learning are discussed. Technology is a thread that is seamlessly woven into all the discussions. The following list enumerates some of these topics:
 - Grant Wiggins, national educational consultant, has presented Understanding by Design
 - Charlotte Daniels, on teacher assessment
 - Differentiation of Instruction
 - Brain Based Learning
 - Weekly meetings with curriculum area Supervisors and Directors
 - Discussions on what technology is needed to support curriculum
 - Successful lessons in which technology is used to enhance and support the curriculum
 - Looking at student work
 - Annual meeting with the district PTA Education committee

-
- Bi-monthly meetings with Assistant Superintendent, Director of Instructional Computing and MIS Coordinator
 - At these meetings discussion centers on:
 - status of programs
 - areas to expand
 - issues in the field of educational technology
 - emerging technologies
 - District technology staff bi-monthly meetings
 - Twice monthly all members of the Instructional Technology department (currently 4 repair technicians, 2 network specialists, director and assistant director), Administrative Technology department (currently network administrator and 2 network specialists) meet to discuss
 - status of programs
 - areas to expand
 - ways to improve the technical support structure of the district
 - develop strategies and responses to issues that have arisen
 - Monthly meetings with Building Technology Liaisons
 - These meetings, facilitated by the Director and the Assistant Director of Instructional Computing, are with a Building Principal and the Technology Liaison (a classroom teacher or librarian) from each school. Agenda items include:
 - discussion of the status of technology within each building
 - discussion of ways that the programs can be improved
 - demonstrations of new hardware and software
 - discussions on how to best meet the needs of students and teachers with regard to integrating technology into the curriculum
 - Semi annual District Technology Committee
 - This committee is comprised of district teachers, administrators (building level and Central Office) and district residents. In addition, college professors and business people active in the field of technology are also members. The following activities take place at these meetings:
 - presentations on emerging research and technologies
 - overview and demonstration of what we have accomplished since the last meeting
 - discussions about how well we are meeting our goals
 - discussion about whether or not we need to make adjustments to the plan
 - discussions about where we should be headed
 - Semi annual meeting with Technology subcommittee of the School Board
 - present the upcoming budget request
 - discuss status of current projects
 - discuss long-range planning
 - Annual meeting with School Board
 - to apprise the Board of the progress made during the previous year
 - share student work

Appendix

A. Internet Use Agreement

B. List of software titles

Half Hollow Hills Internet Use Agreement

Internet access is now available to students and teachers in the Half Hollow Hills Central School District. We are very pleased to bring you this service and believe that the Internet offers vast, diverse, and unique resources for both students and teachers. Our goal in providing this service is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. The key concept underlying the Internet is interconnectivity; something that will allow administrators, teachers, and more importantly students to access an unparalleled array of communication and information resources. Students and teachers have access to general Internet tools including, but not limited to: electronic mail (e-mail); Listservs; UseNet News; File Transfer Protocol (FTP); Telnet; various search engines such as Yahoo, and ERIC; and the World Wide Web. These electronic search tools enable students and teachers to:

- communicate with people all over the world
- access information and news from various governmental agencies and research institutions
- join discussion groups on a plethora of topics
- access University Library Catalogs, the Library of Congress, etc.

With access to people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting.

On a global network it is impossible to control all materials and an industrious user may discover controversial information. We strongly believe, however, that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the district.

Internet access is coordinated through a complex association of governmental agencies and regional state networks. In addition, the smooth operation of the network relies upon the proper conduct of end users who must adhere to the following guidelines listed under Internet terms and conditions. These guidelines are provided here so that you are aware of the responsibility you are about to acquire. In general, this requires efficient, ethical and legal utilization of the network resources. If a Half Hollow Hills School District user violates any of these provisions his or her account will be terminated and future access can be denied. The signature at the end of this document is legally binding and indicates the party who signed it has read the terms and conditions carefully and understands the significance.

The Half Hollow Hills Central School District will require all parents/guardians, teachers, and students to execute the release-user agreement based on the guidelines listed under the following Internet terms and conditions.

Internet - Terms and Conditions:

1. **Acceptable Use -**
The purpose of the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of the Half Hollow Hills Central School District. Use of another organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of United States or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, expressions of bigotry, racism, or hate, or material produced by trade secret. Use of commercial activities is generally not acceptable. Use of product advertisement or political lobbying is also prohibited.
2. **Privileges -**
The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Each student who receives an account will be responsible for that account and its usage. Therefore, under no circumstances should your account be shared with anyone other than the School District Internet Coordinator. Each student will also be required to attend an orientation session with a Half Hollow Hill faculty member pertaining to the proper use of the Internet. The District Internet Coordinator or Building Administrator will deem what is inappropriate use and their decision is final. This may result in a revocation or suspension of specific user accounts.

-
3. Network Etiquette -
You are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to the following:
 - Be polite. Do not get abusive in your messages to others.
 - Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
 - Illegal activities are strictly forbidden.
 - Do not reveal your personal address or telephone number.
 - Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
 - Do not use the network in such a way that you would disrupt the use of the network by other users.
 - All communication and information accessible via the network should be assumed to be property of the Half Hollow Hills Central School District.
 4. Security -
Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you must notify a Half Hollow Hills administrator or Internet coordinator. Do not demonstrate the problem to other users. Attempts to log onto the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems, may be denied access to the Internet.
 5. Vandalism -
Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or any of the above listed agencies or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.

I understand and will abide by the above **Internet Use Agreement**. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit a violation, my access privileges may be revoked, school disciplinary actions may be taken, and/or appropriate legal action.

User Name (please print) _____

User Signature _____ Date: _____

(If you are under the age of 18, a parent or guardian must also read and sign this agreement.)

PARENT OR GUARDIAN

As the parent or guardian of this student, I have read the **Internet Use Agreement**. I understand that this access is designed for educational purposes. However, I also recognize it is impossible for the Half Hollow Hills Central School District to restrict access to all controversial materials and I will not hold them responsible for materials my child may acquire on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to the Half Hollow Hills Central School District to issue an account for my child and certify that the information contained on this form is correct.

Parent/Guardian's Name (please print): _____

Parent/Guardian's Signature _____ Date: _____

Grade/Class _____

Revised: September, 2003

Software Titles:

Brand	Title	Category	Version	Platform
Adobe	Acrobat	Utilities	5	Mac
Adobe	Acrobat	Utilities	5	Win
Adobe	Acrobat	Utilities	6	Mac
Adobe	Acrobat	Utilities	6	Win
Adobe	Acrobat Professional	Utilities	6	Mac
Adobe	Acrobat Professional	Utilities	6	Win
Adobe	Acrobat Professional	Utilities	8	Mac
Adobe	Acrobat Professional	Utilities	8	Win
Adobe	Creative Suite Design Premium	Graphics / Design	4	Mac
Adobe	Creative Suite Design Premium	Graphics / Design	4	Win
Adobe	Creative Suites Premium	Graphics / Design	2	Mac
Adobe	Creative Suites Premium	Graphics / Design	2	Win
Adobe	Dreamweaver	Internet / Web	8	Mac
Adobe	InDesign CS2	Graphics / Design	4	Win
Adobe	InDesign CS2	Graphics / Design	4	Mac
Adobe	InDesign CS3	Graphics / Design	5	Mac
Adobe	PageMaker	Graphics / Design	5	Mac
Adobe	PageMaker	Graphics / Design	6.5	Win
Adobe	PageMaker	Graphics / Design	6.52	Mac
Adobe	PageMaker	Graphics / Design	7	Mac
Adobe	PageMaker	Graphics / Design	7	Win
Adobe	Photoshop	Graphics / Design	5	Mac
Adobe	Photoshop	Graphics / Design	5.5	Mac
Adobe	Photoshop	Graphics / Design	6	Mac
Adobe	Photoshop	Graphics / Design	6	Win
Adobe	Photoshop	Graphics / Design	7	Mac
Adobe	Photoshop	Graphics / Design	7	Mac
Adobe	Photoshop Elements	Graphics / Design	1	Win/Mac
Adobe	Photoshop Elements	Graphics / Design	2	Mac
Adobe	Photoshop Elements	Graphics / Design	4	Mac
Adobe	Photoshop Elements	Graphics / Design	4	Win
Adobe	Photoshop Elements	Graphics / Design	5	Win
Aladdin Systems	StuffIt Deluxe	Utilities	6.5	Mac
Aldus	PageMaker	Graphics / Design	5	Mac
Aldus	PageMaker	Graphics / Design	5	Mac
Alsoft	Disk Warrior	Utilities	4	Mac
Alsoft	Disk Warrior	Utilities	4	Mac
APC	InfraStruXure Manager	Utilities		Win
APC	InfraStruXure Manager	Utilities		Win
Apple Computer	AppleWorks	Business	6.1	Win/Mac
Apple Computer	AppleWorks	Business	6.24	Win/Mac
Apple Computer	Final Cut Express	Video	4	Mac
Apple Computer	Final Cut Express	Video	4	Mac

Apple Computer	Final Cut Express	Video	4	Mac
Apple Computer	Final Cut Express	Video	4	Mac
Apple Computer	Final Cut Pro	Video	1.2	Mac
Apple Computer	Logic Express	Music / Audio	8	Mac
Apple Computer	Logic Studio 8	Music / Audio	8	Mac
Apple Computer	Logic Studio 8	Music / Audio	8	Mac
Apple Computer	Mac OS X	Operating Systems	10.2	Mac
Apple Computer	Mac OS X	Operating Systems	10.3	Mac
Apple Computer	Mac OS X Server	Operating Systems	10.4	Mac
Apple Computer	QuickTime Pro	Internet / Web	45	Mac
Apple Computer	QuickTime Pro	Internet / Web	56	Mac
Apple Computer	QuickTime Pro	Internet / Web	7	Mac
Apple Computer	QuickTime VR Authoring Studio	Internet / Web		Win/Mac
Apple Computer	Remote Desktop	Utilities	3	Mac
Borland	JBuilder SE	Development Tools	8	Win
DeLorme	Street Atlas USA	Education / Learning		Mac
Don Johnston	Access To Math	Education / Learning		Mac
Don Johnston	Simon Sounds It Out	Education / Learning		Mac
Don Johnston	Simon Spells	Education / Learning		Mac
Don Johnston	Write Out Loud	Education / Learning	3	Win/Mac
Educaide Software	Acces4	Education / Learning	2.28	Win/Mac
Educaide Software	Acces4	Education / Learning	2.28	Mac
elgato	eyetv	Video	3	Mac
EMC	Retrospect Backup	Backup	6	Mac
Ergonis	PopChar Pro+X	Utilities		Mac
Fetch Softworks	Fetch	Internet / Web	4	Mac
Filemaker	FileMaker Pro	Database	6	Win/Mac
Filemaker	Filemaker Pro	Database	8	Win/Mac
Filemaker	FileMaker Pro	Database	8.5	Win/Mac
Filemaker	FileMaker Pro	Database	10	Win/Mac
Filemaker	FileMaker Pro	Database	11	Win/Mac
Filemaker	FileMaker Pro Advanced	Database	8	Win/Mac
Filemaker	FileMaker Pro Advanced	Database	10	Win/Mac
Filemaker	FileMaker Pro Advanced	Database	11	Win/Mac
Filemaker	FileMaker Pro Unlimited	Database	6	Win/Mac
Filemaker	FileMaker Server Advanced	Database	8	Win/Mac
Filemaker	FileMaker Server Advanced	Database	10	Win/Mac
Filemaker	FileMaker Server Advanced	Database	11	Win/Mac
Filemaker	HomePage	Internet / Web	3	Mac
Fluent Inc.	Fluent/Gambit	Education / Learning		Win
Gold Disk	Astound	Graphics / Design	2	Mac
Gold Disk	Astound	Graphics / Design	2	Mac
Hartley	Friday Afternoon	Education / Learning		Mac
Inspiration Software	Inspiration	Education / Learning	7.6	Mac
Inspiration Software	Kidspiration	Education / Learning	2.1	Mac
Knowledge Adventure	HyperStudio	Education / Learning	4.1	Win/Mac

Kurzweil	Kurzweil 3000 B/W Professional	Education / Learning		Win
Kurzweil	Kurzweil 3000 Color Professional	Education / Learning	4	Mac
MacinMind	Passenger Pro	Utilities	2.04	Mac
MacinMind	Passenger Pro	Utilities	3	Mac
Macromedia	Studio MX	Internet / Web	2004	Mac
MakeMusic	Finale	Music / Audio	2008	Win/Mac
MakeMusic	Finale	Music / Audio	2009	Win/Mac
MakeMusic	Finale	Music / Audio	2009	Win/Mac
MakeMusic	Finale	Music / Audio	2010	Win/Mac
MapleSoft	Maple Professional Edition	Education / Learning	10.01	Win/Mac
Mayer-Johnson Co.	Boardmaker	Education / Learning	3.5	Mac
Microsoft	Office	Business	2000	Win
Parallels Inc.	Parallels Desktop	Utilities	3	Mac
Pasco	dataSTUDIO	Education / Learning		Mac
plasq	Comic Life	Graphics / Design	1.3	Mac
Riverdeep	Kid Pix Deluxe	Education / Learning	4	Mac
Riverdeep	Millie's Math House	Education / Learning		Mac
Riverdeep	Sammy's Science House	Education / Learning		Mac
Roger Wagner	HyperStudio	Education / Learning	3.1	Mac
Scholastic	READ 180 Stage B	Education / Learning	1.2	Win/Mac
Scholastic	READ 180 Stage B	Education / Learning	1.2	Win/Mac
Scholastic	READ 180 Stage B	Education / Learning	1.2	Win/Mac
Scholastic	Reading Counts!	Education / Learning	1.2	Win/Mac
Scholastic	Reading Counts!	Education / Learning	1.2	Win/Mac
Scholastic	Reading Counts!	Education / Learning	1.2	Win/Mac
Scholastic	Reading Inventory	Education / Learning	1.2	Win/Mac
Scholastic	Reading Inventory	Education / Learning	1.2	Win/Mac
Scholastic	Reading Inventory	Education / Learning	1.2	Win/Mac
Scholastic	Reading Inventory	Education / Learning	1.2	Win/Mac
Scholastic	rSkills Tests	Education / Learning	1.2	Win/Mac
Scholastic	rSkills Tests	Education / Learning	1.2	Win/Mac
Scholastic	rSkills Tests	Education / Learning	1.2	Win/Mac
Sorenson	Sorenson Squeeze	Graphics / Design	3	Mac
Sorenson	Sorenson Squeeze	Graphics / Design	3	Mac
Sorenson	Compression Suite			
Sorenson	Sorenson Squeeze	Graphics / Design	3	Win
Sorenson	Compression Suite			
SPSS	SPSS Base	Education / Learning	14	Win
Symantec	Backup Exec Agent For Msft SQL	Backup	12.5	Win
Symantec	Backup Exec Agent For Msft SQL	Backup	2010	Win
Symantec	Backup Exec Remote Agent	Backup	12.5	Win
Symantec	Backup Exec Server	Backup	12.5	Win
Symantec	Backup Exec Server	Backup	2010	Win
Tech4Learning	MediaBlender	Education / Learning		Mac

Texas Instruments	TI-Smartview	Education / Learning		Win/Mac
Texas Instruments	TI-Smartview	Education / Learning		Win/Mac
Tom Snyder Productions	Decisions Online:Energy & the Environment	Education / Learning		Mac
Tom Snyder Productions	Decisions:Revolutionary Wars	Education / Learning		Mac
Tom Snyder Productions	Decisions:The Constitution	Education / Learning		Mac
WildPackets	Etherpeek	Utilities	4.02	Mac
Wolfram Research	Mathematica	Education / Learning	5.11	Win
Wolfram Research	Mathematica	Education / Learning	5.2	Win
Wolfram Research	Mathematica	Education / Learning	6.01	Win