

Islip Public Schools



District Technology Plan

2010 - 2013

Islip Public Schools Technology Plan July 2010-June 2013

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Respectfully submitted by:

The Islip Public Schools
Technology Committee

Islip Public Schools

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This document represents months of hard work by dedicated educators and community members. The Islip Public Schools thanks them for their efforts.

“A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has” – Margaret Mead

Executive Summary

The Islip Union Free School District continues to integrate technology into our curriculum, our classrooms and our communication systems. Over the last three years we have accomplished much in the area of technology. The district identified both physical technology upgrades needed, and a staff development program, to insure that instructional staff had the best information available to integrate technology into their teaching. The district has installed a fully functional local area network into each school, a wide area network between schools, and computer workstations in computer classrooms, media centers and general classrooms.

The goals and objectives reflected here are the results of a District Technology Committee. This committee consisted of all stakeholders, including teachers, students, parents, and administrators. The planning process was a result of the need to update the existing technology plan. A roadmap for the next three years had to be created so that the needs of our learning community could be articulated and well met. The following goals emerged from this committee to allow Islip to continue to build the vision and mission to empower all students to achieve excellence:

- Continue the connection between curriculum standards and the ISTE NETS standards for students and teachers. Provide additional opportunities for teachers to create lesson units that incorporate technology, and to share those lessons.
- Continue the direct support for professional development, using the outline of the professional development plan and BOCES Model Schools. Increase the impact of the training program by providing more on-site training through teacher turnkey training, co-teaching and mentoring.

- Continue to strengthen the technology support for existing and projected equipment purchases, and provide the network management tools to manage help desk requests as well as maintenance and trouble-shooting.

Table of Contents

District Mission.....	Page 6
Technology Plan Mission Statement.....	Page 7
Technology Throughout the District.....	Page 8
Technology Accomplishments.....	Page 12
Technology Integration Goals.....	Page 15
Professional Development.....	Page 23
Evaluation.....	Page 25
Technology Implementation Plan.....	Page 28
Technology Environment.....	Page 30
Financial Planning.....	Page 32
Appendix A: ISTE standards.....	Page 34
Appendix B: Network and Software Policies.....	Page 36
Appendix C: Software Evaluation Rubric.....	Page 40
Appendix D: Acceptable Use of District Computer Networks.....	Page 41
Appendix E: Islip Instructional Software.....	Page 51
Appendix F: Professional Development Activities Involving Technology – 2010.....	Page 63
Appendix G: Hardware Inventory	Page 65

DISTRICT MISSION

The Islip Public Schools, in partnership with the community, will empower all students to achieve excellence.

Technology Plan Mission Statement

Citizens of the 21st Century will have access to knowledge and information for a variety of electronic resources. The Islip UFSD will provide an educational environment through technology that will enable and empower their students to communicate effectively and pursue real world learning by harnessing these vast digital resources. Furthermore, these technologies will furnish varied and multiple ways of learning and increase teacher effectiveness and student comprehension. All students in the Islip Public Schools will be able to access and synthesize the information they need to function and prosper as productive members of the 21st century.

This document attempts to address the challenges and goals of weaving technology into the fabric of the entire school community. While there are no guarantees that all of our plans will be completed in the proposed time frame, this document serves as a guide for setting the course for the next three years.

Technology Throughout the District

Powerful technology programs have been incorporated into every aspect of district operations. District finances, transportation, and the school lunch program are all assisted with computer software programs that increase efficiency and accuracy. The following section describes these programs and how they are used.

Student Information System

Islip Schools use Infinite Campus as its student information system. The software for the system is licensed through a regional reseller, Custom Computer Specialist, Inc. (CCS). The system is used in all five schools. These are the key features being used:

- **Attendance:** At the Islip Middle School and Islip High School, all teachers take period-by-period attendance. At the elementary schools, the homeroom teachers record daily attendance. In all schools, Infinite Campus facilitates the reporting of absence and ensures communicating this information to parents.
- **Health Offices:** The school nurses use Infinite Campus to keep a record of immunization history, health conditions, and health office visits. Although this health data can be viewed only by the nurses, they can assign on-screen alerts to warn teachers and administrators of a student's particular health condition, such as a peanut allergy or asthma.
- **Report Cards:** All teachers are preparing report cards using Infinite Campus. In 2009-10 an effort was made at both the middle school and the high school to go green. Paper copies of the report card were only sent home by parent

request. Parents could view grades via the Parent Portal function of the program.

- **Parent Portal:** The Parent Portal allows parents to view their child's report card, attendance, schedule, and standardized test scores in grades K-12. This feature is an excellent communications tool that enhances the home/school connection. At the HS level only, behavior incidents are recorded.
- **Gradebook:** This feature is currently being used by several middle school and high school teachers. It allows teachers to record students' grades on tests and quizzes. This feature can be opened in the Parent Portal. Some middle school teachers are piloting the Gradebook view on the Parent Portal.
- **Scheduling:** The guidance department, principals, and assistant principals all use Infinite Campus to help create their master schedules.
- **Census/Student Registration:** All student demographic information including household members, contact information, and enrollment information are recorded in Infinite Campus when a student enters the district. A census verification of information is performed yearly.
- **College Transcripts:** Infinite Campus keeps a permanent record of the students' grades in all courses. Transcript entries are added to a student's record by posting student grades. These historical records of grades allow the district to track overall educational trends.
- **Special Education:** Infinite Campus is able to communicate with our Special Education software system called IEP Direct. Administrators can determine

whether or not a student is classified and can view if test modifications remain in place once a student is declassified.

- **Ad Hoc Reporting System:** This is a tool used to select certain fields located within Infinite Campus and consolidated into a single report. These reports can then be exported to an EXCEL spreadsheet report.
- **General Use:** The guidance counselors, secretaries, administrators, and other school personnel reference Infinite Campus to determine demographic information, schedules, and attendance for all students in their respective schools.
- **Teacher Newsletter and Teacher Messenger:** In 2009-2010 high school, middle school, and Sherwood teachers were able to use the Newsletter feature and the Messenger feature. The Teacher Newsletter provides a way for teachers to create a newsletter viewable to parents via the Parent Portal, eliminating the need for teachers to print information to be mailed home. Teacher Messenger allows teachers to send messages directly to the parents of their students via the Parent Portal.

- Professional Development Management System

My Learning Plan offers a catalogue of courses and workshops. The program tracks credit hours and archives information as needed. There is a calendar function that allows users to view district events and maintain their own personal calendar if they so choose. The program has a Team Room feature that allows teachers taking a particular course to blog within a closed network.

- Transportation Management System

Islip Schools use the Pupil Transportation and Assignment System (PTAS-80) to help quantify mileage distances from school buildings and identify the appropriate bus a student should board. The program is published by Applied Data Services and is maintained by BOCES.

- Food Service Management System

The PCSNOW program is used. This program has a feature called PayPams that allows parents to pay for student lunches online. Meal planning and nutritional information is also available.

- Business Management Software

Finance Manager has multiple functions in the business office. The accounting module helps track expenditures, and keeps a running balance of every line item in the budget. Salaries and employee status are also recorded for every district employee.

- Buildings and Grounds Management Software

School Dude was introduced in February of 2010. This program tracks the use of all facilities. There is also a maintenance module.

- Technology Management System

Zoho Service Desk Plus provides the IT department with helpdesk features as well as additional network operations functionality. End-users can directly enter trouble tickets into the system, track the status of their repair and communicate with technicians. Service Desk Plus also provides electronic inventorying of PCs and software, and is used to track support contract details and expiration dates.

Technology Accomplishments

The Technology Plan that was written in 2007 was truly used as a blueprint for technology use throughout the district. The following chart lists many of the goals and accomplishments that were achieved during a three year span.

Goal	Action	Achieved
Ceiling mount projector for Room 130 at the high school; this is frequently used for conferences and presentations	Installed	<input checked="" type="checkbox"/>
Introduce web-based Follett library automation system	All schools now have Follett automation system	<input checked="" type="checkbox"/>
Installation of 10 Promethean interactive whiteboards by 2010	Installation of 100 Promethean interactive whiteboards, May 2010	<input checked="" type="checkbox"/>
Installation of 10 teacher stations at the elementary schools	Installation of teacher stations in every homeroom at the elementary schools	<input checked="" type="checkbox"/>
Installation of exterior cameras	Installation of 75 Axis cameras that have ability to record	<input checked="" type="checkbox"/>
Revamp telephone system of the entire district	Installation of Cisco Voice Over IP (VOIP)	<input checked="" type="checkbox"/>
Improve security	Installation of card-access entry into all buildings (8/10)	<input checked="" type="checkbox"/>
Refurbish computer lab	All PC's were replaced	<input checked="" type="checkbox"/>
Upgrade the district's firewall	Firewall updated, including intrusion detection	<input checked="" type="checkbox"/>
Research a web based communication system	Purchase and launch of Connect-Ed communication system	<input checked="" type="checkbox"/>
Begin deploying Windows Vista to the desktop on new PC's	All new PC's now have Windows Vista	<input checked="" type="checkbox"/>
Introduce server virtualization to the data center to be more cost effective and to meet unpredictable demands for server capacity.	Server efficiency maximized	<input checked="" type="checkbox"/>
Improve cooling in the district's data center	Installed additional air conditioning	<input checked="" type="checkbox"/>

Introduce Safari Montage video streaming to all buildings	Upgraded all content to be grade specific	<input checked="" type="checkbox"/>
Expansion of available educational online services to both students and faculty	Added Reading A-Z, PLATO Learning, Castle Learning	<input checked="" type="checkbox"/>
Implementation of My Learning Plan (MLP)	Launched both the PD and calendar modules of MLP	<input checked="" type="checkbox"/>
Implementation of AESOP	Fully launched	<input checked="" type="checkbox"/>
Upgrade to Exchange 2007, in conjunction with new 64-bit mail server	Upgraded	<input checked="" type="checkbox"/>
Begin deploying Windows "Longhorn" to servers	Deployed	<input checked="" type="checkbox"/>
Consolidate building-level servers as hardware is replaced	Consolidated. Migrated towards a district-level strategy of application deployment	<input checked="" type="checkbox"/>
Review the utilization of Fine Arts Lab	Reconfigured	<input checked="" type="checkbox"/>
Implement Naviance for Guidance	Fully launched including posting to district webpage	<input checked="" type="checkbox"/>
Expand use of Parent Portal from Infinite Campus	Parent Portal now in use in grades 2-12	<input checked="" type="checkbox"/>
Pilot – Paperless Progress Reports	Paperless Progress Reports in grades 6-12	<input checked="" type="checkbox"/>
Renew subscription for BrainPop	Renewed both BrainPop, BrainPop Jr., and Spanish version (9/10)	<input checked="" type="checkbox"/>
Ceiling mount projector in Sherwood library	Installed	<input checked="" type="checkbox"/>
Install one Promethean Board in each Computer Lab	Installed	<input checked="" type="checkbox"/>
Introduce new Science textbook with web-based access to teacher manual and student text grades K-5	Purchased grades K-5	<input checked="" type="checkbox"/>
Introduce electronic report card for grades 2-5	In use; developed and implemented, grades K-1	<input checked="" type="checkbox"/>
Utilize e-Instruction (student response system)	Implemented	<input checked="" type="checkbox"/>
Re-introduce updated version of Edmark House Series to lab	Re-launched	<input checked="" type="checkbox"/>
Expand Breakthrough to Literacy Program to one more	Customized program for ESL students in grades K-2	<input checked="" type="checkbox"/>

classroom		
The District will strengthen instruction through the purchase of hardware	Created a Library Media Center in the middle school	<input checked="" type="checkbox"/>
The District will strengthen instruction through the purchase of hardware	Created a new computer lab at the middle school (Room 214)	<input checked="" type="checkbox"/>
The District will strengthen instruction through the purchase of hardware	Created a new library computer lab at the high school	<input checked="" type="checkbox"/>
Staff will demonstrate an increase in communication by utilizing technology	Expansion of eboards throughout the district	<input checked="" type="checkbox"/>
Staff will increase communication between teachers, parents and the community	Creation of an on-line Academic Intervention Services (AIS) report card	<input checked="" type="checkbox"/>
Staff will increase communication between teachers, parents and the community	Created Custom reports: Academic Ineligibility Report; Rank & Average Report; Renaissance Report (MS)	<input checked="" type="checkbox"/>

Technology Integration Goals

“I find the great thing in this world is not so much where we stand, as in what direction we are moving.” – Oliver Wendell Holmes

One of the most challenging steps in formulating a new technology plan was creating goals that would encompass use of technology for instruction, use of technology for learning, and student use of technology. Our committee used the National Educational Technology Standards for Students (NETS) as a frame of reference (Appendix A). After considering all of the goals suggested by teachers, administrators, parents, and students, we were able to group our goals into four broad categories. An emphasis on instruction, ethics, professional development, and communication, emerged consistently as essential target areas.

Goals were created using a S.M.A.R.T. goal format. S.M.A.R.T. is an acronym. The ‘S’ stands for the word specific. The goal should address who is involved, what it is you wish to accomplish, and identify requirements and constraints. The ‘M’ stands for measurable. Concrete criteria for measuring progress toward the attainment of each goal must be set. The ‘A’ stands for attainable. When goals are identified, a plan must be put in place to reach them with considerations toward skills, finances, and abilities. The ‘R’ stands for realistic. To be realistic a goal must represent an objective toward which you are both willing and able to work. A goal is realistic if you truly believe that it can be accomplished. The ‘T’ stands for timely. A goal should be grounded within a time frame.

Area 1: Student Learner Outcomes

Goal 1: Students will understand basic technology operations and concepts.

Performance Indicators:

Develop sufficient technical skills to successfully use, troubleshoot and maintain

the technology and telecommunications tools used in everyday life and learning environments.

- Demonstrate basic familiarity with the keyboard, how to manipulate a mouse, and how to handle equipment. (K-1)
- Communicate about technology using developmentally appropriate and accurate terminology. (K-12)
- Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (2-5)
- Develop proper keyboarding skills. Use home row fingering position with appropriate finger stretches. (2-5)
- Improve keyboarding skills in conjunction with word processing skills such as writing business letters, resumes and more advanced features of Word. (6-12)
- Develop and manage an Internet storage locker to file and store all student projects.

Goal 2: Students will use technology for research, problem solving, and decision-making.

Performance Indicators:

1. Use technology to locate, evaluate and organize information from a variety of sources.
 - Use keywords and phrases as a search strategy for locating information utilizing basic research software. (K-5)
 - Use technology to locate, evaluate and organize information. (2-12)
 - Understand how to evaluate web pages for accuracy and validity. (2-12)
 - Use search techniques appropriately whether using a search engine or online database. (6-12)

- Routinely and efficiently make informed choices among information resources available for online research. (6-12)

2. Analyze information and apply understanding to solve problems.

- Use technology tools to solve a problem creatively, or make a decision. (2-5)
- Compare and contrast information using two or more resources. (2-5)
- Develop new meaning and knowledge by analyzing and synthesizing information. (6-12)
- Use computer modeling, image processing, simulations, and data manipulation to develop understanding. (7-12)

Goal 3: Students will use technology to create presentations that communicate their comprehension of key concepts.

Performance Indicators:

1. Students will use a variety of media and formats to communicate information, including podcasts, digital storytelling, blogs, wikis, and multi-media authoring.
 - Use drawing programs to illustrate thoughts and ideas. (K-1)
 - Use programs that include word processing and publishing capabilities. (K-5)
 - Enhance documents with graphics, including clip art and original artwork, using paint, chart and drawing programs. (K-5)
 - Use a variety of presentation software including but not limited to: Power Point, Animoto, Movie Maker, and Publisher. (4-12)
 - Use programs that include creating charts, graphs, and tables. (5-12)

- Use advanced video creation and editing techniques to develop morning announcements that will be streamed through closed circuit television to all classrooms. (6-12)
 - Collect survey data from others using online survey tools. (6-8)
2. Analyze information and apply understanding to solve problems.
- Use technology tools to solve a problem creatively, or make a decision. (2-5)
 - Compare and contrast information using two or more resources. (2-5)
 - Develop new meaning and knowledge by analyzing and synthesizing information. (6-12)
 - Use search techniques appropriately. (6-12)
 - Routinely and efficiently make informed choices among information resources available for online research. (6-12)
3. Use computer modeling, image processing, simulations and data manipulation to develop understanding.
- Sort and analyze information using charts, tables and other types of data collection tools. (6-12)

Area 2: Using technology ethically and responsibly

Goal 4: Students, faculty, and staff will use technology responsibly and ethically.

Performance Indicators:

1. Practice responsible behavior when using technology systems, information and software.
 - Demonstrate appropriate use of Internet conventions or 'netiquette'. (all)

- Use bookmarked, teacher approved sites. (K-5)
- Care for and safely operate equipment. (all)
- Practice respect for privacy and work of others. (all)
- Develop an Internet safety and 'netiquette' guidebook for all staff and faculty.
- Apply Internet safety guidelines that teachers have integrated with specific content area curricula. (3-12)
- Extend safe practices to computer use at home and be aware of the dangers posed by the Internet. (all)
- Learn what cyberbullying is and how to prevent it. (5-12)
- Identify privacy settings on social networks. (all)
- Develop safe habits for managing email. (all)

2. Understand the ethical implications of technology and telecommunications.

- Demonstrate ethical behavior when using technology. (all)
- Understand basics of copyright law. (all)
- Understand proper citation formats and what constitutes plagiarism in all media (music, pictures, video and text). (2-12)

3. Update the District's Acceptable Use Policy to include cyberbullying.

- Provide parent workshops to increase parental awareness of technology. (K-12)

Area 3: Professional Development

Goal 5: Staff will receive professional training in using technology for instruction and general management.

Performance Indicators:

- Staff will complete an annual technology survey to best inform professional development needs.
- Staff will be trained in effective and efficient use of online databases, search engines, search strategies, and webpage evaluation.
- Faculty and staff will share files via networked folder locations and/or eBoards. (K-12)
- Staff will use telecommunications to collaborate, publish and share best practices with each other.

Goal 6: Staff will demonstrate proficiency in technology by completing professional training on a variety of instructional topics according to performance indicators.

Performance Indicators:

- Islip Schools will actively seek online professional development where appropriate.
 - a) For 2011, the goal is 10% of courses offered online.
 - b) For 2013, the goal is 20% of completed courses will be online.
- Staff will increase knowledge of tools that can help increase the interactivity of their lessons (interactive whiteboards, MP3 players, blogs, wikis).
- Workshop instructors and faculty will utilize the Team-Room feature of MyLearningPlan to blog about a course. (2012)
- The district will create a cadre of staff turnkey trainers to manage Promethean training.

By 2012, Islip Schools will train at least 5 teachers as certified Promethean trainers.

- Islip will explore existing podcasts/vidcasts/screencasts for the purpose of offering staff development opportunities.
- The district will explore the equipment and technical requirements for creating podcasts to meet the requirements for New Teacher Workshops.
 - a) During 2010-2011, the district will pilot various hardware and software solutions for creating podcasts.
 - b) During 2011-2012, the district will use podcasts/vidcasts for a portion of New Teacher workshops.
- By 2012, the District will offer online staff development opportunities using tools such as Skype and GoToMeeting.
- By 2012, the District will hire a full-time technology integration teacher who will rotate among buildings to provide instructional and technology integration support to all staff.
- Monitor and increase the amount of storage space available to staff on the Islip network.

Area 4: Internal and External Communication

Goal 7: Staff will increase communication among colleagues, parents and the community.

Performance Indicators:

- District website will be re-organized and updated on a regular basis.
- The Parent Portal feature of Infinite Campus will be utilized by at least 50% of Islip parents.

- Using the User Communication feature of Infinite Campus, administrators will send notices to parents that may be viewed on the Parent Portal.
- Open the Health Module of Infinite Campus so that parents can view immunization records for their children.
- Open the Parent Portal of Infinite Campus to Wing Elementary School parents in the 2010-2011 for parents to view students' schedules, attendance and report cards.
- Extend the use of the Health Module of Infinite Campus to include recording Health Office visits, health conditions, screenings, and medications to all schools. Schools will start implementing the use of these new features starting in 2010-2011.
- Train teachers at Commack Road and Wing Elementary Schools in the use of the Teacher Messenger Module and the Teacher Newsletter in Infinite Campus in 2010-2011.
- Open the Behavior Module at the Islip Middle School in the Parent Portal for the 2011-2012 school year for parents to view their children's behavior incidents.
- Open the Gradebook view of Infinite Campus at Islip High School in the Parent Portal by 2012-2013 so parents can view their child's assignments, tests, and quizzes.
- Track benchmark testing at the elementary level for 2012-2013 to help guide instructional decisions.
- Implement the text messaging capacity of a callout communication system for district staff and faculty in the event of an emergency in 2010-2011.

- Fully launch a facility events calendar using School Dude in 2011-2012.
- Implement a new attendance notification system for parents of middle school and high school students using the Connect-Ed System at the start of the 2010-2011 school year.

Professional Development

“Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit.” - Aristotle

Professional development is at the heart of excellence in teaching. Research has shown that it is the quality of the teacher that ultimately impels the achievement of the student.

The Islip School District has used a combination of professional development approaches to insure that technology is implemented within and across the District’s curricula, as well as into professional practice. The District’s 2009 Professional Performance Annual Review Plan references use of technology, and includes the National Educational Technology Standards (NETS). Professional development approaches will encompass the following:

- Workshops for staff in computer classrooms and labs involving hands-on use with follow-up training.
- Turnkey trainer approaches where selected staff receives training and then, in turn, train other staff through both small informal groupings and more formal, structured classes.
- Web-based, video-based and CD-ROM/DVD-based learning materials for individual training and updating of skills.

- Use of outside consultants and trainers, including Eastern Suffolk BOCES, Model Schools, and other third party trainers for both on-site, in-district, and off-site training.
- Distance learning, interactive video-conferencing, and satellite technology.
- Attendance at workshops, seminars, and courses provided by professional organizations, vendors, and colleges.
- A variety of release times (Superintendent's Conference Days) and summer academy sessions to maximize the opportunities for staff training.

The following technology initiatives were offered to staff via the district catalogue on MyLearningPlan. (Please see Appendix F)

The professional development program of Islip Schools recognizes that significant change in educational practice takes considerable time and is the result of long-term staff development over periods of three to five years. Our technology initiatives are no different. All professional development activities undertaken by the district are designed for implementation over a period of years. This allows for, and promotes, sufficient time for assimilation, mastery, and experimentation on the part of the staff, as well as for program development and support, evaluation and analysis on the part of the district. Conference attendance, for example, is focused on ongoing initiatives. Local funds and Federal grants will allow staff to attend appropriate conferences and workshops as a means to gather research and turnkey knowledge gained.

Evaluation

Students' effective use of technology will be evaluated through student work samples, anecdotal teacher observations, teacher management reports included in software packages, and increased student participation as a result of the use of interactive technologies such as Promethean Boards and Activotes. Students at the Islip Middle School will also be required to complete a technology assessment that will be given at some point in their middle school instructional sequence. The data from this assessment will be used to revise instructional objectives. In addition, the following benchmarks and indicators will be examined:

- State tests
- Standardized tests
- Direct assessment of student skills using technology
- Dropout rates
- Attendance
- Graduation data
- Surveys of teachers and students

The primary goal is the integration of technology across all subject areas to improve and enhance student learning. To accomplish this goal, a shift from traditional to new learning environments must occur. The most effective learning environments meld traditional approaches and new approaches to facilitate learning of relevant content while addressing individual needs. Through the work of our technology and professional development committees, we hope to see a continued shift in the learning environment of the Islip School District from the traditional to the new learning environment described in the table below:

Traditional Learning Environments	New Learning Environments *
Teacher-centered instruction	Student-centered instruction
Single sense stimulation	Multi-sensory stimulation
Single media	Multimedia
Isolated work	Collaborative work
Information delivery	Information exchange
Passive learning	Active/exploratory learning
Factual, knowledge-based	Critical thinking
Isolated, artificial context	Authentic, real-world context

**Source: International Society for Technology in Education (ISTE), NETS Standards Project, Section 1: Connecting Curriculum and Technology, © 2000*

Teacher use of technology will also be evaluated using the following criteria:

- Technology use is evident in lesson plans.
- Curricular goals are attained through the use of technology
- Computer activities show a natural application and a logical extension of the curriculum.
- Logical classroom management processes are in place to facilitate a “user friendly” environment.
- An appropriate variety of software that may include word processing, database, spreadsheet, telecommunications, and multimedia applications are used.
- Student work on display indicates technology use.
- Computer related resources are visible.

- Technology use is evident in the collection and analysis of data. Data are then used to make informed decisions in the classroom.
- An appropriate variety of tools are used to collect and analyze data that may include word processing, databases, spreadsheets, and web-based applications (nySTART, BARS, Data Mentor, Report Net, Infinite Campus, etc.)

As K-12 educators come to rely on computers and the Internet to help them deliver instruction, track student progress, and better prepare learners for the challenges of an increasingly global workforce, an understanding of how technology works and how it can be used to improve education has become increasingly important for today's administrators.

Administrators will:

- Model the effective use of technology in the day-to-day execution of their responsibilities
- Ensure that technology resources are equitably distributed among students and staff.
- Demonstrate and provide leadership in supporting the integration of technology into the curriculum.
- Demonstrate vision in employing technology to streamline school district business operations.
- Provide opportunities for teachers to design, experiment, observe and share best practices as a way to motivate change.
- Encourage teachers to use and assess applications of technology designed to meet the specific needs of their students.
- Stimulate the development of collaborative projects that encourage teachers and students to learn to work and communicate with each other.

Technology Implementation Plan

Desktops:

Beginning in 2006-2007, all PCs district-wide were moved to a five-year replacement cycle. Barring dramatic changes in requirements or instructional needs, PCs will be replaced on this cycle regardless of their location. IT will make every effort to purchase PCs with enough performance so that upgrades are not necessary during the course of their useful life, and will further purchase warranty coverage for these PCs for five years as possible. Our intent is to invest in the machine ONCE, when it's bought, and not have to pay for upgrades or repairs during its five-year life-cycle.

Servers are in general slated to be replaced as they become end-of-life products, at which point we can no longer obtain warranty coverage or replacement parts. This is typically five years as well but may vary based on the age of the server, its function, and the level of redundancy associated with each particular server role.

In light of this replacement schedule, only areas which are in addition to the above and/or demand additional explanation are listed below. All items are district-wide unless otherwise noted.

2010-2011:

Replace remaining Windows 2003 servers with Windows 2008 and promote domain and forest functional levels to 2008 native.

Review storage requirements after implementation of Promethean boards from Excel bond. Purchase additional storage as needed.

Perform Physical → Virtual migration for Finance Manager server.

Begin Physical → Virtual migrations for remaining Windows 2000 servers.

Monitor all server workloads in light of significant additional demands placed on the network by VoIP, Video Surveillance, Access Control, and new Promethean boards.

2011-12:

Review demands on file & print server clusters and replace as appropriate.

Finish Physical → Virtual migrations for remaining Windows 2000 servers if not completed in 2010-11.

2012-13:

Review load on SQL 2005 server and replace as appropriate.

Review load on VMWare Cluster Servers #1 and #2 and replace and/or supplement as required.

Review performance and storage capacity of Exchange 2007 implementation after having experience with the requirements of Unified Messaging via the VoIP system. Plan for possible replacement in 2013-14 if needed.

- Hire a full-time instructional aide for each computer lab.

Technology Environment

Islip UFSD consists of four sites:

1. The main campus, containing the High School, Middle School, District Office and Maintenance building
2. Commack Road Elementary (2-5)
3. Sherwood Elementary (2-5)
4. Wing Elementary (K-15)

The district uses a hub and spoke model for network connectivity, with all connections terminating in the district's data center (DC), located in the Middle School. Fiber optic cable connects each instructional building as well as District Office back to the DC. Currently, the High School and the three Elementary Schools each have 2 GB connections back to the DC, while District Office and the Maintenance building have a 1 GB connection.

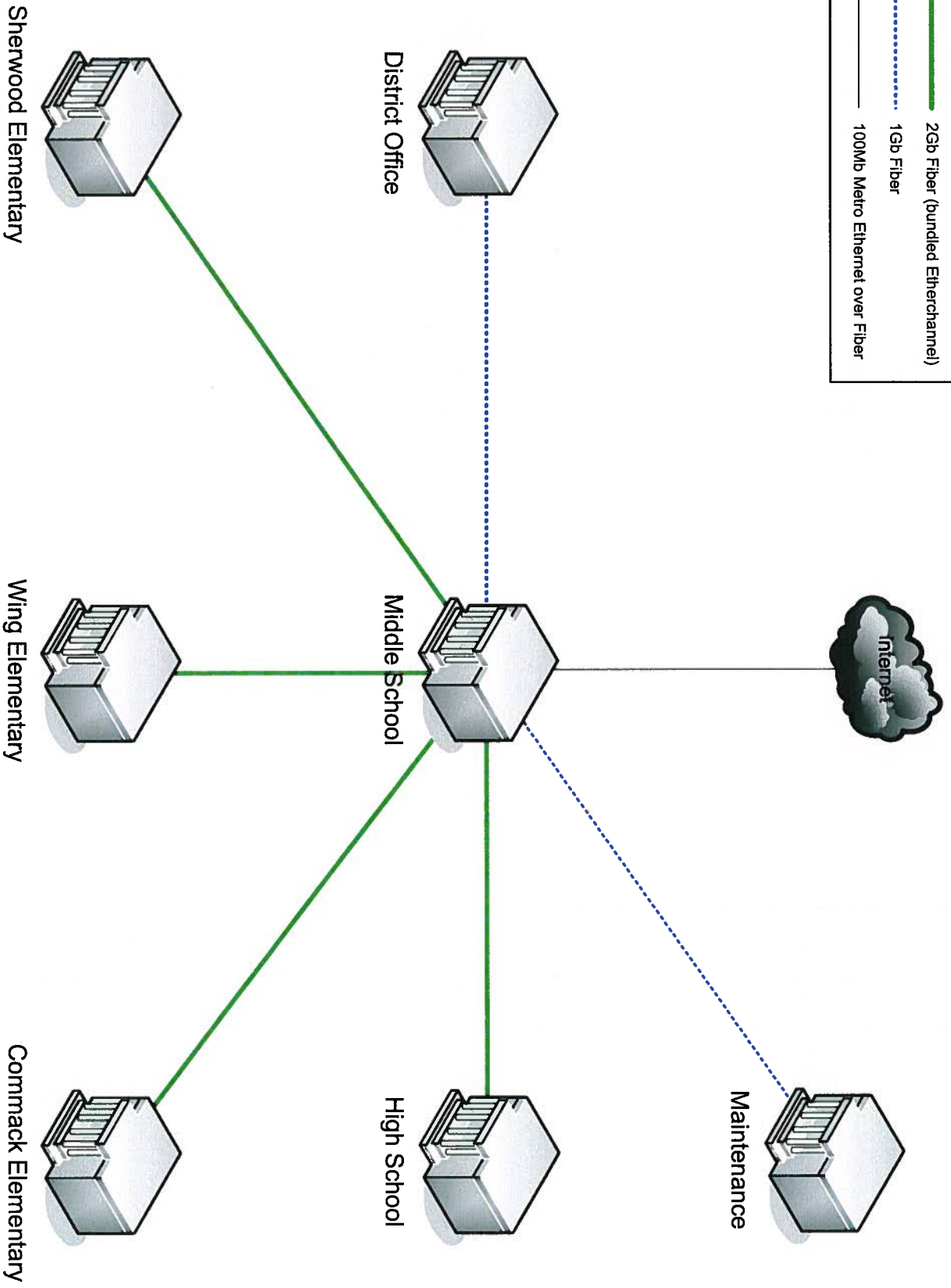
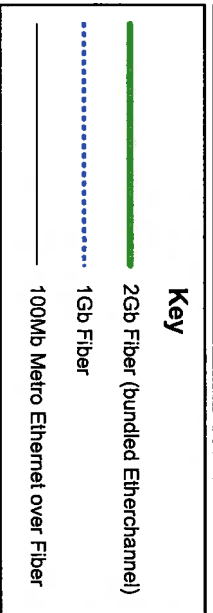
Utilization of these Wide Area Network (WAN) connections is monitored and at this time more than sufficient bandwidth exists to meet both current and anticipated future demands. There is additional unused fiber available between remote sites and the DC which can be used to increase bandwidth if it becomes necessary to do so, however, this might also require additional upgrades to networking hardware within the DC.

The data center houses approximately 30 servers which provide all necessary network services to users at each location.

Internet connectivity was upgraded in 2010 to a 100mb switched-Ethernet connection. (see Appendix G for a list of complete hardware inventory)

Islip Public Schools - Network Overview

3-18-10



Financial Planning**Data Processing Budget 2010-2013****Administrative Computing:**

Code	Description	2010	2011	2012
1680-400-00-015	Software Security & Network Operations – Data Processing – Software – Includes Monies from 2630-559-00-085	\$ 44,280	\$ 64,280	\$ 70,708
1680-423-00-015	Computer & Network Service Contracts – Data Processing – Service Contracts	\$ 76,108	\$ 83,719	\$ 92,091
1680-424-00-015	Computer & Network Repairs	\$ 50,000	\$ 55,000	\$ 60,500
1680-490-00-015	BOCES Services	\$152,467	\$167,714	\$184,485
1680-553-00-015	Network Operations – General Supplies – Formerly Data Processing	\$ 20,000	\$ 22,000	\$ 24,200
1680-556-00-015	Network Operations – Supplies	\$ 3,500	\$ 3,850	\$ 4,235
Data Processing Total		\$346,355	\$396,563	\$436,219

Data Processing Budget 2007-10

Instructional Computing

Code	Description	2010-11	2011-12	2012-13
2630-200-00-085	CAI Equipment	\$111,000	\$122,100	\$134,310
2630-423-00-085	CAI Service Contracts	\$ 70,000	\$ 77,000	\$ 84,700
2630-490-00-085	BOCES Contract Instructional	\$164,000	\$180,400	\$198,440
2070-440-00-040	Professional Development	\$ 60,000	\$ 66,000	\$ 72,600
2630-553-00-085	CAI Supplies – DW	\$ 5,000	\$ 5,500	\$ 6,050
2630-559-00-085	CAI Software – DW	\$ 30,000	\$ 33,000	\$ 36,300
Instructional Computing Total		\$440,000	\$484,000	\$532,400

Appendix A: ISTE National Educational Technology Standards for Students (NETS*S)

http://cnets.iste.org/students/s_stands.html

NETS for Students

Technology Foundation Standards for All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

- 1 Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- 2 Social, ethical, and human issues
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- 3 Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- 4 Technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- 5 Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

- 6 Technology problem-solving and decision-making tools
- Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.



Islip Public Schools

IT Department

Network Policies

Last Updated: 3-19-10

Information Technology is an integral part of the educational and administrative environment at Islip Public Schools. As the use of technology has become more widespread, the demands placed on our network infrastructure have grown dramatically. At the same time, the number of threats to network security continues to increase exponentially. In order for the IT department to deliver a secure and reliable computing experience, we have developed the following protocols, which pertain to the use of the Islip network as well as computer hardware and software. These policies supersede any prior ones.

Purchasing

All hardware that is to be connected to the Islip network, either directly or indirectly, must be approved by and/or purchased through the IT Department. This includes but is not limited to PCs, printers and projectors as well as other accessories such as scanners or cameras.

IT will not support any hardware that is purchased without our approval, and will not permit non-approved hardware to be connected to the network.

User Accounts

Domain user accounts with "standard user" privileges will be created by IT as required to support Islip network users. Administrative privileges will not be granted to any user under any circumstances.

You will be provided with a user ID and a temporary password, which must be changed the first time you log into the system. You should not use a password which can easily be guessed, and should change your password regularly to help ensure the security of your account. Please keep your password confidential and do not share it with anyone.

Note that all aspects of network use may be monitored at any time for any reason.

Appendix B: Network and Software Policies

Network Connectivity

- All PCs will be joined to the appropriate Islip domain for security and maintenance purposes. All users must logon to their computer with domain credentials – no local logins will be permitted.
- Users may not connect personal PCs or other devices to the district's network under any circumstances.
- Standalone (non-networked) machines will not be permitted.

Network Storage and Saving Data

Each user of the Islip network will be allotted a limited amount of network storage space. All individual data must be stored on the network, and no user may write data to the local machine.

There are two user-accessible locations on the network:

- Your personal "My Documents" folder, which is intended for private data that you do not want others to access.
- The "Instructional Shared Folders," which is used for data that needs to be shared among multiple people.

All data must be saved to one of these two locations. Any other location is stored locally on your PC – not on the network.

Data that is not stored on the network is not backed up in any way, and will be lost if your PC experiences a drive failure, a corrupt Windows installation or many other potential problems. Once this data is lost, there is absolutely nothing that can be done to recover it.

IT cannot and will not be responsible for data that is not saved to the network, as it is completely outside of our control.

Internet Access

The district may elect to provide Internet access to certain users, and if so, such access is governed by the "Internet Access Policy" adopted by the School Board. In addition to those policies, the following considerations apply:

- The district blocks certain sites and categories of sites. Users may not attempt to bypass these blocks through the use of proxies or other methods. Any attempt to do so may result in the loss of Internet access privileges.
- Internet access – both live and historical - may be monitored and reviewed at any time and without notice.
- IT reserves the right to block any site at any time if deemed necessary to ensure network security.

Appendix B: Network and Software Policies

Base Software Platform

All computers in the district will be built with a common “base” platform of software, which includes the following:

- Microsoft Windows XP/Vista/Win7 (based on hardware platform), including:
 - Internet Explorer
 - Windows Media Player
 - Microsoft Office 2003, which consists of:
 - Microsoft Access
 - Microsoft Excel
 - Microsoft Outlook
 - Microsoft Powerpoint
 - Microsoft Word
- Anti-Virus and Anti-Spyware software as appropriate
- Adobe Acrobat Reader
- Sun Java Runtime
- Macromedia Flash and Shockwave Plug-Ins for Internet Explorer
- Apple Quicktime

Any software that is not part of the base Windows installation or specifically listed above must be requested through the procedure outlined below.

Custom Software Installations

If additional software beyond that included in the base platform is desired, it must be requested in writing using the “Support Request Form” available from <http://helpdesk>. All software must be reviewed by the IT department for technical compatibility prior to purchase and installation.

Under no circumstances may anyone outside of IT install software on any PC at any time. If it is determined that this has taken place, IT will immediately wipe the system’s hard drive and restore it to an approved configuration.

Technical Requirements for Software

All software must meet the following requirements in order to be considered for installation on a district PC:

- Compatible with Windows XP/Vista/Win7 – preferably carrying the “Designed for Windows 7” logo certification from Microsoft.
- Must function properly in a multi-user environment.
- Must not require the user to have administrative or power-user privileges.
- Must be capable of printing to a networked printer (if applicable).
- Must not be a 16-bit application.

Appendix B: Network and Software Policies

- Must not place an extraordinary burden on the district's technical staff. (e.g. applications which require un-installation before the application of a Microsoft patch, etc.)
- Must not install any unwanted software (e.g. spyware) or require the installation of an unrelated secondary application such as a bundled toolbar.

Additional Requirements

The specific requirements for installation vary depending on the installation location, with the intent of maintaining as much commonality between machines in similar areas as is possible.

Installation will be performed as soon as is reasonably possible, but only after all necessary testing and deployment preparations have taken place. Depending on the complexity of the application and the steps required to deploy it in a network environment, this process can take several weeks or longer.

Licensing Requirements

All software must be licensed as required for the appropriate number of installations. Where multiple user licenses are required, a volume license key should be obtained as opposed to purchasing multiple single-user licenses.

Changes to Policy

The IT department will endeavor to provide adequate notice of any changes to this protocol. However, IT reserves the right to make changes or take action at any time, with or without notice, if it is deemed necessary to ensure the security, reliability or functionality of the district's network.

Appendix C: Software Evaluation Rubric

Islip UFSD
SOFTWARE EVALUATION

Reviewer _____

Date _____

Name of Program _____

Subject/Course _____

Age/Grade level _____

Cost _____

- | | | |
|---|-----|----|
| 1. Does the program allow for student interaction? | Yes | No |
| 2. Is the readability at an appropriate level for target students? | Yes | No |
| 3. Is there a record keeping or student management system? | Yes | No |
| 4. Can a printout of the student's performance be made? | Yes | No |
| 5. If the vendor makes improvements, can updated versions be acquired for free? | Yes | No |
| 6. Are graphics and sound used effectively? | Yes | No |
| 7. Is content accurate and up-to-date? | Yes | No |
| 8. Can sound be turned off, if desired? | Yes | No |
| 9. Program works on desired platform. | Yes | No |
| 10. Will the company send the material on approval? | Yes | No |

Please use the following scale to rate this program:

	Poor	1	2	3	4	5	Excellent
11. Instructions to teacher/student	Poor	1	2	3	4	5	Excellent
12. Feedback to the user:	Poor	1	2	3	4	5	Excellent
13. Use of a variety of learning modes (visual, aural, verbal)	Poor	1	2	3	4	5	Excellent
14. Overall effectiveness of instruction	Poor	1	2	3	4	5	Excellent
15. Screen presentation	Poor	1	2	3	4	5	Excellent

Please add any additional comments in the space below:

ELECTRONIC ACCESS

The mission of the Islip School District Electronic Access initiative is to improve learning and teaching through interpersonal communication, student access to information, research, staff development, collaboration and dissemination of successful educational practices, methods, and materials.

It is the district's responsibility to instruct students about network safety, their role as a "network citizen" and the code of ethics involved with this global community.

The network offers users complete access within and/or between district buildings and the world via Internet.

District network facilities are to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the district. Users must acknowledge their understanding of the general policy and guidelines as a condition for using the network. Failure to adhere to this policy and its guidelines may result in suspending or revoking the offender's privilege of network access and or other sanctions.

The Superintendent or designee will oversee the use of district computer resources. The Superintendent or designee will prepare in-service programs for the training and development of district staff in computer skills, and for the incorporation of computer use in appropriate subject areas.

The Superintendent and his/her designee, working in conjunction with the designated purchasing agent for the district, will be responsible for the purchase and distribution of computer software and hardware throughout district schools. The Superintendent or designee shall prepare and submit for the Board's approval a comprehensive multi-year technology plan which shall be revised as necessary to reflect changing technology and/or district needs.

Adoption date: October 18, 2005

Amended: March 20, 2007

ELECTRONIC ACCESS REGULATION AND INTERNET SAFETY POLICY

The following rules and regulations govern the use of the district's computer network system and access to the Internet.

I. Administration

- The Superintendent of Schools shall designate the Systems Network Coordinator to oversee the district's computer network.
- The Systems Network Coordinator shall monitor and examine all network activities, as appropriate, to ensure proper use of the system.
- The Assistant Superintendent for Educational Services shall be responsible for disseminating and interpreting district policy and regulations governing use of the district's network at the building level with all network users.
- The Systems Network Coordinator shall provide employee training for proper use of the network and the Assistant Superintendent for Educational Services will ensure that staff supervising students using the district's network provide similar training to their students, including providing copies of district policy and regulations governing use of the district's network.
- The Systems Network Coordinator shall ensure that all disks and software loaded onto the computer network have been scanned for computer viruses.
- All copies of student agreements designed to abide by district policy and regulations and parental consent forms shall be kept on file in the principal's office of the respective school.
- Staff members are responsible for teaching proper techniques and standards for participation, for guiding access to appropriate sections of the network, and for assuring that users understand that if they misuse the network, they may lose their access privilege. Particular concerns include network security, issues of privacy, copyright infringement, e-mail etiquette, computer viruses and spyware, and intended use of the World Wide Web and other network resources.
- All users will be provided with individual user accounts. The person in whose name the account is issued is responsible at all times for its proper use and security. Passwords should never be shared with anyone, and should be changed frequently.

II. Network Access

The following people are entitled to use the network:

- All employees of the district for school business
- All district students, when under direct adult supervision, with signed parental permission slips

- Others working in K-12 public education who request use of the network. These requests will be reviewed on a case-by-case basis and will be granted as needs and resources permit by the Superintendent of Schools or his/her designee.

III. Acceptable Use and Conduct

Acceptable uses of the network are activities that support learning and teaching; inappropriate matter on the Internet and the World Wide Web is prohibited. Network users are encouraged to develop uses which meet their educational needs and which take advantage of the network's functions such as e-mail, access to the World Wide Web and other Internet resources.

Islip Public Schools has taken measures to restrict minors to materials considered harmful to them. The district utilizes a content filtering system which is updated daily and automatically blocks access to thousands of undesirable web sites in compliance with the Children's Internet Protection Act (CIPA). All web traffic is logged and is monitored both in real-time and historically to detect inappropriate uses.

IV. Unacceptable Activity and Uses

Unacceptable uses of the network include, but are not limited to:

- Using profanity, obscenity, or other language which may be offensive to another user;
- Using defamatory, discriminating, or threatening language;
- Using the network for financial or commercial gain;
- Re-posting personal communications without the author's prior consent;
- Attempting to deliberately degrade or disrupt the computer system will be viewed as criminal activity under applicable state and federal law;
- Downloading, storing or printing files or messages that are pornographic, profane, obscene, or that use language that offends or tends to degrade others;
- Spreading computer viruses or spyware deliberately;
- Using the network for any illegal activity, including violation of copyright or other contracts;
- Vandalizing the data of another user or district equipment or materials;
- Creating, running, or installing programs that waste system resources, including but not limited to spyware, adware and outdated or incompatible applications;
- Gaining unauthorized access to resources or entities;
- Invading the privacy of individuals (such as harassing, embarrassing, humiliating)
- Using an account owned by another user;
- Posting anonymous messages;

- Posting personal information when not related to a school purpose or activity, such as address, telephone number or school address;
- Unauthorized access, including so-called “hacking,” and other unlawful activities by minors online;
- Using network features such as chat rooms, peer-to-peer file transfer utilities and instant message (IM) services is prohibited
- Unauthorized disclosure, use and dissemination of personal identification information regarding minors;
- Installing personal software on the district’s computers under any circumstances; Only software licensed for use by the district may be installed on district computers, and must only be installed by the IT department following a properly approved software installation request;
- Using personal disks or other accessories on the district’s computers and/or network without the permission of the IT department;
- Saving data in any location other than those designated by the IT department;
- Attempting to bypass the district’s security measures or content filtering in any manner;
- Using the network while access privileges are suspended or revoked; and
- Using the network in a fashion inconsistent with directions from teachers and other staff and generally accepted network etiquette.

Network users identifying a security problem on the district’s network must notify the appropriate teacher, administrator or the Systems Network Coordinator. Under no circumstance should the user demonstrate the problem to anyone other than to the district official or employee being notified.

V. Electronic Publications

Users will be allowed to produce materials for electronic publication on the Internet. Staff supervisor of user will monitor these materials to ensure compliance with content standards. The content of materials is constrained by the following restrictions:

- No personal information about a student will be allowed. This includes home telephone numbers and addresses as well as information regarding the specific location of any student at any given time.
- All student work must be signed with the student’s first name only or, when appropriate, first name and teacher initials. (No last names of students will ever be used.)
- At no time will students be featured in pictures, movies or sound recordings.
- All student work or pictures appearing on the Internet will correspond to the level of parental consent on the student’s Parent Consent Forms.
- No text, image, movie or sound that contains pornography, profanity, obscenity or language that offends or tends to degrade others will be allowed.

VI. *No Privacy Guarantee*

At the present time, no student will be given an Islip e-mail address. If a student needs to print a report and cannot do so at home, he may send it to his personal e-mail account. When he goes to school, he may access his personal e-mail account and retrieve the document for printing. Using personal e-mail accounts for any other purpose on the school network is prohibited and will be dealt with accordingly.

It should be understood that use of the district's network is not guaranteed to be private and that network use, including the content of e-mail sent or received, may be monitored at any time and without notice. The district reserves and may exercise the right to monitor, access, retrieve, and delete any matter stored in, created, received, or sent over the district's network, including the e-mail system, for any reason, without permission.

VII. *Sanctions*

All users of the district's computer network and equipment are required to comply with the district's policy and regulations governing the district's computer network.

In addition, illegal activities are strictly prohibited. Any information pertaining to or implicating illegal activity will be reported to the proper authorities. Transmission of any material in violation of any federal, state and/or local law or regulation is prohibited. This includes, but is not limited to material protected by copyright, threatening or obscene material or material protected by trade secret. Users must respect all intellectual and property rights and laws.

VIII. *District Limitation of Liability*

The district makes no warranties of any kind, whether expressed or implied, for the service it is providing hereunder. The district will not be responsible for any damages that a person may suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruption caused by the district's negligence or the individual's errors or omissions. Use of any information obtained via the Internet is at the individual's risk. The Islip School District does not assume responsibility for the accuracy or quality of information obtained through its services.

In no event shall the district be liable for any indirect, special or consequential damages or loss of profits arising out of or related to this agreement, the performance or breach thereof, or the accuracy or correctness of data or the information contained herein, even if the district has been advised of the possibility thereof.

In no event shall the district be liable for any damages resulting from or related to any failure or delay of the district in providing access under this Agreement or to the accuracy or correctness of the data or the information contained herein.

IX. Children's Internet Protection Act (CIPA)

In December 2000, Congress passed the Children's Internet Protection Act. This act outlines requirements for any K-12 public school that receives funding under the E-Rate program for telecommunication services, Internet access and/or any direct costs associated with Internet access.

Under the new legislation, schools and libraries must:

- Create an Internet safety policy and distribute it to their school community
- Implement technology-blocking measures to prevent students from accessing inappropriate material from all school computers, or certify that they are undertaking measures to implement such technology
- Conduct a public meeting to disseminate and discuss the school's new or revised Internet Safety Policy.

**ELECTRONIC ACCESS REGULATION AND INTERNET SAFETY POLICY
FOR ISLIP EMPLOYEES – E-MAIL**

The effective management and application of information technology improves the quality of service delivered to the Islip community, the productivity of district employees, and the overall cost effectiveness of district operations. Electronic mail (e-mail) plays an increasingly important role in meeting this challenge.

GENERAL POLICY AND GUIDELINES

This policy outlines office requirements for the use and security of the Islip School District e-mail system, including the disclosure and monitoring of the contents of messages and electronic files stored in its system.

The Islip School District e-mail system is to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the Islip School District. Users must acknowledge their understanding of the general policy and guidelines as a condition for using the electronic mail system. Failure to adhere to this policy and its guidelines may result in suspending or revoking the offender's privilege of using an e-mail account and/or other sanctions.

- All electronic and telephonic communication systems and all communications and information transmitted by, received from, or stored in these systems are the property of Islip School District and as such, are to be used solely for job-related purposes. Any use of e-mail for other than district business will be considered improper.
- The e-mail system may not be used to solicit for religious or political causes, commercial enterprises, outside organizations, other non-job related solicitations, or in any other way that violates the district's no solicitation policy.
- Employees have no right of personal privacy in any matter stored in, created, received, or sent over the district's e-mail system. Even if a password is used, the confidentiality of material cannot be secured.
- Use of passwords or other security measures does not in any way diminish the district's rights to access materials on this system. The district reserves and may exercise the right to monitor, access, retrieve, and delete any matter stored in, created, received, or sent over the e-mail system, for any reason, without the permission of any employee and without notice.
- Deletion of e-mail messages or files does not truly eliminate the messages from the system. E-mail messages are stored on a central back-up system, and, consequently, may remain in our records forever.
- Employees are not authorized to retrieve or read any e-mail messages that are not directed to them without prior approval of the Superintendent.
- Employees shall not use district provided e-mail to create, send or receive messages containing discriminating, intimidating, hostile, or offensive material

concerning sex, race, color, national origin, religion, sexual orientation, age, marital status, disability or any other classification protected by law.

- Employees shall be courteous and conduct themselves in a professional manner.
- E-mail is sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient.
- The district e-mail system shall not be used to upload or download copyrighted materials, trade secrets, proprietary financial information, or similar materials.
- Employees shall report to their immediate supervisor any e-mail that threatens to endanger the safety of students, employees, or other persons.
- Any employee who discovers misuse of the e-mail system should immediately contact his or her supervisor.

**EMPLOYEE AGREEMENT FOR ELECTRONIC ACCESS REGULATION
(INCLUDING E-MAIL) AND INTERNET SAFETY POLICY**

Employee Name _____ Building _____

I have read and understand the Electronic Access Regulations (including e-mail) and Internet Safety Policy statement. I accept the responsibility for abiding by those provisions. I understand that violation of the provisions stated in the policy may constitute revocation of network access.

“I will strive to act in all situations with honesty, integrity and respect for the rights of others and to help others to behave in a similar fashion. I agree to follow the access, usage, and content rules as put forth in the Islip School District’s Electronic Access Regulations and Internet Safety Policy.”

Signature _____ Date _____

Adoption Date: October 18, 2005
Amended: November 21, 2006
Amended: March 20, 2007

Appendix D: Acceptable Use of District Computer Networks

4526-E

PARENT VERIFICATION/PERMISSION SLIP

Dear Parent/Guardian:

At the start of each new school year, the Islip School District requests that you review information published in the school district calendar related to: student attendance, electronic access, internet usage, and the release of information about students. This information is included in the district calendar, which will be posted on the district's website, www.islipufsd.org, prior to the start of school.

PLEASE DO THE FOLLOWING:

- **Complete this form for each child in your family attending Islip Schools.**
- **Write your INITIALS in each box where indicated.**
- **Print clearly and then sign your full name at the bottom of this card where indicated.**
- **RETURN TO THE MAIN OFFICE AT YOUR CHILD'S SCHOOL NO LATER THAN _____ . Thank you.**

(PLEASE PRINT STUDENT'S FULL NAME)	(SCHOOL)	(GRADE)	(HOMEROOM)
1. My initials to the right indicate that I have read and understand the Islip School District's Attendance Policy for the _____ school year as outlined in the _____ school district calendar.			Please initial here for No. 1
2. My initials to the right indicate that I accept the responsibilities for abiding by the provisions for my child to use the district's computer network as outlined in the Electronic Access regulations in the _____ district calendar.			Please initial here for No. 2
3. My initials to the right indicate that I agree that my child will follow the access, usage, and content rules as listed in the Internet Safety Policy in the _____ school district calendar.			Please initial here for No. 3
4. My initials to the right indicate that I grant permission for the Islip School District to release and/or publish Student Directory Information*. This also includes positive publicity (i.e., photographs) pertaining to my child for public relations purposes as outlined in the "Release of Information about Students" in the _____ school district calendar. *(For a complete description of "Student Directory Information," please refer to the district calendar on the district's website, www.islipufsd.org).			Please initial here for No. 4
(PLEASE PRINT PARENT NAME)	(PARENT SIGNATURE)		(DATE)

Please complete and return to the Main Office of your child's school by _____.

Adoption date: October 18, 2005
Amended: March 20, 2007

Appendix E: Islip Instructional Software

Islip Instructional Software - Available in 2010

Software/Program	Description	Discipline/Level
1. <i>ActivInspire</i>	Promethean's education software which enables the creation and delivery of innovative and thought leading interactive classroom experiences – it includes a library of core resources – integrates media players, images and audio – Personal and Professional editions	All disciplines/all levels
2. <i>Activstudio</i>	A software application for teachers who use interactive whiteboards. It allows the user to prepare and present 'flipcharts' (captures and stores notes written with an electronic pen – can be written over Microsoft Word documents, Excel spreadsheets and PowerPoint presentations)	All disciplines/all levels
3. <i>Adobe Acrobat</i>	A family of computer programs designed to view, create, manipulate and manage files in Adobe's Portable Document Format (PDF) – Adobe Reader is a free download allowing the viewing and printing of PDF files	All disciplines/all levels
4. <i>Adobe Creative Suite</i>	A collection of graphic design, video editing, and web development applications made by Adobe Systems – e.g. Photoshop, Acrobat, InDesign – Adobe Creative Suite 4 is most current (2008)	All disciplines/all levels
5. <i>Audacity</i>	This is a free, easy to use and multilingual audio editor and recorder for Windows – it can be used to record live audio, convert tapes and records into digital recordings or CDs, edit MP3 files, cut, copy, splice, and mix sounds together, change the speed or pitch of a recording	All disciplines/all levels

6. <i>AutoCAD</i>	Computer Aided Design/Drafting (CAD) software application for 2D and 3D design – it runs on Microsoft Windows desktop operating systems – available in multiple languages – AutoCAD 2010 introduced parametric functionality and mesh modeling	Technology/Secondary Level
7. <i>Autodesk Inventor</i>	This software provides a comprehensive and flexible set of software for 3D mechanical design, product simulation, tooling creation and design communication – capable of digital prototyping	Technology/Secondary Level
8. <i>AWARD</i>	Over 300 titles and 800 skills activities in print and digital formats – AWARD provides games, learning activities and assessments that extend overall curriculum areas – it's component parts form an integral part of early literacy	Language Arts/K-2 level only
9. <i>Bailey's Book House Software</i>	Encourages young children to build important literacy skills, while developing a love for reading – In 7 interactive activities, Bailey's explores the sounds and meanings of letters, words, rhymes, and stories – students can design greeting cards and invitations, make stories and print booklets	Language Arts/K-2 level
10. <i>BrainPOP</i>	This is an educational website with hundreds of short flash-based movies for students in grades K-12 – covering the subjects of English, math, technology, health, science, social studies, arts and music – BrainPOP is for grades 3-12 and BrainPOP Jr. is for K-3 – use to introduce a new lesson or topic – to illustrate complex subject matter	All disciplines/all levels
11. <i>Breakthrough to Literacy</i>	Systemizes the language experience approach utilizing	Language Arts/K-2 level, ELL Students

	<p>the oral/aural skills the child brings from home – it is a class-wide, comprehensive language and reading program designed for emergent and early readers in grades K-2. 5 activities comprise the foundation: Listening to Stories, Telling Stories, Exploring Words, Exploring the Alphabet, and Painting/Fieldtrips – provides instruction in phonics, vocabulary, development, fluency practice, and comprehension</p>	
12. <i>Castle Learning</i>	<p>A web-based service that provides online review of courses in math, science, social studies, English and foreign languages – access is 24 hours per day/7days a week (school and home)</p>	All disciplines/Grades 4-12
13. <i>Celtx</i>	<p>An all-in-one media pre-production system – it replaces ‘paper and binder’ pre-production with a digital approach that’s more complete, simpler to work with and easier to share – it is multi-media friendly (film, video, documentary, theatre, machinima, comics, advertising, video games, music video, radio, podcasts, videocasts – any way you choose to tell your story)</p>	Fine and Performing Arts, Interdisciplinary/Grades 6-12
14. <i>Choices – Planner</i>	<p>Useful for education and career planning through Guidance – students build powerful plans as they compare, connect, and choose from a vast network of work and education options</p>	Guidance Department/Grades 7-12
15. <i>Chuck Wagon Bill’s Language Skills</i>	<p>Capitalization, Punctuation and Grammar for Grades 2-5 Students learn basic rules of English through practice identifying sentence components and locating errors</p>	Language Arts/Grades 2-5
16. <i>Clicker</i>	<p>A reading and writing tool that helps students of all abilities to</p>	Reading and Writing/K-12 Special Needs, ELL Students

	achieve success in reading and writing – Based on Universal Design for Learning (UDL) – appropriate for all students, especially those who are struggling	
17. Clock Faces	Four Main Activities: Telling Time, Setting Time, Answering Questions Using the Calendar, Matching Times	Mathematics/Problem Solving – Grades K-3
18. Cute PDF	Create professional quality PDF files from any printable document	All disciplines/All levels
19. Destiny (Library)	Destiny (Library Catalog) is a web-based library automation software system. Destiny manages circulation and library resources, including cataloging, searching, and reporting. Destiny is used district-wide, thus enhancing interlibrary loan, holds, reporting, and system administration. It provides patrons (student and staff) with 24/7 remote access to self-empowerment tools including book renewals, interlibrary loans, self-generated book reviews and electronic versions of full text books.	District-wide Grades K-12
20. Dragon – Naturally Speaking (speech recognition)	Creates email, documents and spreadsheets simply by speaking – speech recognition software	All disciplines/Special Needs students, K-12
21. Dreamweaver	Allows students and teachers to design, develop and maintain standards based websites and applications.	Grades K-12
22. earobics	Provides individualized instruction in critical areas of reading – helps students build critical literacy skills – adjusts to each student’s level of ability – specialized support for ELL in 10 languages	Literacy/Special Needs/ELL students Grades K-12
23. Eclipse Crossword	This software creates the crossword puzzle by giving a list of words and cues – used to review vocabulary, encourage thinking and correct spelling	All disciplines/Grades K-12

24. <i>edHelper</i>	This is an on-line subscription that provides help to teachers regarding lesson plans and worksheets, and offers a wide range of materials for math, ELA etc.	For grade K-5 Teachers
25. <i>EduWare (exam maker)</i>	Lets teachers create exams for any subject or from test banks of Regents questions for science, social studies, foreign languages and math	All disciplines/Grades 9-12
26. <i>Elements of Literature</i>	A study of characters, point of view, setting, theme, tone, style, and related links	Language Arts/Grades 3-12
27. <i>Essential Skills</i>	Software programs that include a progress monitoring system – teaches students basic rules of everyday grammar and punctuation – organized into 9 units: Sentences, Nouns, Plurals, Adjectives, Pronouns, Verbs, Adverbs, Capitalization, and Punctuation	Language Arts/Grades 3-5
28. <i>EXAMGEM</i>	Thousands of questions for Algebra II, Trigonometry, Life Science, Biology, and elementary Science – multiple choice assessments matched to NYS Core Curriculum	Math and Science/Grades 4-12
29. <i>Exam View</i>	Teachers can publish traditional paper and computer-based tests and web-deliverable exams – 12 questions types (T/F, Modified T/F, MC, Matching, Yes/No, Problem, Short Answer, Numeric response and completion – can choose from a list by objective, level of difficulty, etc.)	All disciplines/Grades 6-12
30. <i>Explode the Code (Pilot)</i>	Aids decoding for beginning readers. (Only 6 licenses)	Beginning Readers
31. <i>Fountas & Pinnell</i>	Benchmark system to place students on reading levels – linking assessments to instruction – a critical link for early literacy	Language Arts/Grades K-3
32. <i>Finale</i>	The flagship program created by MakeMusic for Microsoft Windows – includes a tool to add or edit any particular class	Music Department/Secondary level

	<p>of score element; a control to view or hide up to 4 superimposed layers of music; ability to color code elements of a score as a visual aid; a tool to select large measure regions for editing keys and time signatures; with the 2009 version, you can view or edit multiple pages within the same document; you can notate anything from a notebook chorale to a cut-score; music can be entered in a variety of ways</p>	
<p>33. <i>Fitness Gram</i></p>	<p>A fitness assessment and reporting program for all students – printed reports can be generated. The Activity component logs physical activities in 30 minute increments over a 3-day period (students can track their physical activity).</p>	<p>Physical Education/Health-Grades K-12</p>
<p>34. <i>Follett Library Resources – eBooks</i></p>	<p>Potential for building an eBook collection that supports curriculum and instruction – Follett eBooks feature text highlighting and note-taking, all with built-in search capabilities – eBooks can be previewed online with a two page spread at once</p>	<p>Language Arts/Reading – Grade Levels 2-12</p>
<p>35. <i>The Geometer’s Sketchpad</i></p>	<p>An interactive Geometry software program for exploring Euclidian geometry, algebra, calculus, and other areas of math – if a figure can be constructed with a compass and straight-edge, it can also be constructed using this program – the Sketchpad enables us to measure lengths of segments, measures of angles, area, perimeter, etc.</p>	<p>Mathematics-Secondary level</p>
<p>36. <i>Glencoe Literature</i></p>	<p>Enables students to experience the power of literature with a rich mix of classic and contemporary selections; research-based reading support;</p>	<p>Social Studies/Interdisciplinary Grades 3-12</p>

	integrated language arts skills from introduction to mastery, an assessment program and strategies for differentiating instruction. Features include: Genre Focus, Active Reading Strategies; Active Reading Models, Media Connections, Comparing Selections, Interdisciplinary Connections, Skills Features, Writing Workshops, and Standardized Test Practice	
37. Google Earth	Google Earth is a virtual globe, map and geographic information program – it displays satellite images of varying resolution of the Earth’s surface – drilling down to cities and individual houses – it can show 3D images of terrain and buildings	Social Studies/Interdisciplinary Grades 3-12
38. Harcourt Math	Operations and Word Problems in eBook presentation	Mathematics/Grades 1-4
39. Harcourt Mission Comprehension	Activities and practice for reading comprehension	Reading/Grades 1 & 2; Levels A & B
40. Harcourt Phonics	Activities and practice in phonics	Reading/Writing-Grades 1 & 2; Levels A,B,C,D
41. Holt Online Teaching Resources (Math)	Contains Learning Village and Data Director software - Learning Village is an online educational portal that houses, organizes, and manages a district’s instruction and resources on location while providing knowledge sharing and collaboration for teachers, administrators, parents and students. The end result is increased teacher efficiency, student achievement and enhanced productivity. - Data Director is an innovative online data and management system to help educators meet the needs and improve performance of students in grades K-12 and makes sense of a huge range of data at every level. It allows educators to combine multiple data types	Grades K-12

	over time to maximize reporting.	
42. Inspiration	Use for brainstorming, visual mapping, outlining, and making presentations; use to take notes, organize information and structure writing; transform diagrams, mind maps and outlines into polished presentations	Language Arts/Interdisciplinary-Grades 6-12
43. iTunes	iTunes is an application that allows users to manage audio and video on a personal computer; iTunes keeps track of songs by creating a virtual library; users can subscribe to podcasts; iTunes can create "Smart Playlists"	Technology/Secondary level
44. Java Development Kit (JDK)	This is a product aimed at Java developers – it's primary components include a selection of programming tools such as java, javac, jar, javadoc, jdb, javap, javaws, apt, etc.	Technology/Secondary level
45. Jing	Jing is free software that adds visuals to your online conversations	Technology/Interdisciplinary-Grades 6-12
46. Key Skills	The skills you need to operate successfully in school, college, university, work and life in general; Communication, Application of Numbers, Information and Communication Technology, Working with Others, Improving Own Learning and Performance and Problem Solving	All disciplines/Grades 2-12
47. Kid Pix 4	Creates dynamic works of art using a variety of virtual media, from oil paints and collage to rainbows, trees and more; customizes students' photos with special effects	Art Department/Grades 2-5
48. Kidspiration	Created for Grades K-5 users, develops thinking, literacy, and numeracy skills using visual learning principles of graphic organizers. Students can create original mindmaps to strengthen	Grades K-5

	comprehension and vocabulary.	
49. Kio Ware-Kiosk System Software	Used to provide walk-up kiosk access to library Destiny system.	Technology/Technician Application
50. Kurzweill 3000	A comprehensive reading, writing, and learning software solution of struggling readers – provides tools for reading speed and comprehension; provides study skills, decoding support, writing and self-editing tools and independent test-taking	Reading/Writing Struggling readers and writer Special Needs Students
51. Letter Sounds	Free software for letter sounds, including blends, short vowels, and long vowels	Reading/Language Arts-Grades K-2
52. Logger Pro 3	Provides ready to go experiments for Biology, Chemistry, Physics, and more: Students can see data in real time, explore science by drawing predictions and create lab reports with data and digital photos	Science/Grades 1 & 2
53. MacMillan e-library	Leveled library that is both in Spanish and English by topic. It will read to the students or they can read it independently	All Students
54. Mathosaurus I	Presents 3D prehistoric characters in counting items 10 to 20; compare sets, create matching sets, sequence by 1s, 2s, 5s and 10s – In English or Spanish	Math Support – Grades 1 & 2
55. Mathosaurus II	Helps students understand place value; compare numbers using greater than/less than	Math Support – Grades 1-3
56. Microsoft Office – 2003	Core Applications include Word, Excel, PowerPoint, Access, Publisher, Infopath, Project 2003, Visio 2003, Front Page 2003 and One Note 2003	All disciplines/Secondary level
57. Microsoft Photostory	Create slideshows using your digital photos; add special effects, soundtracks and your own voice, share photo stories with others	All disciplines/Secondary level
58. Microtype 4.0/Keyboarding	An alphabetic, numeric, skillbuilding and keypad program, with motivating graphics, games and a word	Grades 4 and up

	processor with built-in timer; teachers correct finger placement and works on speed and accuracy; web-based, it can be used for distance learning	
59. Millie's Math House	Primary and early level skills in identifying and comparing sizes, learning names of shapes, matching shapes, creating and completing patterns, numbers/numerals 0 to 30, read number sentences and practice simple addition and subtraction facts	Mathematics; Grades K & 1
60. Pearsonsucccess.net	Organizes data into statistics for graphing, charting – allows you to see where contacts are geographically located	Mathematics/Secondary level
61. PLATO	An online integrated system taking state standards to the learning objective level, with fixed benchmark assessments for grades 2-12 with reporting capabilities – available for all content areas on both elementary and secondary levels (currently, we only have it in Math and Algebra)	Mathematics/High School level
62. Pondering Problems	Characters make solving story problems easier, with structured student thinking – guiding students sequentially through the problem-solving steps	Mathematics/Reading/Language Arts Grades 2-5
63. READ 180	A reading intervention program for older students (grades 4 and up) not reading on grade level – comprehensive, sequential and with online assessments	Reading-Grades 4-8
64. Reading A-Z	Reading A-Z offers thousands of printable teacher materials to teach leveled reading, phonemic awareness, reading comprehension, reading fluency, alphabet and vocabulary. The teaching resources include professionally developed downloadable leveled books, lesson plans, worksheets, and reading assessments.	Reading – Grades 3-5

65. <i>Safari Montage</i>	A K-12 library video system with a full suite of integrated products-from video publishers such as Schlessinger's, History Channel, National Geographic, Scholastic, Disney Education, Sesame Street, and BBC	Multi-disciplinary All levels-Grades K-12
66. <i>Sammy's Science House</i>	In 5 activities, students build early science skills and practice important scientific processes, e.g., plants, animals, seasons and weather	Science Primary/Early Elementary
67. <i>Scott Foresman – Gr. 3-5 Science Text - SUCCESS NET</i>	The science program includes a variety of digital products including Examview Test Generator, Online Teacher Edition, Online Student Edition, Leveled Reader Database, audio text CDs, activity DVDs, and an online resource called Take it to the Net	Grades 3-5
68. <i>Scott Foresman – Gr. 6 Science Text</i>	These texts were solely purchased as E-texts, with online teacher editions.	Grade 6
69. <i>Sim City 4</i>	A virtual experience creating environments on screen, including natural and man-made wonders affected by natural disasters and the creation of cities, with systems for order under many different circumstances	Secondary level/Grades 6-12
70. <i>Smart Notebook</i>	Creates, delivers and manages interactive lessons with a single application-connects teachers to a full ecosystem of content, tools and support in creating high impact lessons	All Professional Staff/Grades K-12
71. <i>Smart Music</i>	A software application to help band, orchestra and voice students practice – with a microphone connected to their computer, students can practice an assignment at home or school	Music/Grades 4-12
72. <i>SportsWare 2010</i>	Records, reports and manages all kinds of athlete data	Physical Education/Athletics-Grades 6-12
73. <i>The Graph Club 2.0</i>	Easy-to-use software tool for creating, exploring, interpreting and printing graphs	All disciplines/Grades K-12

74. <i>ThinkCentral K-6</i>	A stable platform to view, schedule and assign Houghton-Mifflin materials, schedule planner, test banks progress tracking, lessons based on teacher-set mastery levels, student access to assignments through “to do” lists; students can view their own progress online	All disciplines/Grades K-6
75. <i>ThinkLink Learning</i>	Screening assessments and formative assessments using research-based questions – predicts deficiency, proficiency, and mastery	Reading and Math/All Grade levels
76. <i>Trudy’s Time and Place House</i>	Explores time and geography – Students learn time and calendar concepts, as well as, direction terminology (using a 3D globe online)	Mathematics/Grades 3-6
77. <i>TurnItIn</i>	Turn It In is an effective deterrent to plagiarism. More importantly, it offers a vital teaching opportunity for promoting originality and instilling proper research and citation techniques.	Grades 7-12
78. <i>Virtual Reference Collection</i>	Includes Book Review Digest 1983+, Children’s Literature Comprehensive Database, Essay and General Literature Index 1985-2000, Library Information, Science and Technology Abstracts, Preservation and Conservation Resources, Publist.com, Short Story Index 1984-1999, Suffolk Web Electronic Journals, WebFeet	All disciplines; Grades K-12
79. <i>Wild West Math</i>	Develops and refines fundamental math skills – reinforces memorization of basic math facts through the process of long division – programs can be adjusted according to needs, with tutorial help on the screen	Mathematics/Grades 2-6

Appendix F: Professional Development Activities Involving Technology-2010

Professional Development Activities Involving Technology

Activity	Presenter(s)	Date(s)
A Guided (Technical) Tour of Kindergarten	Valerie Cordara, Maura Hayes	10/5/09, 10/19/09, 10/26/09
A Guided (Technical) Tour of Kindergarten (Part II)	Valerie Cordara, Maura Hayes	2/1/10, 2/2/10
Advanced CAD (Computer Aided Design)	Liz Hicks	2/3/10
Art Education Webinar - "A Walk Through the New American Wing"	The Metropolitan Museum of Art	12/3/09
Art Education Webinar - "Communities Around the World"	The Metropolitan Museum of Art	5/6/10
Art Education Webinar - "El Greco & His Times"	The Metropolitan Museum of Art	12/10/09
Art Education Webinar - "Eluminate!"	The Metropolitan Museum of Art	10/6/09
Art Education Webinar - "Greek & Roman Art"	The Metropolitan Museum of Art	1/7/10
Art Education Webinar - "Johannes Vermeer"	The Metropolitan Museum of Art	10/13/09
Art Education Webinar - "Looking at Landscapes"	The Metropolitan Museum of Art	1/21/10
Art Education Webinar - "Math & Geometry in Art"	The Metropolitan Museum of Art	4/8/10
Art Education Webinar - "Online Open House"	The Metropolitan Museum of Art	2/25/10
Art Education Webinar - "Planning a Self-Guided School Visit to the Met"	The Metropolitan Museum of Art	3/16/10
Art Education Webinar - "The Art & Science of Objects Conservation"	The Metropolitan Museum of Art	11/19/09
Art Education Webinar - "The Art of the Ancient Near East"	The Metropolitan Museum of Modern Art	4/29/10
Art Education Webinar - "Twentieth Century American Art"	The Metropolitan Museum of Art	1/13/10
Art Travelers Online	The Metropolitan Museum of Art	2/4/10
Blog - "What the Dog Saw"	Lisa Ward	1/6/10, 1/13/10, 1/20/10, 1/27/10, 2/3/10
Creating a Wiki for Your Class	Susan Rodriguez	7/28/2009, 7/29/09, 7/30/09 3/13/10, 3/20/10

eInstruction	Patty Novy	October 2009
eBoard Basics	Chad Walerstein	11/10/09, 11/12/09 12/1/09, 12/3/09
Gradebook Training (Infinite Campus)	Michele Finlay	September 2009
Infinite Campus Support Training	Michele Finlay	Throughout the 2009-2010 school year
Level II Promethean Board Training	Timothy Brush	3/9/10, 3/11/10, 3/16/10, 3/18/10, 3/23/10
Modern Portraits Webinar	The Metropolitan Museum of Art	3/25/10
Promethean Board Basics	Beth Columbo	3/2/10, 3/9/10, 3/16/10, 3/23/10
Promethean Board Training for grades K-1	Joseph Lemke, Tim Brush	November 2009
Promethean Board Training for HS	Stacey Murray	November 2009
Promethean Board Training Share-a-Thon	Beth Columbo	10/22/09, 10/29/09, 11/5/09, 11/12/09
Promethean Board Workshops	Robb LeVien	7/7/09, 7/8/09
Promethean Board Workshops for K-5 Teachers	Robb LeVien	8/26/09, 8/27/09
School Dude Training	James Dentel	2/8/10
Teacher Messenger Training & Newsletter	Michele Finlay	Winter 2010
Technology Symposium at the Cradle of Aviation	Liz Hicks	1/25/10
Thinkfinity Collegial Circle	Julia Johnson, Barbara Vouris	6/4/10
Thinkfinity Training	Julia Johnson, Barbara Vouris	5/28/10, 6/1/10, 6/7/10
Using Google Docs in Your Classroom	Maryann Augusta	7/1/10, 7/2/10, 7/3/10
Using Google Apps & Blogger in Your Classroom	Susan Rodriguez	1/9/10, 1/16/10, 1/30/10
Using Technology with Classroom Instruction that Works	Barbara Vouris	10/28/09, 11/4/09, 11/12/09, 11/18/09, 12/2/09, 12/9/09, 12/16/09
Utilizing Promethean Planet in the Classroom	Robb LeVien	5/5/10, 5/12/10
VERNIER LABQUEST in the Science Lab	Stacey Murray	10/2/09, 10/17/09, 10/24/09

Appendix G: Hardware Inventory

Technical Overview by School

Islip Union Free School District *Workstation List*

Generated by James F. Prudente on: Feb 5, 2010 08:47 AM

Total records : 1218

Workstation Model Service Tag

cm-prin-lap Latitude D620 Not Assigned

HS-READ180-

02.IslipUFSD.edu

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K1-CART-01 --

K1-GYM-01 --

K1-LAB-01.IslipUFSD.edu --

MS-CART-

01.IslipUFSD.edu

--

MS-D12-01.IslipUFSD.edu --

MS-EXCELLAPTOP.

IslipUFSD.edu

--

MS-SOELAPTOP.

IslipUFSD.edu

--

MS-WIRELESSB13.

IslipUFSD.edu

--

MS-WIRELESSC8.

IslipUFSD.edu

--

MS-WIRELESSD14.

IslipUFSD.edu

--

SH-CART-01 --

SH-DRIVER-

01.IslipUFSD.edu

--

SH-LAB-26.IslipUFSD.edu --

SH-RM19-

TS.IslipUFSD.edu

--

SH-RM20-

TS.IslipUFSD.edu

--

VMWHOST1 PowerEdge 2950 Not Assigned

VMWHOST2 PowerEdge 2950 -

VMWHOST3 PowerEdge 2950 -

wireless07501.IslipUFSD.edu -

adm-acctmareli.
islipfm2k.org
OptiPlex GX270 58XBG31
adm-barbarac-xp.islipfm2k. OptiPlex GX270 38XBG31
Workstation Model Service Tag
org OptiPlex GX270 38XBG31
adm-busdon.islipfm2k.org OptiPlex GX270 G9HFN41
adm-carol-w.islipfm2k.org OptiPlex GX270 C8XBG31
ADM-LAPTOP-NEW Inspiron 5160 50RXR51
adm-lucille-xp.islipfm2k.org OptiPlex GX270 48XBG31
adm-mah-01.islipfm2k.org OptiPlex GX270 G8XBG31
adm-pat.islipfm2k.org OptiPlex GX270 88XBG31
adm-paula.islipfm2k.org OptiPlex GX270 78XBG31
adm-roseann.islipfm2k.org OptiPlex GX270 68XBG31
adm-trans.islipfm2k.org OptiPlex GX270 JBHFN41
attica.islipufsd.edu Dimension 8300 DG24P31
barn-leddan.islipfm2k.org Latitude D800 3BHXS31
cm-denise-mo.islipfm2k.org OptiPlex GX270 Not Assigned
CM-RM-109-03 OptiPlex GX270 G2FDM51
CM-RM-109-04 OptiPlex GX270 6CFDM51
cm-rm-110-01.islipufsd.edu OptiPlex GX270 92FDM51
CM-RM-110-02 OptiPlex GX270 C0FDM51
CM-RM-110-03 OptiPlex GX270 DCFDM51
CM-RM-110-04 OptiPlex GX270 40FDM51
cm-rm-111-
2xp.islipufsd.edu
OptiPlex GX270 70FDM51
CM-RM-111-3XP OptiPlex GX270 91FDM51
cm-rm-111-
4xp.islipufsd.edu
OptiPlex GX270 80FDM51
CM-RM-207-
4.IslipUFSD.edu
OptiPlex GX270 BCFDM51
CM-RM-208-1-XP OptiPlex GX270 50FDM51
CM-RM-208-3-XP OptiPlex GX270 C2FDM51
CM-RM-214-1-XP OptiPlex GX270 33FDM51
cm-rm-214-1-
xp.islipufsd.edu
OptiPlex GX270 9CWTB51
cm-rm-214-2-
xp.islipufsd.edu
OptiPlex GX270 62FDM51
cm-rm-214-3-
xp.islipufsd.edu
OptiPlex GX270 5CFDM51
cm-rm-214-4-
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cm-rm109-03.islipufsd.edu OptiPlex GX270 G2FDM51
CM-RM109-
04.IslipUFSD.edu
OptiPlex GX270 6CFDM51

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cm-rm110-03.islipufsd.edu OptiPlex GX270 2V0BT31
Workstation Model Service Tag
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cm-rm218-02.islipufsd.edu OptiPlex GX270 78B1741
cm-rm218-03.islipufsd.edu OptiPlex GX270 48B1741
cm-rm218-04.islipufsd.edu OptiPlex GX270 87S4741
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OptiPlex GX270 67B1741
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2.islipufsd.edu
OptiPlex GX270 J8B1741
cm-xp-rm203-
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OptiPlex GX270 D7B1741
cm-xp-rm203-
4.islipufsd.edu
OptiPlex GX270 88B1741
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OptiPlex GX270 C8B1741
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OptiPlex GX270 5S2KS51
cm-xp-rm205-4.islipufsd. OptiPlex GX270 57S4741

Workstation Model Service Tag
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 cm-xp-rm217-
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 OptiPlex GX270 5G54461
 cm-xp-rm217-
 3.islipufsd.edu
 OptiPlex GX270 D86T261
 cm-xp-rm217-
 4.islipufsd.edu
 OptiPlex GX270 F7S4741
 CM-XP-RM218-1 OptiPlex GX270 48B1741
 CM-XP-RM218-2 OptiPlex GX270 87S4741
 CM-XP-RM218-3 OptiPlex GX270 78B1741
 CM-XP-RM218-4 OptiPlex GX270 B8B1741
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ms-rm130-ts.islipufsd.edu OptiPlex GX620 CN6D0C1
ms-rm131a-ts.islipufsd.edu OptiPlex GX620 3X590C1
ms-rm131b-ts.islipufsd.edu OptiPlex GX620 4K790C1
Workstation Model Service Tag
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ms-rm202-ts.islipufsd.edu OptiPlex GX620 7NTB0C1
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ms-rm205-01.islipufsd.edu OptiPlex 745 6X513F1
ms-rm206-01.islipufsd.edu OptiPlex 745 3X513F1
ms-rm207-01.islipufsd.edu OptiPlex GX620 DN590C1
ms-rm208-01.islipufsd.edu OptiPlex GX620 JB690C1

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ms-rm210-01.islipufsd.edu OptiPlex 745 BQJ13F1
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ms-rm213-01.islipufsd.edu OptiPlex GX620 DC690C1
ms-rm214-01.islipufsd.edu OptiPlex 760 BHVXSJ1
ms-rm214-02.islipufsd.edu OptiPlex 760 95YXSJ1
ms-rm214-03.islipufsd.edu OptiPlex 760 9PKYSJ1
ms-rm214-04.islipufsd.edu OptiPlex 760 35YXSJ1
ms-rm214-08.islipufsd.edu OptiPlex 760 FNKYSJ1
ms-rm214-09.islipufsd.edu OptiPlex 760 4PKYSJ1
ms-rm214-11.islipufsd.edu OptiPlex 760 HY1YSJ1
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ms-rm214-26.islipufsd.edu OptiPlex 760 BJVXSJ1
ms-rm214-30.islipufsd.edu OptiPlex 760 GHVXSJ1
ms-rm215-01.islipufsd.edu OptiPlex GX620 JD590C1
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ms-rm316-01.islipufsd.edu OptiPlex 745 B0723F1
ms-rmd11-01.islipufsd.edu OptiPlex GX620 HD590C1
ms-rmd12-01.islipufsd.edu OptiPlex 760 6G9VSJ1
ms-rmi8-02.islipufsd.edu OptiPlex 745 73723F1
ms-rmi8-03.islipufsd.edu OptiPlex 745 J6423F1
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ms-viddistro.islipufsd.edu OptiPlex GX620 69XB0C1
noc-con2.islipufsd.edu PowerEdge 2900 77P5JF1
noc-mon.islipufsd.edu OptiPlex 745 1RJ13F1
ns-admin-d620.islipufsd.edu Latitude D620 JC680C1
ns-admin-fm2kv.
islipfm2k.org
OptiPlex 745 JQJ13F1

ns-admin-fm2k.islipfm2k.org OptiPlex GX620 GN6D0C1
ns-admin-v3.islipufsd.edu OptiPlex 745 DQJ13F1
ns-admin-wk2.islipufsd.edu OptiPlex GX620 B7XB0C1
ns-admin-wks.islipufsd.edu Precision WorkStation 390 61QG0C1
pc0000-4601-
pc.islipufsd.edu
OptiPlex 760 JNZXSJ1
SES-RESRM-02 OptiPlex GX280 GKMC761
sh-2e-01.islipufsd.edu OptiPlex GX620 HQ590C1
sh-art-01.islipufsd.edu OptiPlex GX620 GB690C1
sh-art-02.islipufsd.edu OptiPlex GX620 5Y590C1
sh-art-03.islipufsd.edu OptiPlex GX620 8X590C1
sh-art-04.islipufsd.edu OptiPlex GX620 8N590C1
sh-art-ts.islipufsd.edu OptiPlex 745 H8423F1
sh-cafe.islipfm2k.org OptiPlex GX620 6PDD0C1
sh-driver-01.islipfm2k.org OptiPlex GX620 28XB0C1
sh-esl-01.islipufsd.edu OptiPlex 745 1F423F1
sh-gym-01.islipufsd.edu OptiPlex 745 G6423F1
sh-lab-01.islipufsd.edu OptiPlex 760 G5LYSJ1
sh-lab-02.islipufsd.edu OptiPlex 760 C4GRSJ1
sh-lab-03.islipufsd.edu OptiPlex 760 35GRSJ1
sh-lab-04.islipufsd.edu OptiPlex 760 76GRSJ1
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sh-lab-07.islipufsd.edu OptiPlex 760 66GRSJ1
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sh-lab-28.islipufsd.edu OptiPlex 760 95LYSJ1
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sh-lib-02a.islipufsd.edu OptiPlex GX620 JN6D0C1
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sh-lib-co.islipufsd.edu OptiPlex 760 CQKRSJ1
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sh-music-01.islipufsd.edu OptiPlex GX620 FN790C1
sh-nurse-01.islipfm2k.org OptiPlex GX620 7C690C1
sh-read180-1.islipufsd.edu OptiPlex GX620 1N653B1

sh-read180-2.islipufsd.edu OptiPlex GX620 9P653B1
sh-read180-3.islipufsd.edu OptiPlex GX620 9N653B1
sh-read180-4.islipufsd.edu OptiPlex GX620 3N653B1
sh-read180-ts.islipufsd.edu OptiPlex GX620 12VHQ91
SH-RESRM-
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OptiPlex GX280 GKMC761
SH-RM-13-2 OptiPlex GX280 364V071
sh-rm-13-3.islipufsd.edu OptiPlex GX280 174V071
SH-RM-16-2.IslipUFSD.edu OptiPlex GX280 760V071
SH-RM-16-4 OptiPlex GX280 J64V071
SH-RM-17-3 OptiPlex GX280 174V071
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Workstation Model Service Tag
sh-rm02-ts.islipufsd.edu OptiPlex 760 6NZXSJ1
sh-rm04-ts.islipufsd.edu OptiPlex 760 8NZXSJ1
sh-rm05-ts.islipufsd.edu OptiPlex 760 BPXXSJ1
sh-rm11-01.islipufsd.edu OptiPlex 745 D9423F1
sh-rm11-02.islipufsd.edu OptiPlex 745 9F423F1
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sh-rm11-04.islipufsd.edu OptiPlex 745 F9423F1
sh-rm11-ts.islipufsd.edu OptiPlex 745 5G423F1
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sh-rm13-02.islipufsd.edu OptiPlex GX280 364V071
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sh-rm3e-03.islipufsd.edu OptiPlex GX620 1K790C1

*sh-rm3e-04.islipufsd.edu OptiPlex GX620 9H790C1
Workstation Model Service Tag*

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sh-rm5-02.islipufsd.edu OptiPlex GX620 59690C1
sh-rm5-03.islipufsd.edu OptiPlex GX620 7B690C1
sh-rm5-04.islipufsd.edu OptiPlex GX620 79690C1*

*SH-RMPYSCH-
01.IslipFM2K.org*

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sh-speech-01.islipufsd.edu OptiPlex GX620 HT590C1
sh-speech-02.islipufsd.edu OptiPlex GX280 H64V071
sh-stageoff-01.islipufsd.edu OptiPlex 745 CB423F1
sqlsvr01.islipufsd.edu PowerEdge 2950 H37R2F1
winseven-pc.islipufsd.edu OptiPlex 745 GPJ13F1*

*exchange2007.islipufsd.edu ProLiant DL380 G5 USE822N8TJ
filesvr-node1.islipufsd.edu ProLiant DL380 G4 USE630N68Q
filesvr-node2.islipufsd.edu ProLiant DL380 G4 USE630N68P
iep-micnic Compaq 6715b Not Assigned*

hs-security.islipufsd.edu 686870U 23FKGL7

ms-cafeopos-01.islipfm2k.org AWRDACPI Not Assigned

*hsinstdc.islipufsd.edu VMware Virtual Platform VMware-50 1c b5 c0 f7 f0
10 36-53 c1 d0 08 c7 4a 1c*

20

*ns-admin-v2.islipufsd.edu VMware Virtual Platform VMware-50 1c 8b 85 77 61
da e0-8c e5 bd 64 9c 57 8c*

cd

*ns-admin-wk4.islipufsd.edu VMware Virtual Platform VMware-50 1c 11 3f 01 33
8f d1-50 f0 58 9b a1 61 f7*

5b

*ns-admin-wk6.islipufsd.edu VMware Virtual Platform VMware-50 1c 6d ef b7 3c
fe 4b-ab 9d a9 e9 c9 e9 4f*

36

NS-WIN7-

TEST1.IslipUFSD.edu

*VMware Virtual Platform VMware-50 1c 7d 23 dd b3
df b7-d3 19 92 8d 8f 64 66*

39

*ns-win7-test2.islipufsd.edu VMware Virtual Platform VMware-50 1c 9a 67 79 aa
73 5a-5a 10 21 39 14 3e 5d*

a1

*svs-remote.islipfm2k.org VMware Virtual Platform VMware-50 1c 8f 47 9c cf
28 b0-61 23 ec be 5b 93 3c*

e8

*vcserver.islipufsd.edu VMware Virtual Platform VMware-56 4d 14 b4 48 9d
e8 2d-4c d0 e5 46 cd c2 1c*

88

*vm-adminapp01.islipfm2k. VMware Virtual Platform VMware-50 1c 33 73 9b a0
Workstation Model Service Tag*

org VMware Virtual Platform 05 de-e3 84 6d 28 80 a0 d9

e2

*vm-award.islipufsd.edu VMware Virtual Platform VMware-50 1c f2 cc 53 4d
b7 dc-38 1d 28 95 45 c2 98*

52

*vm-billxp-01.islipufsd.edu VMware Virtual Platform VMware-50 1c f6 6b d5 5a
bf 58-34 02 a5 89 ab 40 21*

8a

*vm-helpdesk.islipufsd.edu VMware Virtual Platform VMware-50 1c e5 be 3d 68
43 9e-c3 5f 40 8a f8 60 1b*

57

*vm-instapp01.islipufsd.edu VMware Virtual Platform VMware-56 4d 38 24 0a 31
2c af-c7 e0 ed aa 64 9d 5b*

38

*vm-instapp02.islipufsd.edu VMware Virtual Platform VMware-50 1c bd cc 19 c0
d0 3a-f3 d1 ee e8 03 5c 30*

03

vmmgmtapp01.

islipufsd.edu

*VMware Virtual Platform VMware-50 1c 89 8e 32 5b
d4 5d-98 f8 e8 c0 a1 fa 01*

3a

*vm-nethealth.islipufsd.edu VMware Virtual Platform VMware-50 1c 03 5f 1f 1f 1f
10-cc 1e 28 0b 01 63 90 d5*

*vm-patch.islipufsd.edu VMware Virtual Platform VMware-50 1c 97 a3 e5 83
8b 87-3f 27 6f d9 68 af aa*

4a

*websensetemp.islipufsd.edu VMware Virtual Platform VMware-50 1c 52 5a 35 d4
ca a3-9e 92 d2 6c e1 7a 9a*

39

At the secondary level, the standard model is for each classroom to have a single PC that is used by the teacher for attendance and other functions. Labs and Special Education classrooms have additional PCs as necessary for instructional purposes.