















BABYLON UNION FREE SCHOOL DISTRICT



TECHNOLOGY PLAN
July 2010 - June 2013

TABLE OF CONTENTS

I. Acknowledgements	
 District Technology Committee	3
II. Educational Philosophy	4
III. Executive Summary	5
IV. Mission Statement	5
V. Vision Statement	5
VI. Introduction	6
 General Information	6
 Contractual Services	6
 Networking	6
 Internet Access	6
 LAN/WANs	7
VII. Hardware Inventory	7
VIII. Software Inventory	9
IX. Goals and Objectives	10
 2009-2010 review	
 2010-2013	
 Grade Level Curriculum	14
X. Budget/Fiscal Resources	17
XI. Monitoring and Evaluation	18
XII. Professional Development	19
XIII. Attachments	
 Computer Network for Education Policy (Babylon Board of Education)	21
 Babylon School District Acceptable Use Policy for Students and Staff	26
 NETS (National Educational Technology Standards for Students, Teachers, Administrators)	28
 Technology Professional Development 2009-2010	36
 Network Schematic	40

Acknowledgements

DISTRICT TECHNOLOGY COMMITTEE MEMBERS

In October 2009, the Babylon Board of Education adopted the revised Computer Network for Education Policy (*see attached*). The District Technology Committee, established in its present form in 1998, is a working committee. The Technology Committee shall conduct reviews, take actions and make recommendations on matters relative to the use of technology in curriculum and instruction and as a tool of organizational individual productivity.

The Committee is comprised of representatives from: the Board of Education, central administration, building administrators, and Babylon Teachers' Association (BTA) representatives from every school building.

The Committee encourages appropriate uses for technology, develops and updates the district technology plan, articulates with district personnel in matters of technology, supports appropriate faculty/staff development, advocates for needed technical support and funding, recommends technology acquisitions (hardware and software), promotes relevant district policies, and serves in an advisory capacity for technology-related decisions.

School Board Members

Roger Katz
Lisa McKeown

Administrators

Mr. Daniel D'Amico, Assistant Superintendent for Curriculum and Instruction
Ms. Carole Polney, Coordinator of Assessments, Data, Learning and Technology

District Technology Director

Richard Schliemann

Elementary Teachers

Lisa Lindeman
Kathleen Whittier

Junior-Senior High School Teachers

Eric Reisert
Steve Silipo

Computer Lab Assistants

Sandra Buonaspina, Elementary School
Patricia Martin, Junior Senior High School
Patricia Podesta, Grade School

Consultants

Western Suffolk BOCES

Educational Philosophy

The Babylon Board of Education is dedicated to educating students to develop desired moral, ethical, and cultural values, to stimulate and expand a continual learning process and to cultivate an understanding and appreciation of the rights and responsibilities of American citizens, which will enable them to function effectively as independent individuals in a democratic society. The Board strives to maintain a comprehensive approach to satisfy the educational needs of the students of the district by meeting or exceeding the state's requirements.

The Board seeks to implement a variety of instructional methods and to increase the opportunities for the development of each individual's capabilities and personality. It is the district's goal to foster in students good work habits, integrity, self-discipline, individual creativity, originality, aesthetic appreciation, good sportsmanship, self-confidence and a sense of purpose. Extracurricular activities will be offered when possible to enhance the academic program.

The Board encourages parents and teachers to offer their expertise in helping to develop a school environment that is academically challenging, psychologically satisfying and socially fulfilling for students at all levels. The objectives of an educational program are best realized when mutual understanding, cooperation, and effective communications exist among the home, community and school.

Adoption date: April 2, 2001 by the Babylon Board of Education

Executive Summary

The following assumptions are inherent to the beliefs of the Babylon Union Free School District:

- Instructional applications of technology will enable students to acquire skills that increase their employability and potential to attend college.
- Professional development for teachers and administrators, that is ongoing and appropriate, is crucial to support the educational program.
- Networked computer stations to support instructional and administrative functions will continue to increase.
- Partnerships between education and business will provide opportunities for enhancing student achievement and provide transitions from school to work.
- District and BOCES budgets will be evaluated and adjusted annually to accommodate costs associated with providing the students, community, faculty and staff with access to technology.

Mission Statement

It is the mission of the Babylon School District to integrate technology into curriculum, instruction, and assessment in order to:

- Provide opportunities for active, collaborative, individualized, and interdisciplinary learning.
- Provide a multimedia learning environment that includes global communication and information exchange.
- Prepare students to function in a technological world.
- Prepare students to make a smooth transition to the worlds of college and work.
- Enhance teacher and student communication skills.
- Provide the entire learning community with opportunities to become technologically literate.

Vision Statement

Technology at the Babylon Union Free School District is a vehicle by which the school community learns, communicates and creates.

- Our vision is that technology will allow us to expand our reach within the community. Technology will enable us to leverage increased collaboration among staff and through better access to information and each other we will be able to improve our delivery of services. Students will take greater advantage of the social and academic opportunities we provide. The proper use of technology within the district will allow us to become more efficient and effective in our day-to-day tasks leading to better service for the school community.

Introduction

The Babylon Union Free School District is a thriving educational community providing an excellent atmosphere for learning and growth. With a student population of approximately 1,800, the Babylon District provides a small town feeling while striving for excellence.

Located on Great South Bay with quick access to world famous ocean front beaches, Babylon provides a rich diversity of recreational, social, and cultural opportunities. A vibrant downtown offers shopping for every need. The electrified Long Island Railroad South Shore line terminates at the Babylon station, making New York City reachable within 1 hour.

General Information

The Babylon Union Free School District is comprised of three buildings:

- Babylon Elementary School – Grades Kindergarten through 2
- Babylon Memorial Grade School – Grades 3 through 6
- Babylon Junior-Senior High School – Grade 7 through 12, Administration and Business Office

We have met most of our technology goals from our prior technology plans and will continue to address our technology needs and goals for the future.

Contractual Services

Each year the district contracts with Eastern Suffolk and Western Suffolk BOCES for internet connectivity, network support, network installation, equipment purchases and repair in accordance with New York State purchasing guidelines.

Networking

Networks, hardware and software are supported by:

A+ Technology Solutions
4177 Merrick Road
Massapequa, NY 11758

CORE/BTS
1373-10 Veterans Memorial Highway
Hauppauge, NY 11788

Exobit Networks
PO Box 1992
Miller Place, NY 11764

Micro Systems
160C West Industry Court
Deer Park, NY 11729

TD Technologies
773 Tanglewood Road
West Islip, NY 11795
(631) 806-5822

Internet access provided by:

Eastern Suffolk BOCES
Internet Services
15 Andrea Road
Holbrook, NY 11741

Western Suffolk BOCES
Technology Services
Dix Hills, NY

LAN/WANs

Babylon UFSD Instructional Network uses the Windows 2003 and 2008 Active Directory implementation. We have a 10 MB out to internet, with 1G into High School building and the other buildings inter-connected with fiber.

Hardware Inventory

	Comp. Labs	Class-rooms	Library / Media Ctr	Admin. Office	District wide
Computers (list by type)					
A. Desktops	80	314	11	5	
B. iMacs	25	1			
C. HP/Compaq Laptops		37	10	1	
D. Macbooks		25			35
E. Thin Clients	65	109	14	5	
Number of computers above that are Internet ready	170	486	35	11	35
Number of computers above equipped for multimedia	145	486	35	11	35
Peripheral Devices					
A. Printers	10	150	5	10	
B. Scanners	2		1		
C. Modems (28.8 Kbps or above)					
D. Digital Cameras		12			3
G. TV Monitors		32			
H. VCR/DVD/Laser Disk Players		30			
I. Projection Devices	4	25	1		
J. Satellite Dishes					0
K. Digital Video Cameras		5			
L. Interactive Whiteboard	3	16	1		
Network Equipment					
A. Hubs					1
B. Routers					1
C. Servers					60
D. Switches					75

Telecommunication Links								
A. Full or fractional T1								
B. ISDN					1			
C. Dedicated cable					3			
D. Fiber					Across buildings			

As part of our regular processes, we've created and continuously maintain an asset management inventory. With the movement of equipment around the district, we've created a process to track inventory and keep e-files of the equipment. Using a shared Excel spreadsheet through Google Docs, we track our assets. Along with our internal tracking, an external auditor has also performed an asset inventory that is used internally and for audit purposes.

Additionally, with the audits conducted regularly in district, we've also been able to create a "living document" manual that includes, but will not be limited to:

- Inventory
- Backup Controls
- Password Guidelines
- Authorization and Access Controls
- Users, Access Rights and Permissions through the Active Directory

to help us ensure that policies and procedures are being followed as we are safekeeping our data, hardware and software.

District Software Inventory

Microsoft Office XP/2003	Knowledge Matters: DECA Virtual Business Challenge – Personal Finance
Scholastic Keys	REA AP European History Testware (<i>plus other subject-specific test-creation software</i>)
Paint Shop Pro 9	Adobe Bridge
Type to Learn	AutoCAD
Turbo CAD LE	Double CAD
West Point Bridge Builder	Adobe Photoshop Elements
Glencoe Keyboarding	Pinnacle
Southwestern Microtype	Photo Story 3
Pasco Data Studio	Wacom Tablet (Drawing Pad)
Riverdeep Destination Reading	Web Painter Animation Gallery
Millie’s Math House	Web Painter Giffy View
Inspiration	Animation Shop
Kidspiration	Google SketchUp
Edmark: Math Calculating, Mighty Math	Adobe InDesign CS2
Trudy’s Time and Place	Design Workshop Lite
Texas Instruments Navigator	Windows MovieMaker
FitnessGram	Macromedia Suite: Dreamweaver MX, Fireworks MX, Flash MX, FreeHand 10
Building Houses of Our Own	Symantec Antivirus
Visual C++	Symantec Ghost
Visual Basic 6.0	Microsoft Exchange
MicroType Pro	Adobe Acrobat
Glencoe Keyboarding	iLife
All The Right Type 3	Quicktime Pro
Peachtree Accounting	Final Cut Express
Glencoe Integrated Accounting	Eduware Science
Glencoe Accounting – ELC	Apple Remote Desktop (Admin)
Smart Notebook (Math)	
Knowledge Matters: Virtual Business – Sports	

District Online Subscription Services

BrainPop	Tumblebooks
BrainPop Jr	eBoards
BrainPop Espanol	Fountas and Pinnell Online
WorldBook Online	Bookflix
EdHelper	Reading A to Z
Various Databases through BOCES Library System	

Software Selection Criteria

The district believes it is the responsibility of the professional staff to select instructional materials of the best quality that support the educational philosophy of the district. Centralized purchasing for software is how we acquire all software. Babylon subscribes to the Student Management System, eSchoolData, with support through Eastern Suffolk BOCES.

Goals and Objectives

During the 2008-2010 school years, Babylon School District continued to demonstrate its commitment to technology in five main areas: professional development, staffing, communication, network/hardware, and curriculum. This commitment has increased access and use of computers throughout the district. More specifically during the 2008-2010 school years, Babylon School District committed to:

- I. ***Professional Development:*** Opportunities continue to be provided to district personnel through the following offerings: in-district workshops, Eastern and Western Suffolk BOCES, Model Schools workshops, ASSET meetings, local and state conferences (ASSET, SCOPE), and the Suffolk's Edge Teacher Center. Examples of these can be found in the Professional Development Plan which is also indicated on pages 19-20 of our Technology plan.
- II. ***Staffing:*** In 2008, the District created the Coordinator of Assessments, Data, Learning and Technology position based upon a recommendation from Western Suffolk BOCES and the Technology Assessment performed February-March 2008. Additionally in the summer of 2008, a third Computer Lab Assistant position at the Grade School was created.
- III. ***Communication:*** With the addition of the Blackboard-ConnectEd mass notification system, we've been able to communicate out to our community quickly and reliably on emergency and informative matters. The Superintendent and Principals have implemented various ways of using the system without being intrusive to our families, staff and community. The District also created an Email-Website Guidelines Committee for the purpose of coming up with guidelines for parents and teachers when communicating with each via email (implemented September 2009) and to discuss and create guidelines for Babylon teachers to have more of a web presence by building websites (on-going). The expansion of inviting more parents to utilize eSchool's Parent Portal to view their child's schedule, progress reports, report cards, attendance continues to increase. Additionally, we've created a Board Of Education listerv for our community members who would like information emailed to them regarding the upcoming Board of Education meetings. In 2009-2010, we unveiled ten eBoards for information and communication purposes (*Special education, Wellness, Technology, Libraries, Computer Labs*).
- IV. ***Network/Hardware:*** We have been able to maintain, update and add equipment in the classrooms and across the district to further advance our district's technology goals: JrSrHS implemented a 25 seat iMac computer lab; purchased additional Macbooks and Mac-minis for the Music Department, Special Education and classrooms; upgraded two computer labs (HS, ES) to the latest version of HP thin clients; implemented Citrix solution at the ES computer lab; upgraded software with the Microsoft School Software Agreement; expand our wireless access; replaced older computer monitors to more efficient flat panel monitors; replaced 3 switches; installed 6 new servers; put into action virtualization of servers and desktops for testing purposes.
- V. ***Curriculum:*** the intranet collaboration for teachers and administrative staff has assisted in developing technology users throughout the district. With the implementation of new hardware, our students are exposed to interactive learning with technology tools that have higher levels of multimedia capabilities. We use our district website to communicate with

parents and allow our virtual visitors access to curriculum information. CIPA compliance is an important aspect of our technology program. We currently use Barracuda as our Internet filtering and blocking software. Using various resources we are addressing the needs of students about cyber-bullying, digital footprints, sexting, Internet smarts, personal information being shared online, etc.

Goals and Objectives for 2010-2013

Over the next three years, it is the goal of the Babylon Union Free School District to accomplish the following:

Goal One: The district will use technology to continuously improve communication among students, teachers, administrators, support personnel and the community.

- Update and expand the district website to encompass more relevant and timely information (2010-2013)
- Use the student management system to provide parents access to their children's information through the Parent Portal (2010-2013)
- Grow the use of Google Apps for Education for collaboration and communication among staff (2010)
- The Email and Website Guidelines Committee will implement a three year plan beginning September 2010 to develop teacher websites using various tools. Additionally, a professional development timeline has been developed as part of the District's Professional Development Plan to effectively train staff on their choices of tools (2010-2013)
- We will continue to explore the opportunity to have a social-networking type setup for our staff and students in a completely controlled environment, only accessible by school personnel and students (2010)
- The District fully implemented Destiny/Follett as our library system for all three buildings for the first time in 2009-2010 school year. In July 2010, we will open up access to Follett and the schools' libraries of books from outside the building (2010)

Goal Two: The district will integrate technology as a tool to enhance learning and teaching across all disciplines in support of the district curriculum guides, the New York State Learning Standards and National Educational Technology Standards (NETS) to enhance and expand the student learning environment.

- Create developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support differentiation of instruction (2010-2013)
- Use current research on teaching and learning with technology as foundation for learning environments and experiences (2010-2013)
- Continue to offer computer clubs (2010)
- Install interactive whiteboards, K-12, in classrooms as a teaching/learning tool (2010)
- Implement a Content Media Library that allows teachers to choose and access YouTube and Google videos that are classroom appropriate without the distracting and sometimes inappropriate advertising and comments (2010)
- Research the possibility of building an AutoCAD lab at the JrSrHS (2010-2011)
- Build a second computer lab at the Grade School with a focus on cooperative learning, research and project-based assessments (2011)
- Purchase Netbooks for use in the Physics lab (2010)
- Upgrade the Grade School computer lab to a Citrix environment (2010)
- Research and build a TV-type studio at the High School (2010-2011)
- Since we revised our Acceptable Use Policy (see attached) in October 2009, we will continue to monitor and maintain records ensuring that staff and students are following the Board of Education approved Policy (2010-2013)

- Expand the use of the videoconferencing equipment from teaching a class on-site and to another class in a different school district (2009-2010 school year, Sign Language 2) to uses with the Foreign Language Department (2010)

Goal Three: Teachers and support staff will receive ongoing training on the use of technology.

- Offer technology workshops based on research-based strategies (2010-2013)
- Broaden use of appropriate staff on using the student management system (eSchoolData) to access and use the information and data to improve student learning (2010)
- Renew, review and recommend valuable website subscriptions for student and teacher use (EdHelper, WorldBook Online, Virtual Reference Collection, etc.) (2010-2013)
- To ensure we are meeting NCLB mandates, continue to train and support staff on the use of data-driven websites to review individual student data, school data, district data (DataMentor, NY Start, ReportNet, BARS on the Web, etc.). (2010-2013)

Goal Four: Continue to build and update a stable network infrastructure and ensure effective practices for data recovery, data retention and security.

- Replace all network switches with new, compatible and faster switches (2010)
- Install two SANs (Storage Area Networks) (2010)
- Replace out-dated and out of warranty servers with state-of-the-art servers for virtualization, therefore decreasing maintenance, monitoring and costs (2010)
- Install a complete wireless solution within each building (2010)
- Subscribe to an email archiving service, Postini through Google Apps for Education (2010)

Additionally, we've been able to centralize district technology purchases (hardware, software) allowing for greater equity among buildings, along with standardization of equipment that will make purchasing more efficient and effective. This type of organization helps build our inventory and helps the district report data more accurately for auditing and inventory purposes and will continue as our practice in the future.

Technology Goals by Grade Level

These goals are implemented by classroom teachers and in the computer labs with the assistance of Computer Lab Assistants. These are part of our District K-12 Curriculum Guides.

Grades K – 3

Students will use technology with teacher support to communicate effectively and creatively through software applications:

- Create documents using word processing skills and simple publishing programs
- Utilize graphics

Students will use technology with teacher support to access, retrieve, evaluate, and interpret visual and auditory information:

- Use electronic resources
- Use search strategies such as key words

Students will use technology with teacher support to enhance independence and productivity:

- Use technology to develop learning and process skills
- Use software to learn new concept
- Students will be introduced to and develop basic technology skills:
- Basic keyboarding skills
- Operate peripheral devices
- Use basic technology vocabulary and knowledge
- Care for technology equipment and use it safely

Grades 4 – 6

Students will use technology to communicate effectively and creatively through software applications:

- Create documents using word processing skills and publishing programs to apply writing process skills
- Use edit functions
- Utilize presentation software to manage and present information and create reports

Students will communicate through networks communication systems

Students will use technology to access, retrieve, evaluate, and interpret visual and auditory information:

- Use search strategies
- Use electronic resources

Students will use technology to facilitate learning in all content areas.

Students will use technology to enhance and maximize productivity:

- Use software to strengthen skill development
- Develop strategies for problem-solving and critical thinking

Students will develop basic technology skills:

- Select and use technology appropriate to their needs
- Use an expanded technology vocabulary

- Develop keyboarding skills at an acceptable level
- Care for technology equipment and use it safely
- Follow rules, regulations, and District Acceptable Use Policy as well as copyright laws when using the Internet

Grades 7 – 8

Students will use technology to communicate effectively and creatively through software applications:

- Use graphic programs
- Produce a document using word processing incorporating text and graphics
- Create databases and spreadsheets
- Collect, manipulate and interpret data
- Use edit functions

Students will communicate visually, graphically, and artistically through multi-media by creating multimedia presentations.

Students will use technology to access, retrieve, evaluate, and interpret visual and auditory information:

- Use search strategies to retrieve electronic information
- Use electronic encyclopedias, almanacs, indexes, and catalogues to retrieve and select pertinent information
- Use a variety of calculators including graphing calculators

Students will use information to support learning in all content areas.

Students will use technology to enhance and maximize productivity:

- Use software to strengthen learning skills
- Use software to learn new concepts
- Develop strategies for problem-solving, critical and creative thinking

Students will develop basic technology skills:

- Select and use technology appropriate to their needs
- Continue developing keyboarding skills at
- Operate peripheral devices
- Care for technology equipment and use it safely
- Understand copyright laws, Acceptable Use Policy, and other ethical issues related to the use of technology

Grades 9 – 12

Students will use technology to communicate effectively and creatively through software applications:

- Produce word processed documents that have been drafted, revised, edited, and formatted electronically and may incorporate graphic images when appropriate
- Print, save, retrieve, organize and backup files
- Communicate with spreadsheets by entering data and creating graphs or charts to represent it
- Create databases and use information to access, organize and analyze information to create spreadsheets and reports

- Produce quality print and electronic documents addressing layout, design and multimedia technologies

Students will use information to support learning in all content areas using collaboration, problem-solving, critical thinking and project-based learning.

Students will use technology to maximize productivity and effectiveness:

- Use technology to strengthen learning and workplace skills
- Use applications programs to create high quality products
- Develop strategies for problem-solving, critical and creative thinking
- Develop creativity and innovation through the use of technology

Students will develop basic technology skills:

- Select and access appropriate technology
- Operate peripheral devices
- Use technology independently, collaboratively, and cooperatively
- Follow ethical guidelines for using technology

Students are learning about Internet Safety in a variety of ways. At the elementary level, classroom teachers discuss the topic and while visiting the computer labs, the Computer Lab Assistants demonstrate proper computer and Internet use. Additionally, the Library Media Specialists, while working with the classes, also engage the students in the details of being safe while on the Internet along with copyright laws. At the middle and high school level, all 6th, 7th and 8th grade students are enrolled in technology classes where safety issues are addressed. Our district also has two police liaisons who teach and promote various safety issues to students in grades 6-12, including information about cyber-bullying, texting, and other online activities.

Budget/Fiscal Resources

Budget

The Babylon Union Free School District allocates funds to implement the district technology plan. Budgets for technology implementation are estimated to be:

	2010-2011 proposed budget	2011-2012 tentative	2012-2013 tentative
Personnel	~\$484,000*	~\$490,000*	~\$500,000*
Hardware & Network	\$95,750.00	\$100,000	\$110,000
Software	\$35,000.00	\$37,000	\$39,000
Supplies	\$16,610.00	\$20,000	\$22,000
Internet Access	\$16,789	~\$16,789	~\$16,789
Staff Development	\$15,000	\$15,000	\$15,000
BOCES Financing	\$164,00.00	\$125,000	\$125,000

* *includes*: Coordinator of Assessments, Data, Learning and Technology; Director of Technology/Network Administrator; three Computer Lab Assistants; and Administrative Assistant salaries

The Babylon Union Free School District is prepared to continue making fiscally responsible local investments in the technology plan. Funding will come from a variety of resources including:

- Ongoing technology appropriation in the annual budget
- BOCES Aid
- Federal E-Rate Funding (which is applied back into the Technology budget)
- Grant Monies (Title II Part D, Model Schools, Title III)

The Babylon UFSD has utilized multi-year financing plans through Western Suffolk BOCES to purchase the majority of its infrastructure and hardware. This method of financing has allowed us to address our technological needs in a most cost effective manner without incurring a significant capital outlay in any one year. The financing terms have been structured to coincide with the estimated life of the equipment purchased.

In 2010, the District is investing in an email archiving system through Postini, a partner of Google Apps for Education who we use for our District email.

Monitoring and Evaluation

Assessment information is designed to provide users of technology with timely, accurate information that will contribute to decisions about the improvement, continuance, or deletion of implementation strategies.

Babylon Union Free School District's technology plan evaluation is rooted in an examination of our plan's vision and goals. The evaluation is ongoing, as is the world of technology. By using various resources located on the Internet, <http://www.sun-associates.com/resources/evalpln.html>, we are able to identify our strengths, weaknesses and areas in need of addressing or improvement based upon national standards. Some of these tools allow us to self-assess and use the data to better serve the needs of our school community. In examining our technology program, by way of surveys, collecting data and information, and measuring growth, we can determine on a yearly basis what would support and enhance our program for the following year.

Additionally, for each in-district workshop that is offered and attended by faculty, feedback is requested to help determine its value and our future needs. Buildings conduct needs-assessment surveys and use the information to address the immediate needs of the staff and plan for the future needs of the buildings. We also subscribe to BOCES for support in further developing and evaluating the plan and program. It continues to be our hope, because this is relatively uncharted territory, that they will also be able to assist us in developing more formal assessment procedures to determine the impact of our technology plan implementation on student performance.

The district's Professional Development Plan (PDP) Committee assists in determining the professional development needs of teachers. Efforts are made to provide professional development opportunities for teachers during the school year and the summer months to assist them in integrating technology into their instructional strategies and practices. Evaluation forms are completed by all of the teachers who participate in our technology workshops. The PDP committee reconvenes to develop a procedure to offer technology workshops requested and taught by our own faculty.

Using the ISTE National Educational Technology Standards for students, teachers and administrators allows us to measure the growth of our school community as we strive to offer technology enriched teaching and learning experiences in our schools. (*see attached*)

Because the implementation of a technology plan is continuous, so is its evaluation. Experience has shown us that we must reevaluate, modify objectives and expectations, and alter strategies as our program implementation proceeds. The Assistant Superintendent for Curriculum and Instruction will be responsible for collecting the data to assess the effectiveness of the plan and its implementation.

The means by which we are evaluating our program implementation include observations that are made by teachers, students, and administrators. Department and grade level meetings have been the forums for informal discussions about what is needed in specific areas of the curriculum. Our District Technology Committee also provides feedback from teachers, administrators, community and Board of Education members.

Professional Development

Professional development is essential to the successful implementation of any instructional initiative. In addition to the Model Schools workshops offered through Western and Eastern Suffolk BOCES, we encourage and provide opportunities for staff to attend workshops, conferences and training sessions that focus on technology. Many of our Conference Days are devoted to training of staff.

The Babylon Union Free School District is committed to training its staff on how to use and integrate technology. The goals of Babylon's Technology Staff Development Plan include the following standards:

Standard One: All staff will understand the role of technology as a tool in instruction and administrative tasks.

Standard Two: All staff will utilize the technology to communicate within the buildings, across the district, with parents and other professional colleagues through the electronic mail and information resource systems.

Standard Three: All staff will work successfully, independently and cooperatively, in a networked environment. Collaboration among colleagues (grade level, building, bridging across buildings) will continue to take place with the use of technology as a communication tool.

Standard Four: All staff will navigate the Internet to connect to the world in order to communicate and exchange information.

Standard Five: Teachers will increase their knowledge of the variety of instructional materials and equipment available to help students meet their individual needs. Teachers will be able to integrate instructional technology into the curriculum across the content areas.

Professional Development Plan and Implementation

As part of our district's **Professional Development Plan**, the team has determined that different levels of professional support are needed for different groups. For example, our research has shown us that teachers in their first two to three years need special support. Additionally, the Babylon Teachers' Association and the Board of Education have agreed that the teachers will participate in twelve hours of professional development outside of the regular school day with no credit earned toward salary advancement. We have, therefore, developed a schedule to meet the professional needs of all of the educators in the Babylon School District based on their experience and responsibilities. On an annual basis, teachers will be involved in 32 hours of professional development. This includes two Superintendent's conference days (10 hours), 10 hours within the school day (release time), and the agreed upon 12 hours outside of the regular school day. Beginning teachers, new to the profession, will be provided with opportunities to participate in the same 32 hours of professional development with an additional 8 hours to support them through the first two years. The administrative personnel will participate in the two Superintendent conference

days and 10 additional hours for a total of 20 hours of professional development. Professional development opportunities will include but not be limited to:

- Ø District-sponsored workshops conducted outside of the school day
- Ø Workshops with consultants during the school day (release time)
- Ø Work with consultants/colleagues in classrooms
- Ø District approved conferences
- Ø Online coursework/Videoconferencing
- Ø Curriculum writing

Participation in professional development activities can be as an instructor as well.

Many teachers choose technology related workshops that are either given by the district or by other organizations. The Babylon School District has provided many opportunities for teachers to grow with technology integration. We've offered an array of training sessions on district specific software and hardware and will continue to do so in the future based on needs and requests.

Some examples of sessions we have offered in the past are:

- Digital Photography 101
- Class Presentations with PowerPoint
- Web Page Development
- Using Destination Reading
- Texas Instruments Navigator for Graphing Calculators
- Videoconferencing/Polycom
- SMART Technologies
- Internet: Search, Find and Information Literacy
- Apple After-School Specials
- eSchoolData

Anytime a new software or web-based program is introduced to the staff, Babylon School District trains the appropriate personnel on the system. In years past, we implemented Google Apps for Education which is as our in-district form of communication (GMail); DataMentor: helping teachers use individual student data to improve instructions; and plan to implement a website creation solution that will include extensive training for staff.

Continued support of users by turnkey trainers will be available throughout the year and on a one-to-one basis in the Office of Data and Technology.

See attached 2009-2010 Technology Professional Development Listing as an example

Our Acceptable Use Policy for staff and students was updated and approved by our Board of Education in October 2009. Every staff member and student was provided a copy and had to return a signed page (by themselves and/or a parent). Those who did not return a signed form had their network accounts disabled and they are not allowed to use our District network. All staff complied and returned forms. Less than 5% of our K-12 student population did not return a form. We are addressing these on a one-to-one basis. Below is the Board approved Policy.

Policy 4526

COMPUTER NETWORK USE

The Board of Education is committed to optimizing student learning and teaching. The Board considers student access to a computer network, including the Internet, to be a powerful and valuable educational and research tool, and encourages the use of computers and computer-related technology in district classrooms solely for the purpose of advancing and promoting learning and teaching.

The computer network can provide a forum for learning and can significantly enhance educational experiences and provide statewide, national and global communication opportunities for staff and students.

All users of the district's computer network and the Internet must understand that use is a privilege, not a right, and that use entails responsibility.

The Superintendent of Schools shall establish regulations governing the use and security of the district's computer network. All users of the district's computer network and equipment shall comply with this policy and those regulations. Failure to comply may result in disciplinary action as well as suspension and/or revocation of computer access privileges.

The Superintendent shall be responsible for designating a computer network administrator and coordinator of technology to oversee the use of district computer resources. The Assistant Superintendent for Curriculum and Instruction 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, working in conjunction with the Deputy Superintendent, the computer network administrator, Coordinator of Technology, and the Assistant Superintendent for Curriculum and Instruction will be responsible for the purchase and distribution of computer software and hardware throughout district schools.

Adoption date October 19, 2009

COMPUTER NETWORK USE REGULATION

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 a computer network administrator to oversee the district's computer network.
- The computer network administrator shall monitor and examine all network activities, as appropriate, to ensure proper use of the system.
- The Assistant Superintendent for Curriculum and Instruction and Coordinator of Technology 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 Assistant Superintendent for Curriculum and Instruction and Coordinator of Technology shall provide employee training for proper use of the computer and the network and 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 computer network administrator has sole responsibility for loading all software onto the computer network and scanning for computer viruses.
- All student agreements to abide by district policy and regulations and parental consent forms shall be kept on file in their respective schools.

II. Internet Access

- Students will be provided access: during the school day when the students are not in class and with supervision; before or after school hours with supervision; and during instructional time.
- Students in grades 3 through 12 will be provided with individual accounts and students in grades kindergarten through 2 will share a classroom accounts.
- Students may browse the World Wide Web and use Web 2.0 tools and applications as deemed appropriate by the classroom teacher.
- Students are not to participate in chat rooms unless otherwise directed or supervised by the classroom teacher.
- Under the direct supervision of a teacher students may read news groups, RSS feeds, participate in teacher selected/approved blogs and Social Networking sites and access other educationally based Internet resources.
- Students and staff may construct their own web pages using district computer resources.
- A staff member will be required to monitor all of these activities.

III. Acceptable Use and Conduct

- Access to the district's computer network is provided solely for educational purposes and research consistent with the district's mission and goals.

- Use of the district's computer network is a privilege, not a right. Inappropriate use may result in the suspension or revocation of that privilege.
- Each individual in whose name an access account is issued is responsible at all times for its proper use.
- All network users will be issued a login name and password. Passwords must be changed according to our District guidelines.
- All network users are expected to abide by the generally accepted rules of network etiquette. This includes being polite and using only appropriate language. Abusive language, vulgarities and swear words are all inappropriate.
- Network users identifying a security problem on the district's network must notify the appropriate teacher, administrator or computer network coordinator. Under no circumstance should the user demonstrate the problem to anyone other than to the district official or employee being notified.
- Any network user identified as a security risk or having a history of violations of district computer use guidelines may be denied access to the district's network.
- Teachers and parents have received copies of the District's e-mail guidelines.

IV. Prohibited Activity and Uses

The following is a list of prohibited activity concerning use of the district's computer network. Violation of any of these prohibitions may result in discipline or other appropriate penalty, including suspension or revocation of a user's access to the network.

- Using the network for personal or commercial activity, including advertising.
- Infringing on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting or making available any copyrighted software on the district computer network.
- Using the network to receive, transmit or make available to others obscene, offensive, or sexually explicit material.
- Using the network to receive, transmit or make available to others messages that are racist, sexist, abusive or harassing to others.
- Using another user's account or password.
- Attempting to read, delete, copy or modify the electronic mail (e-mail) of other system users and deliberately interfering with the ability of other system users to send and/or receive e-mail.
- Forging or attempting to forge e-mail messages.
- Engaging in vandalism. Vandalism is defined as any malicious attempt to harm or destroy district equipment or materials, data of another user of the district's network or of any of the entities or other networks that are connected to the Internet. This includes, but is not limited to, creating and/or placing a computer virus on the network.
- Using the network to send anonymous messages or files.
- Using the network to receive, transmit or make available to others a message that is inconsistent with the district's Code of Conduct.
- Revealing the personal address, telephone number or other personal information of oneself or another person.

- Intentionally disrupting network traffic or crashing the network and connected systems.
- Installing personal software or using personal disks on the district's computers and/or network without the permission of the appropriate district official or employee.
- Using district computing resources for commercial or financial gain or fraud.
- Stealing data, equipment or intellectual property.
- Gaining or seeking to gain unauthorized access to any files, resources, or computer or phone systems, or vandalize the data of another user.
- Wastefully using finite district resources.
- Changing or exceeding resource quotas as set by the district without the permission of the appropriate district official or employee.
- Using the network while access privileges are suspended or revoked.
- Using the network in a fashion inconsistent with directions from teachers and other staff and generally accepted network etiquette.

V. No Privacy Guarantee

Anyone using the district's computer network should not expect, nor does the district guarantee privacy for any use of the district's computer network. The district reserves the right to access and view any material stored on district equipment or any material used in conjunction with the district's computer network.

VI. 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. Failure to comply with the policy or regulation may result in disciplinary action as well as suspension and/or revocation of computer access privileges.

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 materials protected by copyright, threatening or obscene material or material protected by trade secret. Users must respect all intellectual and property rights and laws.

VII. District Responsibilities

The district makes no warranties of any kind, either expressed or implied, for the access being provided. Further, the district assumes no responsibility for the quality, availability, accuracy, nature or reliability of the service and/or information provided. Users of the district's computer network and the Internet use information at their own risk. Each user is responsible for verifying the integrity and authenticity of the information that is used and provided.

The district will not be responsible for any damages suffered by any user, including, but not limited to, loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by its own negligence or the errors or omissions of any user. The district also will not be

responsible for unauthorized financial obligations resulting from the use of or access to the district's computer network or the Internet.

Further, even though the district may use technical or manual means to regulate access and information, these methods do not provide a foolproof means of enforcing the provisions of the district policy and regulation.

Adoption date: October 19, 2009

ACCEPTABLE USE REGULATION EXHIBIT

Student and Parent/Guardian Permission Form

Your child has requested access to the Babylon Union Free School District Computer Network. Access to this specialized educational resource includes the use of district-owned hardware, software and connections to computers through the Internet, which would connect your child with educational resources worldwide. In accepting an account, your child accepts the responsibility of using the network and related resources in an appropriate manner. It is important that you understand your child's responsibility as well.

Please read the *Babylon Union Free School District Acceptable Use Regulation* with your child. After reading the *Use Regulation*, please complete this form to indicate that you agree to terms and conditions outlined. The signatures of both the student and parent/guardian, indicating that you have read and agreed to our *Use Regulation*, are mandatory before access may be granted to the Babylon School District Network.

As a user of the Babylon Union Free School District Computer Network, I have read and hereby agree to comply with the *Acceptable Use Regulation*.

Student Signature: _____ Date: _____

Student Name (Please Print): _____

Student's School: _____ Grade: _____

As a parent/legal guardian of the student signing above, I grant permission for my child to access networked computer services such as the Internet. I have read and agree to the *Babylon School District Acceptable Use Regulation*, and I understand that I may be held liable for deliberate or intentional damage caused by my child in violation of the *Acceptable Use Regulation*. I understand that some materials on the Internet may be objectionable; therefore, I agree to accept responsibility for guiding my child and conveying to him/her appropriate standards for selecting, sharing and/or exploring information and media.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name (Print Please): _____

Home Address: _____

Home Telephone: _____ Day Telephone: _____

Please complete this form and return to your child's school.

Adoption date: October 19, 2009

ACCEPTABLE USE REGULATION EXHIBIT

Staff Agreement Form

You have requested access to the Babylon Union Free School District Computer Network. This access includes the use of district-owned hardware, software, e-mail and connections to computers through the Internet, which would connect you with educational resources worldwide. In accepting an account, you accept the responsibility of using the network and related resources in an appropriate manner.

Please read the *Babylon Union Free School District Acceptable Use Regulation* and the *Babylon School District Teacher Email Guidelines* (if applicable), then complete this form to indicate that you agree to terms and conditions outlined.

As an employee of the Babylon Union Free School District and a user of the computer network, I acknowledge receipt of the *Acceptable Use Regulation*.

Signature: _____ Date: _____

Name (Please Print): _____

Primary Work Location: _____

Job Title: _____

Home Address: _____

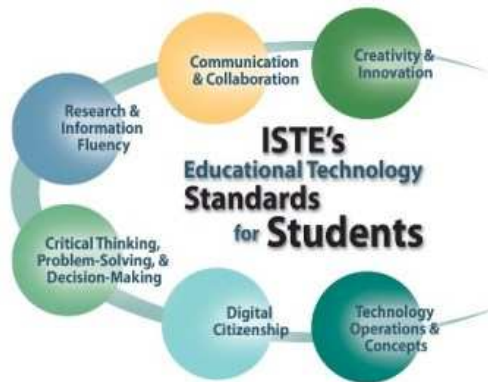
Home Telephone: _____ Day Telephone: _____

Please complete this form and return same to your Building Principal. If you are a new user, within a few days, you will be informed of your user ID and initial logon password and your e-mail account.

Adoption date: October 19, 2009

Nets for Students 2007

http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm



1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

© 2007 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education.

NETS for Teachers 2008

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm



1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness.
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- d. provide students with multiple and varied formative and summative assessments aligned

with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning.
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

- evaluate and reflect on current research and professional practice on a regular basis to
- c. make effective use of existing and emerging digital tools and resources in support of student learning.
 - d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

© 2008 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education.

Nets for Administrators 2009

http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2009Standards/NETS_for_Administrators_2009.htm



1. Visionary Leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. Educational Administrators:

- a. inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders.
- b. engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision.
- c. advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan.

2. Digital Age Learning Culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

- a. ensure instructional innovation focused on continuous improvement of digital-age learning.
- b. model and promote the frequent and effective use of technology for learning.
- c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.
- d. ensure effective practice in the study of technology and its infusion across the curriculum.
- e. promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration.

3. Excellence in Professional Practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

- a. allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration.
- b. facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.
- c. promote and model effective communication and collaboration among stakeholders using digital-age tools.
stay abreast of educational research and emerging trends regarding effective use of
- d. technology and encourage evaluation of new technologies for their potential to improve student learning.

4. Systemic Improvement

Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

- a. lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.
- b. collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning.
- c. recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals.
- d. establish and leverage strategic partnerships to support systemic improvement.
- e. establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning.

5. Digital Citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

- a. ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.
- b. promote, model and establish policies for safe, legal, and ethical use of digital information and technology.
- c. promote and model responsible social interactions related to the use of technology and information.
- d. model and facilitate the development of a shared cultural understanding and involvement

in global issues through the use of contemporary communication and collaboration tools.

- [National Educational Technology Standards for Administrators 2009](#) (PDF)

Essential Conditions

© 2009 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education.

Technology Professional Development 2009-2010

<u>Date</u>	<u>Description</u>	<u>Name</u>	<u>Building</u>
6/9/2010	Apple Workshop #2	Stephen Fasciani	GS
		Sandra Buonaspina	ES
		Claire Reilly	HS
		Patricia Stork	ES
		Scott Jankow	ES
		Paul Grisafi	GS
		Barbara O'Hallaran	HS
		Jane Herbst	HS
		Dana Spincola	ES
		Cindy Theiss	HS
		Marybeth Schappert	HS
		Michelle Scharff	HS
		Brian Kroll	HS
		Peter Mankes	HS
		Kathleen Whittier	GS
		Melody Wubbenhorst	HS
		Elizabeth Barry	HS
		Yvette Chase	HS
		Lauren Shanks	HS
		Marie Poelker	ES
Donna Hendrickson	GS		
Kristine Prass	GS		
Lisa Consolo	HS		
Sheila Vaswani	HS		
Lisa Necroto	GS		
Nina Wood	HS		
5/19/2010	ASSET Recognition Luncheon	Carole Polney-Marinello	
		Dan D'Amico	Admin
		James Schappert	HS
5/19/2010	Promethean Bus Demo @ ESBOCES	Carole Polney-Marinello	
		Pat Martin	HS
		Sandi Buonaspina	ES
4/17/2010	Smartboard User Conference	Lauren Shanks	HS (Spec Ed)
		Barbara O'Hallaran	HS (Spec Ed)
		Stephen Fasciani	GS
		Cindy Theiss	HS
		Jenna Cucci	HS/GS
		Michelle Scharff	HS
		Ann May	HS (Spec Ed)

		Elizabeth Palumbo	HS (Spec Ed)
4/15/2010	Using College Data	Tracy Lesnick	HS
4/14/2010	BOCES L&L: TI Math Technology (cancelled)	Lauren Shanks Mike Russo Barbara O'Hallaran	HS (Spec Ed) HS (Spec Ed) HS (Spec Ed)
3/16/2010	EdTech Expo	Carole Polney-Marinello Sandra Buonaspina	ES
3/15/2010	ASSET Conference	Carole Polney-Marinello Michelle Scharff Stacy Neidig Jennifer Monteleone Brooks Jennifer Brown	HS HS ES ES
3/3/2010	Apple Workshop	Yvette Chase Michelle Scharff Donna Hendrickson Claire Reilly Chris Skarr Jenna Cucci Marie Poelker Cyndi Theiss Patricia Stork Kathleen Whittier Grace Kiernan Sarah Shreiber Cheryl Schweider Stacey Neidig Andrew Marulis Elizabeth Barry Eric Rasasco Joe Rossi Kristine Prass Scott Jankow Stephen Fasciani Barbara Small Nina Wood Pete Mankes Brian Katz Kim Ricchiuti Lisa Necroto James Schappert Joan Altieri Leah Weisinger Eric Resiert	HS HS GS HS HS HS/GS ES HS/GS ES/GS GS GS HS HS HS HS HS HS HS GS GS ES GS HS HS HS HS GS GS HS ES/GS ES HS

		Barbara O'Hallaran	HS
		Lauren Shanks	HS
		Shannon Romanchuk	GS
		Shelia Vaswani	HS
		Jane Herbst	HS
2/24/2010	ASSET Mtg: AutoCAD/Smart Math	Carole Polney-Marinello	
		Eric Reisert	HS
		Pete Mankes	HS/GS
		Brian Katz	HS/GS
2/23/2010	BOCES L&L: Document Camera	Carole Polney-Marinello	
		Lisa Drance	HS
		James Schappert	HS
2/23/2010	Lexmark	Carole Polney-Marinello	
		Martha Speacht	
		Cheryl Ward	HS
		Susan Colletti	HS
		Dorita Reilly	HS
		Loretta Padden	HS
2/4/2010	DataMentor training @ GS	Cheryl Murphy	GS
		Wanda Haggerty	GS
		Bill Singleton	GS
		Kelly Arcoleo	GS
		Donna Hendrickson	GS
		Lisa Necroto	GS
		Kathleen Whittier	GS
		Eileen Ratto	GS
		Robin LaBarbera	GS
1/20/2010	ASSET Bright Light	Carole Polney-Marinello	
		Robert Visbal	HS
		Brian Kroll	HS
1/19/2010	Apple Reaching All Learner	Carole Polney-Marinello	
1/8/2010	BOCES College Data	Carole Polney-Marinello	
		Ellen Best-Laimit	
		Dan D'Amico	
		Robert Visbal	HS
		Steven Goldberg	HS
		Tracy Lesnick	HS
		Ed Augustine	HS
		Suzanne Murhpy	HS
		Stephen Vaccaro	HS
		Rebecca Winter	HS
11/24/2009	PR Firm webpage development	Carole Polney-Marinello	
		MaryJo Graffagnino	ES

		Stacey Aprea	ES
		Yanni Garcia	ES
		Stephen Fasciani	GS
		Pat Murphy	GS
		Donna Hendrickson	GS
		Claire Reilly	HS
		Michelle Scharff	HS
		Pat Podesta	GS
11/23/2009	eBoards @ GS Library	Carole Polney-Marinello	
		Lisa Lindeman	ES
		Grace Kiernan	GS
		Jane Herbst	HS
11/20/2009	BOCES: DataMentor	Carole Polney-Marinello	
		Lisa Drance	HS
		John Michele	HS
10/28/2009	LI Tech Summit	Carole Polney-Marinello	
		Chris Tordy	GS
		Jenna Cucci	HS
10/27/2009	PR Firm webpage development	Carole Polney-Marinello	
		MaryJo Graffagnino	ES
		Stacey Aprea	ES
		Yanni Garcia	ES
		Stephen Fasciani	GS
		Pat Murphy	GS
		Donna Hendrickson	GS
		Claire Reilly	HS
		Michelle Scharff	HS
		Pat Podesta	GS
10/19/2009	eBoard @ GS	Carole Polney-Marinello	
		Pat Martin	HS
		Pat Podesta	GS
		Sandra Buonaspina	ES