

**A. LEA Information**

1. **What is the total student enrollment based on the most recent BEDS Day submission?**

5,725

2. **What is the student enrollment by grade band based on the latest BEDS Day submission?**

	Enrollment
Grades K-2	1,157
Grades 3-5	1,216
Grades 6-8	1,360
Grades 9-12	1,931

3. **What is the name of the district administrator entering the technology plan survey data?**

William Brennan

4. **What is the title of the district administrator entering the technology plan survey data?**

Director of Technology

4a. **If the response to question four was "Other", please provide the title.**

(No Response)

### B. Instructional Technology Vision and Goals

**1. Please provide the district mission statement.**

Through its comprehensive educational program, the Farmingdale School District strives to provide each child with the academic skills and knowledge base required for his/her maximum educational development, the opportunity for each child to develop his/her individual potential, and special services to promote his/her physical, mental, and emotional development. The ultimate goal of the District is to develop resilient adults who possess the confidence to lead a life of purpose. In Farmingdale, pedagogy and instruction drive our use of technology. Technology continues to accelerate our ability to personalize, individual and empower our students and staff.

**2. Please provide the executive summary of the instructional technology plan, including vision and goals.**

The Farmingdale School District strives to produce graduates who will live, learn, and work successfully in an increasingly complex and information rich society. The plan outlines our strategy for infrastructure, professional development, future evaluation and monitoring and budgeting. The key to our strategy is to ensure that our staff knows how to use technology to improve the education of our students. This plan includes the detailed budget necessary to acquire and maintain the hardware, software and other services that will be needed to meet the objectives of this plan. Further, it includes an assessment of hardware, software, and other services that will be needed to meet the objectives of this plan.

Vision Statement:

High quality learning technologies will be available in all of Farmingdale's classrooms. Digital technologies and information resources will be widely and equitably used in every school building. In Farmingdale, pedagogy and instruction drive our use of technology. Technology continues to accelerate our ability to personalize, individualize, and empower our students and staff. Through the "tools" we will better support the engagement of students, teachers, administrators, parents and the community in helping all students to achieve high standards

Goals: The Farmingdale Union Free School District is to incorporate technology in the educational program so that the district will:

Encourage problem solving, exploration and learning in the classroom

All students and educators will have equitable and effective access to technology during and beyond the school day.

An infrastructure that supports all students will provide state-of-the-art voice, video and data access to the point of learning.

In order to enhance the impact of technology on student performance, all educators will master and model educational technology standards as established by ISTE and NYSED.

All educators will receive "just-in-time" support.

Restructure the learning environment to provide student-centered learning

Implement a comprehensive, integrated management information system

Encourage and assist effective district-wide communication

**3. Please summarize the planning process used to develop the instructional technology plan. Please include the stakeholder groups participating and outcomes of the instructional technology plan development meetings.**

Farmingdale Public Schools is committed to providing a learning experience that strives to produce graduates who will live, learn, and work successfully in an increasingly complex and information rich society. Because of the constantly changing nature of technology, any implementation plan requires periodic evaluation and calibration. In Farmingdale, we are constantly focused on calibrating our school system for RELEVANCE. We know that this requires a deeper understanding of systems thinking, change management, and creating awareness across the district and community. This is not a one time event, but a constant flow of feedback loops that guide our learning, un-learning, and ultimately growth as a learning organization.

This will be conducted and informed by various means, including:

The District Technology Committee will continually evaluate and reflect on the progress of the plan and make any needed adjustments to the plan to accommodate changing needs and available technologies;

Building level technology committees (formal and informal) meet to communicate needs and to plan improvements and upgrades of technology in their buildings. Using the ISTE National Education 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.

The means by which we are evaluating our program implementation include observations that are made by teachers, students and administrators.

Faculty, department and grade level meetings have been the forums for informal discussions about what is needed in specific areas of the curriculum.

District data assessment teams have been developed at the building level. Through the use of data assessment tools to look at student achievement, we make informed decisions in planning professional development offerings.

Professional development sessions serve as a major source of this feedback. Professional Development offerings are designed to support the district goals for the use and integration of technology in the classroom. In addition, our PD offerings train our teachers in new technologies in support of The Partnership for 21st Century Skills student outcomes which include; skills, knowledge and the expertise to succeed in work and life in the 21st century. Farmingdale has been a trailblazer in the use of Digital Camps, Learning Institutes and Connected Educator Meetups. These formal and informal social networks have created a stream of learning for our teachers and administrators, thus advancing the use of technology in instruction. Our District Technology Committee also provides feedback from teachers, administrators, community and Board of Education members.

The District Technology Committee provides the organizational leadership to produce the District Technology Plan and any revisions to it. Updates, recommendations, and progress made is shared with the Superintendent and Board of Education Year in Review. Annual opportunities for input are also afforded to school and community committees and organizations including, but not limited to: Board appointed advisory committees for curriculum, facilities, and finance; School-based committees for curriculum, facilities, and finance; School PTO's; Farmingdale Teacher Center.

**4. Please provide the source(s) of any gap between the current level of technology and the district's stated vision and goals.**

No Gap Present (Checked)

**4a. Please specify if "Other" was selected in question four.**

(No Response)

**5. Based upon your answer to question four, what are the top three challenges that are causing the gap? If you chose "No Gap Present" in question four, please enter N/A.**

N/A

**C. Technology and Infrastructure Inventory**

1. **What is the available network broadband bandwidth? Please express speed in Mb (Megabits) or Gb (Gigabits). \***

	Minimum Capacity (Expressed in Mb or Gb)	Maximum Capacity (Expressed in Mb or Gb)
Network Bandwidth: Incoming connection TO district schools (WAN)	200Mb	200Mb
Internal Network Bandwidth: Connections BETWEEN school buildings (LAN)	1Gb	10Gb
Bandwidth: Connections WITHIN school buildings (LAN)	1Gb	1Gb

2. **What is the total contracted Internet access bandwidth for your district? Please express speed in Mb (Megabits) or Gb (Gigabits).**

200Mb

3. **What is the name of the agency or vendor that your district purchases its primary Internet access bandwidth service from?**

Nassau BOCES

4. **Which wireless protocols are available in the district? Of these, which are currently in use? Check all that apply.**

	Available/In Use
802.11a	Available (Checked) In Use (Checked)
802.11b	Available (Checked) In Use (Checked)
802.11g	Available (Checked) In Use (Checked)
802.11n	(No Response)
802.11ac	(No Response)
802.11ad	(No Response)
802.11af	(No Response)

5. **Do you have wireless access points in use in the district?**

Yes

5a. **What percentage of your district's instructional space has wireless coverage?**

99

6. **Does the district use a wireless controller?**

Yes

7. **What is the port speed of the switches that are less than five years old in use in the district?**

1Gb

8. **How many computing devices less than five years old are in use in the district?**

	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop computers/Virtual Machine (VM)	2,900	2,900
Laptops/Virtual Machine (VM)	50	50
Chromebooks	660	660
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	0	0
Tablets less than nine (9) inches without access to an external keyboard	0	0
Tablets nine (9) inches or greater without access to an external keyboard	650	650
<b>Totals:</b>	4260.0	4260.0

9. **Of the total number of students with disabilities in your district, what percentage of these students are provided with assistive technology as documented on their Individualized Education Programs (IEPs)?**

24

10. **From your technology needs assessment, please describe any additional assistance or resources that, if provided, would enhance the district's ability to provide improved access to technologies, including assistive technologies, for students with disabilities.**

As the assistive technology needs grow, we've identified a growing need to improve our coordination of this work. Ultimately, we will aim to make one person the point person for all assistive Technology. Up until now, this has been a shared responsibility between a number of people in Farmingdale Public Schools and Nassau BOCES personnel.

11. **How many peripheral devices less than five years old are in use in the district?**

	Number of devices in use that are less than five years old
Document Cameras	150
Flat Panel Displays	0
Interactive Projectors	0
Interactive Whiteboards	400
Multi-function Printers	0
Projectors	430
Scanners	20
Other Peripherals	0
<b>Totals:</b>	1000.0

12. **If a number was provided for "Other Peripherals" please specify the peripheral device(s) and quantities for each.**

(No Response)

13. **Does your district have an asset inventory tagging system for district-owned equipment?**

Yes

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## Instructional Technology Plan - Annually - 2015

Instructional Technology & Infrastructure Inventory

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14. Does the district allow students to Bring Your Own Device (BYOD)?

Yes

14a. On an average school day, approximately how many student devices access the district's network?

2,500

15. Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?

Yes

**D. Software and IT Support**

**1. What are the operating systems in use in the district?**

	Is this system in use?
Mac OS Version 9 or earlier	No
Mac OS 10 or later	No
Windows XP	No
Windows 7.0	Yes
Windows 8.0 or greater	Yes
Apple iOS 7 or greater	Yes
Chrome OS	Yes
Android	Yes
Other	No

**2. Please provide the name of the operating system if the response to question one included "Other."**

(No Response)

**3. What are the web browsers, both available and supported, for use in the district?**

	Web Browsers available and supported for use
Internet Explorer 7	No
Internet Explorer 8	No
Internet Explorer 9 or greater	Yes
Mozilla Firefox	Yes
Google Chrome	Yes
Safari (Apple)	Yes
Other	No

**4. Please provide the name of the web browser if the response to question three included "Other."**

(No Response)

**5. Please provide the name of the learning management system (LMS) most commonly used in the district.**

Google Apps for Education

**6. Please provide the names of the five most commonly used software programs that support classroom instruction in the district.**

Google Apps for Education  
 SmartNotebook 15  
 Microsoft Office  
 Achieve 3000  
 Active Inspire

**7. Please provide the names of the five most frequently used research databases if applicable.**

World Book Online, Pebble Go, ABC Clío Databases, Proquest,

**8. Does the district have a Parent Portal?**

Yes

**8a. Check all that apply to your Parent Portal if the response to question eight is "Yes."**

- Attendance (Checked)
- Homework (Checked)
- Student Schedules (Checked)
- Grade Reporting (Checked)

**8b. If 'other' was selected in question eight (a), please specify the other feature(s).**

We provide access to attendance, homework status, student schedules and grade reporting.

**9. What additional technology-based strategies and tools, besides the Parent Portal, are used to increase parent involvement?**

- Emergency Broadcast System (Checked)
- Website (Checked)
- Facebook (Checked)
- Twitter (Checked)
- Other (Checked)

**9a. Please specify if the response to question nine was "Other".**

Remind App, Seesaw App

**10. Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technical support.**

Title	Number of Current FTEs
Director of Technology	1.00
Computer Lab Technician	7.00
Audio Visual Technician	3.00
Information Specialists	3.00
	<b>14.0</b>



**E. Curriculum and Instruction**

**1. What are the district's plans to use digital connectivity and technology to improve teaching and learning?**

Farmingdale Public Schools has achieved success in utilizing technology and is dedicated to continually expand and improve integration throughout the curriculum. We aim to make instruction the “driver” when it comes to the use of technology in teaching and learning. The following are themes that emerge for our use of technology:

Mobile device and apps are helping our students to self-assess and reflect their own learning. This is common in Special Ed., Reading and ELL classrooms where students videotape/record themselves. Immediate feedback comes from the teacher, other students, librarians and themselves.

Using Google Apps for Education, our students are collaborating on documents with each other and beyond our school walls. The major shift is that students are not just consuming knowledge, but become creators and have a platform to share their learning. We see this as a means to amplifying student voice.

We have access to software and curriculum resources that help teachers to personalize and individualize learning. We will expand on our use of software tools (ie. Achieve 3000, NWEA, etc...) that allow teachers to differentiate and individualize assessment and instruction.

We’ve created shifts in how we offer PD and how we tap into the collective wisdom of our staff. We’ve “flipped” our district, relying heavily on input/feedback from our most innovative teachers. As we move from pockets of innovation to a culture of learning and sharing, we are eager to expand our understandings of how technology can amplify and accelerate the learn/share cycle.

**2. Does the district's instructional technology plan address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?**

Yes

**2a. If "Yes", please specify.**

The district is committed to ensuring that the needs of students with disabilities have equitable access to instruction, materials, and assessments. Assistive technology devices and/or services are made available to a student with a disability when appropriate, as part of the student's IEP. These needs are determined through the individual evaluation. The district's CSE/CPSE is responsible for this functional evaluation of the student and the need to conduct an assistive technology component of an evaluation is considered for students on a case-by-case basis.

The Office of Special Education coordinates the implementation of such plans with the Office of Technology. Assistive technology devices (hardware/software) means any item, piece of equipment, or product system (access to files or instructional resources as determined in the IEP and assistive tech evaluation) that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

**3. Does the district's instructional technology plan address the provision of assistive technology specifically for students with disabilities to ensure access to and participation in the general curriculum?**

Yes

**3a. If "Yes", please provide detail.**

The district is committed to ensuring that students with disabilities have equitable access to and participation in the general curriculum. Assistive technology devices and/or services are made available to a students with a disability when appropriate, as part of the student's IEP. The Office of Special Education coordinates the implementation of such plans with the Office of Technology. Assistive technology devices mean any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

This includes:

The evaluation of the needs of the child with a disability;

Purchasing, leasing or otherwise providing free acquisition of assistive technology devices by chosen people with disabilities;

Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing assistive technology devices;

Coordinating and using other therapies interventions or services, backspace with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

Training or technical assistance for child with a disability, or appropriate, that child's family; and

Training and technical assistance for professionals, employers, or other individuals who provide services to provide services to employ, or otherwise substantially involved in the major life functions of that student.

The Office of Special Education coordinates the implementation of such plans with the Office of Technology. Assistive technology devices mean any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

**F. Professional Development**

- Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience, and method of delivery within your summary.**

Farmingdale strives to improve ALL student performance by integrating technology into classroom instruction. According to ISTE, “As technology integration continues to increase in our society, it is paramount that teachers possess the skills and behaviors of digital age professionals”. It is essential that Farmingdale continues to advance our efforts in creating a district-wide digital age learning culture and the implementation of comprehensive technology integration to increase student achievement, promote excellence, and achieve Digital Citizenship, Information Literacy and Management skills.

We are committed to creating a cutting edge student centered learning environment that is active, engaging, opportunistic, and customized for our students and teachers. Technology related PD will provide teachers with opportunities to develop strategies and tools necessary to improve student learning in ALL areas (Special Education, ELL, remedial programs and general education). We aim to build teacher knowledge, skills and confidence in the use of technology.

We plan to provide the following types of PD to support Digital Age teaching and learning:

One full-time staff developer and one part-time professional developer from Nassau BOCES who meets one-on- one with teachers and offers various workshops throughout the district.

Elementary Tech Tuesdays - Principals meet with teachers throughout the year on a bi-weekly basis to discuss best practices with technology.

Secondary Teacher Leadership Teams meet monthly to review student data and discuss program improvement. Technology recommendations are brought to the Technology Committee.

Farmingdale Teacher Center - the district works very closely with the Teacher Center in identifying and offering PD to teachers in the area of technology integration.

Summer Technology Academy and Camp - Two day learning laboratory for teachers and admin to explore and deepen their knowledge and skills around technology.

Superintendent's Conference Days - Three days for teachers and administration to work on district initiatives.

Faculty Meetings, Department Meetings and Grade Level Meetings - These are key times for our teachers and administrators to look at best practices and explore new opportunities to use technology to support teaching and learning.

Professional Development Hours - Today, Farmingdale teachers propose topics for their contractual PD. Teacher have the autonomy to choose their own learning desires. Principals and directors create opportunities to share the professional learning in future meetings. Twitter continues to be a way for teachers to share their learning within and between buildings.

Long Island Connected Educators Summit - This event was founded by Farmingdale Public Schools. It attracts over 250 educators who come to share best practices around technology in teaching and learning.

In addition to the above plans, the Farmingdale School District supports the following approaches that unveil instructional gaps and inform professional development needs: Peer Observations, School Visits and Showcases, Learning Walks, Online courses, webcasts & tutorials, Local and national conferences with professional affiliation and Connected Learning via Twitter

- Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technology integration training and support for teachers.**

Title	Number of Current FTEs
Staff Developer	1.00
Staff Developer (BOCES)	0.10
Director of Technology	1.00
	<b>2.1</b>

# FARMINGDALE UFSD

## Instructional Technology Plan - Annually - 2015

Technology Investment Plan

Status Date: 03/30/2015 10:28 AM

### G. Technology Investment Plan

1. Please list the top five planned technology investments in priority order over the next three years.

	Anticipated Item or Service	Estimated Cost	Is Cost One-time or Annual	Potential Funding Source (May list more than one source per item.)
1	Other	300,000	One Time	SmartSchools
2	Other	75,000	One Time	SmartSchools
3	Server/Network Software	20,000	Annual	Local BOCES Budget
4	Wi-Fi	20,000	Annual	Local BOCES Budget
5	Laptops	80,000	Annual	Local BOCES Budget
<b>Totals:</b>		495000.0		

2. If "Other" was selected in question one, please specify.

# 1 Other- Core Switches to support 10Gb  
# 2 Other - Upgrade Wireless Controller and Firewalls

**H. Status of Technology Initiatives and Community Connectivity**

- 1. Please check any developments, since your last instructional technology plan, that affect the current status of the technology initiatives.**

Developments in Technology (Checked)

- 1a. Please specify if response to question one was other.**

(No Response)

- 2. In this section, please describe how the district plans to increase student and teacher access to technology, in school, at home, and in the community.**

In Farmingdale, pedagogy and instruction drive our use of technology. Technology continues to accelerate our ability to personalize, individual and empower our students and staff.

As a district, we continue to work with community organizations to provide the best possible connectivity and programs for our students and staff. We will continue to work with the following groups:

Farmingdale Public Library - Our partnership with the library helps provide wireless access as well as books, online databases, e-books, curriculum resources and mobile technology for students and staff. In order to create some alignment of resources, our district library media specialists work with the Director of Farmingdale Libraries to align curriculum resources for our students. These include, but are not limited to books, online databases, ebooks. The public library also helps support student access to hardware such as Chromebooks, iPads and Laptops.

Other key community partnerships include the Farmingdale Community Summit, Farmingdale Chamber of Commerce and the Rotary Club. Key administrators are involved in these groups and help bridge the connection our curriculum program to the community. While there are some links to technology and digital connectivity, the main objective here is to foster strong relationships that help build support for our schools and community.

- 3. Please check all locations where Wi-Fi service is available to students within the school district geographical boundaries.**

School (Checked)  
Community (Checked)

- 3a. Please identify categories of available Wi-Fi locations within the community.**

Public Library, some local businesses and Optimum Hospots

### I. Instructional Technology Plan Implementation

**1. Please provide the timeline and major milestones for the implementation of the instructional technology plan as well as the action plan to integrate technology into curriculum and instruction to improve student learning.**

It is the goal of the Farmingdale School District to accomplish the following:

To continue to support teachers with the seamless integration of technology into instruction

Maintain and upgrade existing hardware and software to provide the best possible resources for our students.

Continue to enhance the district's resources to foster collaboration and increase the flow of information between students, parents, teachers, staff and administration

Although this is a three year plan, projects targeted for completion will primarily be identified for the first year of the plan. Projects identified for years two and three will be based on the replacement of our oldest existing computers in order to maintain access to up-to-date hardware for all users. Where possible, items will be purchased through BOCES to maximize state aid to the district.

Projects for 2015-16 school year:

Work with Nassau BOCES Tech Services to

to expand data storage, backup, and Disaster Recovery systems

to expand switching and wireless access to support BYOD

to replace oldest network switches and improve wireless network coverage

upgrade of security cameras and associated servers district-wide

replace network switches in MDF and IDF closets in all school

replace computers and laptops as part of a five year refresh cycle

Upgrade Smart Notebook software district-wide (BOCES Project)

Implement K-2 Samsung Galaxy Tablets (BOCES Project)

Continue the implementation of Google Apps for Education

Update computers in HS Music Lab and LOTE Lab

Support iPad implementation with AIS, Reading, ELL Instruction and Special Education

Support Chromebook implementation in Grades 3-8

Support Achieve3000 in Howitt Middle School and High School ESL program and Special Education program

Support NWEA/MAP assessment program

Begin Year one of implementation of Lexmark MFP Solution (BOCES Project)

Implement new VoIP Phones System

Build an Intranet for secure access to business and personnel forms.

Complete the setup, configuration and roll-out of Tableau Data Visualization for Infinite Campus

Work collaboratively with the Farmingdale Teacher Center to train teachers in the use of instructional technology tools

Professional Development & Capacity Building:

The projects listed above are meant to support teachers in the implementation of technology into curriculum and instruction. The projects represent an assortment of hardware, software and network upgrades that will provide capacity for high levels of collaboration, research and learning. That said, the "glue" that binds our projects with digital age instruction is - professional development. As aforementioned in this plan, Farmingdale has developed new innovative capacities around the professional growth of our staff. As such, we believe the advantages of technology for educational purposes to be the following: Interactive Learning, Differentiated Instruction, Increased Engagement & Empowerment, Increased Student/Staff Authority Over Learning, Easier Collaboration, Social Development, College and Career Readiness and Cost Effectiveness

Projects for 2016-17 school year:

Evaluate possible replacement of 1st/ 2nd generation iPads in ESL, Reading, Special Education and General Education program

Monitor and prepare a recommendation in terms of network/Internet bandwidth and number of devices

Begin Year Two implementation of Lexmark MFP Solution

Projects for 2017-18 school year:

Begin Year Three implementation of Lexmark MFP Solution

**J. Monitoring and Evaluation**

- Please describe the proposed strategies that the district will use to evaluate, at least twice a year, the effectiveness of the implementation of the district's instructional technology plan to improve teaching and learning.**

Because of the constantly changing nature of technology, any implementation requires periodic evaluation to be effective. Using the ISTE National Education Standards for students, teachers and administrators allows us to measure the growth of our school community as we strive to offer technology enriched learning experiences. The means by which we are evaluating our program implementation includes formal and informal observations that are made by teachers, students and administrators. This will be conducted in various means, including:

The District Technology Committee will evaluate and reflect on the level of achievement of our goals for this plan. If necessary, based upon evaluation, adjustments will be made in order to stay focused on our goals.

Building level technology committees that will meet formally and informally to communicate needs and to plan improvements and upgrades of technology in their buildings.

Feedback from ongoing curriculum meetings, professional development meetings will be used to modify the plan and resources made available through this plan.

Department and grade level meetings have been forums for informal discussions about what is needed in specific areas of the curriculum.

A multidimensional approach to evaluation and monitoring will help us to obtain varying perspectives of our program implementation. We believe the approach will enable the district to keep an open feedback loop and monitor progress towards the specified goals. As such, the plan will ultimately change based on the feedback and the visioning process established within Farmingdale School District. Consequently, corrections in response to new developments and opportunities as they arise for the next technology plan will be reviewed and added to this plan.

- Please fill in all information for the policies listed below.**

	Date of Public Forum (If applicable)	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	05/07/2014	<a href="http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=1324189712&amp;depth=2&amp;infobase=farmingdale.nfo&amp;softpage=PL_frame">http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=1324189712&amp;depth=2&amp;infobase=farmingdale.nfo&amp;softpage=PL_frame</a>	2014
Internet Safety/Cyberbullying	02/02/2011	<a href="http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=1324189712&amp;depth=2&amp;infobase=farmingdale.nfo&amp;softpage=PL_frame">http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=1324189712&amp;depth=2&amp;infobase=farmingdale.nfo&amp;softpage=PL_frame</a>	2012
Parents' Bill of Rights for Data Privacy and Security	12/10/2014	<a href="http://www.farmingdaleschools.org/cms/lib02/NY01001906/Centricity/Domain/4/BILL%20OF%20RIGHTS%20Website.11.17.14.pdf">http://www.farmingdaleschools.org/cms/lib02/NY01001906/Centricity/Domain/4/BILL%20OF%20RIGHTS%20Website.11.17.14.pdf</a>	2014

- Does the district have written procedures in place regarding cybersecurity?**

Yes

**K. Survey Feedback**

Thank you for submitting your district's instructional technology plan (ITP) survey via the online collection tool. We appreciate the time and effort you have spent completing the ITP survey. Please answer the following questions to assist us in making ongoing improvements to the online survey tool.

**1. Was the survey clear and easy to use**

Yes

**1a. If response was "No", please explain.**

(No Response)

**2. Was the guidance document helpful?**

Yes

**2a. If "No", please explain.**

(No Response)

**3. What question(s) would you like to add to the survey? Why?**

(No Response)

**4. What question(s) would you omit from the survey? Why?**

(No Response)

**5. Other comments.**

(No Response)



**Appendices**

1. **Upload additional documentation to support your submission**

(No Response)