



PATCHOGUE-MEDFORD SCHOOL DISTRICT  
241 South Ocean Avenue  
Patchogue, New York 11772

# TECHNOLOGY PLAN 2014-2017

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**TECHNOLOGY COMMITTEE 2013-2014**

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**SCHOOL BOARD MEMBER**

Thomas Donofrio  
Joseph P. LoSchiavo

**ADMINISTRATION**

Lori Cannetti, Assistant Superintendent for Instruction  
Dr. Donna Jones, Assistant Superintendent for Business

**DISTRICT TECHNOLOGY DIRECTOR**

Craig Sperzel

**ELEMENTARY TEACHERS**

Kevin Toolan

**SECONDARY TEACHERS**

Beth Warnken

**COMMUNITY MEMBERS**

Erik Eve  
Jesus Cruz Gonzalez

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## **MISSION**

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The mission of the Patchogue-Medford Schools, in partnership with the community, is to provide all students with equal opportunities to achieve academic excellence; develop self-esteem and become intellectually and socially productive members of society.

To accomplish this vision the district has set goals for itself:

- To improve students' ability to successfully participate in a competitive work force
- To develop skills and knowledge required for productive participation in a globally interdependent economy
- To develop the skill, knowledge and attitudes that are necessary for effective participation as informed citizens in a democratic society
- To develop skills, knowledge and attitudes required to lead a healthy and aesthetically fulfilling life

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## **VISION**

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The vision for technology at the Patchogue-Medford School District is focused on integrating technology into the daily instructional curriculum, providing students with the opportunity to utilize 21<sup>st</sup> Century devices and software platforms that enhance the learning experience. Our district caters technology to compliment the ubiquitous access of information and resources, allowing students to take advantage of a variety of digital resources. It is our vision to improve student involvement in learning activities and to become proficient in the latest technologies, while allowing them to access and improve their understanding of the wealth of information that surrounds them. The use of technology within the district will allow students to better prepare for digital assessments, in addition to acquiring the necessary skills, knowledge, and values needed for college and career readiness.

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## SCHOOL DISTRICT OVERVIEW

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The Patchogue-Medford School District is located on the south shore of Suffolk County encompassing approximately 17 miles. The district includes all of Patchogue, a large portion of Medford and small parts of East Patchogue, Holtsville, and Farmingville.

The district has an enrollment of approximately 8,100 students K-12, housed in seven elementary schools, three middle schools, and one high school. In March of 2000, the district passed a \$149 million bond. This bond enabled the district to expand, renovate, and modernize all of the buildings. A large extension to the high school allowed ninth graders, who had been housed at the middle schools, to be housed at the high school. New gymnasiums, library-media centers, music rooms, and cafeterias were built. In 2007, the community passed a \$10.3 Excel bond. The bond included the following improvements:

- \$1.7 million in updated video surveillance security, and equipment
- \$4.4 million for district wide technology infrastructure upgrades
- Installation of eno board/projectors in all instructional spaces within the eleven buildings

The educational programs and services offered at Patchogue-Medford School's are of high quality and are delivered by highly qualified teachers dedicated to our students. The district provides a variety of in-district classes for all students of all abilities at all levels. In addition, we offer a large variety of extra-curricular activities.

In recent years, the district has experienced a rise in the enrollment of economically disadvantaged and Limited English Proficient (LEP) students. Our current status includes 46% of student population that qualifies for free or reduced lunch and 10.8% is considered Limited English Proficient.

We continue to incorporate technology into the classrooms to help in meeting the needs of our diverse population of learners. Through the ongoing technology implementation of fixed and mobile Polyvision eno boards, Interactive Voting Devices, Document cameras, classroom computers and various instructional software resources, the students now have the opportunity to utilize technology resources on a 24/7 as-need basis.

## **CORE ELEMENT, CRITERIA 1**

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### **TECHNOLOGY CURRICULUM GOALS BY GRADE LEVEL**

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With the realization that instructional technology spans Kindergarten through Grade 12, the Patchogue-Medford School District is committed to providing a multimedia learning environment for all students. Integration of technology is intended to support instruction. All students and staff will be afforded the training and instruction necessary to become technologically literate and proficient in the use and of technology as an educational tool.

The following grade-specific technology goals should be considered when integrating technology into the curriculum and incorporating the use of technology into the classroom.

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#### **GRADES K-2 TECHNOLOGY GOALS**

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

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

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

- Use search strategies such as key words
- Use electronic encyclopedias and catalogs
- Use network information systems

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

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

- Use technology to develop learning
- Use software for drill and practice and to acquire new concepts
- Introduce and develop basic technology skills
- Develop basic keyboarding skills
- Operate peripheral devices
- Use basic technology vocabulary and knowledge
- Care for technology equipment and use it safely

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## **GRADES 3-5 TECHNOLOGY GOALS**

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

- Create documents using word processing skills, writing process steps, and publishing programs
- Print, save, retrieve, organize, and backup files.
- Use electronic spell checker/thesaurus
- Use computer graphic programs
- Integrate graphics into word-processed documents
- Read 180/System 44
- Create a classroom project using PowerPoint

Communicate through networks communication systems:

- Electronic mail

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

- Use search strategies
- Use electronic resources
- Use software for drill and practice and to strengthen skill development

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

Students will use technology to enhance and maximize productivity:

- Select and use technology appropriate to their needs
- Develop keyboarding skills to navigate within the keyboard at an acceptable level
- Operate peripheral devices
- Use an expanded technology vocabulary
- Care for technology equipment and use it safely
- Follow copyright laws and the District Acceptable Use Policy when using the Internet

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## **GRADES 6-8 TECHNOLOGY GOALS**

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

- Use graphic programs
- Produce a document using word processing incorporating both 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 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 catalogs to retrieve, and select pertinent information
- Use a variety of calculators including graphic calculators

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

Students will communicate through networks and telecommunications:

- Use network communication such as electronic mail and voice mail to access school information

Students will use technology and its applications to maximize productivity and effectiveness:

- Use technology 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 needs
- Develop keyboarding skills at a level of proficiency
- Operate peripheral devices
- Care for technology hardware and use it safely
- Understand copyright laws and other ethical issues pertaining to use of technology in society

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## **GRADES 9-12 TECHNOLOGY GOALS**

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

- Produce word documents that have been drafted, revised, edited and formatted electronically incorporating graphics
- Communicate with spreadsheets: entering data and setting up formulas; analyze costs with percentages and create graphs or charts to visually represent data
- Produce print and electronic documents addressing layout, design and multimedia technologies



Students will use information to support learning in all content areas

Students will use technology to maximize productivity and effectiveness:

- Use technology to develop learning and workplace skills
- Use technology to develop process skills in all content areas
- Develop strategies for problem solving; critical and creative thinking
- Use applications programs to create high quality products
- Develop creativity and innovation through the use of technology

Students will develop basic technology skills:

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

Students will communicate through computer networks and telecommunications.

**NOTE:**

*\*CIPA - Patchogue-Medford has the m86 filtering system in place to ensure CIPA compliance.*

*\* Patchogue-Medford Schools requires all staff and students to complete an Internet Use Agreement each year. (See Appendix A).*

	2014-2015	2015-2016	2016-2017
<b>Curriculum Mapping</b>	Fine tuning of Common Core Curriculum	Full alignment of Common Core Curriculum	Full alignment
<b>Video Conferencing</b>	Partial implementation	Partial implementation	Partial implementation
<b>Digital Portfolio</b>	Partial implementation	Partial implementation	Full implementation
<b>Web 2.0</b>	Partial Implementation	Partial implementation	Full implementation
<b>Interactive Whiteboard</b>	Full implementation	Full implementation	Full implementation
<b>Interactive Classroom Devices (Interactive Voting, Document Cameras)</b>	Partial Implementation	Partial Implementation	Full implementation

## CORE ELEMENT, CRITERIA 2

Professional development to ensure that staff knows how to use new technology.

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### DATA COLLECTION PROCESS

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Technology implementation is an on-going process that should adapt to the changing needs of all involved parties. An effective way to elicit information is through a survey. The following survey will be used to assist the District in making adjustments to both the content and process of its technology plan and implementation. All surveys are conducted via Survey Monkey in September to assist with planning yearly professional development.

1. I hold the following position.

- Staff
- Faculty
- Administration

2. Rate your knowledge and comfort level with computers.

- Novice
- Intermediate
- Advanced Intermediate
- Expert
- Hardly ever use a computer

3. Have you seen the District Web Page?

- Yes
- No

4. Is it easy to navigate the school web site for information?

- Yes
- No

5. I use the Internet at home for: (Check all that apply).

- Email
- Researching lessons
- Accessing school
- Blogs
- Other (Social networking (Facebook, Twitter, etc.))

6. What applications do you mostly use in your classroom?

- Easiteach
- Video clips
- Word
- PowerPoint
- Excel
- Access
- Internet
- eSchool
- Other (District purchased software (Raz-Kids, Study Island, Fastt Math, Brain Pop, etc.))

7. How often do you use the ENO board in your lessons?

- Most of the day
- More than 75% of the instruction
- Occasionally
- Not available

8. What is your comfort level using the ENO board?

- Between 50 - 75%
- Between 25 - 50%
- Less than 25%
- N/A

9. How has the ENO board improved your teaching?

- Lessons are more interactive
- Students are more engaged
- Helps reach students with different learning styles
- All of the above
- No improvement

10. How would you rate the training you received in the use of the ENO board?

- Excellent
- Good
- Poor

11. Please check which training you need in order to improve your use of the ENO board. (Check all that apply)

- Basic Training
- Finding pre-made lessons and interactive web sites
- Use of Easiteach Software
- No additional training needed

12. How has eSchool Data improved your access to information about your students?

- Greatly
- Somewhat
- No change

13. How has eSchool Data improved your communication with parents about their child's performance (Parent Portal)?

- Great improvement
- Slight improvement
- No Change

14. Rate the performance of the computers in your school.

- Excellent
- Good
- Satisfactory
- Poor

15. How would you rate the response you received to problems, issues, or questions concerning hardware?

- Excellent
- Good
- Satisfactory
- Poor

16. Overall, I would rate the technology implementation during the school years as:

- Excellent
- Good
- Satisfactory
- Poor

17. Have you participated in any technology training sessions offered by the District this year (during PDP, conference days, after school etc.)?

- Yes
- No

18. If yes to question 17, overall how would you rate the courses you have taken?

- Excellent
- Good
- Satisfactory
- Poor

19. How would you rate the selection of technology training sessions offered?

- Excellent
- Good
- Satisfactory
- Poor

20. How would you rate the communication of training sessions and ease of signing up for courses?

- Excellent
- Good
- Satisfactory
- Poor

21. What type of technology integration would you like to try that you haven't tried?  
(Check all that apply)

- Blogging
- Video conferencing
- Digital editing (video, pictures)
- Web design
- Other

22. What additional technology training would you like to see next year?

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23. How do you get your ideas for integrating technology into your lessons? (Check all that apply)

- Colleagues
- Computer Assistants
- Websites
- Workshops
- Other

24. How often do you visit the computer lab or have students working at computers in your classroom?

- Every day
- 2-3 times a week
- Once a week
- Rarely
- Never

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## TECHNOLOGY STAFF DEVELOPMENT PLAN

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### **Professional Staff**

Professional development is a vital part to the success of the Patchogue-Medford School District Technology Plan. To maximize the investment that our District is making in educational technology and to meet the needs of our teachers working to incorporate technology into the classroom and the curriculum, we offer a four-tiered staff development model through a variety of workshops, in-service and on-line courses. Professional workshops will be provided to teachers to enhance their skills at every level.

#### **Level 1**

#### **Getting started for teachers new to technology**

At this level teachers will learn the basics of new technology and use the technology to support traditional instruction and for professional responsibilities.

- E-mail
- Use of computer applications (word processors, databases, spreadsheets, etc.)
- Use of computer systems
- Use of the Internet
- Use of student management system
- Use of professional development tracking system
- Use of ENO Board to support daily instruction

#### **Level 2**

#### **Integrating technology for teachers familiar with the basics**

At this level teachers will learn to integrate new technology into classroom activities and develop new approaches to teaching and learning through technology.

- Use of the ENO board and Easiteach software to support daily instruction
- Software specific to curriculum (Envision, Social Studies Alive, etc.)
- Integrating technology into classroom practices
- Exploring technology in the context of using teacher made lessons that incorporate technology
- Use of multimedia tools
- Develop a technology component into existing unit/lesson plans

**Level 3**  
**Leading with Technology**

At this level teachers will discover new uses for technology tools. Professional workshops for technology/curriculum specialists will be provided to enhance their skills.

- Experiencing a unit of study as a collaborative communication tool
- Use of Multimedia tools/materials to create powerful, multimedia presentations that illustrate the potential of the technology
- Develop a new unit/lesson plan with a technology component
- Develop course work which is technology based
- Teach students how to incorporate technology into the lesson with teacher assistance
- Web page design

**Level 4**  
**Transformational**

- Use of technology incorporated in *daily* lesson planning & instruction
- The last and final stage is to bring teachers to the stage where if you took away the classroom computers, teaching and learning would be greatly impacted
- The teacher experiences a level of proficiency where he/she serves as a mentor to colleagues



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## TECHNOLOGY STANDARDS FOR SCHOOL ADMINISTRATORS

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**(“This material was originally produced as a project of the Technology Standards for School Administrators Collaborative.”)**

- I. Leadership and Vision, Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Educational leaders:

- a. Facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- b. Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- c. Foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- d. Use data in making leadership decisions.
- e. Advocate for research-based effective practices in use of technology.
- f. Advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

- II. Learning and Teaching, Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational leaders:

- a. Identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- b. Facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- c. Provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- d. Facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- e. Provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

- III. Productivity and Professional Practice, Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Educational leaders:

- a. Model the routine, intentional, and effective use of technology.
- b. Employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- c. Create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- d. Engage in sustained, job-related professional learning using technology resources.
- e. Maintain awareness of emerging technologies and their potential uses in education.
- f. Use technology to advance organizational improvement.

- IV. Support, Management, and Operations, Educational leaders ensure the integration of technology to support productive systems for learning and administration.

Educational leaders:

- a. Develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- b. Implement and use integrated technology-based management and operations systems.
- c. Allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- d. Integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- e. Implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

- V. Assessment and Evaluation, Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Educational leaders:

- a. Use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- b. Use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.

- c. Assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
  - d. Use technology to assess, evaluate, and manage administrative and operational systems.
- VI. Social, Legal, and Ethical Issues, Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Educational leaders:

- a. Ensure equity of access to technology resources that enable and empower all learners and educators.
- b. Identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- c. Promote and enforce privacy, security, and online safety related to the use of technology.
- d. Promote and enforce environmentally safe and healthy practices in the use of technology.
- e. Participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

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## TEACHER AND STAFF TRAINING

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Professional development is vital in facilitating administrative and managerial applications. To maximize the investment that our District is making in administrative technology and to meet the demands of a technological society, we offer support, professional development on an on-going basis through BOCES Model Schools, outside agencies/vendors and staff members within our district who are currently functioning at Level 4. We offer a wide range of training opportunities on Superintendent Conference Days, during the professional development period, during faculty meetings and afternoon/evening workshops.

Training is central to any successful effort to implement technology. The Patchogue-Medford School District offers numerous training methods for teachers. Additionally, various technology-based inservice courses are offered annually whereby teachers may receive credit for completion of said courses.

Teachers have been trained on the following topics:

- Basic Computer and Network Usage
- Introduction to various word processing and multi-media applications.
- School World Teacher Websites
- Envision Math software
- Scholastic Software (System 44, Read 180, Expert 21, Math 180, iRead, Bookflix)
- BARS on the web
- Microsoft Office for Mac (advanced and beginner)
- Macbook Training, including Software (iLife, iWork)
- eSchool Grade book
- E-mail
- Basic Internet/Web Search
- Adobe Photoshop
- Read A-Z/Writing A-Z/Science A-Z/Raz Kids
- Discovery Education – Streaming Video
- Castle Learning
- In addition, training sessions are to be scheduled to address the various devices and applications available in the district. Sessions may include, but are not limited to:
  - Digital still/video Camera
  - Laptop computers
  - Wireless connectivity
  - Copier / scanner functionality
  - Document Camera
  - Projectors
  - Interactive boards
  - Interactive Voting Devices (eInstruction)
  - cyberbullying (Olweus Bullying Program)
- The use of technology in the classroom to enhance learning

Core Element, Criteria 3 & 4

**ASSESSMENT OF TELECOMMUNICATIONS SERVICES, HARDWARE AND SOFTWARE**

**Inventory of Hardware**

	Desktops	Laptops	Interactive Whiteboards & Projectors		Printers
			Wall Mounted	Portable	
<b>Barton</b>					
Student	160	20			22
Faculty		50			
Operational Staff	9	1			3
Administrators		1			1
<b>TOTALS</b>	<b>169</b>	<b>72</b>	<b>52</b>	<b>2</b>	<b>26</b>
<b>Bay</b>					
Student	114	13			22
Faculty		36			
Operational Staff	6	1			4
Administrators	1	1			3
<b>TOTALS</b>	<b>120</b>	<b>51</b>	<b>22</b>	<b>2</b>	<b>29</b>
<b>Canaan</b>					
Student	132	25			15
Faculty		40			
Operational Staff	6	1			6
Administrators		1			1
<b>TOTALS</b>	<b>138</b>	<b>67</b>	<b>37</b>		<b>22</b>
<b>Eagle</b>					
Student	130	15			15
Faculty		46			
Operational Staff	8	1			7
Administrators		1			1
<b>TOTALS</b>	<b>138</b>	<b>63</b>	<b>41</b>		<b>23</b>
<b>Medford</b>					
Student	144	15			32
Faculty		43			1
Operational Staff	7	1			6

	Desktops	Laptops	Interactive Whiteboards & Projectors		Printers
			Wall Mounted	Portable	
<b>Administrators</b>		1			
<b>TOTALS</b>	152	60	35		39
<b>River</b>					
<b>Student</b>	104	32			16
<b>Faculty</b>		28			
<b>Operational Staff</b>	5	3			5
<b>Administrators</b>		1			1
<b>TOTALS</b>	109	64	29	1	22
<b>Tremont</b>					
<b>Student</b>	132	22			26
<b>Faculty</b>		46			
<b>Operational Staff</b>	6	1			8
<b>Administrators</b>		1			1
<b>TOTALS</b>	138	70	38	1	35
<b>Oregon</b>					
<b>Student</b>	125	35			18
<b>Faculty</b>		46			
<b>Operational Staff</b>	13	2			8
<b>Administrators</b>	1	2			2
<b>TOTALS</b>	139	85	37	3	28
<b>Saxton</b>					
<b>Student</b>	150	35			24
<b>Faculty</b>		62			
<b>Operational Staff</b>	41	2			15
<b>Administrators</b>		10			6
<b>TOTALS</b>	191	109	48	2	45
<b>South Ocean</b>					
<b>Student</b>	115	35			17
<b>Faculty</b>		38			
<b>Operational Staff</b>	16	5			10
<b>Administrators</b>		3			10
<b>TOTALS</b>	131	81	34	1	37
<b>High School</b>					
<b>Student</b>	505	59			45
<b>Faculty</b>		170			18

	Desktops	Laptops	Interactive Whiteboards & Projectors		Printers
			Wall Mounted	Portable	
	79	2			25
Administrators	10	9			12
<b>TOTALS</b>	<b>594</b>	<b>240</b>	<b>126</b>	<b>3</b>	<b>100</b>
<b>SCHOOL TOTALS</b>	<b>2,096</b>	<b>1,104</b>	<b>466</b>	<b>33</b>	<b>473</b>

*\*\* Information subject to change due to moves, replacements and re-allocations of equipment*

### Inventory of Software

<ul style="list-style-type: none"> <li>• Microsoft Office: <ul style="list-style-type: none"> <li>Word</li> <li>Excel</li> <li>PowerPoint</li> <li>Access</li> <li>Publisher</li> </ul> </li> <li>• Microtype</li> <li>• Adobe Creative Suite 5</li> <li>• Timeliner XE</li> <li>• Kidspiration</li> <li>• Inspiration</li> <li>• Type to Learn 4</li> <li>• Alice</li> <li>• Geometers sketchpad</li> <li>• Times Attack</li> <li>• Microtype 3 - Mac</li> <li>• AutoCAD Architectural Desktop</li> <li>• Final Cut</li> <li>• Light Room</li> <li>• Lego Mindstorm</li> <li>• Solidworks</li> <li>• Solo Suite 6</li> <li>• Discovery Streaming</li> </ul>	<ul style="list-style-type: none"> <li>• iLife: <ul style="list-style-type: none"> <li>iPhoto</li> <li>iMovie</li> <li>iWeb</li> <li>iDVD</li> <li>Garage Band</li> </ul> </li> <li>• iWork: <ul style="list-style-type: none"> <li>Pages</li> <li>Numbers</li> <li>Keynote</li> </ul> </li> <li>• Castle Learning</li> <li>• Reading A to Z</li> <li>• RAZ Kids</li> <li>• Writing A to Z</li> <li>• Science A to Z</li> <li>• Starfall</li> <li>• Brain Pop</li> <li>• Scholastic: <ul style="list-style-type: none"> <li>Book Flix</li> <li>Read 180</li> <li>System 44</li> <li>Expert 21</li> <li>Math 180</li> <li>iRead</li> </ul> </li> <li>• RM Easiteach</li> </ul>
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## Software & Digital Curriculum by Grade Level

<b>Scholastic iRead - ELA</b>	Grades K-2
<b>Scholastic System 44 - ELA</b>	Grades 3-5, 7 & 8 when applicable
<b>Scholastic Read 180 - ELA</b>	Grades 4-8
<b>Scholastic Expert 21 - ELA</b>	Grades 6-8
<b>McGraw Hill Treasures - ELA</b>	Grades K-5
<b>McGraw Hill Treasure Chest - ELA</b>	Grades K-5
<b>Envision Math</b>	Grades K-6
<b>Glencoe Math</b>	Grades 6-9
<b>Scholastic Math 180</b>	Grades 6-8
<b>Putnam County BOCES Social Studies</b>	Grades K-5
<b>Social Studies Alive</b>	Grades 2-3, 5-6
<b>Science Curriculum - TBD</b>	Grades K-5 – Currently being evaluated

### E-Rate Funding Narrative

The Patchogue-Medford School Districts utilizes an E-Rate Consultant, ERate Compliance, to assist with the application process and maximize district reimbursement of funds pertaining to eligible technologies. The districts eligible funds consist primarily of items such as, Voice & Data Telecommunications, High Speed Internet Access and Website Hosted Solutions.



## Inventory of Services

<b>Asset Management System</b>	The District currently utilizes Real Asset Management.
<b>Email System</b>	The District currently utilizes Lotus Notes. We are in the process of evaluating a Microsoft Exchange Solution. Migration is scheduled within 2014.
<b>Email Archiving Solution</b>	Email Archiving is performed by Gaggle Inc., with a retention policy of 7 years, beginning from December 3 <sup>rd</sup> , 2013.
<b>Financial System</b>	The District currently utilizes finance manager with daily offsite backups performed by ES BOCES.
<b>Student Management System</b>	The District currently utilizes eSchool Data.
<b>Communication System</b>	The District currently utilizes Blackboard Connect 5.
<b>Disaster Recovery Solution</b>	The District utilizes an EMC SAN and VMWare Server Solution to backup vital server and user information to a backup site within the district. Primary Site is High School and Backup site is South Ocean Middle School.

## Staffing and Technical Support

<b>District Wide:</b>
Director of Technology
Network Administrator
Network & Systems Specialist II
Network & Systems Specialist I (2 positions)
Office Applications Specialist (2 positions)
Audio Visual Specialist
Clerk Typist
<b>Building Level:</b>
High School: 1.5 Computer Aides
Middle School Schools: (6) .5 Computer Aides
Elementary Schools (7) .5 Computer Aides

### BOCES Services

<b>BOLD</b>
<b>eRate - Intellipath - Application &amp; Process</b>
<b>eRate Documentation Management Fee</b>
<b>W-2/1099 Production</b>
<b>eSchool K-12 support</b>
<b>eSchool License Fees K-12</b>
<b>eSchool Management Fee</b>
<b>On site LAN/WAN Tech Services</b>
<b>Recurring Fiber Maintenance for High Speed Connection</b>
<b>Finance Manager Off Site Backup</b>
<b>Finance Manager On Site Training</b>
<b>Finance Manager Level C BOCES Support</b>
<b>Finance Manager Software Annual License</b>
<b>Edge</b>
<b>Connect Ed/Blackboard Connect-Basic</b>
<b>Connect Ed/Blackboard Connect-Annual</b>
<b>Staff Development</b>
<b>Cost</b>
<b>Model Schools</b>
<b>Professional Development Requirement</b>
<b>RTIm Direct License Fee</b>
<b>RTIm Direct Support per RWADA</b>
<b>RTIm Management Fee</b>
<b>IEP Direct Annual BOCES Support</b>
<b>IEP Direct Per Student Maintenance Fee</b>
<b>NYSE Direct</b>
<b>Guidance Direct</b>
<b>Internet Access – Current Speed 100 MB</b>

### Technology Budget

\*Budget Numbers are Estimates and are subject to change.

Category Support Through the General Budget	2014-2015	2015-2016	2016-2017
Computer Equipment Non-Instructional	\$30,000	\$25,000	\$35,000
Computer State Aided Equipment Instructional	\$110,000	\$115,000	\$110,000
Staff Development	\$70,000	\$75,000	\$80,000
Computer Supplies & Materials Instructional	\$50,000	\$55,000	\$60,000
Computer State Aided Software Instructional	\$85,000	\$90,000	\$95,000
Internet Access	\$85,000	\$85,000	\$85,000
District Technology Replacement Plan	\$400,000	\$700,000	\$400,000
<b>TOTAL</b>	<b>\$830,000</b>	<b>\$ 1,145,000</b>	<b>\$865,000</b>

*Grants utilized by the District to purchase software, hardware or support professional development: Title I, Title II, Title IID, Title III and Caithness.*

**Core Element, Criteria 5**

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**PROFESSIONAL DEVELOPMENT PROGRAM EVALUATION FORM**

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**COURSE TITLE:** \_\_\_\_\_

**NAME OF INSTRUCTOR:** \_\_\_\_\_

PLEASE RATE THE PROFESSIONAL DEVELOPMENT WORKSHOP IN WHICH YOU PARTICIPATED IN. THE SCALE RANGES FROM 1 TO 3, INDICATING THAT YOUR EXPECTATIONS AND NEEDS HAVE BEEN MET:

- 1- DID NOT MEET MY EXPECTATIONS**
- 2- MET MY EXPECTATIONS**
- 3- EXCEEDED MY EXPECTATIONS**

The instructor provided valuable information.	<b>1</b>	<b>2</b>	<b>3</b>
The instructor provided appropriate resources and materials.	<b>1</b>	<b>2</b>	<b>3</b>
I will be able to utilize this approach in my classroom instruction.	<b>1</b>	<b>2</b>	<b>3</b>
I would benefit from having a follow-up training with the instructor.	<b>1</b>	<b>2</b>	<b>3</b>
Additional training in this topic is necessary.	<b>1</b>	<b>2</b>	<b>3</b>

Please list any additional types of professional development workshops that would benefit you the most: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

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## EVALUATION PROCESS

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The District Technology Committee will be responsible for monitoring and evaluating the progress of the Technology Plan.

- Meet quarterly to assess the implementation of the Technology Plan
- Reassess the goals and activities of the Technology Plan in order to ensure that it reflects the current situation
- Review and update inventory of equipment and software
- Assess the progress of staff development
- Assess the degree to which technology has been integrated into instruction
- Assess the degree to which technology has enhanced communication between the school and the community
- Assess the district's technology curriculum guides to reflect technological goals, objectives, and values inherent in the technology plan
- Make recommendations to the Board of Education regarding program effectiveness and future purchases

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## MID-COURSE CORRECTIONS FOR PROFESSIONAL DEVELOPMENT

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Oftentimes, changes in digital curriculum and the purchase of new software or hardware technologies require adjustments within our professional development plan. When this occurs, the Patchogue-Medford School District utilizes BOCES Model Schools and District Technology Integration Specialist resources to schedule group or individualized training needs to compliment the addition of various new technologies. These sessions are typically held during specific Professional Development Periods (PDP's) at each building, but also include group training and "push in" classroom professional development sessions.

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**TECHNOLOGY MEETING AGENDA TEMPLATE**

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**PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**  
**TECHNOLOGY MEETING**  
**AGENDA**  
**(Date)**

DISCUSSION	NOTES/FOLLOW-UP
1.	
2.	
3.	
4.	
5.	
6.	

---

## EDUCATIONAL TECHNOLOGY FOUNDATIONS FOR ALL TEACHERS

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### ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS) AND PERFORMANCE INDICATORS

#### I. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts.

Teachers:

- a. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education *Technology Standards for Students*).
- b. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

#### II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology.

Teachers:

- a. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- b. Apply current research on teaching and learning with technology when planning learning environments and experiences.
- c. Identify and locate technology resources and evaluate them for accuracy and suitability.
- d. Plan for the management of technology resources within the context of learning activities.
- e. Plan strategies to manage student learning in a technology-enhanced environment.

#### III. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

Teachers:

- a. Facilitate technology-enhanced experiences that address content standards and student technology standards.
- b. Use technology to support learner-centered strategies that address the diverse needs of students.
- c. Apply technology to develop students' higher order skills and creativity.
- d. Manage student learning activities in a technology-enhanced environment.

#### IV. ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- a. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- b. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- c. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

#### V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice.

Teachers:

- a. Use technology resources to engage in ongoing professional development and lifelong learning.
- b. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- c. Apply technology to increase productivity.
- d. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

#### VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

Teachers:

- a. Model and teach legal and ethical practice related to technology use.
- b. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

- c. Identify and use technology resources that affirm diversity.
- d. Promote safe and healthy use of technology resources.
- e. Facilitate equitable access to technology resources for all students.
- f. The computers in the Patchogue-Medford UFSD provide electronic services to faculty, staff, and students. All computers users must read and agree to the district policy before granted access to the network.



**Appendix A - Acceptable Use Policies**  
**COMPUTER NETWORK AND INTERNET ACCEPTABLE USE POLICY FOR**  
**STUDENTS**

6147

**COMPUTER NETWORK AND**  
**INTERNET ACCEPTABLE USE POLICY**  
*For Students*

The use of the Patchogue-Medford School District's computer system is a privilege. It is expected that all individuals accessing the system will undertake responsibility for their actions and words and respect the rights and privileges of other network users. Users need to familiarize themselves with contents of this policy in order to insure safe and educationally sound use of the District's computer network. **Exemplary behavior is expected at all times.**

I. Personal Safety

For safety reasons, individuals utilizing the Patchogue-Medford Internet connection are to exercise caution at all times. The following will assist:

- A. Do not post personal contact information (e.g., address, telephone number, etc.) about yourself or any other person.
- B. Do not agree to meet with someone you have met online. Any contact of this nature, or the receipt of any message you feel is inappropriate or makes you feel uncomfortable, should be reported to school authorities immediately.

II. System Security

For security reasons, individuals utilizing the Patchogue-Medford Internet connection are to demonstrate responsible Internet use at all times. The following will assist:

- A. Be responsible for your individual account and take all reasonable precautions to prevent others from being able to use your account. Under no condition should you give your password to another person, other than a teacher or computer aide in your building.
- B. Immediately notify a teacher if you identify a possible security problem. Do not look for security problems.

III. Legal Activities

For legal reasons, individuals utilizing the Patchogue-Medford Internet connection are to adhere to the following:

- A. Do not attempt to gain unauthorized access to this or any other computer system or go beyond the authorized access by entering another person's ID or accessing

- another person's files.
- B. Do not deliberately attempt to disrupt the computer system or destroy data by spreading computer viruses or by any other means.
- C. Do not use the Patchogue-Medford computer system to engage in any illegal act, such as arranging for a drug sale or threatening the safety of a person, etc.

#### IV. Inappropriate Language

Individuals utilizing the Patchogue-Medford Internet connection will conduct themselves in the same manner as expected within the school itself. For example:

- A. Appropriate language is to be used at all times. As within the school itself, obscene, profane, inflammatory, and/or threatening language is not to be used at any time.
- B. Do not post information that could cause danger or disruption.
- C. Do not engage in personal attacks, including prejudicial or discriminatory attacks.

#### V. Respect for Privacy

- A. Do not post private information, including pictures of yourself or someone else.

#### VI. Respecting Resource Limits

The district network is a limited resource. File server space and memory are adequate for the intended purposes of the system. Other activity on the network may cause unintentional problems such as system slowdown, stoppage or "crashes." Consequently, users are to adhere to the following:

- A. Use the system for educational and career development activities only. There is no limit on use for education and career development activities.
- B. Do not download large files unless instructed by your teacher to do so.
- C. Do not post chain letters or engage in "spamming" (that is, sending an unnecessary message to a large number of e-mail addresses).
- D. The approval of the system administrator is necessary prior to the subscription to news groups, list servers, and/or educational chat rooms.
- E. Keep your e-mail account clean and delete old messages frequently to avoid excessive use of file servers and hard disk space.

#### VII. Plagiarism and Copyright Infringement

For legal reasons, individuals utilizing the Patchogue-Medford Internet connection are to adhere to the following:

- A. Do not plagiarize work found on the Internet. Plagiarism is the piracy of ideas or writings of others.

- B. Respect the rights of copyright owners. Copyright infringement occurs when one inappropriately reproduces a work that is protected by copyright. If a work contains language that specifies appropriate use of that work, the expressed requirements are to be adhered to. If unsure, permission from the copyright owner is required. Direct any questions regarding copyright laws to a teacher.

#### VIII. Inappropriate Access to Material

- A. Do not use the computer system to access material that is profane or obscene or that advocates illegal acts of violence or discrimination toward other people.
- B. If you mistakenly access inappropriate information, you should immediately tell your teacher. This will protect you against a claim of intentional violation of this policy.

#### IX. Your Rights

##### A. Search and Seizure

You should be aware that the contents of your personal files on the district system may be monitored if a policy or legal infraction is suspected. Routine maintenance and monitoring of the system may lead to discovery that you have violated this policy and/or have engaged in illegal activity on the district's system. An individual search will be conducted if there is reasonable suspicion that you have violated this policy. The investigation will be reasonable and related to the suspected violation.

##### B. Due Process

In the event of a claim that a violation of this policy has occurred, an investigation will be conducted and appropriate disciplinary action will be taken, if necessary. Depending on the result of this investigation, additional restrictions may be placed on an individual's use of the district's Internet connection. The district will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through the district computer system.

The district makes no guarantee that the functions or the services provided by or through the district system will be error free or without defect. The district will not be responsible for any damage you may suffer including, but not limited to, loss of data or interruptions of the system. The district will not be responsible for financial obligations arising from unauthorized use of the system. The Patchogue-Medford School District reserves the right to log Internet use and monitor file server space utilization.

**Student User:**

I understand and will abide by the district's Computer Network and Internet Acceptable Use Policy.

I further understand that by using the district's computer systems I waive and relinquish the right to privacy of the communications transmitted thereon and agree that the district may examine such communications to determine whether use is consistent with the purposes of the above.

User Name (Please Print): \_\_\_\_\_

User Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent or Guardian of Student User:**

As the parent or guardian of this student, I have read the district's Computer Network and Internet Acceptable Use Policy. I grant permission for my son or daughter to access the networked computer system and the Internet and I understand that the use of these district provided services are intended for educational purposes.

I further accept the fact that the Patchogue-Medford School District has reserved the right to review all materials and, if deemed necessary, has the right to revoke a student's access to the entire computer system.

Student's Name (Please Print): \_\_\_\_\_

Parent/Guardian's Name (Please Print): \_\_\_\_\_

Parent/Guardian's Signature: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Date: \_\_\_\_\_

Policy Adopted:

April 15, 1996

Policy Revised:

May 23, 2000

August 14, 2000

Policy Revised:

September 24, 2001

**Appendix B - Acceptable Use Policies**  
**COMPUTER NETWORK AND INTERNET ACCEPTABLE USE POLICY FOR**  
**EMPLOYEES AND VOLUNTEERS**

4410

**COMPUTER NETWORK AND**  
**INTERNET ACCEPTABLE USE POLICY**  
*For Employees and Volunteers*

The use of the Patchogue-Medford School District's computer system is a privilege. It is expected that all individuals accessing the system will undertake responsibility for their actions and words and respect the rights and privileges of other network users. Users need to familiarize themselves with contents of this policy in order to insure safe and educationally sound use of the District's computer network.

1. Personal Safety

For safety reasons, individuals utilizing the Patchogue-Medford Internet connection are to exercise caution at all times. The following will assist:

1. Do not post personal contact information (e.g., address, telephone number, etc.) about yourself or any other person.
2. Do not agree to meet with someone you have met online. Any contact of this nature, or the receipt of any message you feel is inappropriate or makes you feel uncomfortable, should be reported to school authorities immediately.

2. System Security

For security reasons, individuals utilizing the Patchogue-Medford Internet connection are to demonstrate responsible Internet use at all times. The following will assist:

1. Be responsible for your individual account and take all reasonable precautions to prevent others from being able to use your account. Under no condition should you give your password to another person, other than an administrator or computer aide in your building.
2. Immediately notify a supervisor if you identify a possible security problem. Do not look for security problems.

3. Legal Activities

For legal reasons, individuals utilizing the Patchogue-Medford Internet connection are to adhere to the following:

1. Do not attempt to gain unauthorized access to this or any other computer system or go beyond the authorized access by entering another person's ID or accessing another person's files.
2. Do not deliberately attempt to disrupt the computer system or destroy data by spreading computer viruses or by any other means.
3. Do not use the Patchogue-Medford computer system to engage in any illegal act, such as arranging for a drug sale or threatening the safety of a person, etc.

#### 4. Inappropriate Language

Individuals utilizing the Patchogue-Medford Internet connection will conduct themselves in the same manner as expected within the school itself. For example:

1. Appropriate language is to be used at all times. As within the school itself, obscene, profane, inflammatory, and/or threatening language is not to be used at any time.
2. Do not post information that could cause danger or disruption.
3. Do not engage in personal attacks, including prejudicial or discriminatory attacks.

#### 5. Respect for Privacy

1. Do not post private information, including pictures of yourself or someone else.

#### 6. Respecting Resource Limits

The district network is a limited resource. File server space and memory are adequate for the intended purposes of the system. Other activity on the network may cause unintentional problems such as system slowdown, stoppage or “crashes.” Consequently, users are to adhere to the following:

1. Use the system for educational and career development activities only. There is no limit on use for education and career development activities.
2. Do not download large files unless instructed by your supervisor to do so.
3. Do not post chain letters or engage in “spamming” (that is, sending an unnecessary message to a large number of e-mail addresses).
4. The approval of the system administrator is necessary prior to the subscription to news groups, list servers, and/or educational chat rooms.
5. Keep your e-mail account clean and delete old messages frequently to avoid excessive use of file servers and hard disk space.

#### 7. Plagiarism and Copyright Infringement

For legal reasons, individuals utilizing the Patchogue-Medford Internet connection are to adhere to the following:

1. Do not plagiarize work found on the Internet. Plagiarism is the piracy of ideas or writings of others.
2. Respect the rights of copyright owners. Copyright infringement occurs when one inappropriately reproduces a work that is protected by copyright. If a work contains language that specifies appropriate use of that work, the expressed requirements are to be adhered to. If unsure, permission from the copyright owner is required. Direct any questions regarding copyright laws to a supervisor.

8. Inappropriate Access to Material

1. Do not use the computer system to access material that is profane or obscene or that advocates illegal acts of violence or discrimination toward other people.
2. If you mistakenly access inappropriate information, you should immediately tell your supervisor. This will protect you against a claim of intentional violation of this policy.

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You should be aware that the contents of your personal files on the district system may be monitored if a policy or legal infraction is suspected. Routine maintenance and monitoring of the system may lead to discovery that you have violated this policy and/or have engaged in illegal activity on the district's system. An individual search will be conducted if there is reasonable suspicion that you have violated this policy. The investigation will be reasonable and related to the suspected violation.

2. Due Process

In the event of a claim that a violation of this policy has occurred, an investigation will be conducted and appropriate disciplinary action will be taken, if necessary. Depending on the result of this investigation, additional restrictions may be placed on an individual's use of the district's Internet connection. The district will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through the district computer system.

The district makes no guarantee that the functions or the services provided by or through the district system will be error free or without defect. The district will not be responsible for any damage you may suffer including, but not limited to, loss of data or interruptions of the system. The district will not be responsible for financial obligations arising from unauthorized use of the system. The Patchogue-Medford School District reserves the right to log Internet use and monitor file server space utilization.

**Employee User (Administrator, Teacher, Staff):**

I have read and understand the district's Computer Network and Internet Acceptable Use Policy.

Employee's Name (Please Print):

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Other Users (Volunteers, Parents, etc.):**

I understand and will abide by the district's Computer Network and Internet Acceptable Use Policy.

User Name (Please Print): \_\_\_\_\_

User Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Policy Adopted:  
September 24, 2001



## Appendix C – Network Infrastructure Wide Area Network (WAN) Connectivity Diagram

