

**2018-2021 Instructional Technology Plan - Annually - 2018**

I. District LEA Information

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**Section I - District LEA Information**

1. **What is the name of the district administrator responsible for entering the Instructional Technology Plan data?**

Anthony Moreno

2. **What is the title of the district administrator responsible for entering the Instructional Technology Plan data?**

Director of Technology

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

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II. Strategic Technology Planning

**Section II - Strategic Technology Planning**

1. **What is the overall district mission?**

Educate to inspire all to reach beyond the expected and positively impact their communities.

2. **What is the vision statement that guides instructional technology use in the district?**

Students will ultimately use technology as a tool to safely and purposefully complete tasks, collaborate, and solve problems.

3. List three goals that will drive the attainment of the vision.

	List Goals
Goal 1	All faculty and administration will use Google tools for storage and collaboration around data, curriculum, and professional development/enhancing teacher practice as evidenced by full participation in the use of the Google suite of tools.
Goal 2	Teachers in grades 3-12 will develop annual department (secondary)/grade level (elementary) specific goals that will lead to substitution/augmentation (year 1), modification (year 2), and redefinition (year 3) of student learning tasks using technology tools.
Goal 3	Teacher of mathematics in grades 6&7 will use technology as a tool to redesign learning tasks and increase proficiency scores on the NYS Mathematics Examination by 10% over three years' time.

4. **Do you want to list a fourth goal that will drive attainment of the vision?**

No

5. **Do you want to list a fifth goal that will drive attainment of the vision?**

No

6. **Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive instructional technology plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.**

Teacher and administrators at all 3 buildings, including Special Education, were invited to participate in the Technology Committee. The committee met on Monday, March 5th for a full day session to review the SED requirements and to begin drafting a vision, goals, and action steps. Subsequently, the committee recommended the distribution of survey to solicit feedback from all stakeholders. From this feedback, the directions of the committee were clarified. Leadership team meetings were held to review changes to the plan, and co-chairs of the Technology Committee met at each building to share next steps. Stakeholders were again encouraged to ask questions of and provide feedback to their building representatives. The Director of Technology gave a presentation to the Board of Education on March 27th. The Technology Committee again met on March 23rd to review draft plans and make additional recommendations.

7. **Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.**

MCSd will establish district-wide, consistent tools for technology and ensure all have a shared understanding of expectations for student use of technology. Reliable infrastructure, training, and resources will be accessible to all teachers and students. As essential partners in our success, parents will be provided with resources to support their children.

The District has established a goal of training all teachers and administrators in the level I Google tools for productivity course outline as provided by Erie I BOCES. This training will be completed by all prior to the end of the 2018-19 school year. Opportunities for training include on-line, BOCES coursework, and taking advantage of BOCES trainers in district throughout the school year. Subsequent training will be designed around needs that are identified by department/grade level teams based on established goals.

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II. Strategic Technology Planning

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**8. How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.**

The 6th and 7th grade mathematics goal will be monitored via quarterly benchmark measures of student progress and annual review of state assessment results.

The District goal for productivity will be monitored via usage and QueCenter calls for assistance.

The remaining goals established by departments/grade levels will be constructed to include monitoring and evaluation measures.

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III. Action Plan - Goal 1

**Section III - Action Plan**

**Overview:** This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

**1. Goal #1**

All faculty and administration will use Google tools for storage and collaboration around data, curriculum, and professional development/enhancing teacher practice as evidenced by full participation in the use of the Google suite of tools.

**2. Select the NYSED goal that best aligns with this district goal.**

5. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

**3. Target Student Population(s). Check all that apply.**

- All students
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

**4. List the action steps that correspond to Goal #1 from your answer to Question 1, above.**

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	The Technology Committee, in collaboration with the Professional Development Committee, Department Chairs, and Administration, will communicate the district goal of ensuring all faculty and administration have demonstrated proficiency in the first four modules of Google tools as described by Erie I BOCES by June, 2019.	Superintendent	N/A	June (06)	2018	0
Action Step 2	Based on a plan developed with input from the Technology Committee, Department Chairs, and Administration, a	Curriculum	N/A	June (06)	2019	20,000

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Development	menu of professional development options will be created, shared, and made available to all teachers and Administration.	and Instruction Leader				
Action Step 3	Evaluation	A monitoring tool will be used to track individual teacher and administrator progress towards the anticipated goal. Follow up support to attain the goal will be provided as needs arise.	Curriculum and Instruction Leader	N/A	June (06)	2019	0
Action Step 4	Budgeting	Technology purchases for devices will be made according to the provided roll-out schedule for 1:1 student implementation.	Director of Technology	N/A	June (06)	2019	20,000

5. This question is optional.  
 If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 2

**Section III - Action Plan**

Copy Goal #2, which you listed in Section II, Question 3, and respond to all questions below.

**1. Goal #2**

Teachers in grades 3-12 will develop annual department (secondary)/grade level (elementary) specific goals that will lead to substitution/augmentation (year 1), modification (year 2), and redefinition (year 3) of student learning tasks using technology tools.

**2. Select the NYSED goal that best aligns with this district goal.**

1. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

**3. Target Student Population(s)**

- |  |   |
|--|---|
| <input type="checkbox"/> All students                          | <input checked="" type="checkbox"/> Migrant students  |
| <input type="checkbox"/> Pre-K-2                               | <input checked="" type="checkbox"/> Homeless students   |
| <input checked="" type="checkbox"/> Grades 3-5/6               | <input checked="" type="checkbox"/> Economically disadvantaged students                               |
| <input checked="" type="checkbox"/> Middle School              | <input type="checkbox"/> Students between the ages of 18-21   |
| <input checked="" type="checkbox"/> High School                | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input checked="" type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below)                                |
| <input checked="" type="checkbox"/> ELL/MLLs                   |   |

**4. List the action steps that correspond to Goal #2 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Research	Content/grade level teams will engage in research, collaboration, site visits, and professional learning opportunities in order to develop a broader sense of the importance and scope of technology integration and how to achieve desired results using technology tools within the classroom.	Other (please identify in next column, to the right)	Department Chairs	Dec. (12)	2018	4,000

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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 2	Collaboration	Department/Grade level teams 3-12 will collaborate to develop goals that support curriculum needs through the use of technology.	Other (please identify in next column, to the right)	Department Chairs	Feb. (02)	2019	0
Action Step 3	Professional Development	Teacher teams will take advantage of professional development opportunities aligned to their target goals in order to develop proficiency skills and curriculum plans that will target established outcomes.	Curriculum and Instruction Leader	N/A	Aug. (08)	2019	20,000
Action Step 4	Implementation	Teachers will implement grade level/department instructional plans and will monitor student outcomes.	N/A	Department Chairs	June (06)	2020	0

5. This question is optional.  
 If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.



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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Evaluation	Based on outcome data for 2019-2020, professional development and curriculum work will be designed by June, 2020 and implemented in 2020-2021 in order to fully actualize the goals established; subsequent goals for task redesign and creation of new tasks using technology will be developed.	Other (please identify in next column, to the right)	Department Chairs	June (06)	2021	20,000
Action Step 6	Implementation	Continual monitoring of goal implementation and use of technology tools to enhance instruction through the use of a consistent walk-through tool will occur in all school buildings.	Building Principal	N/A	June (06)	2020	0
Action Step 7	Infrastructure	Continual monitoring of QueCenter calls and capacity planning for device and infrastructure needs will occur and be communicated with all school stakeholders.	Director of Technology	N/A	June (06)	2021	0
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 3

**Section III - Action Plan**

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

**1. Goal #3**

Teacher of mathematics in grades 6&7 will use technology as a tool to redesign learning tasks and increase proficiency scores on the NYS Mathematics Examination by 10% over three years' time.

**2. Select the NYSED goal that best aligns with this district goal.**

2. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

**3. Target Student Population(s)**

- All students
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

**3a. If 'Other' was selected in Question 3, above, please identify target student population(s).**

African American Students

**4. List the action steps that correspond to Goal #3 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Research	Mathematics teachers in grades 6&7 will engage in a review of the data and research to develop an understanding of the benefits of technology to redesign learning tasks, ultimately creating a "why" statement to guide their collective vision.	Curriculum and Instruction Leader	NA	June (06)	2018	500
Action Step 2	Planning	Mathematics teachers in grades 6&7 will construct an outline for the "what" and the "how" to achieve their vision; resource	Curriculum	N/A	Sept (09)	2018	500

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		needs will be identified.	and Instruction Leader				
Action Step 3	Professional Development	Mathematics teachers in grades 6&7 will develop pedagogical understanding for flipped instruction and will gain technology proficiency for the use of technology to support this classroom design. Teachers will develop a unit to be implemented in January, 2019.	Curriculum and Instruction Leader	N/A	Dec. (12)	2018	3,000
Action Step 4	Curriculum	Teachers will utilize data from the initial unit to design remaining units of study; anticipated implementation of these units will be in 2019-2020.	Curriculum and Instruction Leader	N/A	Aug. (08)	2019	5,000

5. This question is optional.  
 If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	Learning Spaces	Grant opportunities and/or community partnerships will be pursued to obtain funding for the purchase of modular furniture that will enhance the learning spaces of the classroom.	Curriculum and Instruction Leader	NA	Aug. (08)	2019	N/A
Action Step 6	Curriculum	Teachers will implement flipped units of study and will track and monitor student outcome data.	Building Principal	NA	June (06)	2020	0
Action Step 7	Curriculum	Teachers will work collaboratively to review data and address curriculum needs and instructional practice based on this data.	Other (please identify in next column, to the right)	Department Chair	June (06)	2021	3000
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. NYSED Initiatives Alignment

**Section IV - NYSED Initiatives Alignment**

1. **Explain how the district use of instructional technology will serve as a part of comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.**

MCS D is in the final year of a 3-year strategic plan, and is investigating the next steps for a district-wide review of data around leadership, resource allocation, systems and structures, curriculum and instructional practice, and community engagement to support student learning needs. Each school building is currently responsible for the development of an annual building plan that is aligned to district goals. It is anticipated that this practice will continue.

With a district-wide focus on technology proficiency, including minimum expectations for use of this technology, the district will be better positioned to consider the use of technology through a comprehensive lens of instructional practice. There has been initial work done to explore the Academic Literacy briefs in preparation for the roll out of the Next Generation Learning Standards for ELA and Mathematics. Our essential question of, "How do we create effective learning environments and as a result, meet the standards?" is in alignment with the district vision of using technology tools to enhance the learning environments of our classrooms, ultimately increasing engagement, collaboration, and critical thinking skills of our students.

2. **Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

Districts with a 1:1 program should describe how those devices are specifically used when instructing students with disabilities; not simply that they have access to the same devices as all students. The response should address specifically the various technologies and instructional strategies that are used. *If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to any related question(s) in the SSIP*

3. **How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 3a, below)

4. **Please select the professional development that will be offered to teachers of Students with Disabilities that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

- |  |   |
|--|---|
| <input type="checkbox"/> Technology to support writers in the elementary classroom                                   | <input checked="" type="checkbox"/> Using technology to increase options for students with disabilities to demonstrate their knowledge and skills |
| <input type="checkbox"/> Technology to support writers in the secondary classroom                                    | <input type="checkbox"/> Multiple ways of assessing student learning through technology   |
| <input type="checkbox"/> Research, writing and technology in a digital world   | <input type="checkbox"/> Electronic communication and collaboration   |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology                                 | <input type="checkbox"/> Promotion of model digital citizenship and responsibility  |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities             | <input type="checkbox"/> Integrating technology and curriculum across core content areas  |
| <input type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input type="checkbox"/> Helping students with disabilities to connect with the world   |
| <input type="checkbox"/> Using technology to differentiate instruction in the special education classroom            | <input type="checkbox"/> Other (please identify in Question 4a, below)  |

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IV. NYSED Initiatives Alignment

5. How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.

- Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system)
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL/MLL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify, in Question 5a, below)

6. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

6a. If Yes, check one.

In the 5 most spoken languages in the district

6b. If 'Other' was selected in 6a, above, please explain here.

(No Response)

7. Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom    | <input type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input type="checkbox"/> Technology to support writers in the Secondary classroom                | <input type="checkbox"/> Electronic communication and collaboration                      |
| <input type="checkbox"/> Research, writing and technology in a digital word                      | <input type="checkbox"/> Promotion and model digital citizenship and responsibility      |
| <input type="checkbox"/> Writing and technology workshop for teachers                            | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Enhancing Children's Vocabulary Development with technology             | <input type="checkbox"/> Web authoring tools   |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom                            | <input type="checkbox"/> Helping students connect with the world                         |
| <input type="checkbox"/> Reading strategies for English Language Learners                        | <input type="checkbox"/> The interactive whiteboard and language learning                |
| <input type="checkbox"/> Moving from learning letters to learning to read                        | <input type="checkbox"/> Use camera for documentation                                    |
| <input type="checkbox"/> The power of technology to support language acquisition                 | <input type="checkbox"/> Other (please identify in Question 7a, below)                   |
| <input type="checkbox"/> Using technology to differentiate instruction in the language classroom |  |

**2018-2021 Instructional Technology Plan - Annually - 2018**IV. NYSED Initiatives Alignment

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**8. How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?**

- The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- The district uses instructional technology to facilitate classroom projects that involve the community.
- The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- The district does not use instructional technology to facilitate culturally responsive instruction.
- Other (please identify in Question 8a, below)

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V. Administrative Management Plan

**Section V - Administrative Management Plan**

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	0.00
Technical Support	2.00
<b>Totals:</b>	<b>3.00</b>

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	(No Response)	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	(No Response)
2	(No Response)	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools	(No Response)



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V. Administrative Management Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	(No Response)	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	(No Response)
4	(No Response)	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	(No Response)
<b>Totals:</b>			<b>0</b>			

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V. Administrative Management Plan

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3. 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

4. Please indicate whether or not the district has a public website.

The district has a public website.

- 4a. Provide the URL of the district's public website.

[www.medinacsd.org](http://www.medinacsd.org)

5. Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.

Yes

- 5a.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

Director of Technology

6. Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.

Yes

- 6a. If 'Yes' was selected in Question 6 above, please identify the responsible person's title.

Director of Technology

7. Has a district-wide information security and/or privacy audit ever been performed in the district?

No

8. Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?

Yes

9. Does the school district provide for educating minors about cyberbullying awareness and response?

Yes

10. Does the district have an Internet Safety Policy?

Yes, and I will provide the URL to the policy.

- 10b. Please provide the URL to the district's Internet Safety Policy.

<https://www.medinacsd.org/site/handlers/filedownload.ashx?moduleinstanceid=42&dataid=3107&FileName=instruction8271.pdf>

11. Does the district have a Cyberbullying Policy?

No. The district does not have such a policy.

12. Does the district have a Parents' Bill of Rights for Data Privacy and Security?

Yes, and I will provide the URL to the Parents' Bill of Rights for Data Privacy and Security.

- 12a. What year was the Parents' Bill of Rights for Data Privacy and Security policy first posted?

2014

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V. Administrative Management Plan

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**12b. Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.**

<https://www.medinacsd.org/site/handlers/filedownload.ashx?moduleinstanceid=42&dataid=3106&FileName=parents-bill-of-rights.pdf>

**13. Does the district have an information breach policy that addresses the district's planned response to an information breach?**

No. The district does not have such a policy.

**14. Provide a direct link to the district's technology plan as posted on the district's website.**

<https://www.medinacsd.org/Page/46>

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

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VI - Sharing Innovative Educational Technology Programs

**Sharing Innovative Educational Technology Programs**

1. Please choose one or more topics that reflect an innovative educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a category that is not on the list.

- |  |   |
|--|---|
| <input type="checkbox"/> Active Learning Spaces/Makerspaces                | <input type="checkbox"/> Policy, Planning, and Leadership |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input type="checkbox"/> Privacy and Security             |
| <input type="checkbox"/> Device Planning and Implementation (1:1; BYOD)    | <input type="checkbox"/> Professional Learning            |
| <input type="checkbox"/> Digital Citizenship                               | <input type="checkbox"/> Project-based Learning           |
| <input type="checkbox"/> Infrastructure                                    | <input type="checkbox"/> Other Topic A                    |
| <input type="checkbox"/> OER and Digital Curriculum                        | <input type="checkbox"/> Other Topic B                    |
| <input type="checkbox"/> Personalized Learning                             | <input type="checkbox"/> Other Topic C                    |
| <input type="checkbox"/> Pilots and Proof of Concept                       |   |

2. Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.

	<b>Name of Contact person</b>	<b>Title</b>	<b>E-mail address</b>	<b>Innovative Programs. Check all that apply.</b>
Please complete all columns.	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted in order to obtain more information about the innovative program(s) at your district.

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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