

**2018-2021 Instructional Technology Plan - 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?**

Jereme Randles

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).

2018-2021 Instructional Technology Plan - 2018

II. Strategic Technology Planning

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**Section II - Strategic Technology Planning**

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

We, the Granville School Community, will provide a safe, respectful environment where all students, using their full potential, achieve academic excellence, develop individual strengths and become responsible caring citizens. We will foster the value of lifelong learning.

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

Our vision at Granville Central School District is to foster a comprehensive approach to teaching and learning that cultivates 21st Century skills and provides tools required for continued academic growth and lifelong learning.

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

	List Goals
Goal 1	Granville CSD will provide seamless, equitable access to technology and resources for staff and students.
Goal 2	Granville CSD will implement curriculum integration to improve student academic achievement through the use of technology in elementary and secondary schools.
Goal 3	Granville CSD will engage the local community.

**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.**

The stakeholder group was comprised of representatives from the school, consisting of elementary, secondary, technology, arts, administration, special education, and BOCES. The group met multiple times over the course of six months and began the planning process by establishing a compelling technology vision which supports the district mission. Using this vision and the SMART goal setting framework, the group established and developed three key goals which connect to state initiatives, district strategic curriculum planning, and the smart school investment plan currently being developed. The group decided that a formative assessment would assist with plan implementation and developed a survey to gather information on the current comfort and skill level with technology integration by staff in the district. This baseline assessment, in conjunction with a technology audit being performed by BOCES staff on user devices and infrastructure will determine the starting point for all three goals. An additional assessment for students will be administered in the fall.

Next, the group identified potential barriers to action steps established for goals 1-3 and constructed additional steps as appropriate. Stakeholders were assigned to relevant tasks and timelines were established. These timelines are general in scope and will be modified as plan implementation occurs; whether accelerated or extended. Finally, the group established an outline of potential professional development based on the work that has occurred before. This timeline and focus will be modified based on the information obtained from surveys, discussion, and assessment. There are foundational concepts such as the SAMR model that will begin in the fall and serve as a staple to guide the district toward attainment of goals and vision. Stakeholders then identified budgeting needs to sustain initiatives. The group will continue to meet monthly to discuss progress and work toward their goals.

**2018-2021 Instructional Technology Plan - 2018****II. Strategic Technology Planning****7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.**

The Granville Central School District believes that all students can learn, and it recognizes that quality professional development is essential to the continuous improvement of the educational process. The district has long demonstrated a commitment to connecting professional development to the improvement of student results and will continue to promote and assure the ongoing development and growth of its professional staff. To that end, the district has developed a comprehensive PDP that encompasses technology initiatives.

The Granville Central School District Professional Development Plan is the result of the collaborative efforts of teachers, administrators, and community members. The committee considered current research, as well as input from the professional staff, in the design and development of the plan. This plan is intended to direct professional development planning and implementation in the Granville Central School District.

The district believes that PD must be fluid and adaptive to meet the needs of its staff and, in the end, students. To this end, evaluation of the district's current PD and technology goals will be ongoing. This evaluation, described in sections of this plan and in the PDP itself, will be used to revise actions and planning to better target staff need.

Goal #2 of this plan focuses on curriculum integration through the implementation of the SAMR model. Evaluation of this goal which is the foundation for building capacity may be found in question #7 of this plan, along with tie ins to goals 1 and 3.

The Granville CSD PDP team believes in building the professional capacity of the teachers and creating opportunities for students to be prepared for the 21st century, while supporting their social/emotional needs.

Needs/Data Analysis for Professional Development Plan: Annual analysis and reflection of district needs based on survey of all stakeholders for professional development needs, NYS/local testing data, NYS School Report Cards, NYS regulations and mandates and district goals focused on student growth.

Participation: Professional opportunities will be made available to all stakeholders to support continued professional growth and learning as it pertains to students' academic/social and emotional learning. Learning opportunities will be offered through in-service, out of district, after school, summer PD and online (Google hangout).

Support and Documentation for Required Professional Development Hours for Certification of Teachers, Teaching Assistants, and Administrators: In compliance with NYS Education Department regulations, the Granville CSD will ensure all certified professionals have opportunities to participate in approved professional development. Approved hours will be documented for all professional staff (Frontline/MyLearning Plan). Recognized professional learning and leadership activities will be developed in collaboration with teachers, teaching assistants, and administrators.

Resources and Major Partners: WSWHE BOCES Capital Region BOCES Questar III CASDA Dr. Jennifer Bashant Betty Barrett Center for Autism and Related Disabilities Michael DiCaprio Diane Quick David Mitchell Washington Collaborative GCSD Administrators GCSD Staff approved by the Superintendent of Schools

Additional course content to explore: Mindfulness Cognitive Coaching Reading and Writing Ruby Payne and beyond (continuation for application) Social/Emotional/Behavioral support (deescalation/trauma/poverty) Students with Disabilities (understanding specific classification) Training for differentiated instruction and strategies Student engagement/motivation Content area training for NextGen standards (Social Studies, Math, ELA, Encore and Science)

Procedures for Submitting and Revising This Plan: The professional development plan will be reviewed, revised and submitted annually to the Superintendent of Schools and the Board of Education for their review, consideration and approval.

A full copy of the plan can be viewed at <https://docs.google.com/document/d/1k5s-aRwIs7qABxgLxB0xSeHSEWorqpp3fzsFJ-eK1o/edit?ts=5b5a1179>

**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.**

Goal evaluation will be ongoing and through multiple methods. Each goal was developed to be fluid and adaptive. The first goal, which focuses on equity, is largely dependent on an initial hardware/ software audit with ongoing monitoring and feedback. The audit will provide a clearly defined status of technology as it pertains to the district's goal of a 1:1. Upon completion of the audit, the district will be implementing a series of monitoring tools to provide live data on network performance, as well as a live inventory of devices connected to the network.

The second goal, which focuses on improving student achievement through the implementation of an instructional technology curriculum model, will be fluid as well. The district has continued its investment in professional development for staff by hiring two integration specialists. These imbedded staff members will work with staff in cohorts to expand knowledge and adoption of the SAMR model. Additionally, twice per year, all staff will be asked to complete a survey designed to identify proficiency in select initiatives, tools, and methods of technology use and integration. This survey will allow lead teachers, instructional technologists, and BOCES trainers to customize learning. Each professional development offering will include an "exit ticket" style of evaluation to help identify staff that would like follow up/ individual training. The professional development stakeholders group will also meet monthly to review PD needs.

The final goal is community based. To track progress, community member participation will be tracked and community members will also be invited to provide feedback at the conclusion of events and through an annual survey.

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

II. Strategic Technology Planning

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2018-2021 Instructional Technology Plan - 2018

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**

Granville CSD will provide seamless, equitable access to technology and resources for staff and students.

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

3. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

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

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

**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	Evaluation Continued assessment of physical space • Review of physical space, designs/ layouts - photos, diagrams, floor plans, accessibility. Seating - • Workshop on physical space - invite districts who have been involved in this process. • Infrastructure assessment of buildings, etc.	Director of Technology	N/A	June (06)	2021	0
Action Step 2	Planning Pilot of proposed classroom models. • Introduction to 21st century furniture & needs assessment • JSHS • GES • MJT	Director of Technology	N/A	June (06)	2021	150,000

2018-2021 Instructional Technology Plan - 2018

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
		<ul style="list-style-type: none"> <li>Survey of flexible and accessible seating &amp; 21st century furniture</li> <li>Evaluate impact of 21st century classroom designs on student achievement and engagement</li> <li>Two pilots for 2018-2019</li> <li>Additional 2 each following year</li> </ul>					
Action Step 3	Planning	Ongoing assessment current technology status and learning models <ul style="list-style-type: none"> <li>Infrastructure - wifi - companies, boces, assess</li> <li>Survey on what is already being done.</li> <li>Collaborate with other districts</li> <li>Establish learning models</li> <li>Assess learning models through consistent incorporation of technology in the classroom</li> </ul>	Superintendent	N/A	June (06)	2021	0
Action Step 4	Planning	Ongoing assessment of devices for needs at different levels and plan development. <ul style="list-style-type: none"> <li>CSE</li> <li>Different Grade Levels</li> <li>Content</li> </ul>	Superintendent	N/A	June (06)	2021	0

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.

2018-2021 Instructional Technology Plan - 2018

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	Planning	Assessment of Current Software. <ul style="list-style-type: none"> <li>Survey of software use districtwide</li> <li>Identify obsolete software</li> <li>Research new and innovative software</li> <li>Develop process for purchase and implementation of new software</li> <li>2018-2019 Survey and Evaluate Use, identify obsolete Software develop process for new purchases</li> <li>2019-2020 implement process for new software purchase</li> <li>Annually/ Ongoing</li> </ul>	Director of Technology	N/A	June (06)	2021	0
Action Step 6	Planning	Develop framework for 1:1 rollout. <ul style="list-style-type: none"> <li>Begin High School rollout</li> <li>High School Cohort Carts</li> <li>Cart available for other classes</li> <li>Complete rollout 1:1 to all students grades 3-12</li> <li>Evaluate how will devices be used (in school or take home) at GES and MJT</li> <li>Plan for sustainability and replacement of devices</li> <li>2018-2019 6th grade &amp; High School Cohort</li> <li>2019-2020- GES</li> <li>2020-2021</li> </ul>	Director of Technology	N/A	June (06)	2021	0
Action Step 7	Professional Development	Support and professional development <ul style="list-style-type: none"> <li>Initial 1:1</li> <li>Hire teacher's on assignment: Instructional Technologists and a dedicated CTO</li> <li>SAMR &amp; ISTE</li> <li>Continued support and coaching cohorts established at Jr/Sr High School</li> <li>Survey needs of staff and interests</li> <li>individualized coaching based on</li> </ul>	Superintendent	N/A	June (06)	2021	540,000

2018-2021 Instructional Technology Plan - 2018

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
		current levels and needs • 2018-2019 6th grade & High School Cohort • 2019-2020 High School • 2020-2021 GES					
Action Step 8	Purchasing	Access to devices • Individual device for each teacher and Instructional Staff • Student access to individual devices	Director of Technology	N/A	June (06)	2021	620,000

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2018-2021 Instructional Technology Plan - 2018

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**

Granville CSD will implement curriculum integration to improve student academic achievement through the use of technology in elementary and secondary schools.

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

**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	Budgeting	Identify grants and/or programs to facilitate device and software acquisition. <ul style="list-style-type: none"> <li>• Evaluate new tech based on cost vs benefit</li> <li>• Identify how tech aligns with standards and goals</li> <li>• Determine requirements and deadlines for programs/grants</li> </ul>	Director of Technology	N/A	June (06)	2021	0
Action Step 2	Professional Development	PD for instructional resources <ul style="list-style-type: none"> <li>• Communicate best practices among staff</li> <li>• Provide a common template for highlighting effective programs</li> <li>• Set up shared Resource Drive / Team</li> </ul>	Superintendent	N/A	June (06)	2021	0

2018-2021 Instructional Technology Plan - 2018

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
	t	Drive <ul style="list-style-type: none"> <li>Professional Development workshops, Personalized mentoring</li> <li>Latest information and sharing of ideas at faculty meetings</li> <li>Shared drive that all faculty and staff have access to</li> <li>2018-2019 set-up shared resource drive</li> <li>PD to begin 2018-2019 with 1:1 cohort</li> <li>Roll-out to continue 2019-2020; 2020-2021</li> <li>Review ongoing</li> </ul>					
Action Step 3	Professional Development	Cohort Seminars for SAMR Model <ul style="list-style-type: none"> <li>Assess current staff proficiencies</li> <li>Training for all teachers as 1:1 approaches</li> <li>Introduce ISTE standards</li> <li>Professional Development workshops</li> <li>CAT/Department Meetings</li> <li>Program evaluation completed by staff to determine efficacy and further needs</li> <li>Cohorts adopting early: 2018</li> <li>Rest of faculty staff 2019</li> </ul>	Superintendent	N/A	June (06)	2020	0
Action Step 4	Professional Development	Instructional Technology Mentoring for teachers <ul style="list-style-type: none"> <li>Coordinating schedules</li> <li>Build on prior knowledge following the SAMR model and ISTE standards</li> <li>Evaluate initial proficiencies</li> <li>Strategically designed individualized mentoring sessions and support</li> <li>Assess skill and knowledge growth through mentoring</li> <li>To begin with 2018-2019 1:1 cohort</li> <li>Roll-out to continue 2019-2020; 2020-</li> </ul>	Superintendent	N/A	June (06)	2021	0

2018-2021 Instructional Technology Plan - 2018

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
		2021 • Review ongoing					

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.

	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	Curriculum	Aligned curriculum for digital citizenship K-12 • Explore professional expectations & growth • Expectations and methods for safe and responsible usage for students • Horizontal & Vertical alignment integration across content • Analysis of violations of acceptable use policy before and after curriculum implementation • Initial start-up to begin 2018-2019 with 1:1 cohort • Continue roll-out into 2019-2020; 2020-2021 • Review annually/ ongoing	Superintendent	N/A	June (06)	2021	0

2018-2021 Instructional Technology Plan - 2018

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 6	Curriculum	Introduce software that supports education <ul style="list-style-type: none"> <li>Implement software for the acquisition of early literacy skills</li> <li>Implement software to aid in improving mathematics skills</li> <li>Explore software that promotes and supports learning across content areas</li> <li>Software testing and achievement data collection across grade levels and content areas</li> <li>Develop ways to share new software ideas</li> <li>Evaluate current programs and devices to determine use, benefit, and need.</li> <li>2018-2019 software review &amp; exploration</li> <li>Review annually/ ongoing</li> </ul>	Superintendent	N/A	June (06)	2021	0
Action Step 7	Evaluation	Evaluate the impact of technology on student achievement <ul style="list-style-type: none"> <li>Determine evaluation timeline to account for an adjustment period and allow for skill acquisition</li> <li>Develop an evaluation component, both formative and summative, looking at specific curriculum related goals and objectives for the use of technology in teaching and learning</li> <li>Use skill-based proficiencies as an assessment</li> <li>2018-2019 end of year evaluations</li> <li>Review annual/ ongoing</li> </ul>	Superintendent	N/A	June (06)	2021	0
Action Step 8	Evaluation	Acquire and master multimodal assessment forms to promote college and career readiness and 21st century skills <ul style="list-style-type: none"> <li>Develop resources to help instructors</li> <li>Survey which pre-existing 21st century skills are embedded in curriculum</li> <li>Provide professional development for</li> </ul>	Superintendent	N/A	June (06)	2021	0

2018-2021 Instructional Technology Plan - 2018

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
		faculty in this area <ul style="list-style-type: none"> <li>• Evaluate professional development based on faculty feedback</li> <li>• To begin 2018-2019 with 1:1 cohort</li> <li>• Review annual/ ongoing</li> </ul>					

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2018-2021 Instructional Technology Plan - 2018

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**

Granville CSD will engage the local community.

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

**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	Enhance communication between school and community to help all students meet their full potential <ul style="list-style-type: none"> <li>• Email and phone communication</li> <li>• Website</li> <li>• Social Media / Twitter</li> <li>• Communication ongoing</li> <li>• Review annual/ ongoing</li> </ul>	Superintendent	N/A	June (06)	2021	0
Action Step 2	Communicate shared goals <ul style="list-style-type: none"> <li>• Workshops for training parents.</li> <li>• Website</li> <li>• News outlets/social media</li> <li>• Communication ongoing</li> <li>• Planning for workshops to begin 2018-2019</li> </ul>	Superintendent	N/A	June (06)	2021	0

2018-2021 Instructional Technology Plan - 2018

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
		<ul style="list-style-type: none"> <li>Review annual/ ongoing</li> </ul>					
Action Step 3	Community Partnerships	Community based instruction on digital citizenship K-12 <ul style="list-style-type: none"> <li>Identify what we are going to teach and the goals</li> <li>Contact community resources to demonstrate community connections with technology.</li> <li>Social media connections</li> </ul>	Superintendent	N/A	June (06)	2021	0
Action Step 4	Policy/Policies	Review Current Policy and Practice <ul style="list-style-type: none"> <li>Acceptable Use Plan</li> <li>Establish a clear definition between school vs personal use</li> <li>Review every year</li> <li>Evaluate and amend as needed</li> <li>2018-2019</li> <li>Review Plan</li> <li>Amend Plan</li> <li>2020-2021</li> <li>Review annually/ ongoing</li> <li></li> <li>2019-2020</li> </ul>	Superintendent	N/A	June (06)	2021	0

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.

2018-2021 Instructional Technology Plan - 2018

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	Community Partnerships	Facilitate utilization of technology <ul style="list-style-type: none"> <li>Digital literacy/citizenship availability of education for parents</li> <li>Workshops for training parents on how devices work and ethics of use.</li> <li>Website</li> <li>2018-2019 Planning Website</li> <li>2019-2020 Workshops</li> <li>2020-2021 Review annually/ongoing</li> </ul>	Superintendent	N/A	June (06)	2021	0
Action Step 6	Communications	Communicate with community on implementation and how resources are being used to enhance and improve student learning <ul style="list-style-type: none"> <li>Workshops</li> <li>Website</li> <li>Social Media / Twitter</li> <li>News outlets</li> <li>2018-2019</li> <li>2019-2020</li> <li>2020-2021</li> <li>ongoing</li> <li></li> </ul>	Superintendent	N/A	June (06)	2021	0
Action Step 7	Community Partnerships	Parent "Boot Camp" before devices can go home for Junior/Senior High School <ul style="list-style-type: none"> <li>Workshops with sign offs to explore practical and responsible use and digital citizenship.</li> <li>2018-2019</li> <li>2019-2020</li> <li>2020-2021</li> <li>ongoing</li> </ul>	Director of Technology	N/A	June (06)	2021	0
Action Step 8	Community Partnerships	Access to Technology/ Internet after school hours <ul style="list-style-type: none"> <li>In school buildings</li> <li>In the community</li> </ul>	Superintendent	N/A	June (06)	2021	0

2018-2021 Instructional Technology Plan - 2018

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
	Partnerships	<ul style="list-style-type: none"> <li>• At Home</li> <li>• Access to and use of Parent Portal</li> <li>• Media Center available to Community after school hours</li> <li>• Identify Community Partnerships, Internet access</li> <li>• Make community aware through news outlets, the website, and social media</li> <li>• Possible mobile hotspot sign out and bus wifi</li> </ul>					

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2018-2021 Instructional Technology Plan - 2018

IV. NYSED Initiatives Alignment

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**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.**

The District Technology Plan is viewed as being a living document by key stakeholders within the school community. This plan focuses on evaluating, developing, supporting, and enhancing technology instruction not in isolation, but by connecting to the district strategic and professional development plans. The main goal of the District's Technology Plan is to have a positive impact on student achievement, by enhancing, personalizing and strengthening student information and communication technology (ICT) skills. The goals were created to target equitable access to technology and resources, enhance student achievement through integration, and enhance the school to community relationship and will employ on-going evaluation to adjust the plan to be as successful as possible.

The district technology committee will analyze technology needs in educational materials, software, and hardware and district systems/network options. The committee is designed to enhance technology leadership within the district, while improving community involvement. The committee keeps a close eye on infusing the Common Core State Standards with technology to ensure that all students have the 21st Century Technology Skills needed to compete in today's ever changing global society.

- 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.**

The district technology committee and PDP committee will work with the Special Education department to maintain an environment that is conducive to supporting student learning in accordance with Individualized Education Plans for students. The goal is to ensure that every student with an IEP has the opportunity to utilize hardware, software, and network resources to support and enhance learning, in a least restrictive environment.

The district technology committee and PDP committee will work in conjunction with the Special Education Department to review technology use and efficacy for teachers, students, and teacher assistants, monitoring and adjusting as needed on a case-by-case basis. The Special Education department will measure success by tracking the progress of objectives from IEPs, as well as tracking achievement through standards-based computer programs where appropriate.

The CSE Char and CTO work closely together to ensure equity and access among all students. The tech team supports services to K-12 students through the use of predictive encoding and decoding software which is provided to all district users. Keyboard, contrast and ease of access to digital devices are all accommodations taken into consideration. iPads and chromebooks have also been purchased to accommodate specific IEP goals. The tech team pushes teacher recommended apps to individual devices to again, meet student IPE goals. Pre-selected resources, such as AIMSweb, Renaissance Place, and Facts4Me, Flocabulary, IXL, and more support the individual learning needs of students.

- 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)

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IV. NYSED Initiatives Alignment

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.

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

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)

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## IV. NYSED Initiatives Alignment

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

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)

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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V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.20
Instructional support	2.00
Technical Support	3.20
<b>Totals:</b>	<b>6.40</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	End User Computing Devices	N/A	500,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" 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 checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Instructional and Administrative Software	N/A	58,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" 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	N/A

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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	Network and Infrastructure	N/A	1,900,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Staffing	N/A	550,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" 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	N/A
<b>Totals:</b>			<b>3,008,000</b>			

## 2018-2021 Instructional Technology Plan - 2018

## V. Administrative Management Plan

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.

<https://www.granvillecsd.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.

Coordinator of Data Integrity and Reporting

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.

Coordinator of Data Integrity and Reporting

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

Yes

- 7a. If 'Yes' was selected in Question 7 above, please identify how often a security and/or privacy audit has been performed?

Yearly

- 7b. If 'Yes' was selected in Question 7 above, please indicate whether the audit(s) was/were performed by an independent 3rd party contractor.

Some of the audits were performed by a 3rd party contractor

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.granvillecsd.org/cms/lib/NY02208058/Centricity/Shared/8000-8999-Instruction/Elementary%20And%20Secondary%20Instruction/8271%20-%20Children\\_s%20Internet%20Protection%20Act%20Internet%20Content%20Filtering%20-%20Safety%20Policy.pdf](https://www.granvillecsd.org/cms/lib/NY02208058/Centricity/Shared/8000-8999-Instruction/Elementary%20And%20Secondary%20Instruction/8271%20-%20Children_s%20Internet%20Protection%20Act%20Internet%20Content%20Filtering%20-%20Safety%20Policy.pdf)

11. Does the district have a Cyberbullying Policy?

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

2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

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11b. Please provide the URL to the district's Cyberbullying Policy.

<https://www.granvillecsd.org/site/handlers/filedownload.ashx?moduleinstanceid=37&dataid=6009&FileName=Code%20of%20Conduct%20with%20Dignity%20Act.pdf>

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

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

<https://www.granvillecsd.org/Domain/30>

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.granvillecsd.org/site/handlers/filedownload.ashx?moduleinstanceid=24&dataid=82&FileName=15-18%20instrustional%20tech%20plan.pdf>

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2018-2021 Instructional Technology Plan - 2018

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

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply.
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	Jereme Randles	Chief Technology Officer	jrandles@granvillecsd.org	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input checked="" type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input checked="" 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	Diane Quick	Coordinator of Data Integrity and Reporting	dquick@wswheboces.org	<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

2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

	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 checked="" 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	Thomas McGurl	Superintendent	tmcgurl@granvillecsd.org	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input checked="" type="checkbox"/> Digital Citizenship <input checked="" type="checkbox"/> Infrastructure <input checked="" type="checkbox"/> OER and Digital Curriculum <input checked="" type="checkbox"/> Personalized Learning <input checked="" type="checkbox"/> Pilots and Proof of Concept <input checked="" type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Privacy and Security <input checked="" type="checkbox"/> Professional Learning <input checked="" 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

2018-2021 Instructional Technology Plan - 2018

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

2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

	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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