

2018-2021 Instructional Technology Plan Update - 2020 Optional Technology Plan update

I. District LEA Information

Section I - District LEA Information

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

Steve Butz

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.

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II. Strategic Technology Planning

Section II - Strategic Technology Planning

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

In order to encourage the scholastic and personal growth of all students: We are committed to helping each other realize passions, pursue purpose, and celebrate individuality. We will cultivate a community where our students are motivated, inspired, and equipped to adapt as lifelong learners and global citizens.

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

Cambridge Central School believes that it can enhance learning through effectively integrating educational technology into all aspects of the district's educational programs. Through a variety of technology initiatives, teachers and students will meet the standards as outlined by the New York State Board of Regents. This technology plan will help address the needs of our students in preparation for the challenges and opportunities in their educational endeavors as well as becoming contributing members of society. This includes the use of basic computing skills along with other advanced technologies to promote technological literacy, the use of developmental appropriate remote teaching and learning, on-line collaboration, use of multimedia, digital citizenship, enhanced instruction, increased productivity, and improved communication which will benefit the entire school community.

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

	List Goals
Goal 1	To design and implement student-centered approaches to instruction and learning utilizing the latest educational technology including the remote learning environment in order to achieve our District's overall mission.
Goal 2	To improve staff and student access to technological resources both inside and outside of school, and to educate them about the importance of protecting their personally identifiable information.
Goal 3	To establish consistent training programs and appropriate incentives for teachers to enhance teaching and learning through the use of educational technologies.

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

Yes

4a. **List Goal #4**

To provide educators and administrators with access to educational applications that facilitate the maintenance reporting and analysis of student and administrative data.

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

Yes

5a. **List Goal #5**

To assure our District's data and network remains secure and protected from outside interference, and that both staff and student data, and their personally identifiable information, is protected in accordance with NY Ed Law 2D.

2018-2021 Instructional Technology Plan Update - 2020 Optional Technology Plan update**II. Strategic Technology Planning**

- 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.**

This long-range technology plan was developed by the Cambridge Central School Technology Committee. Participants included teachers, administrators, and school support staff. The plan is intended to support the educational program of the district by providing the latest technologies focused on improving student performance. Needs assessment and long range planning is aided by surveying staff members and students in grades K-12 annually to determine the need for additional training and technology needs. Our plan is also influenced by our required facilities evaluation by a qualified architect every five years. Also, our Technology Committee meets once a month to identify and assess district technology needs. This plan will be reviewed during the budget cycle to monitor what needs have been identified. These will be included as budget priorities and funded as necessary to accomplish this plan. Budget cycle planning also allows capital and grant opportunities to be incorporated into the overall district program plans. In addition, the plan will be reviewed during the summer, in order to incorporate as many improvements as possible while school is not in session. The summer will allow new staff to equip their classrooms for the coming year with the technology necessary to support the curriculum.

Technology Committee members will share ideas and suggestions, which have been gathered from outside events and consultants. Our local BOCES is also involved in the planning process, since Cambridge is now a part of the BOCES WAN. This is a connection that will help in keeping connectivity, hardware, and software up to date. The annual school budget development process provides a window of opportunity for evaluating the plan. During this time, staff request supplies, equipment and software for the upcoming year. This gives both teachers and their supervising principal a good forum to review the plan, and to incorporate long range components. Another window of opportunity exists when capital projects are planned.

This planning involves Board of Education and community members, along with design and engineering professionals. The current technology plan is posted on the District website, and this plan will be as well. This will allow all stakeholders to view the direction the school has chosen, and to suggest improvements. This will communicate the success of the plan and the importance of technology. District administrators are regularly consulted about technology issues through the administrative council.

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

The following means of staff development are critical to the success of the technology plan: Existing staff with expertise have been hired to present seminars on applicable software to enhance the curriculum. This model has been successful and will be continued. The District Technology Coordinator provides assistance to teachers and staff with implementation of technology integration into curriculum. Provide resources for teachers interested in the integration of technology into their curriculum area and assist them in generating projects in which technology can be used as a tool in education. The WSWHE BOCES Model Schools programs is also a resource for technology integration. The plan includes exploring this service for use in staff development. The District runs after school professional development courses throughout the school year in technology that are facilitated by the Technology Coordinator. District Superintendent days are also used for professional development in educational technology. Provide ongoing instruction for all personnel as it applies to their roles in the district. Expect staff to serve as role models for the Cambridge community in the use of technology.

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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 current technology plan is posted on the District website, and this plan will be as well. This will allow all stakeholders to view the direction the school has chosen, and to suggest improvements. This will communicate the success of the plan and the importance of technology. District administrators are regularly consulted about technology issues through the administrative council. Student test scores on the 4th grade, 8th grade, and Regents exams are being tracked by the administration and the State. These results should improve with appropriate use of technology as a pedagogical tool. These scores will also improve as students are motivated to learn using a greater variety of more accessible programs. Scores are reviewed as soon as they become available, which depend on when the test is administered. Principals of the K-6 and 7-12 grade levels will collect ongoing data. They are responsible for staff supervision and curriculum implementation, and technology is a tool, which will be used to improve the quality of instruction. The principals have been involved in the development of this plan and share its objectives. The budget development process provides a window of opportunity for evaluating the plan. During this time, staff request supplies, equipment and software for the upcoming year. This gives both teachers and their supervising principal a good forum to review the plan, and to incorporate long range components.

Another window of opportunity exists when capital projects are planned. This planning involves Board of Education and community members, along with design and engineering professionals. The technology committee is meeting to discuss implementation and to make plans for future technology applications. Principals will assess the implementation as part of their staff oversight roles. They consider the use of technology as a critical part of teaching effectiveness, and encourage its use. If it is not used appropriately, evaluation instruments will reflect this.

On a different level, the Board of Education will hold the administration responsible for the overall implementation of the plan. If the school district falls behind in technology, the district loses a competitive advantage in recruiting staff and preparing students. This will be done through a combination of measures. A survey is being completed to measure proficiency. Standardized testing will measure the proficiency of students in curriculum content areas. Staff will also be surveyed, and the hiring process will measure the skills of potential staff. Other measures of proficiency include the levels of usage of computer labs and the levels of automated research activity by students. Students in technology classes have developed proficiency in using CAD.

The requirements for tracking student standardized testing data have escalated so that errors can be extremely costly for a school district. In addition, test data are being used to assess specific areas of knowledge. This information will be used to improve instruction across the student body. It will take time for the full potential of this system to emerge. The key indicator of success will be student success at both technical skill development and standardized tests.

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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

To design and implement student-centered approaches to instruction and learning utilizing the latest educational technology including the remote learning environment in order to achieve our District's overall mission.

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). 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	Planning	Explore and develop curriculum connected educational technologies that can be used at each grade level	Curriculum and Instruction Leader	N/A	June (06)	2021	N/A
Action Step 2	Professional Dev	Provide professional development with a student-centered learning focus that supports the use of educational technology	Superintendent	N/A	June (06)	2021	20000

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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						
Action Step 3	Curriculum	Develop foundational computing skills, including word processing, creating spreadsheets, sending e-mail, creating presentations, the ability to utilize digital multimedia, and record and edit video.	Classroom Teacher	N/A	September (09)	2021	N/A
Action Step 4	Curriculum	Develop projects in grades 7-12 that employ key educational technologies	Classroom Teacher	N/A	June (06)	2021	N/A

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.

	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	Curriculum	Promote digital citizenship skills that include responsible behavior when utilizing technology, on-line safety, bullying prevention, and legal use	Curriculum and	(No Response)	June (06)	2021	N/A

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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
		of content.	Instruction Leader				
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

To improve staff and student access to technological resources both inside and outside of school, and to educate them about the importance of protecting their personally identifiable information.

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)

- | | |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <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 #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	Purchasing	Add more mobile computers to increase student access. Also initiate 1-1 computing for grades 7-12 if financially feasible.	Director of Technology	N/A	June (06)	2021	121600
Action Step 2	Purchasing	Explore and provide suitable (assistive) devices for special needs students.	Other (please identify in next column)	CSE Chair	June (06)	2021	N/A

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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
			mn, to the right)				
Action Step 3	Purchasing	Replace faculty and staff computer workstations, and older interactive whiteboards with interactive flat panels for classrooms.	Director of Technology	N/A	June (06)	2021	333000
Action Step 4	Implementation	Assure opportunities for students to access technology is consistent regardless of the assigned teacher.	Building Principal	N/A	June (06)	2021	N/A

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	(No Res)	(No Response)	(No Res)	(No Respons	(No Res	(No Res	(No Respons

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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
	(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 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

To establish consistent training programs and appropriate incentives for teachers to enhance teaching and learning through the use of educational technologies.

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)

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

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	Planning	Establish guidelines, timelines, and specifications for teacher training utilizing PLC time, 2 hour delays, and superintendent's conference days.	Superintendent	N/A	June (06)	2021	N/A
Action Step 2	Professional Development	Provide a variety of training opportunities for staff development, including superintendent conference days, after school, and remote conferences.	Superintendent	N/A	June (06)	2021	80000
Action Step 3	Professional	Continue to involve BOCES staff in training support by participating in the	Director	N/A	June	2021	20000

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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
	Professional Development	Model Schools Program	Technology		(06)		
Action Step 4	Staffing	Restructure the technology support staff to allow for more training and support in the school building.	Superintendent	N/A	June (06)	2021	60000

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.

	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)

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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 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 4

Section III - Action Plan

Copy Goal # 4, which you listed in Section II by responding "Yes" to Question 4, and respond to all questions below.

1. Goal #4

To provide educators and administrators with access to educational applications that facilitate the maintenance reporting and analysis of student and administrative data.

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)

- 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 #4 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	Maintain and upgrade a comprehensive, standardized software package to support student and administrative data management, analysis, and reporting. Maintain compatibility with New York State standards for data collection. Adhere to the Ed Law 2-d standards for all software.	Director of Technology	N/A	June (06)	2021	30000
Action Step 2	Planning	Study future incorporation of a classroom management system to interface with other administrative software.	Superintendent	N/A	June (06)	2021	N/A
Action Step 3	N/A	N/A	N/A	N/A	June	2021	N/A

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III. Action Plan - Goal 4

	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
					(06)		
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	N/A

5. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #4 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.	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							

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III. Action Plan - Goal 4

	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
	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 5

Section III - Action Plan

Copy Goal # 5, which you listed in Section II by responding "Yes" to Question 5, and respond to all questions below.

1. Goal #5

To assure our District's data and network remains secure and protected from outside interference, and that both staff and student data, and their personally identifiable information, is protected in accordance with NY Ed Law 2D.

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 #5 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	Data Privacy	Work with our local BOCES and software vendors to assure our software is Ed Law 2D compliant.	Director of Technology	N/A	June (06)	2021	N/A
Action Step 2	Cybersecurity	Work with our BOCES network team to assure our network, servers, and devices are safe from outside threats.	Director of Technology	N/A	June (06)	2021	N/A
Action Step 3	N/A	N/A	N/A	N/A	June	2021	N/A

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III. Action Plan - Goal 5

	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
					e (06)	1	
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	N/A

5. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #5 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.	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)

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III. Action Plan - Goal 5

	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 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.**

This long-range technology plan was developed by the Cambridge Central School Technology Committee. Participants included teachers, administrators, and school support staff. The plan is intended to support the educational program of the district by providing 21st century technologies focused on student centered learning and improving student performance. Needs assessment and long range planning is aided by surveying staff members to determine the need for additional training and technology needs. Also, our Technology Committee meets once a month to identify and assess district technology needs. This plan will be reviewed during the budget cycle to monitor what needs have been identified. These will be included as budget priorities and funded as necessary to accomplish this plan. Budget cycle planning also allows capital and grant opportunities to be incorporated into the overall district program plans. In addition, the plan will be reviewed during the summer, in order to incorporate as many improvements as possible while school is not in session. The summer will allow new staff to equip their classrooms for the coming year with the technology necessary to support the curriculum. Technology Committee members will share ideas and suggestions, which have been gathered from outside events and consultants. Our local BOCES is also involved in the planning process, since Cambridge is now a part of the BOCES WAN and is a member of the Model Schools program. This is a connection that will help in keeping connectivity, hardware, and software up to date. The annual school budget development process provides a window of opportunity for evaluating the plan. During this time, staff request supplies, equipment and software for the upcoming year. This gives both teachers and their supervising principal a good forum to review the plan, and to incorporate long range components. Another window of opportunity exists when capital projects are planned. This planning involves Board of Education and community members, along with design and engineering professionals. The current technology plan is posted on the District website. This will allow all stakeholders to view the direction the school has chosen, and to suggest improvements. District administrators are regularly consulted about technology issues through the administrative council, and faculty regularly share new ideas about the use of technology in their classroom during monthly department and school level meetings. This will assure the continued success of the plan and the importance of the use of 21st Century technology to improve student performance and support our District's overall mission.

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 C.S.E. Chairs incorporate technology into the construction of individual education programs for students. Students with technology needs are offered Computer Assistive Technology as identified and outlined by their specific IEP's. The C.S.E. Chairs work closely with the District Director of Technology, our local BOCES, and classroom teachers to identify the best technology suited to aid a student's instruction. This is done as part of a student's annual review.

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.

- | | |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" 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 checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> 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 type="checkbox"/> Web authoring tools |
| <input 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 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.

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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	0.10
Technical Support	1.20
Totals:	2.30

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	200,000	Annual	<input checked="" 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	N/A
2	Instructional and Administrative Software	N/A	40,000	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	Internet Connectivity	N/A	13,000	Annual	<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 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	Network and Infrastructure	N/A	10,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" 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 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
Totals:			263,000			

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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?

No

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.cambridgecsd.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.

Technology Coordinator

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.

Technology Coordinator

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?

Irregularly / Sporadically

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

No - no 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 upload the policy.

- 10a. Please upload the district's Internet Safety Policy.

CCS STUDENT TECHNOLOGY ACCEPTABLE USE POLICY.pdf

11. Does the district have a Cyberbullying Policy?

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

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V. Administrative Management Plan

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

<https://www.cambridgecsd.org/Page/1849>

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.cambridgecsd.org/site/handlers/filedownload.ashx?moduleinstanceid=54&dataid=825&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?

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

13b. Please provide the URL to the policy that addresses the district's planned response to an information breach.

<https://www.cambridgecsd.org/site/handlers/filedownload.ashx?moduleinstanceid=47&dataid=494&FileName=8635-R-INFORMATION%20SECURITY%20BREACH%20AND%20NOTIFICATION%20REGULATION.pdf>

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

<https://www.cambridgecsd.org/Page/1792>

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email 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 checked="" type="checkbox"/> Privacy and Security
<input type="checkbox"/> Device Planning and Implementation (1:1; BYOD)	<input checked="" type="checkbox"/> Professional Learning
<input checked="" 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.

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	Megan Lozier	Professional Support Provider Coordinator	Megan.Lozier@cambridgecsd.org	<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 checked="" 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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	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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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 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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	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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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

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