

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

I. District LEA Information

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**Section I - District LEA Information**

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

Matthew Cossey

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

Director of Technology

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

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II. Strategic Technology Planning

**Section II - Strategic Technology Planning**

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

Ticonderoga Central School District aspires to be the national model of excellence in rural education while engaging and inspiring a community of learners today and into tomorrow.

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

Ticonderoga Central Schools will provide students with the necessary skills to thrive in the 21st Century as learners, workers and citizens. In its commitment to preparing students for a 21st Century global economy, the district will build, maintain and support a technology infrastructure that will allow the district to keep pace with a changing educational technology landscape and provide students with opportunities to rich multimedia and Internet resources. The technology resources will also allow students to communicate and collaborate with their peers, become problem solvers and proficient in information literacy.

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

	List Goals
Goal 1	Ticonderoga Central Schools will sustain, expand and improve the technology infrastructure to support current and future applications as well as maintain sufficient, reliable network and internet connectivity for all students and staff.
Goal 2	Ticonderoga Central Schools will continuously integrate the use of technology within classrooms as well as identify software and resources for curricular integration to promote problem solving, information literacy, peer communication and collaboration throughout the school day.
Goal 3	Ticonderoga Central Schools will continue to equip classrooms and other learning spaces throughout the district with centralized interactive web-accessible displays that can support multimedia rich learning experiences for all students.

**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 Ticonderoga Central School District planning process begins in the summer with district-wide administrative review of prior and ongoing work. The instructional technology plan was created with input from the Superintendent of Schools, the High School Principal, the Middle Principal and the Elementary School Principal, the District Business Official, the Director of Special Education and the Director of Technology. These meetings occurred in February and March of 2018. In May of 2018, the Director of Technology also met with department teacher representatives in small group settings to discuss department needs, goals and best practices.

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

The district will use a combination of webinars, blogs, video conferences, online learning, train the trainer, conference attendance and in-service courses.  
The district also provides paid training opportunities offered after school hours. These courses may be taught by district Technology Staff, or by peer teachers who have demonstrated excellence in corresponding topics.

**2018-2021 Instructional Technology Plan - Annually - 2018**II. Strategic Technology Planning

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

The instructional technology goals will be evaluated by the Superintendent and Board of Education as part of the Technology Department's annual goals. The effectiveness will be established by reviewing the plan and analyzing how department decisions and expenditures are used to support the ongoing process of promoting the instructional technology plan. Goals will be measured and evaluated using state and national benchmarks. The District will collect and analyze NYS assessment data (grades 3-12).

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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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**

Ticonderoga Central Schools will sustain, expand and improve the technology infrastructure to support current and future applications as well as maintain sufficient, reliable network and internet connectivity for all students and staff.

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

4. Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

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

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

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

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Purchasing Utilize E-Rate funds to purchase new core switches, wireless access points, wireless access controllers and other network infrastructure updates	Director of Technology	NA	Jan. (01)	2020	\$119,034.71
Action Step 2	Implementation Install and configure new core switches, wireless access points, wireless access controllers and other network infrastructure updates	Director of Technology	NA	Aug. (08)	2020	NA
Action Step 3						

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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
	Evaluation	Perform a needs assessment to identify and additional networking infrastructure areas of need.	Director of Technology	NA	Jan. (01)	2021	NA
Action Step 4	Planning	Based on Site Surveys and needs assessments, develop a plan to address any additional networking infrastructure areas of need.	Director of Technology	NA	June (06)	2021	NA

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	(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 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
	Response)		Response)	Response)	Response)	Response)	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**

Ticonderoga Central Schools will continuously integrate the use of technology within classrooms as well as identify software and resources for curricular integration to promote problem solving, information literacy, peer communication and collaboration throughout the school day.

**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)**

- 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 #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 The district will use local funds to purchase chromebooks, docking stations and carts for grades 1-12 to be used either in classroom settings or mobile carts for shared use.	Director of Technology	NA	June (06)	2021	\$75,000.00
Action Step 2	Implementation Configure and install chromebooks, docking stations and carts.	Director of Technology	NA	June (06)	2021	NA
Action Step 3	Plan With the district moving away from the i-	Buil	NA	May	201	NA

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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
	ning	Ready software suite, the Middle and Elementary Schools will be evaluating potential replacements for use. The building principals will be creating small committees will be using state and national data to help select a software platform that will address student needs.	ding Principal		(05)	8	
Action Step 4	Implementation	Once a suitable software platform has been selected, the IT department will install or implement the the software	Director of Technology	NA	Oct. (10)	2019	Unknown

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 Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6							



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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 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**

Ticonderoga Central Schools will continue to equip classrooms and other learning spaces throughout the district with centralized interactive web-accessible displays that can support multimedia rich learning experiences for all students.

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

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

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

- |   |   |
|---|---|
| <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 #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	During each summer, all classrooms are evaluated based upon the ability to provide a rich multimedia experience to both the group of students and the individual teacher that will be using the room the following school year. This includes evaluating the computer, projector, display type, document camera and any other peripherals. Changes are based upon this evaluation.	Director of Technology	NA	June (06)	2021	NA
Action Step 2	Budgeting	In July of every year, the Director of Technology will make recommendations for any additions or changes to classroom setups to the Administrative Team which is	Director of Technology	NA	June (06)	2021	NA

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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
		compromised of the Superintendent, the Business Manager, all three Building Principals and the Director of Special Education.	ogy				
Action Step 3	Purchasing	The Director of Technology will work with vendors to purchase required devices	Director of Technology	NA	June (06)	2021	\$50,000.00
Action Step 4	Learning Spaces	The IT and Maintenance Departments will deploy, configure and install all equipment	Director of Technology	NA	June (06)	2021	NA

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

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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
	Response)		Response)	Response)	Response)	Response)	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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## 2018-2021 Instructional Technology Plan - Annually - 2018

## 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.**

As ChromeBooks are continuously added to all grade levels, the availability of digital connectivity increases, making it possible to extend education beyond the physical confines of the classroom. Continued utilization of the G-suite for education platform allows for student engagement, immediate feedback, collaboration, creativity, communication, and higher order critical thinking which is in close alignment with the district's academic goals. Insuring that classroom presentation setups are up to date and maintained helps provide educators with the tools they need to fully integrate technology throughout the school day, thus allowing them to plan technology-rich activities aligned to standards. Teachers will continue to receive training on the G-suite platform to provide collaborative learning activities for students which will improve communication and provide a mechanism for immediate feedback from teachers and peers. Teachers will continue to be encouraged to share best practices with peers via train the trainer, conference attendance and in-service courses.

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.**

Ticonderoga Central School adheres to the requirements of IDEA. Assistive technology promotes equity of opportunity. An assistive technology device is defined as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities" (34 CFR 300.5). For a school-age student with a disability, the district is required to provide assistive technology services and/or devices as recommended by the CSE. Assistive Technology allows for differentiation of instruction through voice to text and text to speech technology, communication devices, and apps, writing programs, programs which differentiate reading materials by providing content at various reading levels, FM listening devices, and devices to enhance vision. Such devices and programs include but are not limited to personal communication devices such as Nova Chat 9, iPad applications such as Prologue 2 and Dragon Speak; learning software such as Google Docs, iReady Reading and Math; and website based digital book distribution such as Bookshare. Programs include but are not limited to Audible, Brainpop, Career Zone, Discovery Education, Ed Helper, Fast Math, Kahoot, Keynote, Quizlet, and Read, Write. Technology solutions serve to supplement the curriculum and digital resources follow principles of universal design.

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)

## 2018-2021 Instructional Technology Plan - Annually - 2018

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

No

## 2018-2021 Instructional Technology Plan - Annually - 2018

## 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 type="checkbox"/> Technology to support writers in the elementary classroom               | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Technology to support writers in the Secondary classroom                | <input type="checkbox"/> Electronic communication and collaboration                                |
| <input type="checkbox"/> Research, writing and technology in a digital word                      | <input type="checkbox"/> Promotion and model digital citizenship and responsibility                |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers                 | <input 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 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 type="checkbox"/> The power of technology to support language acquisition                 | <input type="checkbox"/> Other (please identify in Question 7a, below)                             |
| <input type="checkbox"/> Using technology to differentiate instruction in the language classroom |  |

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

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

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2018-2021 Instructional Technology Plan - Annually - 2018

V. Administrative Management Plan

**Section V - Administrative Management Plan**

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	0.50
Instructional support	0.50
Technical Support	2.00
<b>Totals:</b>	<b>3.00</b>

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	Internet Connectivity	NA	27,000	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	NA
2	Network and Infrastructure	NA	160,000	Both	<input 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	NA



2018-2021 Instructional Technology Plan - Annually - 2018

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	End User Computing Devices	NA	25,000	Annual	<input 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 checked="" 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	NA
4	Peripheral Devices	NA	15,000	Annual	<input 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	NA
<b>Totals:</b>			<b>227,000</b>			

## 2018-2021 Instructional Technology Plan - Annually - 2018

V. Administrative Management Plan

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

Yes

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

The district has a public website.

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

[www.ticonderogak12.org](http://www.ticonderogak12.org)

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

No

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.

School Business Administrator

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

No

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

Yes

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

Yes

10. Does the district have an Internet Safety Policy?

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

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

<http://www.ticonderogak12.org/Content2/Board%20of%20Education%20Policies>

11. Does the district have a Cyberbullying Policy?

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

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

<http://www.ticonderogak12.org/Content2/Board%20of%20Education%20Policies>

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.

<http://www.ticonderogak12.org/docs/district/district%20forms/parents%20bill%20of%20rights%20for%20data%20privacy%20and%20security.pdf?id=222>

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V. Administrative Management Plan

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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.**

<http://www.ticonderogak12.org/docs/district/district%20forms/ti%20tech%20plan.pdf?id=211>

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

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VI - Sharing Innovative Educational Technology Programs

**Sharing Innovative Educational Technology Programs**

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

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

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

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

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

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

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

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VI - Sharing Innovative Educational Technology Programs

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

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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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