

2018-2021 Instructional Technology Plan Update - 2019 Optional Tech 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?**

Laura Mitchell

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

Superintendent

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?

The Garrison Union Free School District is dedicated to creating a mutually caring, respectful and stimulating environment. This will foster self-esteem and love of learning by empowering our children to excel academically, socially, creatively and physically. The school district will develop evolving curricula and instructional methods to meet the needs of the children enabling them to experience success and to reach their full potential. These goals are accomplished when the staff, parents, students and community work as partners to provide enriching educational experiences. Our ultimate objective is to challenge all students to become self-motivated, lifelong learners and contributing members of society.

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

We envision:

- Garrison’s students accessing, and purposefully utilizing, the technology tools and resources necessary to be actively engaged in individualized educational experiences that inspire a lifelong love of learning and the critical thinking skills necessary for success.
- A safe and comprehensive technology environment that addresses the needs of all users.
- Garrison’s teachers as skilled facilitators of an inquiry-based, student-centered learning environment, receiving embedded professional development that supports the utilization and active exploration of technology as a tool for transforming teaching and learning.
- Community recognition of the importance of ongoing investment in supporting, training, and equipping teachers and students with technology resources necessary to support student learning.

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

	List Goals
Goal 1	<p>Student and Teacher Skills</p> <ul style="list-style-type: none"> • Instructional technology will be used to support all core curriculum areas. • Students will develop a uniform set of 21st century technology skills supportive of lifelong learning and success align to the ISTE standards
Goal 2	<p>District Policies</p> <ul style="list-style-type: none"> • Provide targeted professional development that meets teachers’ needs in implementing instructional technology as a tool for teaching and learning. • Provide adequate staffing for instructional and technical support for students and staff. • Evaluate, maintain, and update district policies that ensure the safe and ethical use of technology. • Evaluate policies and provide funding necessary to support more access to student devices.
Goal 3	<p>Infrastructure</p> <ul style="list-style-type: none"> • Evaluate, maintain, and update the district’s technology infrastructure to support the needs of all students and teachers. • Maintain and evaluate district data and home/school communication systems.

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

Yes

4a. List Goal #4

Safety and Security

- Evaluate and update the district’s security systems to make a more safe and secure environment.
- Update phone and emergency response communications.

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

No

2018-2021 Instructional Technology Plan Update - 2019 Optional Tech 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.**

The Technology Plan is developed by the Technology Committee which is composed of District stakeholders such as teachers, administrators, School Board members, parents and other community members. It provides strategic direction and establishes specific action steps related to how the instructional technology will be implemented so as to benefit teaching and learning in the Garrison Union Free School District over the next three calendar years. The Strategic Technology Plan is designed to provide a blueprint for district technology efforts.

The basic premise of this plan – as informed by research -- is that pedagogy and curriculum must drive instructional technology use. Beyond this, the plan is also built upon the knowledge that Garrison students need teachers who understand how to teach in ways that foster the development of thinking skills as well as the acquisition of content knowledge. Technology has a role to play in supporting teachers in both of these tasks. The strategic directions of this plan aim to develop teacher skills, and to facilitate teacher use of technology to accomplish new tasks and to truly bring our school and the work that occurs within it into the 21st century.

A central principle that underlies this Technology Plan is that achievement of the curriculum standards and the ISTE NETS standards for students, teachers and administrators drives the work of this plan. For the most part, NETS describe the desired outcomes for students/teachers/administrators as related to how technology is used to support 21st Century learning. Meeting the NETS standards means creating learning environments that facilitate the development and practice of the types of thinking and learning that are necessary to success as a lifelong learner. This too is the overarching goal of Garrison's Strategic Technology Plan.

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

As technology becomes more widely available and continues to change, there is a compelling need to provide on-going professional development to support educational reform district educational goals, New York State standards and Curriculum Standards implementation, as well as to model collaborative inquiry-based learning and to guide staff toward incorporating the global infrastructure of technology in instruction and productivity.

The Garrison UFSD continues to provide resources and funding based on its approved budgets to support and promote activities for technology professional development for staff, teachers and administrators. Furthermore, we will explore and engage in any other grant opportunity to supply for additional opportunities for technology professional development and ensure our staff, teachers and administrators can efficiently use the technology and effectively promote student achievement, teaching and learning.

Garrison supports professional development practices necessary to help teachers and students meet the district's instructional technology vision with the guidance of the Professional Development Committee. The instructional technology needs are evaluated and assessed every year to support all teaching staff. This professional development generates exemplars, curriculum, and a scope and sequence of student technology skills that align with standards such as NETS, the curriculum standards, and the framework for 21st century learning.

- 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.**

Garrison is committed to conducting a systemic, rigorous, and highly formative evaluation process that aims to measure the impact that this Strategic Technology Plan is having in schools and classrooms throughout Garrison. This ongoing evaluation goes well beyond accounting for technology infrastructure and reporting quantitative data on students, teachers, and administrators achieving basic technology literacy benchmarks. In addition to such basic data, the district's technology plan evaluation effort reports on the qualitative impact of technology on teaching and learning. Through such data, and the formative reflection on progress that this will support, Garrison is positioned to monitor the impact of its technology infrastructure, technology policy, and technology professional development initiatives. This allows for responsive and frequent fine-tuning of efforts; and provides a much greater degree of accountability for the use of resources to support instructional technology.

Through the use of this evaluation plan, Garrison applies a uniform data collection process using the Brytebytes Clarity survey tool. This tool surveys administrators, teachers, students, and parents online. Garrison will initiate a data collection effort in the spring of each school year. Information collected in this manner creates a uniform dataset to be used to determine the District's progress toward meeting the indicators in the technology plan.

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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

Student and Teacher Skills

- Instructional technology will be used to support all core curriculum areas.
- Students will develop a uniform set of 21st century technology skills supportive of lifelong learning and success align to the ISTE standards

Action Plan

1. Present technology goals and vision to GUFSD faculty and Board of Education
2. Maintain instructional technology resource bank
3. Prepare students and faculty for the use of technology as a tool for assessments that aligns with the NYS requirements for on-line assessments
4. Conduct teacher professional development regarding the student use of technology to support instruction in 21st century learning skills.

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

4. List the action steps that correspond to Goal #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	Present technology goals and vision to GUFSD faculty and Board of Education	Director of Technology	N/A	June (06)	2021	None
Action Step 2	Maintain instructional technology	Instr	N/A	Jun	202	None

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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
	column	resource bank	Instructional Technology Coach		June (06)	2021	
Action Step 3	Evaluation	Prepare students and faculty for the use of technology as a tool for assessments that aligns with the NYS requirements for on-line assessments	Building Principal	N/A	June (06)	2021	TBD
Action Step 4	Professional Development	Conduct teacher professional development regarding the student use of technology to support instruction in 21st century learning skills.	Instructional/PD Coach	N/A	June (06)	2021	75,000

5. This question is optional.

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

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III. Action Plan - Goal 1

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

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III. Action Plan - Goal 2

Section III - Action Plan

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

1. Goal #2

District Policies

- Provide targeted professional development that meets teachers' needs in implementing instructional technology as a tool for teaching and learning.
- Provide adequate staffing for instructional and technical support for students and staff.
- Evaluate, maintain, and update district policies that ensure the safe and ethical use of technology.
- Evaluate policies and provide funding necessary to support more access to student devices.

Action Plan

1. Ensure protected time for Professional Learning
2. Teacher leaders providing instructional technology workshops for faculty.
3. Earmark funding to engage facilitator(s) for staff development and embedded training.
4. Continue to plan days dedicated to staff training, embedded professional development and coaching through flexible scheduling.
5. Continue to develop, promote, and provide opportunities for faculty sharing of best practices and collaboration (presentations at faculty meetings, after-school sessions, etc.)
6. Assess and monitor the needs for instructional and technical support personnel.
7. Continue to review, align, and approve all District policies with any new legislation and new use of technology in the District.
8. Annually examine funding opportunities to prioritize initiatives, including purchasing sufficient number of mobile devices to support curriculum in the district as well as online assessments.

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 type="checkbox"/> All students <input checked="" type="checkbox"/> Pre-K-2 <input checked="" type="checkbox"/> Grades 3-5/6 <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> ELL/MLLs	<input checked="" type="checkbox"/> Migrant students <input checked="" type="checkbox"/> Homeless students <input checked="" 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)
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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							

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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
	Professional Development	Ensure protected time for Professional Learning	Building Principal	N/A	June (06)	2021	TBD
Action Step 2	Professional Development	Teacher leaders providing instructional technology workshops for faculty.	Classroom Teacher	N/A	June (06)	2021	TBD
Action Step 3	Professional Development	Earmark funding to engage facilitator(s) for staff development and embedded training.	Business Official	N/A	June (06)	2021	TBD
Action Step 4	Professional Development	Continue to plan days dedicated to staff training, embedded professional development and coaching through flexible scheduling.	Building Principal	N/A	June (06)	2021	TBD

5. This question is optional.

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

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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Collaboration	Continue to develop, promote, and provide opportunities for faculty sharing of best practices and collaboration (presentations at faculty meetings, after-school sessions, etc.)	Building Principal	N/A	June (06)	2021	TBD
Action Step 6	Planning	Assess and monitor the needs for instructional and technical support personnel.	Superintendent	N/A	June (06)	2021	None
Action Step 7	Evaluation	Continue to review, align, and approve all District policies with any new legislation and new use of technology in the District.	Superintendent	N/A	June (06)	2021	None
Action Step 8	Budgeting	Annually examine funding opportunities to prioritize initiatives, including purchasing sufficient number of mobile devices to support curriculum in the district as well as online assessments.	Business Official	N/A	June (06)	2021	100000

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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

Infrastructure

- Evaluate, maintain, and update the district’s technology infrastructure to support the needs of all students and teachers.
- Maintain and evaluate district data and home/school communication systems.

Action Plan

- 1) Continue implementation of centrally managed wireless system, switches, and server backups.
- 2) Continue replacement cycle of staff and student devices to support technology integration in the classroom.
- 3) Ongoing assessment of the District's internet bandwidth to insure sufficient speed to support all the devices (desktops, laptops, mobile devices). Continue to monitor as more mobile devices are implemented at school.
- 4) Regularly evaluate communication and data systems utilized by the District.
- 5) Investigate and identify additional features of the student information system, school website, e-mail, and instructional tools and use the appropriate features to optimize communication between home and school.

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)

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

4. List the action steps that correspond to Goal #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						

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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
	Infrastructure	Continue implementation of centrally managed wireless system, switches, and server backups.	Director of Technology	N/A	June (06)	2021	\$50,000
Action Step 2	Purchasing	Continue replacement cycle of staff and student devices to support technology integration in the classroom.	Business Official	N/A	June (06)	2021	\$60,000
Action Step 3	Infrastructure	Ongoing assessment of the District's internet bandwidth to insure sufficient speed to support all the devices (desktops, laptops, mobile devices). Continue to monitor as more mobile devices are implemented at school.	Director of Technology	N/A	June (06)	2021	TBD
Action Step 4	Communications	Regularly evaluate communication and data systems utilized by the District.	Director of Technology	N/A	June (06)	2021	TBD

5. This question is optional.

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

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	Communications	Investigate and identify additional features of the student information system, school website, e-mail, and instructional tools and use the appropriate features to optimize communication between home and school.	Director of Technology	N/A	June (06)	2021	TBD
Action Step 6	(No Response)	(No Response)	(No Response)	N/A	(No Response)	(No Response)	TBD
Action Step 7	(No Response)	(No Response)	(No Response)	N/A	(No Response)	(No Response)	TBD
Action Step 8	(No Response)	(No Response)	(No Response)	N/A	(No Response)	(No Response)	TBD

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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

Safety and Security

- Evaluate and update the district's security systems to make a more safe and secure environment.
- Update phone and emergency response communications.

Action Plan

- 1) Plan to upgrade VOIP phone system
- 2) Plan to upgrade security cameras
- 3) Upgrades to door security and building access
- 4) Plan to upgrade visitor management system

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

4. List the action steps that correspond to Goal #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	Plan to upgrade VOIP phone system	Superintendent	N/A	June (06)	2021	100,000
Action Step 2	Plan to upgrade security cameras	Superintendent	N/A	June (06)	2021	\$75,000

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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
	Please identify in Column 2, Description)		Parent				
Action Step 3	Other (please identify in Column 2, Description)	Upgrades to door security and building access	Superintendent	N/A	June (06)	2021	\$75,000
Action Step 4	Other (please identify in Column 2, Description)	Plan to upgrade visitor management system	Superintendent	N/A	June (06)	2021	\$75,000

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III. Action Plan - Goal 4

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)	N/A	(No Response)	(No Response)	TBD
Action Step 6	(No Response)	(No Response)	(No Response)	N/A	(No Response)	(No Response)	TBD
Action Step 7	(No Response)	(No Response)	(No Response)	N/A	(No Response)	(No Response)	TBD
Action Step 8	(No Response)	(No Response)	(No Response)	N/A	(No Response)	(No Response)	TBD

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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.**

Instructional technology will be used as a catalyst and support for a student-centered, inquiry-based, pedagogy mapped to all core curriculum areas. Students will develop a uniform set of 21st century technology skills supportive of lifelong learning and success.

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

The District plans for and provides appropriate technology access for all students, and those with disabilities are provided with the necessary technologies to enable them to fully participate in their learning. Types of technologies to be used will include text to speech, chrome extensions, and accessibility options. The focus on equity applies to all classroom environments and grades. The District uses internal resources as well as outside consultants to assist in insuring the most appropriate resources are available for our students. The Committee on Special Education is consulted and actively involved in the selection and evaluation of emerging technologies.

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

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

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

- | | |
|---|---|
| <input 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) |

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IV. NYSED Initiatives Alignment

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

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

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

Yes

6a. If Yes, check one.

In the 5 most spoken languages in the district

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

(No Response)

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

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

2018-2021 Instructional Technology Plan Update - 2019 Optional Tech Plan UpdateIV. NYSED Initiatives Alignment

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	0.80
Instructional support	0.10
Technical Support	0.30
Totals:	1.20

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	Professional Development	N/A	25,000	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	\$12,000
2	End User Computing Devices	N/A	33,300	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	N/A

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V. Administrative Management Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Network and Infrastructure	N/A	250,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input checked="" type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	N/A	N/A	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	N/A
Totals:			308,300			

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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?

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.gufs.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 Specialist

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 Specialist

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

No

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

Yes

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

Yes

10. Does the district have an Internet Safety Policy?

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

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

<https://www.gufs.org/domain/65>

11. Does the district have a Cyberbullying Policy?

No. The district does not have such a policy.

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

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

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

2018

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

<https://dpit.riconedpss.org/billofrights/02d9d2af98c045c500f3?page=1>

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V. Administrative Management Plan

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

No. The district does not have such a policy.

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

<https://www.gufs.org/cms/lib/NY02214395/Centricity/Domain/65/2018-2021%20Strategic%20Garrison%20School%20Technology%20Plan.DRAFT.pdf>

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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 checked="" type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Privacy and Security
<input checked="" 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 checked="" 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.	Nancy Romano	Technology Specialist	nromano@gufs.org	<input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input checked="" type="checkbox"/> Digital Citizenship <input checked="" type="checkbox"/> Infrastructure <input 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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	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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