

2018-2021 Instructional Technology Plan - 2018

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?

Richard Malone

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 mission of the Oysterponds School District is to educate and nurture the mind, body and spirit of all students.

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

It is our shared vision to create a learning environment that provides ongoing communication, guidance, development and support to our parents, students and the community. In establishing this commitment, our goal is to provide the best opportunities for our students to develop an enthusiasm for lifelong learning, respect for themselves and others. The use of academic technologies will create skills that will guide our students to be well-rounded citizens and follow them into the 21 Century, aiding them in acquiring further, the necessary skills that will help them be successful, confident members and workers of the community.

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

	List Goals
Goal 1	Instructional Goals - Our instructional technology goals will align with the Understanding By Design units of study. Increase student achievement by providing technology tools to allow students to construct new knowledge, and express their thoughts and ideas in an authentic way. Use of technology will enhance curriculum in all disciplines including the Common Core Standards and Next Generation Science Standards.
Goal 2	Professional Development - We will ensure administrators, staff and teachers receive ongoing and high quality professional development in order to support students.
Goal 3	Infrastructure: We will review products, devices and other technology to make sure we are up to date with the 21st century skills framework. We will keep the infrastructure of the building up to date in order for all devices to work up to standards.

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.

Stakeholders meet a minimum of 3 times a year, ongoing conversation and insight from administration, teachers, Board of Education members, parents and other school staff helps guide our technology planning.

The creation of the districts mission statement steered a shared vision statement leading to instructional goals for both faculty and students.

Ongoing conversation at faculty meeting and sharing of technology used in the classroom by faculty and staff has proven to be beneficial.

Teachers also share their knowledge and student work with technology at Board of Education Meetings, in order to keep the community informed of instructional practices. Other community connections include, the Oysterponds Historical Society, other school districts and Peconic Landing Nursing Home.

The committee understands the need to help our students become independent, self-directed, lifelong learners in a rapidly changing technological world.

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II. Strategic Technology Planning

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

The Smart Schools Bond Act funds will allow the district to provide rigorous professional development training using the Eduplanet2, (a digital platform that teachers will use to write and share lessons and project based learning ideas and activities) services and platform to successfully implement and sustain our annual educational goals, digitally. Through annual planning, configuration, continuous Professional Development training, go live, touch points (check-ins) and renewal, best practices will be achieved.

We will also use the Smart Schools Bond Act funds to improve on the schools security.

Other goals are to purchase and upgrade technology throughout the building and provide teachers with the opportunity to participate and collaborate in learning experiences that will enable to enrich the lives of the students.

Example of professional development opportunities:

- eschool
- Superintendents conference day
- AIMSweb training
- Google Apps for Education
- Eduplanet21
- Nearpod

- 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.

Instructional technology goals will be measured and evaluated during and after implementation by using online Google surveys, rubrics and questionnaires, as well as classroom observation and student feedback, including special need learners and ELL students.

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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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

Instructional Goals - Our instructional technology goals will align with Understands By Design units of study. Understanding by Design includes a rigorous study of Essential Questions that includes students researching using various technologies. Increase student achievement by providing technology tools to allow students to construct new knowledge, and express their thoughts and ideas in an authentic way. Students and teachers will use technology to enhance curriculum in all disciplines including the Common Core Standards and Next Generation Science Standards.

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.

- 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 Submission and approval of interactive whiteboards for all classrooms. Submission and approval of updated iPads.	Superintendent	N/A	June (06)	2021	50,000
Action Step 2	Curriculum The building uses the Understanding By Design instructional model. Teachers create ongoing rigorous units of study aligned to the NYS Common Core Learning Standards which integrates technology throughout the school year. Project based learning encompasses	Superintendent	N/A	June (06)	2021	0

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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
		many of the units. Teachers periodically review and update these units to see how today's technology can enhance and support our learners in an every changing technological world.					
Action Step 3	Learning Spaces	The new STEM/Multipurpose room is a place in which teaching and learning will occur in either physical or virtual form. Teachers may utilize virtual field trips, Skyping sessions, Google Hangout and other programs to enhance class lessons. Students will engage in learning opportunities that are connected to the STEM curriculum	Building Principal	N/A	June (06)	2021	3800
Action Step 4	Research	Faculty and staff will keep up-to-date and current with informational data bases and instructional programs.	Building Principal	N/A	June (06)	2021	n/a

5. This question is optional.

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

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Professional Development	Ongoing, high quality professional development will be provided to the faculty to enhance instructional technology goals. Money budgeted each year for PD will provide teachers with strategies to design and implement robust lessons and activities aligned with 21st Century skills.	Superintendent	(No Response)	June (06)	2021	3,000
Action Step 6	Evaluation	Feedback from both faculty and students will help guide and enhance instructional technology goals. This feedback is critical to the success of the Understanding by Design curriculum and the technology embedded within the curriculum. Rubrics and hands on projects will also aid in assessing the program.	Superintendent	faculty and students	June (06)	2021	0
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**

Professional Development - We will ensure administrators, staff and teachers receive ongoing and high quality professional development in order to support students. Rigorous professional development will assist the faculty in making informed decisions about curriculum goals. Without clearly defined Professional Development goals in view, teachers cannot improve teaching and learning.

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)**

- 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	The focus of the of Professional Development is on creating lessons that align with students interests and abilities, as well as the NYS Common Core Learning Standards. Teachers will be introduced to a digital model for their Understanding by Design curriculum writing. This digital model will replace the hardcopy documents, allowing for teachers to share their units more effectively. Training with EdUPlanet21 will be provided during a Superintendent's	Superintendent	n/a	June (06)	2021	3,000

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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		Conference Day.					
Action Step 2	Collaboration	Teachers will be able to share their units of study electronically with other teachers in the building. Teacher will be able to collaborate with special area teacher to integrate learning opportunities that connect technology to classroom lessons.	Building Principal	N/A	June (06)	2021	n/a
Action Step 3	Community Partnerships	Teachers will be connected with community members and other members of neighboring districts to share ideas and practices as well as glean new lessons and ideas to add to their repertoire.	Building Principal	N/A	June (06)	2021	2,000
Action Step 4	Planning	Teachers will plan units of study using their contractual added hour a week. This time may be used for planning with other teachers using the EduPlanet platform.	Building Principal	N/A	June (06)	2021	n/a

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

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

	Action Step - Select one category	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Professional Development	Opportunities for Professional Development will be provided to the faculty and staff so that they may explore, experience and bring back to their classrooms rigorous, innovative lessons. Opportunities may include working with teachers from other schools and working with EduPlanet21 representatives.	Superintendent	(No Response)	June (06)	2021	3000
Action Step 6	Evaluation	Professional Development programs will be evaluated by both the administration and faculty. Ongoing conversations and feedback such as written evaluations will help assess if the Professional Development is effective. Observations of classroom activities will also be used.	Building Principal	(No Response)	June (06)	2021	0
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 - 2018

III. Action Plan - Goal 3

Section III - Action Plan

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

1. Goal #3

infrastructure: We will review products, devices and other technology to ensure that all students have sufficient, reliable high speed technology and connectivity to enhance the 21st century skills framework. We will keep the infrastructure of the building up to date in order for all devices to perform at optimum levels.

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)

- 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 #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	Budgeting The budget includes money for an outside IT provider who monitors and ensures that there is wireless access through out the district, for use by staff and students working with technology.	Superintendent	N/A	June (06)	2021	61,744
Action Step 2	Infrastructure District will meet with outside contractors to ensure that all switches and access points are implemented and sustained to create a robust network for use by all staff and students.	Superintendent	N/A	June (06)	2021	12,000
Action Step 3	Purchasing Submission and approval of all all necessary infrastructure	Superintendent	n/a	June	2021	11,300

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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
	ng	technologies recommended by outside consultants.	endent		(06)		
Action Step 4	Cyber security	Backup for our financial program Finance Manager to ensure protection against any cyber attacks or any other damage.	Superintendent	n/a	June (06)	2021	4021

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	Planning	The district will meet with outside consultants to research and plan the purchase and installation of cameras and access control expansion.	Superintendent	(No Response)	June (06)	2021	53,586.00
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 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
	se)		se)		se)	se)	
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. NYSED Initiatives Alignment

Section IV - NYSED Initiatives Alignment

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

The district is committed to a personalized learning plan for every student in the school. The use of instructional technology enables the teacher to deliver diversified expectations and activities appropriate to the students strengths and needs. Each classroom is equipped with a whiteboard and each student is provided with an Ipad for use during the school. Teachers are constantly researching high-quality units in which technology can be integrated throughout the curriculum.

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.

Oysterponds uses 111 Ipads. We utilize an inclusion model throughout the building. The assistive technology provides students with organizational aid, scheduling reminders/ visual scheduling as needed, Spelling assistance, Research assistance, templates for reports and essays, speech to text and assistance in class projects as well as homework. This allows students to focus on the lessons without being distracted by the limits of a disability. Whiteboards allow for presentation of multimedia. The simultaneous visual and auditory presentation of material allows for multiple modalities of information input which is of assistance to students with learning disability.

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

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

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

- | | |
|---|---|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology to increase options for students with disabilities to demonstrate their knowledge and skills |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input 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) |

2018-2021 Instructional Technology Plan - 2018

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 type="checkbox"/> Technology to support writers in the elementary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Technology to support writers in the Secondary classroom | <input type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Promotion and model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing Children's Vocabulary Development with technology | <input type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input checked="" type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input 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 - 2018

IV. 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.

2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	0.05
Instructional support	0.05
Technical Support	0.10
Totals:	0.20

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	28,400	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 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	n/a
2	Network and Infrastructure	n/a	12,000	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	n/a

2018-2021 Instructional Technology Plan - 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	Internet Connectivity	n/a	2,015	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	n/a
4	End User Computing Devices	n/a	12,000	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	n/a
Totals:			54,415			

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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.
<https://www.oysterponds.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.
Outside Consultant
- 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.
Superintendent with Outside Consultant
- 7. Has a district-wide information security and/or privacy audit ever been performed in the district?
Yes
- 7a. If 'Yes' was selected in Question 7 above, please identify how often a security and/or privacy audit has been performed?
Irregularly / Sporadically
- 7b. If 'Yes' was selected in Question 7 above, please indicate whether the audit(s) was/were performed by an independent 3rd party contractor.
No - no audits were performed by a 3rd party contractor
- 8. Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?
Yes
- 9. Does the school district provide for educating minors about cyberbullying awareness and response?
Yes
- 10. Does the district have an Internet Safety Policy?
No. The district does not have such a policy.
- 11. Does the district have a Cyberbullying Policy?
Yes, and I will provide the URL to the policy.