Section I - District LEA Information

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

   Christopher Pellettieri

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

   Assistant 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.

Section II - Strategic Technology Planning

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

The mission of the Rockville Centre Schools is to educate our students to become independent thinkers and problem solvers. It is our goal to empower each student to meet the challenges of tomorrow's emerging world. The District will provide a safe nurturing environment in which individual and civic responsibility is fostered, diversity is respected, and all students are enabled to realize their full potential.

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

Technology provides students, teachers, and administrators tools to succeed as citizens in a global society. Technology can improve communication, enhance thinking skills, make instruction more efficient and effective, and develop life skills critical to success. The Rockville Centre School District will incorporate technology as a means of integrating curriculum across subject areas. Students and educators will have opportunities to use technology as an integral part of the learning cycle. Ongoing technology professional development will be critical in enabling teachers and administrators to enhance their classroom/school environments.

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

	List Goals
Goal 1	**Support NYS Learning Standards through ongoing professional development, integration of one to one devices (Ipads) and use of NYSED website for latest updates.**
Goal 2	**Continuously identify software and resources for curricular integration and assessment.**
Goal 3	**Continue to support, facilitate, and develop meaningful two-way communication between the school, home, and community through the use of technology.**

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.**

Planning is critical to the success of any technology plan. The stakeholders which include teachers, students, parents, technology staff and administration meet during the school year and discuss planning, needs assessment, curriculum and instruction, evaluation, goal setting, professional development, technology hardware, support, integration and financial planning.

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

   Rockville Centre UFSD has adopted a professional development plan for teachers and teacher assistants that include a negotiated total of after school professional development hours. Tenured teachers are responsible for 10 hours, non-tenured teachers are responsible for 14 hours and teacher assistants are responsible for 6 hours of training that can be taken in a variety of instructional topics. Topics are planned based on data, which is derived from the experience, expertise and needs of the recipients. These topics reflect best practices in sustained job-embedded learning and incorporates knowledge of how adults learn. (NYS PD Standard #1). Technology is one of these topics, with many course offerings during the year as well as during the summer. Teachers sign up for these courses using a web-based database (My Learning Plan), and thus the district has a constant accurate count of how many teachers have participated in which areas, and what topics are particularly interesting to teachers. In addition, Rockville Centre has been participating in the Nassau BOCES Model Schools Program. There is one Model Schools trainer onsite, which meets the district's needs at all of the elementary and secondary schools. Teachers also receive before/after-school and summer workshops on the integration of technology into their teaching practice based on the Model Schools initiatives. The professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment (NYS PD Standard #4). The training offered is part of an overall technology professional development plan. The basic skills requirements are still applicable to teachers, as they move from beginning levels of use and familiarity to more sophisticated classroom projects. The professional development promotes technological literacy and facilitates the effective use of all appropriate technology (NYS PD Standard # 9). Teachers are invited to participate in training on classroom uses of technology. This expectation for use sets the standard for a district-wide emphasis on technology as part of instructional practice to help meet the needs of all students in the classroom. The professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students (NYS PD Standard #5). Some workshops offered this past year were; Flipping Your Classroom, How to use a SMARTBoard, eBackpack, Ipads in the Classroom, and NWEA test data analysis. The professional development expands all educators' content knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress (NYS PD Standard #2).

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 using state and national benchmarks. The District will collect and analyze both NYS assessment data (grades 3-12) as well as Northwest Evaluation Association (MAP) data (grades K-8). These assessments ask students to demonstrate what they have learned in different ways (paper and pencil vs. computer adaptive). Teachers, students and parents are provided (via parent portal) with both formative and summative data. The District can then provide teacher professional development for areas of weakness and look to technology software/programs to facilitate student interest and growth.

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

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**

    Support NYS Learning Standards through ongoing professional development, integration of one to one devices (iPads) and use of NYSED website for latest updates.

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). Check all that apply.**

☑ All students	☐ Migrant students
☐ Pre-K-2	☐ Homeless students
☐ Grades 3-5/6	☐ Economically disadvantaged students
☐ Middle School	☐ Students between the ages of 18-21
☐ High School	☐ Students who are targeted for dropout prevention or
☐ Students with Disabilities	credit recovery programs
☐ ELL/MLLs	☐ 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	Budgeting	The District will budget for the professional development software (My Learning Plan) and summer curriculum projects to reflect updates in content and assessment from NYSED. *My Learning Plan $15,000 a year	Assistant Superintendent	N/A	May (05)	2021	45,000
Action Step 2	Curriculum	The District will monitor curricula updates from NYSED. Teachers and administrators will attend turnkey workshops offered through Nassau BOCES. Teachers will then write curriculum based on the updates and	Assistant Superintendent	N/A	Sept. (09)	2021	120,000

	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
		changes from NYSED. * Summer curriculum projects $35,000 a year & workshops $5,000	ent				
Action Step 3	Professional Development	The District will provide professional development on updated and curricula changes based on guidance from NYSED. The District will also provide professional development on any resources purchased to help meet the new requirements (i.e. science kits). *Science Kits $70,000 (with online component) & PD consultants $10,000	Assistant Superintendent	N/A	Sept. (09)	2021	240,000
Action Step 4	Communications	Communications between teachers, administrators and parents are necessary to update the changes in the NYS curricula and testing. The District will update the staff of the new requirements from NYSED. Building level and central office meetings with parents will be available to address the changes and hear valuable feedback. Updated K-5 parent handbooks will be available and posted on the district website. * District website $20,000	Superintendent	N/A	June (06)	2021	60,000

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.

	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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Section III - Action Plan

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

1. **Goal #2**

Continuously identify software and resources for curricular integration and assessment.

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	☐ Migrant students
☐ Pre-K-2	☐ Homeless students
☐ Grades 3-5/6	☐ Economically disadvantaged students
☐ Middle School	☐ Students between the ages of 18-21
☐ High School	☐ Students who are targeted for dropout prevention or
☐ Students with Disabilities	credit recovery programs
☐ ELL/MLLs	☐ 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	Planning	The District will analyze state and national data to look for trends in student performance. Sub group data will be examined and a plan will be put into place on how to address student needs in the district. *Nassau BOCES Data Warehouse $20,000 a year	Assistant Superintendent	N/A	June (06)	2021	60,000
Action Step 2	Budgeting	Based on the planning and data analysis software resources will be explored to target instruction and better utilize assessment data. *Achieve 3000, Fasst Math, LightSail - $40,000 a year	Assistant Superintendent	N/A	June (06)	2021	120,000

	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 3	Implementation	Infrastructure such as bandwidth and wireless access points will be analyzed to adjusted to ensure software/assessments are implemented smoothly. * Bandwidth $75,000 a year	Director of Technology	N/A	June (06)	2021	225,000
Action Step 4	Professional Development	Ongoing professional development will be provided by our Model Schools Professional Developer. *Nassau BOCES Model Schools *$160,000 a year	Instructional Technology Coach	N/A	June (06)	2021	480,000

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)

III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 6	(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)

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

Section III - Action Plan

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

1. **Goal #3**

Continue to support, facilitate, and develop meaningful two-way communication between the school, home, and community through the use of technology.

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

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

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

☑ All students   ☐ Migrant students
☐ Pre-K-2   ☐ Homeless students
☐ Grades 3-5/6   ☐ Economically disadvantaged students
☐ Middle School   ☐ Students between the ages of 18-21
☐ High School   ☐ Students who are targeted for dropout prevention or
☐ Students with Disabilities   credit recovery programs
☐ ELL/MLLs   ☐ 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	Continue the purchase cycle for teachers and students to provide one to one devices for grades 4-12. *735 iPads per year - $250,000 a year	Director of Technology	N/A	May (05)	2021	750,000
Action Step 2	Cybersecurity	Allocate funds for device management system for iPads (AirWatch). *Air Watch - $40,000 a year	Director of Technology	N/A	June (06)	2021	120,000
Action Step 3	Curriculu	Teachers will utilize the one to one devices to motivate, instruct and engage	Business	N/A	June	2021	60,000

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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
	m	in meaningful lessons. *eBackpack -$20,000 a year	Official		(06)		
Action Step 4	Professional Development	Ongoing technology integration professional development will be provided to assist teachers in collaborative and innovative projects. *Workshops - $10,000 per year	Instructional Technology Coach	N/A	June (06)	2021	30,000

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

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

	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 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)

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

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 continues to make a serious commitment to instructional technology. Beginning in 2013 we began a one to one iPad initiative. This put digital content and connectivity into the hands of every middle school student (graded 6-8). Currently, we have one to one devices for students in grades 4-12 and carts loaded with iPads for the students on grades K-3. The District plan enables students to access content and facilitate information wherever the student is located in the district. As well as utilizing tools like eBackpack, the student can save and then access material in different locations. This access to information enables, empowers, and engages learning in ways that transform the learning environment for students inside and outside of school.

Planning technology-rich activities aligned to standards can also sustain high levels of student engagement and peer collaboration. Digital connectivity makes it possible to extend education beyond the physical confines of the classroom and beyond the fixed time periods of the school day. The NWEA assessment also can be administered using the iPad. We also need to be cognizant of and plan with an eye to the future. In other words, be flexible enough to adapt to and adopt technologies that may not even exist at the writing of this plan.

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.**

Rockville Centre Schools adhere 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 (AT) consultants are employed by the Rockville Centre School District to provide consultation to special education teaching teams as well as direct service to students with disabilities (SWD). AT consultants conduct evaluations of individual students to determine specific needs as directed by the Committee on Special Education (CSE). This proactive design benefits the needs of the individual and in many circumstances the concerns of the larger learning community.

AT 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 DynaMyte 3100, Nova Chat 7, Nova Chat 7 Dedicated Plus: iPad applications such as Prologue 2 and Dragon Speak; Vision support such as CCTV; learning software such as Read, Write Gold, Compass Learning and Achieve 3000; and website based digital book distribution such as Bookshare. Programs include but are not limited to AVCya, All the Right Type 4, Audible, Boardmaker, Brainpop, Career Zone, Chemistry Review Book, Classroom Suite, Clicker 7, Cloze Pro v2, Commonlit, ConnectEd, Cowriter, Discovery Education, Dragon Naturally, Ed Helper, Ed Puzzle, Enapp, Envision, Fast Math, Kahoot, Keynote, Learning Ally, and Read, Write Gold. 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)

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☐ Research, writing and technology in a digital world

☐ Enhancing children's vocabulary development with technology

☑ Reading strategies through technology for students with disabilities

☐ Choosing assistive technology for instructional purposes in the special education classroom

☐ Using technology to differentiate instruction in the special education classroom

☑ Using technology to increase options for students with disabilities to demonstrate their knowledge and skills

☐ Multiple ways of assessing student learning through technology

☐ Electronic communication and collaboration

☐ Promotion of model digital citizenship and responsibility

☐ Integrating technology and curriculum across core content areas

☐ Helping students with disabilities to connect with the world

☐ Other (please identify in Question 4a, below)

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

☐ Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system)

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).

☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

☑ Home language dictionaries and translation programs are provided through technology.

☑ Hardware that supports ELL/MLL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.

☑ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.

☑ Learning games and other interactive software are used to supplement instruction.

☐ Other (please identify, in Question 5a, below)

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

Yes

6a. **If Yes, check one.**

In the 15 most spoken languages in the district

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

(No Response)

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IV. NYSED Initiatives Alignment

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

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

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

☑ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.

☐ The district uses instructional technology to facilitate classroom projects that involve the community.

☑ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.

☑ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.

☐ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

☑ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

☐ The district does not use instructional technology to facilitate culturally responsive instruction.

☐ Other (please identify in Question 8a, below)

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

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	0.00
Technical Support	5.00
Totals:	**6.00**

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	500,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	Instructional and Administrative Software	N/A	180,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools	N/A

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."
					Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Internet Connectivity	N/A	225,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	End User Computing Devices	N/A	750,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
Totals:			**1,655,000**			

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.**

   http://www.rvcschools.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.

   Director of Technology

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.**

   Assistant Superintendent of Pupil Personnel Services and Special Education

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.**

   Yes - all audits were performed by a 3rd party contractor

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

   Yes

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

   Yes

10. **Does the district have an Internet Safety Policy?**

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

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

    7315 – Student Use of Computerized Information
    8271 – Children's Internet Protection Act: Internet Content Filtering/Safety Policy
    http://www.rvcschools.org/UserFiles/Servers/Server_494023/Image/Board%20of%20Education/Policy%20Manual/Policy_Man%20_Web%20update%201-10-18.pdf

V. Administrative Management Plan

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.**

#8271 – Children's Internet Protection Act: Internet Content Filtering/Safety Policy
http://www.rvcschools.org/UserFiles/Servers/Server_494023/Image/Board%20of%20Education/Policy%20Manual/Policy_Man%20_Web%20update%201-10-18.pdf

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

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

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

2014

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

http://www.rvcschools.org/UserFiles/Servers/Server_494023/File/General%20Information/District%20Guidelines/Parents'%20Bill%20of%20Rights%20for%20Data%20Privacy%20and%20Security/Parents_Bill_of_Rights.pdf

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

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.rvcschools.org/UserFiles/Servers/Server_494023/File/Departments%20and%20Programs/Curriculum___Instruction/Training/2015-2016_tech_planrvc.pdf

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

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	☐ Policy, Planning, and Leadership
☐ Culturally Responsive Instruction with Technology	☐ Privacy and Security
☑ Device Planning and Implementation (1:1; BYOD)	☑ Professional Learning
☐ Digital Citizenship	☐ Project-based Learning
☑ Infrastructure	☐ Other Topic A
☐ OER and Digital Curriculum	☐ Other Topic B
☐ Personalized Learning	☐ Other Topic C
☐ 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.	Christopher Pellettieri	Assistant Superintendent for Curriculum & Instruction	cpellettieri@rvcschools.org	☐ 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

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.

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	Christopher Pellettieri	Assistant Superintendent for Curriculum & Instruction	cpellettieri@rvcschools.org	☐ Active Learning Spaces/Makers paces ☐ 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
Please complete all columns	Michael Anderson	Director of Technology	manderson@RVCSchools.org	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☑ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
				☐ 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
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ 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
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				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
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ 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

	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
				Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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