

Instructional Technology Plan - Annually - 2017

LEA Information

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A. LEA Information

1. 2015-2016 Student Enrollment

	Total Enrollment	Pre-K Enrollment	K-2 Enrollment	3-5 Enrollment	6-8 Enrollment	9-12 Enrollment	Ungraded Enrollment
Student Enrollment	1,797	90	367	377	406	542	15

2. What is the name of the district administrator entering the technology plan survey data?

Richard Everly

3. What is the title of the district administrator entering the technology plan survey data?

Director of Technology

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Instructional Technology Vision and Goals

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B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

The Hornell City School District's mission is to nurture, encourage, and cultivate lifelong learners who contribute to a diverse society as productive citizens.

2. Please provide the executive summary of the instructional technology plan, including vision and goals.

The purpose of education is to have students acquire the knowledge and skills necessary to become responsible and productive members of society. Therefore, every student has the opportunity to develop to their fullest potential. Technology is a mechanism for learning that expands our instructional range and is a vehicle that maximizes the aptitude of all district stakeholders. It is the vision of the Hornell City School District to nurture, encourage, and cultivate lifelong learners who contribute to a diverse society as productive citizens and that students embrace success through a student-centered, inquiry-based environment with the most current technology available to them. Technology and network tools increase dynamic and participatory learning in a way that fosters scholarship and the diffusion of information.

Hornell City School District's Technology Plan Goals Include:

- Technology must facilitate a wide range of educational methodologies and compliment direct student faculty and student student interactions.
- All members of the Hornell City School District must have sufficient access to technologies.
- All members of the Hornell City School District must have appropriate training and professional development to fully integrate in the classroom all technology resources available to them
- The use of instructional technologies shall be actively encouraged, supported and accessed.
- The Hornell City School District shall adopt a financial policy that supports the technology plan.
- Decisions on best practices and use of funding involve participation from key stakeholders

3. Please summarize the planning process used to develop the instructional technology plan. Please include the stakeholder groups participating and outcomes of the instructional technology plan development meetings.

The planning process for developing the Instructional Technology Plan for Hornell City School District consists of continual participation and collaboration of all stakeholders involved with the district's Technology Committee. The committee has and will meet monthly. The committee consists of teachers at each grade level, K-12, the technology coordinator, the curriculum coordinator, elementary principal, high school library media specialist, technology integration specialist, IT network specialists as well as curriculum content teachers at various levels at the high school. Agenda items for this committee included discussions, planning and decisions on the varying sections of the technology plan. The outcomes of these meetings have included but not limited to the review and assessment of existing staff and student technology use with the current curriculum, standards and benchmarks, focus and assess all ideas brought to the committee to be in line with the district's goals, vision and mission. The committee has and will continue to work on establishing needs and resources for curriculum and technology integration requests submitted to the committee for review by teacher and grade level department teams.

4. Please provide the source(s) of any gap between the current level of technology and the district's stated vision and goals.

- Access Points
- Cabling
- Connectivity
- Device Gap
- Network
- Professional Development
- Staffing
- Other
- No Gap Present

4a. Please specify if "Other" was selected in question four.

Bandwidth between network closets

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5. **Based upon your answer to question four, what are the top three reasons causing the gap? If you chose "No Gap Present" in question four, please enter N/A.**

1. Professional Development has been offered in an ad-hoc mode which has left all staff at varying levels of proficiency. There is an immediate need to get all staff on the same page with regard to technology integration.
2. The device gap is directly related to the professional development and access point issue in that we cannot roll out individual devices to individual students until the staff know how to properly and efficiently integrate technology.
3. The connections between closets are now acting as an hourglass in the network.

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Instructional Technology & Infrastructure Inventory

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C. Technology and Infrastructure Inventory

1. Please identify the capacity of the telecommunications line coming into the district network hub. The district's Regional Information Center can provide the district with this information if needed.

- Greater than 10 Gbps
- 10 Gbps
- 1 Gbps - < 10 Gbps
- 100 Mbps - < 1Gbps
- 50 Mbps - < 100 Mbps
- 10 Mbps - < 50 Mbps
- Less than 10 Mbps

2. What is the total contracted Internet bandwidth access for the district? Choose one.

- Greater than 10 Gbps
- 10 Gbps
- 1 Gbps - < 10 Gbps
- 100 Mbps - < 1 Gbps
- 50 Mbps - < 100 Mbps
- 10 Mbps - < 50 Mbps
- Less than 10 Mbps

3. What is the name of the agency or vendor from which the district purchases its primary Internet access bandwidth service?

WNYRIC

4. Please identify the capacity of the telecommunications line coming into the district's school building(s) from the district hub or district data center. The district's Regional Information Center can provide this information if needed

	Speed in Gpbs or Mpbs
Minimum Capacity	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input checked="" type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps
Maximum Capacity	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input checked="" type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps

5. Please identify the minimum and maximum circuit speeds at which the classrooms in the district are connected to the school building wiring/network closet.

	Please provide the speed at which classrooms are connected to building wiring/network closet.
Minimum Circuit Speed Within a School Building	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps

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	Please provide the speed at which classrooms are connected to building wiring/network closet.
	<input type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps <input checked="" type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps
Maximum Circuit Speed Within a School Building	<input type="checkbox"/> Greater than 10 Gbps <input checked="" type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps

6. What are the minimum and the maximum port speeds of the switches that are less than five years old in use in the district?

	Port speed of switches	Mbps or Gbps
Minimum Capacity of Switches	1	<input type="checkbox"/> Mbps <input checked="" type="checkbox"/> Gbps
Maximum Capacity of Switches	10	<input type="checkbox"/> Mbps <input checked="" type="checkbox"/> Gbps

7. What percentage of the district's wireless protocols are less than 802.11g?

0

8. Do you have wireless access points in use in the district?

- Yes
- No

8a. What percentage of your district's instructional space has wireless coverage?

100

9. Does the district use a wireless controller?

Yes

10. How many computing devices less than five years old are in use in the district?

	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop computers/Virtual Machine (VM)	458	458
Laptops/Virtual Machine (VM)	273	273
Chromebooks	1,800	1,800
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	65	65

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	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Tablets less than nine (9) inches without access to an external keyboard	0	0
Tablets nine (9) inches or greater without access to an external keyboard	197	197
Totals:	2,793	2,793

11. **What percentage of students with disabilities in the school district, as of the submission date of this technology plan, have assistive technology documented on their Individual Education Plan (IEP)?**

20

12. **Please describe any additional assistance or resources that, if provided, would enhance the district's ability to improve access to technologies for students with disabilities.**

Additional staff development will be provided for paraprofessionals working with any student in the district K-12 who have assistive technology. District paraprofessionals will be asked to meet with the district instructional technology specialists for group or individual training necessary for them to gain the skill level needed to continue working effectively with students who have assistive technology devices.

13. **How many peripheral devices are in use in the district?**

	Number of devices in use
Document Cameras	150
Flat Panel Displays	6
Interactive Projectors	0
Interactive Whiteboards	175
Multi-function Printers	17
Projectors	175
Scanners	30
Other Peripherals	125
Totals:	678

14. **If a number was provided for "Other Peripherals" please specify the peripheral device(s) and quantities for each.**

Sound Systems

15. **Does your district have an asset inventory tagging system for district-owned equipment?**

Yes

16. **Does the district allow students to Bring Your Own Device (BYOD)?**

Yes

- 16a. **On an average school day, approximately how many student devices access the district's network?**

250

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17. **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

18. **What barriers may prevent the district from testing 100% of its grade 3-8 students and NYSAA students on computers by the year 2020?**

- Insufficient number of devices meeting testing requirements
- Lack of reliable Internet service
- Insufficient broadband access
- Inadequate staffing levels
- Insufficient testing spaces
- District does not foresee any barriers
- Other

- 18a. **Please provide details if response to Question 18 was Other.**

Training for staff

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Software and IT Support

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D. Software and IT Support

1. **What are the operating system(s) in use in the district?**

	Is this system in use?
Mac OS Version 9 or earlier	No
Mac OS 10 or later	Yes
Windows XP	No
Windows 7.0	Yes
Windows 8.0 or greater	Yes
Apple iOS 7 or greater	Yes
Chrome OS	Yes
Android	Yes
Other	No

2. **Please provide the name of the operating system if the response to question one included "Other."**

(No Response)

3. **What are the web browsers, both available and supported, for use in the district?**

	Web Browsers available and supported for use
Internet Explorer 7	No
Internet Explorer 8	No
Internet Explorer 9 or greater	Yes
Mozilla Firefox	No
Google Chrome	Yes
Safari (Apple)	No
Other	No

4. **Please provide the name of the web browser if the response to question three included "Other."**

(No Response)

5. **Please provide the name of the Learning Management System (LMS) most commonly used in the district. A Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting, and delivery of online and blended learning courses.**

eSchool

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Software and IT Support

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6. Please provide the names of the five most commonly used software programs that support classroom instruction in the district.

Google Classroom
 System 44
 iReady
 Iread
 Read180
 AAI

7. Please provide the names of the five most frequently used research databases if applicable.

EBSCO - ABC-CLIO Issues: Understanding Controversy & Society
 EBSCO - ABC-CLIO Issues: World Geography
 Proquest - Culturegrams
 Tumbleweed Deluxe

8. Does the district have a Parent Portal?

Yes

8a. Check all that apply to the Parent Portal if the response to question eight is "Yes."

- Attendance
- Homework
- Student Schedules
- Grade Reporting
- Transcripts
- Other

8b. If 'Other' was selected in question eight (a), please specify the other feature(s).

Immunizations
 Discipline
 Progress Reports
 3-8 NYSED Parent Reports

9. What additional technology-based strategies and tools, besides the Parent Portal, are used to increase parent involvement?

- Learning Management System
- Emergency Broadcast System
- Website
- Facebook
- Twitter
- Other

10. Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is providing technical support. Does not include instructional technology integration FTE time.

Title	Number of Current FTEs
MCTSS	2.40
Computer Support Assist	0.60

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Software and IT Support

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Title	Number of Current FTEs
Technology Director	0.10
	3.10

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Curriculum and Instruction

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E. Curriculum and Instruction**1. What are the district's plans to use digital connectivity and technology to improve teaching and learning?**

The district will be using digital connectivity and technology to support the utilization of Google Apps for Education in conjunction with the Chromebook devices purchased district wide within the last 3 years. Google Drive and Google Classroom will be a focus of district professional development for the implementation in all district teaching and learning activities in the classroom. Digital connectivity will also enable the district to carry out instruction at the various RTI tier levels, I, II and III, with the district purchased intervention programs.

2. Does the district's instructional technology plan address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?

Yes

2a. If "Yes", please provide detail.

70 out of 336 school age students with IEPs have assistive technology stipulated on their plans and 9 out of 69 school age students with a 504 plan have assistive technology stipulated on their plans. Assistive technology consist of devices such as iPads and chromebooks that offer speech to text, and text to speech capabilities. Students with assistive technology as well as the teachers that support these students in their classrooms receive additional training and professional development from technology integration specialists in utilizing their assistive technology.

3. Does the district's instructional technology plan address the provision of assistive technology specifically for students with disabilities to ensure access to and participation in the general curriculum?

Yes

3a. If "Yes", please provide detail.

106 out of 295 school age students with IEPs have assistive technology stipulated on their plans and 9 out of 69 school age students with a 504 plan have assistive technology stipulated on their plans. The district provides each student with either an iPad or Chromebook device, as required and stated on either the student's IEP or 504 Plan with speech to text and text to speech capabilities for student use within the general classroom. Each student needing the assistive technology is trained on utilizing the device provided to them with an instructional technology specialist.

4. Does the district's instructional technology plan address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Yes No**4a. Please provide details. If the district plans to apply for Smart School Bond Act funds for Classroom Learning Technology, the answer to this question must be aligned with the district's Smart Schools Investment Plan (SSIP).**

The district contracts with the BOCES for ELL student supported services, purchases programs for vocabulary translation, and students are assigned 1 to 1 devices with the necessary programs to support their needs. Current languages we are supporting are French, German, and Chinese.

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Professional Development

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F. Professional Development

- Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience, and method of delivery within your summary.**

Professional development that will be offered to the teachers and staff for the 2015-2018 school years will consist of continual support for the instructional programs used through Scholastic Read180 and Math180 as well as Google Apps for Education and the various components of this format. The use of Chromebook and iPad devices are utilized at varying grade levels. Professional development support for these devices in conjunction with our district instructional technology specialists will support the teacher and staff member on an individual basis once a group instruction or workshop format has been delivered. The following table is a general outline for curriculum and instruction professional development for technology integration for 2015-2018 school years.

TOPICS AUDIENCE METHOD OF DELIVERY

TOPICS	AUDIENCE	METHOD OF DELIVERY
Scholastic Read 180/Chromebook	Grade Levels 3-8	Group Instruction/Workshop/Individual 1:1 as needed
Scholastic Math 180/Chromebook	Grade Levels 3-8	Group Instruction/Workshop/Individual 1:1 as needed
Google Apps for Education/Chromebook	Grade Levels K-12	Group Instruction/Workshop/Individual 1:1 as needed
File Management with Google Drive	Grade Levels K-12	Group Instruction/Workshop/Individual 1:1 as needed
Google Classroom	Grades Levels 3-12	Group Instruction/Workshop/Individual 1:1 as needed
iPads in the Classroom for Special Education	Grade Level K-12	Group Instruction/Workshop/Individual 1:1 as needed
Apps on the iPad & Chromebook	Grade Level K-12	Group Instruction/Workshop/Individual 1:1 as needed
Classlink Classroom Access	Grade Level K-3	Group Instruction/Workshop/Individual 1:1 as needed

- Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is delivering technology integration training and support for teachers. Does not include technical support.**

Title	Number of Current FTEs
Technology Integration	1.00
Curriculum Development	0.80
Curriculum Mentor	0.80
	2.60

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Technology Investment Plan

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G. Technology Investment Plan

1. Please list the top five planned instructional technology investments in priority order over the next three years. Infrastructure is considered an instructional technology investment.

	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1.	Wi-Fi	300,000	One Time	<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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Interactive Displays/Projectors/Whiteboards	90,000	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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
3.	Chromebooks	80,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
4.	Servers	50,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
5.	Professional Development	276,000	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 Material Aid <input type="checkbox"/> Instructional Resources Aid

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	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
				<input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
Totals:		796,000		

2. If "Other" was selected in question one, for items purchased or for a funding source, please specify.

(No Response)

Instructional Technology Plan - Annually - 2017Status of Technology Initiatives and Community Involvement

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H. Status of Technology Initiatives and Community Connectivity

1. **Please check any developments, since your last instructional technology plan, that affect the current status of the technology initiatives.**

- Changes in District Enrollment
- Changes in Staffing
- Changes in Funding
- Technology Plan Implementation
- Computer-based Testing
- Catastrophic Event
- Developments in Technology
- Changes in Legislation
- Other
- None

2. **In this section, please describe how the district plans to increase student and teacher access to technology, at home and in the community.**

Hornell City School District has previously purchased Classlink's LaunchPad as the primary cloud based instant access (single sign on) software program. This program allows students and teachers to access any website and school network files from anywhere, anytime in school, at home and in the community. Continual professional development support will be given to all teachers, staff and students on the use of LanuchPad during 2015-2018. The district has also opened a parent resource center to allow parents more access to resources they need to help their children be successful.

3. **Please check all locations where Internet service is available to students within the school district's geographical boundaries.**

- Home
- Community
- None

- 3a. **Please identify categories of available Internet locations within the community.**

Public Library, School Sports Fields, YMCA, Dunkin Donuts, Wegmans, Burger King, Applebees, Country Kitchen, Club 57, Marinos, as well as any buisness that utilizes Time Warner Cable any community member can get 1 free hour per day use even if they are not a Time Warner Customer.

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Instructional Technology Plan Implementation

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I. Instructional Technology Plan Implementation

1. Please provide the timeline and major milestones for the implementation of the technology plan as well as the action plan to integrate technology into curriculum and instruction to improve student learning.

Major Milestones	Key Objective	Target Date
Student Outcomes	Create the infrastructure (i.e., a committee or workgroup) to implement the curriculum development process	Dec. 2017
Staff Development	Provide appropriate and targeted technology training opportunities locally (i.e., in-district) and inform all staff of availability of training	Sept. 2017
Workstation Access	Recycle obsolete workstations and replace with new desktop workstations with the future in mind. Provide convenient workstation access for all appropriate staff	Aug 2018
Peripheral Access	To equip every instructional room with a projection device with audio capabilities	Aug 2017
Software & Data Access	Form a committee to assess the current status of software and data access, as well as to promote the optimization of such access	Oct 2017
Connectivity	Build and upgrade a solid data network foundation for the 21st century classroom	June 2018
Policies	All related documents reviewed by technology committee and administration. Updates submitted for board approval.	Aug 2018
Support	Administer and analyze the results of the needs assessment. Develop a strategic plan that addresses the instructional technology and technology needs to implement change	Oct 2018
Communication & Cooperation	Implement a communication plan to provide education and avenues for participation and support for the District Technology Plan	Oct 2017
Funding	Maximize local and non-local share funding. Review compliance with E-rate requirements. Create local support for technology budget from key stakeholders	Dec 2017
Implementation	Present the District Technology Plan to all stakeholders and update the progress and revisions annually	March 2018
Assessment	Form a committee comprised of administrators and staff members to assess the effectiveness of the technology plan	Oct 2018

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Monitoring and Evaluation

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J. Monitoring and Evaluation

- 1. Please describe the proposed strategies that the district will use to evaluate, at least twice a year, whether the district’s instructional technology plan is 1) meeting the vision and goals as outlined in the plan and 2) making a positive impact on teaching and learning in the district.**

The district will use the Assessing Educational Technology Plans Rubric developed and adopted by the Curriculum and Technology Committee. Each section of the technology plan will be scored either with a 3 (detailed design), 2 (basic design), 1 (general approach) or 0 (not included). A 0-39 scoring scale will be used to evaluate the effectiveness of the implementation plan.

- 2. Please fill in all information for the policies listed below.**

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	https://main.wnyric.org/policies/hornell.nsf/bf25ab0f47ba5dd785256499006b15a4/245e2141f3e3dbb185257ed20075555c/\$FILE/7315%20-%20Student%20Use%20of%20Computerized%20Information%20Resources%20(Acceptable%20Use%20Policy).pdf	2015
Internet Safety/Cyberbullying*	https://main.wnyric.org/policies/hornell.nsf/bf25ab0f47ba5dd785256499006b15a4/5faad3bd9c38fc2085257ed60052f718/\$FILE/7552%20-%20Bullying%20in%20the%20Schools.pdf	2015
Parents' Bill of Rights for Data Privacy and Security	http://www.hornellcityschools.com/uploadeddocs/HCSDParentBillOfRights.pdf	2014

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Survey Feedback

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K. Survey Feedback

Thank you for submitting your district's instructional technology plan (ITP) survey via the online collection tool. We appreciate the time and effort you have spent completing the ITP survey. Please answer the following questions to assist us in making ongoing improvements to the online survey tool.

1. **Was the survey clear and easy to use**

Yes

2. **Was the guidance document helpful?**

Yes

3. **What question(s) would you like to add to the survey? Why?**

(No Response)

4. **What question(s) would you omit from the survey? Why?**

(No Response)

5. **Other comments.**

(No Response)

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Appendices

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Appendices

1. **Upload additional documentation to support your submission**

(No Response)