

Instructional Technology Plan - Annually - 2016

LEA Information

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**A. LEA Information**

**1. 2014-2015 Student Enrollment**

	Total Enrollment	Pre-K Enrollment	K-2 Enrollment	3-5 Enrollment	6-8 Enrollment	9-12 Enrollment	Ungraded Enrollment
Student Enrollment	429	0	1	15	93	224	96

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

Mark Silverstein

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

Superintendent

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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.**

Our vision is to help our students become productive, successful, contributing citizens of the 21st Century.

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

The Hawthorne Cedar Knolls School District is a Special Act Public School District that currently serves approximately 450 special education students, between the ages of 7 through 21 years of age. Our students come to us from other school districts in the State and from the Department of Social Services in various counties.

Our technology program vision is to provide students with the skills necessary to meet their personal and educational goals so they can successfully re-enter their communities as self-sufficient as possible. The district must commit to support a technology program with adequate qualified personnel and up-to-date equipment in conjunction with proper computer-training classes, and appropriate integration of new technology into the class room where applicable, in order to serve the diverse learning needs and styles of our students

Many of our students have had sporadic schooling as a result of family, personal and or emotional problems. As a result, when they arrive here at Hawthorne these students are functioning mostly below their grade level for their age group.

Our Instructional technology goals are: Our students will become confident in using technology tools to access information, communicate, collaborate and effectively resolve problems in growing global market. Our students will be able to take advantage of a curriculum infused with technology to enable their learning using reading, writing, and mathematics program. Our students will be provided with a safe learning environment in which technology plays a vital part in the process of instruction.

**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 Program Design Committee, met during lunch throughout May and June 2015 with day long finalization meetings in August. The members of the committee included: building administrators, teachers, clinicians and aides throughout the district.

Technology Plan Development Meetings

Date	Purpose	Participants	Outcome
May 2015	Gather Input from Program Design Committee on Technology Needs	Building Administrators, Teachers, Clinicians, and Aides	Provided District Leadership with information on District Technology Needs in the process of developing the Instructional Technology Plan 2015-18
June 2015	Establish priorities for Instructional technology Investments	Superintendent, Business Official, Building Administrators, Teachers, Clinicians, and Aides	Evaluate and prepare a priority plan for investing in Instructional Technology with district funds and incoming potential SSBA.
August 2015	Adoption in Instructional technology software	Superintendent, Business Official, Building Administrators, Teachers, Clinicians, and Aides	Determine the Instructional Technology Software adoption for instruction in the classroom using technology.

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Instructional Technology Vision and Goals

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**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

**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.**

Budget for device gap: We don't have the funds to replace aging equipment  
Staffing: We don't have the funds to hire the necessary staff

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Instructional Technology & Infrastructure Inventory

**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?

Optimum

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 Mbps
Minimum Capacity	<ul style="list-style-type: none"> <li><input type="checkbox"/> Greater than 10 Gbps</li> <li><input type="checkbox"/> 10 Gbps</li> <li><input type="checkbox"/> 1 Gbps - &lt; 10Gbps</li> <li><input checked="" type="checkbox"/> 100 Mbps- &lt; 1 Gbps</li> <li><input type="checkbox"/> 50 Mbps - &lt; 100 Mbps</li> <li><input type="checkbox"/> 10 Mbps - &lt; 50 Mbps</li> <li><input type="checkbox"/> Less than 10 Mbps</li> </ul>
Maximum Capacity	<ul style="list-style-type: none"> <li><input type="checkbox"/> Greater than 10 Gbps</li> <li><input type="checkbox"/> 10 Gbps</li> <li><input type="checkbox"/> 1 Gbps - &lt; 10Gbps</li> <li><input checked="" type="checkbox"/> 100 Mbps- &lt; 1 Gbps</li> <li><input type="checkbox"/> 50 Mbps - &lt; 100 Mbps</li> <li><input type="checkbox"/> 10 Mbps - &lt; 50 Mbps</li> <li><input type="checkbox"/> Less than 10 Mbps</li> </ul>

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"> <li><input type="checkbox"/> Greater than 10 Gbps</li> <li><input type="checkbox"/> 10 Gbps</li> <li><input checked="" type="checkbox"/> 1 Gbps - &lt; 10Gbps</li> </ul>

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Instructional Technology & Infrastructure Inventory

	Please provide the speed at which classrooms are connected to building wiring/network closet.
	<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 Circuit Speed Within a School Building	<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

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	1	<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)	70	70
Laptops/Virtual Machine (VM)	170	170
Chromebooks	56	56
Tablets less than nine (9) inches with access to an external keyboard	7	7
Tablets nine (9) inches or greater with access to an external keyboard	0	0
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	0	0
<b>Totals:</b>	<b>303</b>	<b>303</b>

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Instructional Technology & Infrastructure Inventory

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)?

1

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.

The District will benefit with additional funding to provide adequate Professional Development for teachers and staff on the use of assistive technology provides to students with disabilities as mandated in their IEPs

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

	Number of devices in use
Document Cameras	0
Flat Panel Displays	0
Interactive Projectors	0
Interactive Whiteboards	0
Multi-function Printers	0
Projectors	0
Scanners	0
Other Peripherals	0
<b>Totals:</b>	<b>0</b>

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

n/a

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)?

No

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?

Not Applicable

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.

possible over load of wireless devices in some areas

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Software and IT Support

**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	No
Apple iOS 7 or greater	Yes
Chrome OS	Yes
Android	Yes
Other	Yes

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

Linux

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)	Yes
Other	No

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

n/a

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.

none used

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

KnowRe, Achieve 3000, Star, IXL, Read180

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

none used

8. Does the district have a Parent Portal?

Yes

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Software and IT Support

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**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).**

n/a

**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
technical support	2.00
	<b>2.00</b>



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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?**

Establish a Student Technology Curriculum that meets and exceeds Federal and New York State Learning Standards and requirements. Instructional Technology will allow for an efficient, effective and safe environment for learning. We plan to upgrade our current information technology fiber Network to provide for high speed internet access to enable the use of instructional materials and rich content delivery from the cloud.

Initiate programs that are geared towards academic achievement and technology awareness by providing equal access to state of the art hardware, software and digital content to all students and staff in the district.

Create a technology program that encourages the integration of technology resources and data system that supports eLearning, virtual schooling, and leadership development along with teacher training, curriculum development and student activities.

Create a collaborative environment for student and teachers to participate in project oriented activities in which technology is the main catalyst and academic progress is the goal.

Consistent and reliable access to Technology that will be used to expand learning and Communication

**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.**

HCK is a special act school district serving primarily SWD; therefore all of our technology is designed with all students in mind; i.e., universal design for learning. Our newest ELA program differentiates the same lesson by lexiles and can 'read' read to those with significant reading deficits

**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.**

HCK is a special act school district. All students are educated and provided with equitable access to curriculum materials. Attending the Assistive Technology needs of students with disabilities is a priority as mandated in their IEPs

**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).**

HCK is a special act school district. All students are educated and provided equitable access to curriculum materials. Attending the language needs of the students as mandated by their LEP.

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Professional Development

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**F. Professional Development**

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Professional Development

1. 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.

The Hawthorne Cedar Knolls School District’s teaching and support staff continually enhances their skills by completing several hours of staff development in the technology area. Staff is encouraged to participate in professional development workshops offered through our participation in Model Schools, courses offered at the LHRIC, and by colleges and universities in the region.

Date	Topic	Participants	Method of Delivery
2015-2016	Using Administrative Software to track and evaluate students’ progress	Teachers, Staff, Administrators	Workshop
2015-2016	Using Differentiated instructional Strategies	Teachers, Staff, Administrators	Workshop
2015-2016	Using multi-media, office productivity tools, database, online courses, and internet for instruction in the classroom	Teachers, Staff, Administrators	Workshop
2016-2017	Using Administrative Software to track and evaluate students’ progress	Teachers, Staff, Administrators	Workshop
2016-2017	Using Differentiated instructional Strategies	Teachers, Staff, Administrators	Workshop
2016-2017	Using multi-media, office productivity tools, database, online courses, and internet for instruction in the classroom	Teachers, Staff, Administrators	Workshop
2017-2018	Using Administrative Software to track and evaluate students’ progress	Teachers, Staff, Administrators	Workshop
2017-2018	Using Differentiated instructional Strategies	Teachers, Staff, Administrators	Workshop
2017-2018	Using multi-media, office productivity tools, database, online courses, and internet for instruction in the classroom	Teachers, Staff, Administrators	Workshop
2015-2018	Multiple offering via our subscription to Model Schools at LHRIC	Teachers, Staff, Administrators	Workshops

In-house training sessions are offered by the district on an ongoing basis. Annually these classes are reviewed for relevance and effectiveness relating to the technology plan and the district curriculum.

Staff will engage in best practices in student use of the Internet. They will select research which support the district curriculum and are appropriate for students. A district web site, along with guided access to the internet, coupled with supervision and safety controls, allows our students monitored access so that the needs of their diverse learning styles are met.

The District’s technology initiative will also help to increase productivity and support total data collection integration for state and local and state

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Professional Development

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reporting.

2. 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
application support	0.50
	<b>0.50</b>

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Technology Investment Plan

**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.	Staffing	500,000	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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Desktops	140,000	One Time	<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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
3.	Servers	60,000	One Time	<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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
4.	Instructional Software	114,000	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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
5.	Office/Productivity Software	33,000	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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act

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Technology Investment Plan

	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
				<input type="checkbox"/> Other
<b>Totals:</b>		<b>847,000</b>		

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

n/a

**Instructional Technology Plan - Annually - 2016**

Status 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.**

We are encouraging teachers to sign out laptops and chromebooks to take home overnight and on weekends allowing them to create content and apply self-directed professional development via online resources.

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.**

n/a

**Instructional Technology Plan - Annually - 2016**

Instructional Technology Plan Implementation

**I. Instructional Technology Plan Implementation**

- 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.**

At the end of September 2015, 155 laptops were distributed between the four district schools to support the new ELA, math and science initiatives. Laptop carts for these are backordered but will be distributed as soon as they arrive. Earphones were ordered for each student. The initial training on the technology (Achieve3000, eScience3000, IXL and KnowRe ) was held on August 30 and September 1, 2015. Follow-up training was held on Achieve3000 on September 4, 2015 and will be held again in October 2015 and quarterly thereafter. KnowRe and IXL support is available online via webinar.

TIMEFRAME	MILESTONE	Action Plan	Outcomes
SCHOOL YEAR 2015-2016 2016-2017	Server Upgrade	Procure Server hardware and software	Upgrade/replace aging server hardware and software
SCHOOL YEAR 2016-2017 2017-2018	Computing Devices for Instruction and Assessment	Procure workstation and mobile devices for instruction and assessments districtwide.	Upgrade/replace aging workstations and mobile computing devices
SCHOOL YEAR 2015-2016 2016-2017 2017-2018	Provide Professional Development to ensure proper use of devices and infrastructure of technology for instructional purposes	Procure Professional Development to ensure using the "train the trainer" model that multiple opportunities for learning and applying knowledge of new acquire technology for instruction is available at every school building districtwide with a focus on empowering teacher use of classroom and Google Apps for Education.	A greater use and knowledge of technology by staff
SCHOOL YEAR 2017-2018	Sustainability Plan	Review and Prioritize areas of improvement in our Technology Plan to ensure sustainability of the investment in technology for instruction and ongoing professional development.	
SCHOOL YEAR 2017-2018	Sustainability Plan	Review and Prioritize replacement plans for investment in technology for instruction regarding: Desktops, Interactive Whiteboards, Instructional Software, mobile devices	



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Monitoring and Evaluation

**J. Monitoring and Evaluation**

- 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.**

Each of the four technology programs collects growth data on student outcome. Teachers are closely monitoring the students expected growth based upon grade level and time on task. Each student is expected to spend at least 40 minutes her week on the ELA program Achieve3000 and 40 minutes per week on a math program IXL or KnowRe. The building administrators will closely monitor the teachers and student use. Central office meet twice monthly as a group and part of this meeting is to go over student outcomes.

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	<a href="https://echalk-slate-prod.s3.amazonaws.com/private/districts/394/site/fileLinks/9cccf85f-ad6c-4ec9-b00f-bc14ac41b22d?AWSAccessKeyId=AKIAIZQPKIVDQVS7TUJA&amp;Expires=1471291083&amp;response-content-disposition=%3Bfilename%3D%22HCKS%2520Policy%2520Manual.pdf%22&amp;response-content-type=application%2Fpdf&amp;Signature=9UJ6JYaS8NjkQpzD%2FOcBXoeaV1o%3D">https://echalk-slate-prod.s3.amazonaws.com/private/districts/394/site/fileLinks/9cccf85f-ad6c-4ec9-b00f-bc14ac41b22d?AWSAccessKeyId=AKIAIZQPKIVDQVS7TUJA&amp;Expires=1471291083&amp;response-content-disposition=%3Bfilename%3D%22HCKS%2520Policy%2520Manual.pdf%22&amp;response-content-type=application%2Fpdf&amp;Signature=9UJ6JYaS8NjkQpzD%2FOcBXoeaV1o%3D</a>	2013
Internet Safety/Cyberbullying*	<a href="https://echalk-slate-prod.s3.amazonaws.com/private/districts/394/site/fileLinks/9cccf85f-ad6c-4ec9-b00f-bc14ac41b22d?AWSAccessKeyId=AKIAIZQPKIVDQVS7TUJA&amp;Expires=1471291083&amp;response-content-disposition=%3Bfilename%3D%22HCKS%2520Policy%2520Manual.pdf%22&amp;response-content-type=application%2Fpdf&amp;Signature=9UJ6JYaS8NjkQpzD%2FOcBXoeaV1o%3D">https://echalk-slate-prod.s3.amazonaws.com/private/districts/394/site/fileLinks/9cccf85f-ad6c-4ec9-b00f-bc14ac41b22d?AWSAccessKeyId=AKIAIZQPKIVDQVS7TUJA&amp;Expires=1471291083&amp;response-content-disposition=%3Bfilename%3D%22HCKS%2520Policy%2520Manual.pdf%22&amp;response-content-type=application%2Fpdf&amp;Signature=9UJ6JYaS8NjkQpzD%2FOcBXoeaV1o%3D</a>	2013
Parents' Bill of Rights for Data Privacy and Security	<a href="https://echalk-slate-prod.s3.amazonaws.com/private/districts/394/site/fileLinks/9cccf85f-ad6c-4ec9-b00f-bc14ac41b22d?AWSAccessKeyId=AKIAIZQPKIVDQVS7TUJA&amp;Expires=1471291083&amp;response-content-disposition=%3Bfilename%3D%22HCKS%2520Policy%2520Manual.pdf%22&amp;response-content-type=application%2Fpdf&amp;Signature=9UJ6JYaS8NjkQpzD%2FOcBXoeaV1o%3D">https://echalk-slate-prod.s3.amazonaws.com/private/districts/394/site/fileLinks/9cccf85f-ad6c-4ec9-b00f-bc14ac41b22d?AWSAccessKeyId=AKIAIZQPKIVDQVS7TUJA&amp;Expires=1471291083&amp;response-content-disposition=%3Bfilename%3D%22HCKS%2520Policy%2520Manual.pdf%22&amp;response-content-type=application%2Fpdf&amp;Signature=9UJ6JYaS8NjkQpzD%2FOcBXoeaV1o%3D</a>	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)