

**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	3,884	0	797	910	979	1,174	24

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

Rita Melikian

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

Director of Technology

## Instructional Technology Plan - Annually - 2016

### Instructional Technology Vision and Goals

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#### B. Instructional Technology Vision and Goals

##### 1. Please provide the district mission statement.

The Garden City School District seeks to create an environment for learning which enables each student the opportunity to grow as an individual as well as a group member while striving to achieve the optimal level of academic, social and personal success. Students will thrive in a learning environment that is developmentally appropriate, individualized and challenging. Our goal and responsibility is to help each student develop an enthusiasm for learning, a respect for self and others, and the skills to become a creative independent thinker and problem solver.

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

###### The Technology Plan Summary

The Garden City Technology Plan is a comprehensive three-year plan designed to contribute to the district educational mission and goals. The Plan is considered a work in progress that needs to be reevaluated and updated as technology evolves. While our mission and goals remain much more constant, the tools we use to achieve them change at a very rapid rate. Therefore, we need to review and modify the plan continuously.

The plan describes the instructional, administrative, curricular, staff development, financial, telecommunications, technical, and support infrastructure necessary for implementing the goals. The conceptual framework, lays the foundation for the ways in which students and staff will utilize technology. Through collaborative efforts among teachers, administrators, parents and community members, the following issues will be addressed and updated on an ongoing basis:

- Curriculum review by each subject area to determine how technology can enhance, improve, support, and extend teaching and learning in that area
- Evaluation of the curriculum and technology integration programs in classrooms
- Adequacy of technical support and training and recommendations for improvement
- Adequacy of professional development and ways of improving its quality and delivery
- Adequacy of the operational budget
- Adequacy of telecommunications services
- Network status and traffic analysis
- Recommended hardware, software and network standards as well as hardware useful life-cycle
- Assessment of the implementation of the technology plan

###### A Curricular Vision

The vision of technology implementation presented in this plan strives for the integration and use of technological and communications tools throughout the curriculum. Through this integration, students use technology to enhance their learning, improve their knowledge and understanding across all areas of study and develop useful technological skills, which they will carry with them for life.

###### Instructional Goals and Objectives:

- Implement educational technologies in the classroom that enhance the teaching and learning process and expand the skills, capabilities, and knowledge of all students and teachers.
- Provide equitable access to computer technology and equitable participation for all students while addressing their individual learning styles.
- Ensure that all Garden City graduates are literate in the use of technology and know how to use it effectively to access data; inquire, analyze and synthesize data; and communicate and express ideas.
- Continue emphasizing using technology responsibly, ethically and safely.
- Provide the basis for authentic learning opportunities allowing students to be active participants in their learning process while accommodating different learning styles and needs.
- Support curriculum relative to the New York State Learning Standards and the National Educational Technology Standards
- Promote interdisciplinary teaching and learning using technology as a catalyst
- Utilize multiple means of assessments (i.e. alternative assessments, electronic portfolios and authentic assessments)
- Develop and refine technology-based skills throughout all grade levels.
- Use technology to improve curriculum-specific critical thinking, problem-solving, and decision-making skills.
- Increase student productivity and achievement while allowing teachers more individualized instruction time.

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Instructional Technology Vision and Goals

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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 technology plan was developed through a collaborative process that included faculty, staff, administrators, students, parents and other community members. The technology advisory committee meets 3 to 4 four times annually to review the existing technology plan and make recommendations and modifications based on current curriculum, staff development, infrastructure, and technical support needs.

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.**

Technology expenditure is a constant factor. Creating and maintaining a robust and secure technical infrastructure that can support all users - staff and students - is costly. Keeping all hardware and software systems and devices up todate with proper support staff is a challenge.

# Instructional Technology Plan - Annually - 2016

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?

Nassau Boces

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

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Instructional Technology & Infrastructure Inventory

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	Please provide the speed at which classrooms are connected to building wiring/network closet.
Minimum 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
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?

10

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?

90

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?

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Instructional Technology & Infrastructure Inventory

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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?
Desktop computers/Virtual Machine (VM)	1,200	1,200
Laptops/Virtual Machine (VM)	200	200
Chromebooks	1,300	1,300
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	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	600	600
<b>Totals:</b>	3,300.00	3,300.00

**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)?**

90

**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.**

Technical and technology integration support are two key factors in successful use of technology for teaching and learning. Also, 1:1 access to more devices and access to a wider array of online applications can assist all students and faculty - including students with disabilities- in their technology use.

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

	Number of devices in use
Document Cameras	100
Flat Panel Displays	1,200
Interactive Projectors	0
Interactive Whiteboards	300
Multi-function Printers	30
Projectors	300
Scanners	50
Other Peripherals	0
<b>Totals:</b>	1,980.00

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

(No Response)

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

Yes

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Instructional Technology & Infrastructure Inventory

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**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

Instructional Technology Plan - Annually - 2016

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	Yes
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	No
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	Yes
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."**

(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.**

none

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

Microsoft office, Learning A-Z, Science A-Z, Adobe Suite, Smart Notebook, Brain pop, Discovery Education, Castle Learning, Nearpod, Peardeck, Mobymax, Scantec, PLTW, Turnitin, SANS world Language, Automated Accounting, Achieve 3000, Google Classroom



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Software and IT Support

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

Gale, Ebsco, Infobase, Worldbook, ABC-Clío, Grolier online

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).

(No Response)

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
Director Technology	1.00
Manager of IT	1.00
IT Specialist	4.00
Technology Integration Specialist	1.00
Technology Aide	1.00
	<b>8.00</b>

## Instructional Technology Plan - Annually - 2016

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?

It is believed that integration of technology in the classroom activities has increased student interest and motivation to learn in most areas of study. In fact, research has shown that using computers for instruction enhances students' interest in and attitudes toward schoolwork and raises self-esteem. This is especially true for those students who struggle in the traditional classroom.

Technology encourages hands-on learning and facilitates greater participation and exploration in all areas of instruction. The incorporation of information processing goals across curricular areas has taken students beyond rote recall and memorization and into engaged, project-based learning.

Students participate in WebQuest projects in a variety of subjects. They research various topics using the Internet, solve relevant problems and create their own meaning through completing a WebQuest. Teachers have reported that students who participate in WebQuests are more motivated and learn and retain the concepts and material far better. Teachers help students create podcasts and Wikis to add a different dimension to student learning activities. In short, technology integrated into the curriculum has facilitated more opportunities for true learning and understanding on the part of students.

#### 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.

Our district uses Universal Design for Learning principles to provide students with multiple means of representation, action and expression, and engagement; our IT department provides an extensive variety of mobile and desktop devices and instructional software to support various learning styles among students and faculty throughout the district. We also provide Assistive Technology for those students who still face barriers accessing the curriculum. The district has a full-time Special Education Assistive Technology Specialist who provides training and support to students, teachers, administrators and parents. We use the well-established SETT Framework by Joy Zabala to consider Assistive Technology for students. This is a clearly defined process that entails carefully examining a student's strengths and weaknesses, the environment(s) the student is working in, the tasks the students is expected to complete, and the technology tools that can best support that student in achieving those tasks. When considering Assistive Technology, the district uses an Assistive Technology Consult and Assessment model to assist individual teachers and instructional teams, district-wide, in determining if and what assistive technology devices, services and /or Accessible Educational Materials can be trialed to address a student's needs. A trial is then set up and data is collected. If the data collected shows the trial(s) to be successful, that particular Assistive Technology is added to a student's Individualized Education Program or Section 504 Plan. Students also receive assistive technology as a testing accommodation on class assessments, state assessments, AP exams, and the SAT and ACT exams.

#### 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.

The district has a full time Special Education Assistive Technology Specialist who works closely with the Pupil Personnel and IT departments to ensure that students who have difficulty accessing the general curriculum receive the appropriate Assistive Technology device and /or services. The school district provides a range of assistive technology devices for students in both general and special education classrooms in district and for some students placed out of district. The Special Education Assistive Technology Specialist certifies students with print disabilities and ensures that they receive their Accessible Educational Materials in a timely manner. The district is a member of both Bookshare and Learning Ally accessible libraries.

#### 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).

English language learners have access to iPads and/or chrome books in their classroom. Teachers use a variety of appropriate software for their students and make extensive use of smart boards in their instruction.

**Instructional Technology Plan - Annually - 2016**

Professional Development

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**F. 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.**

Google Tools for Education - all teachers, summer in-service and ongoing throughout the school year  
 Using iPads for teaching and Learning - all teachers, summer in-service and ongoing throughout the school year  
 Using Learning A-Z tools - all teachers, ongoing professional development  
 Using all district software resources to enhance teaching and learning - all teachers, ongoing professional development

- 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
Integration Specialist	1.00
	<b>1.00</b>

**Instructional Technology Plan - Annually - 2016**

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.**

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Technology Investment Plan

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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
1	Chromebooks	220,000	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.	Staffing	170,000	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.	Broadband	150,000	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
4.	Other	326,000	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
5.	Network Cabling	400,000	Annual	<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
<b>Totals:</b>		1,266,000.00		

**Instructional Technology Plan - Annually - 2016**

Technology Investment Plan

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

Firewall, Uninterrupted Power Supply, Smart Data Center Cabinets

# 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 implementing a three-year phase in plan to provide one device to every student. Through financing we are purchasing additonal devices for the next three years. This requires an increase in staffing for technology integration specialist as well as support staff.

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.

library and local businesses

## **Instructional Technology Plan - Annually - 2016**

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.**

- Purchase of personal devices for 1:1 Initiative starting with 2015-2016 school year and completing at 2018-2019. There will be a 4-year cycle of refreshing devices.
- Increase the internet access bandwidth for the 2015-2016 school year to 350 Mb and reach 1 Gig by 2018-2019 year.
- Increase staffing for the technology integration specialist position to provide more just-in-time and as needed professional development by 2017-2018.
- Increase staffing for supporting all the personal devices by 2018-2019.



# Instructional Technology Plan - Annually - 2016

## Monitoring and Evaluation

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### 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.**

Survey staff and students about their use and experience with the technology. Questions will include: quality of service, quality of support, quality of devices and applications used. Ask teachers and students to reflect on how the daily use of technology has changed their teaching and learning. Additionally, have students and teachers describe the benefits and the roadblocks to effective use of technology in the classroom. What we should do differently and which practice we should expand. Devise an actionable plan based on the feedback.

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	<a href="http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=2649850542&amp;depth=2&amp;djump=%27%27&amp;infobase=garden_city.nfo&amp;softpage=PL_frame">http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=2649850542&amp;depth=2&amp;djump=%27%27&amp;infobase=garden_city.nfo&amp;softpage=PL_frame</a>	2014
Internet Safety/Cyberbullying*	<a href="http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=2649850542&amp;depth=2&amp;djump=%27%27&amp;infobase=garden_city.nfo&amp;softpage=PL_frame">http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=2649850542&amp;depth=2&amp;djump=%27%27&amp;infobase=garden_city.nfo&amp;softpage=PL_frame</a>	2014
Parents' Bill of Rights for Data Privacy and Security	<a href="http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=2649850542&amp;depth=2&amp;djump=%27%27&amp;infobase=garden_city.nfo&amp;softpage=PL_frame">http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=2649850542&amp;depth=2&amp;djump=%27%27&amp;infobase=garden_city.nfo&amp;softpage=PL_frame</a>	2014

**Instructional Technology Plan - Annually - 2016**

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)

**Instructional Technology Plan - Annually - 2016**

Appendices

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**Appendices**

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

(No Response)