2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 06/29/2022

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

Lisa Mitchell

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

Chief Information Officer

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email

edtech@nysed.gov.

Page Last Modified: 06/29/2022

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

Incorporating technology as a learning tool into the curriculum, helps meet the student's individual needs, promotes creative problem solvers, collaborative workers and effective communicators. By fostering a safe, caring and cooperative environment, students continue to be socially responsible citizens. It is the stakeholders of Harrisville Central School's mission to provide the students, as well as the community, with continuing education and the skills necessary to succeed in a rapidly changing society.

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

The integration of technology into all areas of the K-12 curriculum is imperative to improve student performance in our dynamic global society. Students use computer technology to reinforce reading, writing, mathematics and computer skills throughout K-12. Harrisville Central Schools students will gain lifelong competence for accessing information and reaching rigorous content, thus helping students build communication, critical thinking and problem solving skills.

3. **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.**

Over the course of the last calendar year, we have engaged in meetings and conversations between all stakeholders. District leaders, building administrators, teachers, students, BOE members, community members, and BOCES employees are all part of this group. These discussions were aimed to solicit feedback and suggestions on our technological needs. This data was used to develop our technology plan.

4. **How does the district's Instructional Technology Plan build upon, continue the work of, and improve upon the previous three-year plan?**

The Harrisville Central School districts Instructional Technology Plan continues to build upon the previous three-year plan in several ways.

Goal 1- : The district will continue to offer digital literacy and citizenship instruction from elementay through middle school. These standards will be carried on throughout their middle highschool years.

Goal 2- The district will continue its research and implementation of culturally and linguistically appropriate technology enhanced learning environments to determine the best options for promoting a diverse learning experience for our students with disablities, possible enrollment of ELL and multi cultural learners.

Goal 3 - The district will continue to update our technology on a rotating life cycle replacemnt plan. Currently we have a data base of devices with their end of life date. As this approaches we remove those devices from cirrculation to ensure data privacy and saafety, The district will also continue to meet regularly with the tech committee to discuss and evaluate the need for new software and hardware as the teachers and student needs are ever changing as well as the privacy laws to protect PII.

Goal 4 - We will expand on our digital literacy goals by creating a curriculum map for the NYS Computer Science and Digital Fluency standards. Teachers will work closely with thne curriculmn coordinator to ensure that they are teaching students to recognize the rights, responsibilities and opportunities of living, learning and working in an digital world. We will teach the 5 key concept areas of Impacts of Computing, Computational Thinking, Networks and System Design, Cybersecurity, and Digital Literacy to ensure that our school community will act and model in ways that are safe, legal and ethical.

Page Last Modified: 06/29/2022

5.   **How does the district Instructional Technology Plan reflect experiences during the COVID pandemic?**

From the start of the COVID-19 pandemic both staff and students were placed in an unprecedented situation. They were forced to use and improve upon skills that they were just learning. Our district Technology Plan reflects upon these experiences by providing continuous onsite and virtual support for our staff to continue to strengthen the ongoing, ever changing world of technology.

6.   **Is your district currently fully 1:1?**

Yes

7.   **Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.**

The professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology goal is in allingment with our District Professional Development Plan. It is the districts policy that all administrators, teachers, teaching assistants, paraprofessionals, and students shall be offered and supplied with professional development. Ongoing instructional technology staff development opportunities are evaluated and pushed out to staff to ensure the current and future needs of all users are met with efficient, sustainable systems for teaching, learning and support. Needs assessments, including technology surveys, in-person follow-ups, and ongoing opportunities for feedback, will be used to monitor the educational technology needs of the students and staff. The Superintendent, building principles, curriculim coordinator and the appropriate administrative staff, and/or teachers, will arrange for targeted, needs-based, and personalized professional development opportunities to ensure the current and future needs of all students and staff are met with efficient, sustainable systems for teaching, learning and support. An annual review will be conducted by the Professional Development Planning Team to discuss the evaluation data and any changes that need to be made to this plan, and will be updated is needed.

Staff will get professional development in the following areas:

• Compulsory trainings

• Superintendent's Day Conferences

• Faculty Meeting

• Collaborative Grade-level Meetings to help teachers better scaffold learning and discuss best practices as well as brain storm.

• Curriculum Development work with a curriculmn coordinator.

• In-House workshops offered by BOCES personnel pertaining to use of newly added technonlogy

• Out-of-District workshops offered through the local BOCES. Some of this training will be how to better incorporate new technology into there lessons. This will provide the studetns with a more interactive learning experience.

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

Page Last Modified: 06/17/2022

Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.

The district has met this goal:

Fully

2. Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.

The district has met this goal:

Significantly

3. Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.

The district has met this goal:

Significantly

4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

The district has met this goal:

Significantly

5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.

The district has met this goal:

Fully

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

Page Last Modified: 06/29/2022

1. **Enter Goal 1 below:**

   Empower students to ethically use a variety of technological tools to broaden their perspectives and enrich their learning.

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

   Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

3. **Target Student Population(s). Check all that apply.**

☑ All students	☐ Economically disadvantaged students
☐ Early Learning (Pre-K -3)	☐ Students between the ages of 18-21
☐ Elementary/intermediate	☐ Students who are targeted for dropout
☐ Middle School	prevention or credit recovery programs
☐ High School	☐ Students who do not have adequate access to
☐ Students with Disabilities	computing devices and/or high-speed internet at
☐ English Language Learners	their places of residence
☐ Students who are migratory or seasonal	☐ Students who do not have internet access at
farmworkers, or children of such workers	their place of residence
☐ Students experiencing homelessness and/or	☐ Students in foster care
housing insecurity	☐ Students in juvenile justice system settings
	☐ Vulnerable populations/vulnerable students
	☐ Other (please identify in Question 3a, below)

4. **Additional Target Population(s). Check all that apply.**

   ☑ Teachers/Teacher Aides
   ☑ Administrators
   ☑ Parents/Guardians/Families/School Community
   ☑ Technology Integration Specialists
   ☐ Other

5. **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

   Instuctional technology goals will be measured and evaluated through teacher/student/parent surveys.

6. **List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Curriculum	We will ensure all of our students are equipped with digital literacy skills by utilizing the Digital Literacy and Citizenship curriculum from Common Sense Media	Classroom Teacher	N/A	06/30/2025	0
Action Step 2	Evaluation	Tests provided at the end of each lesson will ensure that students understand the concepts.	Classroom Teacher	N/A	06/30/2025	0
Action Step 3	N/A	N/A	N/A	N/A	06/30/2025	0
Action Step 4	N/A	N/A	N/A	N/A	06/30/2025	0

7.   **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	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(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)
Action Step 7	(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)

Page Last Modified: 06/29/2022

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

Page Last Modified: 06/29/2022

1.   **Enter Goal 2 below:**

Provide culturally and linguistically appropriate, technology-enhanced learning environments. As a result, encouraging a student-centered community of learners.

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

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

3.   **Target Student Population(s). Check all that apply.**

☑ All students	☐ Economically disadvantaged students
☐ Early Learning (Pre-K -3)	☐ Students between the ages of 18-21
☐ Elementary/intermediate	☐ Students who are targeted for dropout
☐ Middle School	prevention or credit recovery programs
☐ High School	☐ Students who do not have adequate access to
☐ Students with Disabilities	computing devices and/or high-speed internet at
☐ English Language Learners	their places of residence
☐ Students who are migratory or seasonal	☐ Students who do not have internet access at
farmworkers, or children of such workers	their place of residence
☐ Students experiencing homelessness and/or	☐ Students in foster care
housing insecurity	☐ Students in juvenile justice system settings
	☐ Vulnerable populations/vulnerable students
	☐ Other (please identify in Question 3a, below)

4.   **Additional Target Population(s). Check all that apply.**

☑ Teachers/Teacher Aides

☑ Administrators

☑ Parents/Guardians/Families/School Community

☐ Technology Integration Specialists

☐ Other

5.   **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

All outdated SMART boards will be replaced with new ViewSonic boards to enhance student engagement. Teaching staff will be provided with training on how to best utilize all features of the new technology. Teachers will met with the curriculum coordinator and technology aide to incorporate the new viewsonic board and all of the features into their classroom teaching. Teachers and students will evaluate the new technology through surveys where they are provided the opportunity to expression their opinions and/or concerns.

6.   **List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three,**

Page Last Modified: 06/29/2022

four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	We will replace outdated SMART boards with new viewsonic boards to enhance student engagement	Superintendent	N/A	06/30/2025	52,000
Action Step 2	Professional Development	Staff will be provided with training how to best utilize all features of the new technology	Curriculum and Instruction Leader	N/A	06/30/2025	0
Action Step 3	Planning	Teachers will met with curriculum coordinator and technology aide to incorporate the new viewsonic board and all of the features into their classroom teaching	Curriculum and Instruction Leader	N/A	06/30/2025	0
Action Step 4	N/A	N/A	N/A	N/A	06/30/2025	0

7. **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	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(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)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

Page Last Modified: 06/29/2022

1.   **Enter Goal 3 below:**

Create enhanced learning Environments that promote equitable, student driven, collaborative learning

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

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

3.   **Target Student Population(s). Check all that apply.**

☑ All students	☐ Economically disadvantaged students
☐ Early Learning (Pre-K -3)	☐ Students between the ages of 18-21
☐ Elementary/intermediate	☐ Students who are targeted for dropout
☐ Middle School	prevention or credit recovery programs
☐ High School	☐ Students who do not have adequate access to
☐ Students with Disabilities	computing devices and/or high-speed internet at
☐ English Language Learners	their places of residence
☐ Students who are migratory or seasonal	☐ Students who do not have internet access at
farmworkers, or children of such workers	their place of residence
☐ Students experiencing homelessness and/or	☐ Students in foster care
housing insecurity	☐ Students in juvenile justice system settings
	☐ Vulnerable populations/vulnerable students
	☐ Other (please identify in Question 3a, below)

4.   **Additional Target Population(s). Check all that apply.**

☐ Teachers/Teacher Aides

☐ Administrators

☐ Parents/Guardians/Families/School Community

☐ Technology Integration Specialists

☐ Other

5.   **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

Data will be collected from teacher/student/parent surveys. Assessment data, as well as teacher and student feedback will be used to evaluate and determine the effectiveness of student learning.

6.   **List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	The Technology Committee will meet to evaluate and make recommendations to the superintendent for the purchase of software and hardware	Director of Technology	N/A	06/30/2025	0
Action Step 2	Budgeting	The District will budget for a life-cycle replacement plan for all hardware, software and physical components of the enhanced learning environments.	Superintendent	N/A	06/30/2025	450,000
Action Step 3	Data Privacy	Software will be evaluated prior to purchase to make sure it complies with Ed Law 2d	Director of Technology	N/A	06/30/2025	0
Action Step 4	N/A	N/A	N/A	N/A	06/30/2025	0

7. **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	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(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)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8.   **Would you like to list a fourth goal?**

     Yes

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email

edtech@nysed.gov.

Page Last Modified: 06/29/2022

1. **Enter Goal 4 below:**

Curriculum Mapping the Computer Science and Digital Fluency Standards

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

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

3. **Target Student Population(s). Check all that apply.**

☑ All students	☐ Economically disadvantaged students
☐ Early Learning (Pre-K -3)	☐ Students between the ages of 18-21
☐ Elementary/intermediate	☐ Students who are targeted for dropout
☐ Middle School	prevention or credit recovery programs
☐ High School	☐ Students who do not have adequate access to
☐ Students with Disabilities	computing devices and/or high-speed internet at
☐ English Language Learners	their places of residence
☐ Students who are migratory or seasonal	☐ Students who do not have internet access at
farmworkers, or children of such workers	their place of residence
☐ Students experiencing homelessness and/or	☐ Students in foster care
housing insecurity	☐ Students in juvenile justice system settings
	☐ Vulnerable populations/vulnerable students
	☐ Other (please identify in Question 3a, below)

4. **Additional Target Population(s). Check all that apply.**

☑ Teachers/Teacher Aides

☑ Administrators

☑ Parents/Guardians/Families/School Community

☑ Technology Integration Specialists

☐ Other

5. **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

Data will be collected from teachers and students to evaluate the lessons taught at their grade-level. Assessment data, along with teacher and student feedback will be used to evaluate the effectiveness of the learning.

6. **List the action steps that correspond to Goal #4 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Curriculum	Create a comprehensive PreK12 Computer Science and Digital Fluency curriculum map. Each grade level will be responsible for incorporating their grade level standards into existing content or developing new curriculum as needed	Classroom Teacher	N/A	06/30/2025	0
Action Step 2	Professional Development	Provide teachers with training on how to follow the scope and sequence and how to access and utilize the resources available to them.	Curriculum and Instruction Leader	N/A	06/30/2025	5000
Action Step 3	Implementation	Create a timeline for implementation of the curriculum and determine content alignment and responsibilities for each teacher. Ensure teacher certification requirements are met.	Building Principal	N/A	06/30/2025	0
Action Step 4	Evaluation	Evaluate the program. Provide teachers and students with forms to evaluate the lessons taught	Building Principal	N/A	06/30/2025	0

7.   **This question is optional.**

      If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(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)
Action Step 7	(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)

8.   **Would you like to list a fifth goal?**

No

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

Page Last Modified: 06/29/2022

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

   Instructional technology allows classroom insrtuction to become more student-centered. All students, including students with disabilities, will have the ability to learn lifelong skills, giving them access to information as well as to reach rigorous content inside and outside the classroom. The use of technology allows for increased parental involvement with student learning and classroom assignments, which will foster better relationships between school and home and produce a community of learners. This is an important factor for learning. Instructional technology facilitates inquiry based projects that help students build communication skills, critical thinking, and problem solving.

2. Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.

   Harrisville Central School will continue to strive to ensure that 100% of our students have equitable access to devices and internet access, regardless of economic status or geographic location.
   • All students and staff will be provided with a device that will allow them to connect to curriculum content.
   • Students who are unable to complete learning activities, including video streaming and assignment upload, without interruptions caused by a slow or poor internet performance are provided with the opportunity to utilize alternative internet services provided by our district. (Kajeet, hotspot etc.)
   • Students, teachers, and staff members have access to a robust internet connection while on campus.

3. **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 education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.**

   Instruction using technology is differentiated at Harrisville Central School to support the individualized learning needs of students with disabilities in the following ways.
   • Every student is provided with a device and assistive technology that takes into account their specific learning and physical needs. • Student learning platforms, such as Google classroom, iReady and Seesaw, are being used to push out differentiated learning activities so that every learner has access to their own learning activities.
   • Accessibility software, such as Kami, CoWriter, Proloquo2go and Chrome's built-in accessibility tools are being utilized independently by students to address their individualized learning needs.
   • Adaptive remediation software, including iReady, but mnot limited to, is used with all k-8 students as well as high school special education students.
   • In the case of students with movement or walking disabilities they are no longer required to walk to the board at the front of the classroom. The instructor can designate their chromebook for casting to the interactive display.
   • The interactive touch panels allow students with learning disabilities to peer review, collaborate, and visually participate in learning activities with immediate feedback and no embarrassment or ostracization that can occur in a traditional learning environment.
     • Students with disabilities are provided with touch screen chormebooks that offers intuitive functionality and ease-of-use that can assist students who may not be able to use a traditional mouse and keyboard

Page Last Modified: 06/29/2022

4. **How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a 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 4a, below)

5. **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 student language and content learning through the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

☑ 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 as a way 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 5a, below)

V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

6. **How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

☐ 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 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 6a, below)

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

         We do not currently have any students enrolled in our district that are ELL students

7. The district's Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

    No

V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

8. **Please select the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

☐ Technology to support writers in the elementary classroom

☐ Technology to support writers in the secondary classroom

☐ Research, writing and technology in a digital world

☐ Writing and technology workshop for teachers

☐ Enhancing children's vocabulary development with technology

☐ Writer's workshop in the Bilingual classroom

☐ Reading strategies for English Language Learners

☐ Moving from learning letters to learning to read

☐ The power of technology to support language acquisition

☐ Using technology to differentiate instruction in the language classroom

☐ 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

☐ Web authoring tools

☐ Helping students connect with the world

☐ The interactive whiteboard and language learning

☐ Use camera for documentation

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

8a. **If 'Other' was selected in Question 8 above, please explain here.**

We do not currently have any students enrolled in our district that are ELL students

Page Last Modified: 06/29/2022

9. **How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

☑ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☐ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☑ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☑ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☑ Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.

☑ Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and

☑ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☑ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☑ Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.

☑ Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.

☑ Class lesson plans, materials, and assignment instructions are available to students and families for

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

☑ Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.

☐ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☐ Provide online mentoring programs.

☑ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☐ Offer a technology/support hotline during flexible hours.

☐ Make sure technology/support is offered in multiple languages.

☐ Other (Please identify in Question 9a, below)

V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

<table>
<tr>
<td>clarify enrollment instructions.

☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.</td>
<td>☑ 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.</td>
</tr>
</table>

10. **How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

☑ a) 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.

☑ b) The district uses instructional technology to facilitate classroom projects that involve the community.

☑ c) 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.

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

☑ e) 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.

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

☐ g) Other (please identify in Question 10a, below)

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

Page Last Modified: 06/30/2022

1. **Staff Plan**

   Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

	Full-time Equivalent (FTE)
District Technology Leadership	0.00
Instructional Support	1.00
Technical Support	1.00
Totals:	**2.00**

2. **Investment Plan**

   Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

   Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

   A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

   All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	450,000	Both	☑ 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,	N/A

Page Last Modified: 06/30/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					to the right) ☐ N/A	
2	Internet Connectivity	N/A	12,907	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
3	Professional Development	N/A	6,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional	N/A

Page Last Modified: 06/30/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
4	Instructional and Administrative Software	N/A	200,000	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:			**668,907**			

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

Page Last Modified: 06/30/2022

4.   **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

https://www.hcsk12.org/site/Default.aspx?PageType=1&SiteID=4&ChannelID=20&DirectoryType=6

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 06/30/2022

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 topic that is not on the list.

☑ 1:1 Device Program	☐ Engaging School Community through Technology	☑ Policy, Planning, and Leadership
☑ Active Learning Spaces/Makerspaces		☑ Professional Development / Professional Learning
☐ Blended and/or Flipped Classrooms	☑ English Language Learner	
	☑ Instruction and Learning with Technology	☑ Special Education Instruction and Learning with Technology
☐ Culturally Responsive Instruction with Technology	☐ Infrastructure	
☑ Data Privacy and Security	☐ OER and Digital Content	☑ Technology Support
☑ Digital Equity Initiatives	☐ Online Learning	☐ Other Topic A
☐ Digital Fluency Standards	☐ Personalized Learning	☐ Other Topic B
		☐ Other Topic C

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	Email Address	Innovative Programs
Please complete all columns	Lisa Mitchell	DPO/CIO	lmitchell@hcsk12.orgq	☑ 1:1 Device Program ☑ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☑ Data Privacy and Security ☑ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☑ English Language Learner ☑ Instruction and

Page Last Modified: 06/30/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☑ Policy, Planning, and Leadership ☑ Professional Development / Professional Learning ☑ Special Education Instruction and Learning with Technology ☑ Technology Support ☐ 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 to obtain more information about the innovative program(s) at your district.**

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology

Page Last Modified: 06/30/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning

Page Last Modified: 06/30/2022

		Name of Contact Person	Title	Email Address	Innovative Programs
					Spaces/Makerspaces
					☐ Blended and/or Flipped Classrooms
					☐ Culturally Responsive Instruction with Technology
					☐ Data Privacy and Security
					☐ Digital Equity Initiatives
					☐ Digital Fluency Standards
					☐ Engaging School Community through Technology
					☐ English Language Learner
					☐ Instruction and Learning with Technology
					☐ Infrastructure
					☐ OER and Digital Content
					☐ Online Learning
					☐ Personalized Learning
					☐ Policy, Planning, and Leadership
					☐ Professional Development / Professional Learning
					☐ Special Education Instruction and Learning with Technology
					☐ Technology

Page Last Modified: 06/30/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development /

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 06/30/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.