

Rensselaer City School District's 2022-2025 Instructional Technology Plan

Translated Instructional Tech Plans

- [Arabic](#)
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I. District LEA Information

- 1. What is the name of the district administrator responsible for entering the Instructional Technology Plan data?**
Jason Adams
- 2. What is the title of the district administrator responsible for entering the Instructional Technology Plan data?**
Instructional Tech Coach

II. Strategic Technology Planning

1. What is the overall district mission?

The mission of the Rensselaer City School District is to ensure that all graduates are individuals who undertake challenges, believe in themselves, accept learning as a lifelong process, and determine their own futures by creating for these individuals an environment committed to the growth, enjoyment, and success of the individual where all people show mutual respect for the contribution of others.

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

The Rensselaer City School District believes that the proper use of technology is a communication tool and necessary skill for a citizen. We are challenged with the task of educating ourselves and our students about the ever-emerging technology that will help us to develop and share ideas. We embrace new ways of finding, presenting, and transferring information and will help our students to understand the advantages, limitations, and possible dangers of the current and emerging technologies that facilitate this communication. Our students will be prepared to succeed in the information age ahead, with the understanding that technology is a necessary tool regardless of career path.

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.

The RCSD Technology Committee meets monthly to discuss all aspects of instructional technology within the district. The Committee consists of administrators and teachers at the primary and secondary level, technology staff, library media specialist, and instructional technology coach. Within the meetings the committee determined the direction the district was to take in regards to technology purchases and implementation utilizing staff requests, survey results, Administrator Evaluation feedback and committee member recommendations. The committee also pushes for the continued integration of meaningful professional development in and out of the district to leverage the use of technology available in the district. Further meetings to refine and expand on the Instructional Technology plan are scheduled monthly. This update of the Instructional Technology Plan was developed by online collaboration and monthly meetings of the members of the District Technology Committee with input from administrators and the Board of Education.

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

RCSD upgraded to Google Workspace licensing from the free model to Google Workspace for Education Plus, which provides advanced security and analytics, enhanced teaching tools as well as a dedicated support team.

RCSD has added professional development opportunities for educators to become proficient in concepts related to remote instruction, streaming tools, asynchronous learning, and flipped classroom models.

RCSD has expanded our 1:1 plan to include students in grades 1 - 4. Grade 1 - 4 devices stay at school at night, while grades 5 - 12 go home. Pre-K classrooms have a station of iPads while Kindergarten has access to a laptop cart and chromebox lab. Devices are available if extended remote instruction becomes necessary.

RCSD hired an Instructional Technology Coach in September 2021.

RCSD's professional development plan addresses needs by the following methods;

- Superintendent's Conference Days
 - Ram Tech Days: Teacher's select topics of interest.
 - Survey Teacher's to determine which sessions to provide.
 - [Ram Tech Day 11/2/21](#) and [PD Requests for Following School Year](#)
 - Teachers self selected the session of most interest.
 - [Follow up survey of teachers](#)
- Use of Model Schools
- Use of Instructional Technology Coach to provide 1:1, small group assistance, and larger presentations.
- Graduate Courses
- Conferences
- Professional study groups
- Workshops
- Statewide Professional Committees/Organizations
- Visitations to other classrooms
- Professional Readings
- In-service workshops offered by the district.

The district will integrate technology into the initiatives outlined in the District Professional Development plan in an effort to model the use of technology in an instructional environment.

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

RCSD has expanded our 1:1 plan to include students in grades 1 - 4. Grade 1 - 4 devices stay at school at night, while grades 5 - 12 go home. Pre-K classrooms have a station of iPads while Kindergarten has access to a laptop cart and chromebox lab. Devices are available if extended remote instruction becomes necessary.

RCSD upgraded to Google Workspace licensing from the free model to Google Workspace for Education Plus, which provides advanced security and analytics, enhanced teaching tools as well as a dedicated support team.

RCSD implemented a classroom management and filtering tool to manage our school devices and monitor student devices.

RCSD created a new policy in conjunction with NERIC's Deputy Director of Risk Mitigation & Compliance Michele Jones regarding Ed Law 2D and Part 121. Our policy removes Personal Identifiable Information (PII) from student's accounts. This expands our library of applications that are useful in both in-school and remote learning, allowing teachers access to new innovative web apps.

RCSD provided professional development opportunities for educators to become proficient in concepts related to remote instruction, asynchronous learning and flipped classroom models.

RCSD directed families towards the FCC Affordable Connectivity Program. We provided families with mobile hotspots. We also directed families to the local public library which has public wifi and mobile hotspots loaners.

6. Is your district currently fully 1:1?

No.

a. What are your plans to become a fully 1:1 District? (Covers all grades K-12 as applicable)

Chromebooks in Grades 1-12:

Kindergarten currently has access to one Chromebook Cart and our computer lab. Our intention is to use ECF Round 3 to purchase 1:1 Chromebook Tablets for Kindergarten.

Grades 1 - 4: 1:1 Chromebook stays at school.

Grades 5 - 12: 1:1 Chromebook goes home.

b. When will the District become fully 1:1?

Unknown

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.

RCSD's Technology Committee meets monthly to review, discuss and make recommendations on both short and long term technology goals, as well as the needs of our students and teachers. Members are teachers who represent their grade levels and subject content areas as well as administrators. As part of the discussion we review surveys to guide professional development.

RCSD's professional development plan addresses needs by the following methods;

- Superintendent's Conference Days
 - Ram Tech Days: Teacher's select topics of interest.
 - Survey Teacher's to determine which sessions to provide
 - [Ram Tech Day 11/2/21](#) and [PD Requests for Following School Year](#)
 - Teachers self selected the session of most interest.
 - [Follow up survey of teachers](#)
 - Use of Model Schools for trainings
 - Use of Instructional Technology Coach to provide 1:1, small group assistance, and larger presentations.
 - Graduate Courses
 - Conferences
 - Professional study groups
 - Workshops
 - Statewide Professional Committees/Organizations
 - Visitations to other classrooms
 - Professional Readings
 - In-service workshops offered by the district.

The district will integrate technology into the initiatives outlined in the District Professional Development plan in an effort to model the use of technology in an instructional environment.

III. Goal Attainment

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:
Moderately
- 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:
Moderately
- 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:
Fully
- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**
The district has met this goal:
Moderately
- 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.**
Moderately

IV. Action Plan: Goals

2022-2025 Goals

Goal 1	Develop a common understanding of digital literacy and technological competency for faculty to enable them to model and develop that understanding for students.
Goal 2	Develop a planning mechanism that would provide dynamic oversight in how the District integrates technology and allocates funds to meet the District technology vision.
Goal 3	Provide an environment where technology supports an inclusive environment (Special Education Students, English Language Learners (ELL) Students, etc.) and access to authentic learning.

IV. Action Plan - Goal 1: Professional Development

1. Enter Goal 1 below:

Develop a common understanding of digital literacy and technological competency for faculty to enable them to model and develop that understanding for students.

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

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

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

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

The RCSD Professional Development Committee will use formative data in addition to staff surveys to guide professional development. The professional development process is reviewed annually and adjusted accordingly to the needs of our staff and students.

- Survey Teacher's to determine which sessions to provide.
 - [Ram Tech Day 11/2/21](#) and [PD Requests for Following School Year](#)
 - Teachers self selected the session of most interest.
 - [Follow up survey of teachers](#)
 - RCSD's Special Education Educators were [surveyed](#) to understand how RCSD is currently preparing them to support their students with disabilities, in the use of technology to accommodate student's specific learning needs. This survey and follow up surveys will be used to guide professional development of our Special Education Educators moving forward.
 - RCSD's two English as a Second Language (ESL) Educators were [surveyed](#) to understand how RCSD is currently preparing them to support their ELL students, in the use of technology to accommodate student's specific learning needs. This survey and follow up surveys will be used to guide professional development of our ESL educators moving forward.
 - [Technology PD Survey 6/2020](#) was used to guide Professional Development over the summer and the 2020-21 school year.

6. List the action steps that correspond to Goal #1 from your answer to Question 2, 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.

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Technology Committee meets with key stakeholders to research, survey, analyze results and distill information pertaining to PD needs for the upcoming school year. This item occurs on an annual basis. PD will include trainings on the New York State Computer Science and Digital Fluency Learning Standards and be fully implemented by September 2024.	Superintendent	N/A	6/30/2025	0
Action Step 2	Communication	Communicate results of the planning process and steps moving forward to stakeholders.	Superintendent	N/A	6/30/2025	\$2,000
Action Step 3	Professional Development	RCSD's professional development plan addresses needs by the following methods; Superintendent's Conference Days Ram Tech Day: Teacher's select topics of interest. Use of Model Schools Use of Instructional Technology Coach to provide 1:1, small group assistance, and larger presentations. Graduate Courses Conferences Professional study groups Workshops Statewide Professional Committees/Organizations Visitations to other classrooms Professional Readings In-service workshops offered by the district. The district will integrate technology into the initiatives outlined in the District Professional Development plan in an effort to model the use of technology in an instructional environment.	Superintendent	N/A	6/30/2025	\$25,000

Action Step 4	Implementation	Provide devices to faculty and students to enable them to implement the strategies and develop technological competency.	Director of Technology	N/A	6/30/2025	
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IV. Action Plan - Goal 2: Integration of Technology

1. Enter Goal 2 below:

Provide an environment where technology supports an inclusive environment (Special Education Students, English Language Learners (ELL) Students, etc.) and access to authentic learning.

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

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

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

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

RCSD's Special Education Educators were [surveyed](#) to understand how RCSD is currently preparing them to support their students with disabilities, in the use of technology to accommodate student's specific learning needs. This survey and follow up surveys will be used to guide professional development of our Special Education Educators moving forward.

RCSD's Special Education Educators have worked in conjunction with the Instruction Technology Coach to provide our Special Education students with a toolkit to assist their instructional needs. The toolkit consists of Chromebook Accessibility Features, Apps, and Extensions.

RCSD's two English as a Second Language (ESL) Educators were [surveyed](#) to understand how RCSD is currently preparing them to support their ELL students, in the use of technology to accommodate student's specific learning needs. This survey and follow up surveys will be used to guide professional development of our ESL educators moving forward.

RCSD's two ESL Educators have worked in conjunction with the Instruction Technology Coach to provide our ELL students with a toolkit to assist their acquisition of the English language. The toolkit consists of Chromebook Apps, Extensions and Accessibility Features.

Our goal of "Provide an environment where technology supports an inclusive environment (Special Education Students, English Language Learners (ELL) Students, etc.) and access to authentic learning" is a continuous improvement processes as. New and improved tools are routinely made available to support Special Education and English Language Learner students, we consistently evaluate devices and software capability and match for our student population needs.

Additional data analysis from a variety of district wide, and classroom assessments will assist in the evaluation of this goal.

- i-Ready Assessments (Grades K-8)
 - English Language Arts
 - Math
- Quarterly Pass Rates
- Daily Formative Assessments
- Digital Literacy/Technology Skills assessments for both Faculty and Students
- Data Usage Reports pulled from Cisco Umbrella on app usage
- Data Usage Reports pulled from individual apps and websites
- Classroom Observations

6. List the action steps that correspond to Goal #2 from your answer to Question 2, 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.

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Technology Committee meets with key stakeholders to research, survey, analyze results and distill information pertaining to PD needs for the upcoming school year. This item occurs on an annual basis. PD will include trainings on the New York State Computer Science and Digital Fluency Learning Standards and be fully implemented by September 2024.	Superintendent	N/A	6/30/2025	\$0

Action Step 2	Communication	Communicate results of the planning process and steps moving forward to stakeholders.	Superintendent	N/A	6/30/2025	\$2,000
Action Step 3	Professional Development	<p>RCSD's professional development plan addresses needs by the following methods;</p> <p>Superintendent's Conference Days</p> <p>Ram Tech Day: Teacher's select topics of interest. Use of Model Schools Use of Instructional Technology Coach to provide 1:1, small group assistance, and larger presentations. Graduate Courses Conferences Professional study groups Workshops Statewide Professional Committees/Organizations</p> <p>Visitations to other classrooms</p> <p>Professional Readings In-service workshops offered by the district.</p> <p>The district will integrate technology into the initiatives outlined in the District Professional Development plan in an effort to model the use of technology in an instructional environment.</p>	Superintendent	N/A	6/30/2025	\$25,000
Action Step 4	Implementation	Provide devices to faculty and students to enable them to implement the strategies and develop technological competency.	Director of Technology	N/A	6/30/2025	\$0

IV. Action Plan - Goal 3: Inclusive Environment

1. Enter Goal 3 below:

Provide an environment where technology supports an inclusive environment (Special Education Students, English Language Learners (ELL) Students, etc.) and access to authentic learning.

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

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

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

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

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

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

3. **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.**

4. List the action steps that correspond to Goal #3 from your answer to Question 2, 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.

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Meet with Tech Committee, survey all stakeholder groups involved. Analyze results	Superintendent	N/A	09/30/2022	0
Action Step 2	Communications	Communicate results of planning process and steps moving forward to stakeholders.	Superintendent	N/A	09/30/2023	\$2,000
Action Step 3	Professional Development	<ul style="list-style-type: none"> - Accessibility features and devices to promote inclusion. - GSuite Tools and capabilities to promote a common platform for communications. - Grade and Subject Educational Apps as appropriate - Training to aggregate and utilize data from applications to inform instruction. - Utilize Conference Days to specifically exchange and promote peer best practices. - Use of Model Schools - Graduate Courses - Professional study groups 	Building Principal	N/A	06/30/2023	\$25,000
Action Step 4	Evaluation	ELL Committee will communicate results of research and pilot process (steps 1 and 2) and steps	Superintendent	N/A	08/30/2022	\$0

		moving forward to stakeholders.				
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V. NYSED Initiatives Alignment

- 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.**

RCSD will continue to increase the availability of devices to provide engaging and individualized instruction. Professional development will be provided to teachers so that they have the knowledge on how to use various software and devices to identify and address specific student needs based on data analysis and to reinforce skill sets taught in the classroom. We consistently evaluate devices and software capability and match for our student population needs.

- 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.**

RCSD expanded our 1:1 plan to include students in grades 1 - 4. Grade 1 - 4 devices stay at school at night, while grades 5 - 12 go home. Pre-K classrooms have a station of iPads while Kindergarten has access to a laptop cart and chromebox lab. Devices are available if extended remote instruction becomes necessary. With Emergency Connectivity Fund Round 3 (ECF) our intention is to purchase 1:1 Chromebook tablets for Kindergarten.

RCSD directed families towards the FCC Affordable Connectivity Program. We provided families with mobile hotspots. RCSD has partnered with the local public library which has public wifi and mobile hotspots loaners.

RCSD created a new policy in conjunction with NERIC's Deputy Director of Risk Mitigation & Compliance Michile Jones regarding Ed Law 2D and Part 121. Our policy removes Personal Identifiable Information from student's accounts. This expands our library of applications that are useful in both in-school and remote learning, allowing teachers access to new innovative web apps.

RCSD provided professional development opportunities for educators to become proficient in concepts related to remote instruction, asynchronous learning and flipped classroom models.

- 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.**

The district has expanded student's access to tools at home as well as at school. Students in grades 1-12 have 1:1 Chromebook access, while Kindergarten classes have access to a Chromebook cart. RCSD provides access to Chrome Extensions, Chrome Apps, and ADA compliant websites while protecting students' Personally Identifiable Information (PII).

RCSD provides additional assistive technology as prescribed by students' Individual Education Plans (IEP) and as recommended by the Committee on Special Education (CSE). Students with disabilities have access to support mechanisms that allow them to better participate in the general education setting. Examples of these support mechanisms include but not limited to:

- Text-to-Speech allows students with reading disabilities to access grade level text auditorily.
- Speech-to-Text allows students to more easily transfer their ideas onto the page.
- Audiobooks
- Word prediction software improves writing fluency for students.
- Native Chromebook visual enhancement tools for students with visual disabilities
- Customize caption styles and Mono audio assist students with auditory disabilities.
- Native Chromebook features to assist students with fine and gross motor disabilities.
- Extensions and apps to translate material to assist English Language Learners (ELLs).
- Extensions and apps to provide dictionaries for ELLs and students with learning disabilities.
- Online English to Native Language Dictionaries
- Calculators

Teachers employ specially designed instruction in the delivery of content to students with disabilities in a manner that models the use of these technologies. Students also have multiple methods of demonstrating their knowledge through use of the technology on chromebooks and the ability to integrate learning across curriculum when researching topics.

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)

1, 2-during COVID, all.

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)

All of the above except Other.

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)

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.

Yes.

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)

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 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.
- ☒ 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)/.
- ☒ 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.
- ☐ 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)

10. How does the district utilize 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.

- ☒ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- ☐ The district uses instructional technology to facilitate classroom projects that involve the community.
- ☒ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- ☒ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- ☒ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- ☐ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- ☐ Other (please identify in Question 10a, below)

VI. NYSED Initiatives Alignment

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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.

Title	Full-time Equivalent (FTE) *
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	1.00
Totals	3.00

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.

Investment Plan	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
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1	End User Computing Devices	N/A	\$2,000,000	Both	- BOCES Co-Ser purchase - District Operating Budget - Grants - Smart School Bond Act	N/A
2	Professional Development	N/A	\$30,000	Annual	- BOCES Co-Ser purchase - District Operating Budget - Grants	N/A
3	Internet Connectivity	N/A	\$24,000	Annual	- BOCES Co-Ser Purchase	N/A
4	Network and Infrastructure	N/A	\$60,000	One-Time	E-Rate	N/A

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

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.

End user devices - \$150,000 a year. (100k for students, 50k for staff)

BOCES Co-Ser, District Operating Budget, Smart Schools, Emergency Connectivity fund

Software

Internet Connectivity: \$25k, BOCES Co-Ser,

Network & Infrastructure: , ERATE, Smart Schools and District Operating Budget, and Grants

Peripheral Devices: District Operating Budget,

Professional Development:

Staffing:

- 3. Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?**

Yes

- 4. 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.**

