Page Last Modified: 11/07/2018

Section I - District LEA Information

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

    Lucas J. Christensen

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

    Other (please identify in Question 2a, below)

    2a. **If 'Other' was selected in Question 2 above, please identify the title.**

    Administrator of Educational Services

    For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

Page Last Modified: 11/07/2018

Section II - Strategic Technology Planning

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

The Mission of the Chatham Central School District is to provide students an education that nurtures intellectual curiosity and focuses on academic and cultural foundations. Our students will graduate with the knowledge, problem-solving abilities and character needed to participate ethically, adapt, succeed and contribute in their future educational, career, and community endeavors.

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

Vision: CCSD students will be digital citizens who can meet new and undefined challenges through the innovative and flexible use of technology. The District will provide learning opportunities that encourage and require the use of higher level thinking skills to solve emerging and evolving problems through the use of a wide variety of technological resources.

Digital Citizens are well-informed users, contributors, consumers and participators in and of our electronic society. They maintain a discriminating awareness of regulations, resources, people, dangers, responsibilities, conduct, and the constant flow of ideas on the internet. They acknowledge the need for and are willing to seek out reliable and up-to-date information and are aware of how to navigate an increasingly digital commercial world. Their communication with other people, both anonymous and familiar, is mindful of appropriate interpersonal etiquette, social norms of interaction, and the limited privacy provided by digital platforms. Digital citizens are aware of the need to monitor their health, wellness, and security when using technology.

3.   **List three goals that will drive the attainment of the vision.**

	List Goals
Goal 1	Chatham Central School District will increase the personalization of learning through the strategic and responsible use of one device for every student in combination with software platforms which are designed to provide each learner educational experiences tailored to his or her specific needs.
Goal 2	Chatham Central School District will upgrade classroom communications systems throughout the district. The current system is aging and insufficient to meet the needs of our schools.
Goal 3	Each school in the Chatham Central system will evaluate the effectiveness of recently implemented Common Sense Media curricula through the use of customized evaluation tools. Adjustments to curriculum expectations will be made, as needed, in the summers of 2019, 2020, and 2021.

4.   **Do you want to list a fourth goal that will drive attainment of the vision?**

No

5.   **Do you want to list a fifth goal that will drive attainment of the vision?**

No

Page Last Modified: 11/07/2018

6. **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.**

Date	Purpose	Participants	Outcomes
8.28.17	Technology Administrators Mtg	District and Building Administrators, Teachers, Office of Pupil Services, IT Director	Stakeholders discussed computer-based assessments and instructional technology priorities
9.12.17	Technology Administrators Mtg	District and Building Administrators, Teachers, Office of Pupil Services, IT Director	Stakeholders discussed communications systems within the District and the need for upgrades.
10.4.17	Technology Administrators Mtg	District and Building Administrators, Teachers, Office of Pupil Services, IT Director	Stakeholders discussed communication methods (electronic distribution, telephony, robocalling system, professional development on the same), and 1:1 devices going home with high school students.
10.10.17	Technology Administrators Mtg	District and Building Administrators, Teachers, Office of Pupil Services, IT Director, Department Supervisors	Stakeholders discussed and learned about regional technology PD (NERIC offerings), wireless connectivity on school busses, and accommodations for SWD's on 308 computer based testing.
11.7.17	Technology Administrators Mtg	District and Building Administrators, Teachers, Office of Pupil Services, IT Director, Department Supervisors	Computer Based testing procedures and preparedness were discussed. Professional development for teachers delivering on-line assessments was planned.
11.28.17	Technology Committee Mtg	Parents, Admin, Teachers, IT Director, Community Members	Stakeholders discussed procedures, ramifications, and potential pitfalls for 1:1 devices going home. Connectivity for underserved families was identified as a concern (exploration of hot-spot signouts).
12.10.18	Professional Development Committee Mtg	Teachers, Paraprofessionals, Administrators	Micro-credentialing and badging were discussed and rejected as viable strategies to increase student and teacher engagement and utilization of instructional technology.
1.3.18	Technology Administrators Mtg	District and Building Administrators, Teachers, Office of Pupil Services, IT Director, Department Supervisors	Stake holders discussed mental health as it relates to extended computer use and screen time. Possible viewing of Screenagers on a PD day discussed.
2.8.18	Student Focus Groups	Students and Teachers	Stakeholders discussed mental health as it relates to technology use and to access to counseling staff (via email/in person appointments)

Page Last Modified: 11/07/2018

Jan-Feb 2018	Adult focus groups	Teachers, Parents, Mental health providers, private school administrators, Community Members	Stakeholders discussed mental health as it relates to technology use and emotional availability of parents and caregivers. Concerns raised about the amount of screen time.
3.27.18	Technology Administrators Mgt	District and Building Administrators, Teachers, Office of Pupil Services, IT Director, Department Supervisors	Proposals for new computer science and robotics offerings discussed and prepared for BOE presentations. Online tutoring explored (iTutor). Partnership with NYSCATE for TurnIT Up event discussed.
4.10.18	Professional Development Committee Mtg	Teachers, Paraprofessionals, Administrators	Impact of excessive screen time discussed, along with a need to refocus technology PD.
5.21.18	Technology Administrators Mgt	District and Building Administrators, Teachers, Office of Pupil Services, IT Director, Department Supervisors	Stakeholders discussed the implementation of a Technology Integration Coach for the 18-19 school year and the need for assessments related to the implementation of Common Sense Media Curriculum.
6.5.18	Technology Administrators Mgt	District and Building Administrators, Teachers, Office of Pupil Services, IT Director, Department Supervisors, operations and Maintenance	Stakeholders discussed that communications concerns continue to be raised in the district. Internal telephony systems are out dated. Radios to be replaced with digital versions. Technology Integration TOSA discussed - will be changed to Instructional Innovation Coach

Page Last Modified: 11/07/2018

7.   **Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.**

Chatham Central School District is proud of its teacher-driven and collaboratively designed Professional Development Plan. A thorough needs assessment is conducted annually. The following is excerpted from the Plan:

- **An analysis of the NYS School Report Card and internal performance data indicates that students are meeting proficiency in multiple areas. We are seeing lower ELA scores in younger grades, but growth through out the following years. With changes in levels of participation in 3-8 NYS Exams, we have identified an increased reliance on local and internal performance data. This data indicates a need for increased student differentiation and monitoring as the enrollment is declining, but classified special education students are rising. We continue to have concerns regarding achievement of economically disadvantaged students.   We will continue to create an environment that promotes intellectual and professional growth through the meaningful and purposeful use of technology as a tool, preparedness of new programming and standard and /or revision of current programs within and between content areas and grade levels and enhance communication and parent engagement within the school community.   While academic achievement is a top priority for all students, we are also focusing on fostering a culture that promotes physical and psychological well being for our students through the creation of consistent, proactive, and responsive strategies which address our evolving student needs and enhancing communication and engagement within the school community.**

The Plan is based on a multi-year approach. The following is excerpted from the Plan:

- **This is the tenth year of a multi-year plan based on student learning needs. Through a needs assessment and the monitoring, adjustment and refining of our current plan two main strands were identified. An instructional strand that creates an intellectual and professional environment and a wellness strand that offers physical and psychological well being in a culture of professional growth. This year, the professional development committee aligned these strands to connect closely with district and Board of Education goals. We will continue to implement, monitor, reflect, and revise in order to sharpen our focus on best practice in delivery of professional development to maximize impact on student achievement and overall success. The committee again utilized a Professional Development rubric to self-assess if we were making a impactful difference with highly effective indicators with our program.**

The following areas have been identified as areas of needed and continued growth and are excerpted from the Plan:

1. **Desire to increase the number of students achieving mastery--all grades and areas**
2. **Need for increased attention to shifts in education**
3. **Need for increased attention on effective technology integration**
4. **Need for increased attention / PD regarding instruction and wellness**
5. **Desire to increase the number of students achieving optimal growth**
6. **Achievement of students with disabilities, ELL, and economically disadvantaged students.**

Through a combination of session-based, a-la-carte offerings, and teacher-designed academic development work through Professional Learning Communities, Chatham strives to increase the effective and mindful use of instructional technology. There is a growing chorus of concern about the amount of screen time to which young students are exposed. The District is careful to balance learning activities which are enhanced through the use of technology with non computer-based experiences.

8.   **How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.**

Chatham uses multiple data points to assess the effectiveness of our technology goals. The push to individualize instruction through the use of software platforms like iReady, IXL, TypingInstructor for Kids, and Castle learning has provided the District with access to reports on utilization, saturation of use at the classroom and individual teacher level, achievement of students through growth and nationally-standardized reports. These tools and reports are used on a semester and yearly basis to evaluate not only our students and teachers, but to monitor our achievement of our goals of personalized and strategic use of computer enhanced instruction. The District also surveys staff, students, and families on an annual basis through Google Forms, and Survey Monkey about the effectiveness of initiatives including technology integration. Teachers are interviewed in person by school principals as a part of the evaluation process, and Library Media Specialists developed a Common Sense Media Curriculum evaluation tool for use by all Chatham students in order to gage knowledge and mastery of Digital Citizenship concepts and skills. The results of these processes directly inform curricular and instructional shifts undertaken by teachers and principals on an annual basis.

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

Page Last Modified: 11/07/2018

Section III - Action Plan

Overview: This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

1. **Goal #1**

   Chatham Central School District will increase the personalization of learning through the strategic and responsible use of one device for every student in combination with software platforms which are designed to provide each learner educational experiences tailored to his or her specific needs.

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

   2. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

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

☑ All students	☐ Migrant students
☐ Pre-K-2	☐ Homeless students
☐ Grades 3-5/6	☐ Economically disadvantaged students
☐ Middle School	☐ Students between the ages of 18-21
☐ High School	☐ Students who are targeted for dropout prevention or
☐ Students with Disabilities	credit recovery programs
☐ ELL/MLLs	☐ Other (please identify in Question 3a, below)

4. **List the action steps that correspond to Goal #1 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Budgeting	Identify needs, develop and submit budgetary requests for individualized software platform purchases.	N/A	Administrator of Educational Services	March (03)	2019	125000
Action Step 2	Purchasing	Secure licenses and funding for individualized software platform purchases.	Business Official	N/A	May (05)	2019	125000
Action Step 3	Professi	Train instructional and administrative staff on the effective use of personalized	Instructio	N/A	June	2021	50000

Page Last Modified: 11/07/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	onal Development	learning software (this is an ongoing process during each of the next three school years via superintendent's conference days and teacher leadership structures)	nal/ PD Coach		(06)		
Action Step 4	Implementation	Effective use and refinement of strategies for implementation of personalized/individualized software platforms will occur over the course of each school year. This effort will continue across the length of the Instructional Technology Plan timeframe during the 18-19, 19-20, and 20-21 school years.	Instructional/ PD Coach	N/A	June (06)	2021	0

5. **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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Res	(No Response)	(No Res	(No Respons	(No Res	(No Res	(No Respons

Page Last Modified: 11/07/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	pon se)		pon se)	e)	pon se)	pon se)	e)
Action Step 6	(No Res pon se)	(No Response)	(No Res pon se)	(No Respons e)	(No Res pon se)	(No Res pon se)	(No Respons e)
Action Step 7	(No Res pon se)	(No Response)	(No Res pon se)	(No Respons e)	(No Res pon se)	(No Res pon se)	(No Respons e)
Action Step 8	(No Res pon se)	(No Response)	(No Res pon se)	(No Respons e)	(No Res pon se)	(No Res pon se)	(No Respons e)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

Page Last Modified: 11/07/2018

Section III - Action Plan

Copy Goal #2, which you listed in Section II, Question 3,and respond to all questions below.

1. **Goal #2**

   Chatham Central School District will upgrade classroom communications systems throughout the district. The current system is aging and insufficient to meet the needs of our schools.

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

   4. Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

3. **Target Student Population(s)**

☑ All students	☐ Migrant students
☐ Pre-K-2	☐ Homeless students
☐ Grades 3-5/6	☐ Economically disadvantaged students
☐ Middle School	☐ Students between the ages of 18-21
☐ High School	☐ Students who are targeted for dropout prevention or
☐ Students with Disabilities	credit recovery programs
☐ ELL/MLLs	☐ Other (please identify in Question 3a, below)

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Evaluation	Evaluate existing telephony and communications systems in the District.	Superintendent	N/A	Aug. (08)	2018	0
Action Step 2	Budgeting	Solicit bids for replacement VoIP system, and author and submit Smart Schools Investment Plan application.	Superintendent	N/A	Sept. (09)	2018	174944
Action Step 3	Implementati	Coordinate installation of new communications systems in all three district buildings.	Business Offic	N/A	Aug. (08)	2020	0

Page Last Modified: 11/07/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	on		ial				
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	N/A

5. **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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(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)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

Page Last Modified: 11/07/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	se)		se)		se)	se)	
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

Page Last Modified: 11/07/2018

Section III - Action Plan

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

1. **Goal #3**

   Each school in the Chatham Central system will evaluate the effectiveness of recently implemented Common Sense Media curricula through the use of customized evaluation tools. Adjustments to curriculum expectations will be made, as needed, in the summers of 2019, 2020, and 2021.

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

   2. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

3. **Target Student Population(s)**

☑ All students	☐ Migrant students
☐ Pre-K-2	☐ Homeless students
☐ Grades 3-5/6	☐ Economically disadvantaged students
☐ Middle School	☐ Students between the ages of 18-21
☐ High School	☐ Students who are targeted for dropout prevention or
☐ Students with Disabilities	credit recovery programs
☐ ELL/MLLs	☐ Other (please identify in Question 3a, below)

4. **List the action steps that correspond to Goal #3 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Evaluation	A curriculum writing team will develop evaluation tools to formatively and summatively assess student knowledge and mastery of the Common Sense Media Curriculum which was authored and adopted during the summers of 2016 and 2017.	Curriculum and Instruction Leader	N/A	Aug. (08)	2018	3500
Action Step 2	Evaluation	All students will take the formative assessment in the fall of 2018. Teacher Leaders, the Professional Development Chairperson, and the Instructional Coach	Instructional/ PD	N/A	Nov. (11)	2018	0

Page Last Modified: 11/07/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		(TOSA) will work together with core instructional staff to administer the assessments and to evaluate the results.	Coach				
Action Step 3	Planning	Teacher Leaders, the PD Chair, library media specialists, and the Instructional Coach will work with instructional staff to address areas of identified knowledge and skill gaps among the student body with regard to the Common Sense Media Curriculum. Lessons will be developed and delivered, and a mapping exercise will occur to formalize the instructional strategies (who is covering what and when).	Instructional/ PD Coach	N/A	June (06)	2019	0
Action Step 4	Curriculum	All students will take the summative assessment in the spring of 2019. Teacher Leaders, the Professional Development Chairperson, and the Instructional Coach (TOSA) will work together with core instructional staff to administer the assessments and to evaluate the results.	Instructional/ PD Coach	N/A	June (06)	2019	0

5. **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.

Page Last Modified: 11/07/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	Curriculum	The Digital Citizenship and Common Sense Media curriculum review team will reconvene in the summer to review the results of the summative assessments and to re-work any parts of the curriculum and/or delivery that need to be adjusted. This entire process will occur again during the 2019-2020 school year.	Curriculum and Instruction Leader	N/A	Aug. (08)	2019	3500
Action Step 6	Implementation	This entire process will occur again during the 2020-2021 school year.	Curriculum and Instruction Leader	N/A	Aug. (08)	2020	0
Action Step 7	(No Response)	(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)	(No Response)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

Page Last Modified: 11/07/2018

Section IV - NYSED Initiatives Alignment

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

The Chatham Central School District has invested in significant infrastructure upgrades and has purchased one device (either iPad or Chromebook) for every student. Resources will continue to be allocated through State and Local funding which will support continued growth and careful, thoughtful use of technology not only to increase the efficiency of the organization, but to increase student achievement. Curriculum writing efforts during the summers of 2016, 2017, and 2018 have yielded modification, adoption, and implementation of the Common Sense Media program along with assessment tools which will be administered to students in the fall of 2018 via Google forms. The results of these assessments will drive instructional practice in the delivery of digital citizenship concepts and skills. Additionally, the recent adoption of Ready Math (2018) and of the iReady assessment and intervention software suites have allowed for a deep level of instructional personalization. Students are now able, through the use of this software and through access of one device per learner on a strengthened local network, to approach problem solving, skill development, and response to interventions at their own individual pace. The reporting and assessment features of these individualized learning platforms for both ELA and Math will allow instructional staff to tailor lessons and remediation to the individual student. Supplemental materials and interactive lessons are also delivered in part through the software at the direction of teachers. Other personalized and interactive software platforms in use include: Castlelearning which contains content and assessments in all content areas, IXL for Math, Typing Instructor for Kids, Finale (digital music composition software), pedometers and heartrate tracking hardware in physical education classrooms, presentation and collaboration software, online study and platforms, Google Classroom, and Learning A-Z to name a few. Common Core and Next Generation Learning Standards have required reexamination of how concepts and material are delivered. Through the use of instructional technology, the District has made a concerted effort to shift the focus in the classroom to the student as an active seeker of knowledge.

2. **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 curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

Assistive and instructional technology evaluations and accommodations are a regular part of the referral, classification, and IEP processes at the Committee on Special Education. Each evaluation writeup contains specific recommendations for software and strategies to help remove barriers to learning and to enhance the personalization of experiences for students with disabilities. Teachers implement varied strategies and monitor their effectiveness.

Here are several specific examples of how assistive and instructional technology are used in Chatham to help SWDs meet their IEP goals:

- Writing instruction is often assisted by **CoWriter** which is a word prediction app. Word prediction can help a student during word processing by "predicting" a word the user intends to type. Predictions are based on spelling, syntax, and frequent/recent use. Reluctant or disabled writers are also coached in the voice typing feature available in **Google Docs**. In quiet settings, students can use the voice typing (voice recognition/speech to text) feature to get his or her ideas down. He or she could then use the text to speech feature of the Co:Writer program to read back his writing and use the word prediction support to make any needed corrections.
- For some of our students, verbal communication is extremely difficult or impossible. **ProLoquo2go** offers symbol and text support. The app was demonstrated briefly to one nonverbal student and he was asked if he would like to give it a try. "Billy" explored the various buttons and preprogrammed phrases and then selected buttons to communicate, "I feel sad". When asked why, he gestured outside and verbally stated "outside". It was raining that day.
- Other students need help organizing their ideas and thoughts before writing. **Inspiration Maps** is used across the SWD population and is an app that allows students to organize material logically and to see relationships between and among ideas. Effective use of graphic organizers can help the writer to present his or her ideas in an effective and persuasive manner, resulting in a focused and coherent text.
- Students also use **Notability** which creates notes that integrate handwriting, typing, drawings, audio, and pictures.
- Students who are able to comprehend reading material on grade level, but who struggle to read grade level text often use **Read2Go** which will read electronic text from the **Bookshare.org** website. By accessing electronic text, students are able to follow along while the sentence and words being read are highlighted. They are also able to view diagrams and pictures included in the texts.
- **SnapTypePro** is frequently used and allows students to take a picture of their worksheet in class and use the iPad keyboard to type, draw, or dictate their answers directly onto the worksheet. The worksheet can then be printed or a .pdf of the completed worksheet can be emailed to the teacher.
- **iReady**, **IXL**, **Castlelearning**, **Learning A-Z**, **Reading A-Z**, **Ready Math**, and the **Ready Math Toolkit** all allow teachers to assign learning experiences within the software platforms which are designed to meet the individual needs of each students. For SWDs, this is particularly critical because often, their ability level is lower than that of their non-disabled peers, and their speed of learning is frequently slower in some content areas. Technology tools like these apps, programs, and websites are used daily across every learning environment to help our students with disabilities break through barriers to their learning.

Page Last Modified: 11/07/2018

3. **How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

     ☑ 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.
     ☑ 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 3a, below)

4. **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 their student language and content learning with the use of technology. Check all that apply.**

☑ Technology to support writers in the elementary classroom	☑ Using technology to increase options for students with disabilities to demonstrate their knowledge and skills
☑ Technology to support writers in the secondary classroom	☑ Multiple ways of assessing student learning through technology
☑ Research, writing and technology in a digital world	☑ Electronic communication and collaboration
☐ Enhancing children's vocabulary development with technology	☐ Promotion of model digital citizenship and responsibility
☐ Reading strategies through technology for students with disabilities	☐ Integrating technology and curriculum across core content areas
☐ Choosing assistive technology for instructional purposes in the special education classroom	☑ Helping students with disabilities to connect with the world
☑ Using technology to differentiate instruction in the special education classroom	☐ Other (please identify in Question 4a, below)

5. **How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

     ☑ 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/MLL 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 5a, below)

6. **The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.**

     Yes

Page Last Modified: 11/07/2018

6a.   **If Yes, check one.**

   In the 5 most spoken languages in the district

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

(No Response)

7.   **Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

☐ Technology to support writers in the elementary classroom
☐ Technology to support writers in the Secondary classroom
☐ Research, writing and technology in a digital word
☐ 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 and 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 7a, below)

8.   **How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?**

☑ 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.
☐ The district does not use instructional technology to facilitate culturally responsive instruction.
☐ Other (please identify in Question 8a, below)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

Page Last Modified: 11/08/2018

Section V - Administrative Management Plan

1.   **Staff Plan**

	Full-time Equivalent (FTE)
District Technology Leadership	1.25
Instructional support	0.80
Technical Support	3.00
Totals:	**5.05**

2.   **Investment Plan**

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	150,000	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
2	Network and Infrastructure	N/A	50,000	Both	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional	N/A

Page Last Modified: 11/08/2018

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Other (please identify in next column, to the right)	Telephone Communication System (VoIP	174,944	One-Time	☐ 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
4	Instructional and Administrative Software	N/A	150,000	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	N/A

Page Last Modified: 11/08/2018

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					column, to the right) ☐ N/A	
Totals:			524,944			

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. **Please indicate whether or not the district has a public website.**

The district has a public website.

4a. **Provide the URL of the district's public website.**

www.chathamcentralschools.com

5. **Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.**

Yes

5a. **If 'Yes' was selected in Question 5 above, please identify the responsible person's title.**

Sr. Network Engineer

6. **Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.**

Yes

6a. **If 'Yes' was selected in Question 6 above, please identify the responsible person's title.**

Administrator of Educational Services

7. **Has a district-wide information security and/or privacy audit ever been performed in the district?**

No

8. **Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?**

Yes

9. **Does the school district provide for educating minors about cyberbullying awareness and response?**

Yes

10. **Does the district have an Internet Safety Policy?**

Yes, and I will upload the policy.

Page Last Modified: 11/08/2018

10a. **Please upload the district's Internet Safety Policy.**

doc04302620181003143438.pdf

11. **Does the district have a Cyberbullying Policy?**

Yes, and I will upload the policy.

11a. **Please upload the district's Cyberbullying Policy.**

3420 Non-Discrimination and Anti-Harrassment in the District.pdf

7315 Student Acceptable Use of District Technology Policy.pdf

8271 Internet Safety - Internet Content Filtering.pdf

7550 Dignity for All Students.pdf

12. **Does the district have a Parents' Bill of Rights for Data Privacy and Security?**

Yes, and I will provide the URL to the Parents' Bill of Rights for Data Privacy and Security.

12a. **What year was the Parents' Bill of Rights for Data Privacy and Security policy first posted?**

2014

12b. **Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.**

http://www.chathamcentralschools.com/parents-students/parents-bill-of-rights-for-data-privacy-and-security/

13. **Does the district have an information breach policy that addresses the district's planned response to an information breach?**

Yes, and I will upload the policy.

13a. **Please upload the policy that addresses the district's planned response to an information breach.**

doc04302520181003135451.pdf

14. **Provide a direct link to the district's technology plan as posted on the district's website.**

http://www.chathamcentralschools.com/wp-content/uploads/2017/07/Educational_Technology_Plan_Chatham_CSD.pdf

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

Page Last Modified: 11/07/2018

Sharing Innovative Educational Technology Programs

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 category that is not on the list.**

☐ Active Learning Spaces/Makerspaces	☐ Policy, Planning, and Leadership
☐ Culturally Responsive Instruction with Technology	☐ Privacy and Security
☐ Device Planning and Implementation (1:1; BYOD)	☐ Professional Learning
☐ Digital Citizenship	☐ Project-based Learning
☐ Infrastructure	☐ Other Topic A
☐ OER and Digital Curriculum	☐ Other Topic B
☐ Personalized Learning	☐ Other Topic C
☐ Pilots and Proof of Concept	

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	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makerspaces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ 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 in order to obtain more information about the innovative program(s) at your district.**

Page Last Modified: 11/07/2018

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum

Page Last Modified: 11/07/2018

	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
				☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning

Page Last Modified: 11/07/2018

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Spaces/Makerspaces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makerspaces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning

2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

Page Last Modified: 11/07/2018

	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
				☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.