District Name: Parishville-Hopkinton Central School District

DOCUMENTS TO BE PROCURED PRIOR TO FILLING OUT THESE QUESTIONS:

- All Smart School Bond Act submissions
- Previous technology plan submitted in the portal
- District mission statement
- Internal Comprehensive Technology Plan including vision and goals
- e-Rate Submissions
- Your Technology Budget Lines with Anticipated Replacement Plans
- Completed Technology Survey with Stakeholder Data; Survey should include perceived needs for technology and technology professional development
- Digital Equity Survey Data
- Technology committee meeting agendas and notes

TIMELINE

- **November-January: Dissemination and completion of technology survey for perceived need**
- **November-January: Technology committee meeting to review data, technology vision, review outcomes of previously created goals, and to develop new goals**
- **February: Revision and drafting of district-level technology plan document including three-year replacement plan**
- **March: BOE approval of Technology Plan**
- **April 15, 2022 Submission Deadline**

COLOR CODING KEY

- **Items that can be easily looked up or have a straightforward answer**
- **Items that have a number of applicable answers and require a bit more contemplation**
- **Items that have more work associated with their response and have been noted as areas of focus for NYSED**
- **Documents that need to be referenced in the question response**
- **Denotation of area of scrutiny where NYSED will be playing closer attention**
- **Denotes examples for consideration**

SECTION I- DISTRICT LEA INFORMATION

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

Dr. William Collins

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

Superintendent of Schools

SECTION II- Strategic Technology Planning

1. What is the overall district mission?

The Parishville-Hopkinton Central School community strives to instill in all students the knowledge and skills necessary to become caring, conscientious and creative citizens.

2. What is the vision statement that guides instructional technology use in the district? *The vision statement for the use of instructional technology in the district answers the following question: What is the aspiration for the use of instructional technology in the district?*

Parishville-Hopkinton Central School community strives to ensure equity for students through meaningful academic experiences in a one-to-one digital environment.

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.

Make sure to answer the following questions:

- What stakeholder groups worked to help create the Instructional Technology Plan?
- What was the timeline of events for the above listed stakeholder groups to create the Instructional Technology Plan? What meetings were held and when?
- How often did the stakeholder groups meet?
- What were the outcomes of the meetings?

The administrative team, instructional technology coach, instructional staff, library media specialist, (Board of Education members, community members, students), as well as instructional technology members have participated in the planning process. These members collaborated to formulate goals based on the overall district mission statement and the instructional technology vision. The outcome of these collaborative sessions was the identification of these goals which will drive the attainment of this vision.

4. **NEW** How does the district's Instructional Technology Plan build upon, continue the work of, and improve upon the previous three-year plan? **You should be able to find your previous tech plan in the portal. YOU WILL NEED TO INTEGRATE SSBA AND PREVIOUS TECH PLAN.**

- What were the major goals of the previous tech plan?
- Were the goals accomplished?
- What progress was made towards the goals?

YOU NEED TO SHOW THAT THERE WERE GOALS ACCOMPLISHED/PROGRESS TOWARDS MEETING YOUR PREVIOUS GOALS

1. PHCS will upgrade wireless and physical network infrastructure to improve technological accessibility, reliability, and equity grades UPK-12. While the goals from the last tech plan and this current iteration are similar with regard

to establishing network infrastructure, they are different points along our path towards equity in access. The previous plan sought to establish a wireless network from what was previously scant and unreliable, but this effort was only establishing a baseline. This current iteration looks to build network capacity to scale such that all learners have access. The previous goal is being built upon for a density model instead of a coverage model.

Previous Goal 2: PHCS will implement and update relevant digital citizenship grades K-12, specific to unique grade level and district needs.

PHCSD implemented and continues to implement lessons on digital citizenship grades K-12. These lessons were presented in the computer class K-6 and taught within core classes 7-12 with the assistance of the librarian. Lessons were taught from www.commonsensemedia.org; www.staysafeonline.org; and www.cyberbullying.org .

This focus upon digital citizenship has established foundational practice as we transition towards the New York State Computer Science & Digital Fluency Standards. With Digital Literacy being one of the five component areas of the New York Computer Science & Digital Fluency Standards and Digital Citizenship being one of the sub-component areas, our staff will have gained ground as we seek to create our internal scope and sequence.

Previous Goal 3: PHCS will create educational experiences for students which address individual academic needs within a one-to-one environment through differentiated instructional platforms and activities.

Parishville-Hopkinton Central School has met this goal and continues to address the individual academic needs of students in a one-to-one environment. Students are able to access learning material digitally through the Learning Management System (Google Classroom) as pushed out by the teacher. Parishville-Hopkinton Central School also uses iReady which adjusts lessons in real time based on the students' individual learning path in grades K-8.

The preceding professional learning and knowledge of digital tools proved to be essential during the COVID pause. As these tools went from optional items in the classroom to a manner of conducting daily business, our previous initiative provided the guiding principles for a rapidly changing instructional environment. The practices that were affirmed in the re-entry have now become a mainstay in classroom practice. The tools, strategies, and digital pedagogy practices will add depth to our implementation of the New York State Computer Science and Digital Fluency Standards' digital literacy component area.

5. **NEW** How does the district Instructional Technology Plan reflect experiences during the COVID pandemic? *****INCREASED SCRUTINY ON THIS QUESTION***** **IF YOU HAVE DATA ON DIGITAL EQUITY (DEVICE/INTERNET ACCESS), IT NEEDS TO BE REFERENCED HERE**
Examples: Increased number of student devices/commitment to one-to-one initiative, a change in the types of devices that students/staff are using, more robust school-based wireless network, providing for equity in access for students through devices and home internet access,

professional development on technology topics including distance, remote, and blended learning, assistive technology implementation for individuals with diverse learning needs

Our district had taken special note during the experiences of the COVID pandemic that our use of technology products hold little consistency from school to school much less classroom to classroom. We had found that this practice led to a greater student focus upon using the product, which increased extraneous load and detracted from students' ability to focus simply upon the content. This realization has spurned our desire to pursue further action to create a central core of technology products that are consistent in use across the district. We intend to empower teachers via survey for feedback as then guided by our technology committee. This data will be used for the district to identify the technology products and services that are non-negotiables for use. We intend to further support this focus through targeted, peer-assisted professional development and personalized coaching.

While we had always embraced that our students' families are an essential partner to their loved one's education, the COVID pandemic shone a light on the efficiency of parental communication in our district. As we were unable to efficiently send papers home with students, we were forced to adapt to digital forms of communication. While we were able to disseminate information on a classroom level, there was little consistency between classes, which in turn caused strain on parents as they struggled to balance the numerous, varied forms of communication. Our technology plan sets a priority for the district to establish a common, universal means of parental communication replete with parental onboarding opportunities.

The COVID pandemic and its subsequent shift to online learning put a considerable strain upon our hardware resources. While we had previously possessed student devices, there was a noted shortfall of devices for universal device access for students. Of the devices that we did send into students' homes, we had received notification from a large number of families that the device was not functioning or was not functioning at a level that was conducive to the demands of online learning. This same stressor was noted with regard to teacher devices. We had previously utilized desktops as the primary device for our instructional staff. We in turn experienced a lacking number of devices for staff when they were to remain at home for instruction. Our district's Instructional Technology Plan seeks to remediate these issues through a concerted plan to construct a replacement plan for aging student devices while maintaining a one-to-one environment, replacing all teacher desktops with laptops over a projected three year period, and to establish a three year replacement plan for staff devices.

The findings of our digital equity plan include:

- Only 19.88% of students represented in the survey, though it does not account for families with multiple students
- 91.55% took a school Chromebook
- 8.45% has no device for remote learning
- 96.92% of respondents that took a school Chromebook noted that it was in good working order
- 97.18% of respondents noted that they have internet based upon 69 respondents
- 85.51% of respondents that have internet noted that they have service adequate to complete school work
- 100% of the respondents that do not have internet access noted that they do not have access due to availability

The data from the equity survey shows that the vast majority of our student population has equitable access to Chromebooks and the internet for anywhere, anytime learning to take place. Replacing devices by the 2024-2025 academic year allows us to provide equitable access to high quality instruction for all students while sustaining the 1:1 learning environment.

6. NEW: Is your district currently fully 1:1? Yes or No.

If no, the following questions appear:

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

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

Yes, Parishville-Hopkinton Central School became 1:1 in the 2019-2020 school year.

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.

You need to reference your Smart Schools Bond Act and Professional Development Plan in your response.

Responses should include a description of the following: • How the technology professional development aligns with the district's overall goals to improve learning and instruction • How the district determined the current capacity of educators • How the district will provide targeted, needs-based, and personalized professional development based on each teacher's capacity and interest • How the effectiveness of the professional development plan will be evaluated • Plans for implementation support or follow-up, if any

An additional layer of service is added for professional learning through our shared technology coach. This coach brings a breadth of knowledge as it relates to technology and is utilized in a variety of means. Formally, each teacher goes through a coaching cycle for technology integration. This cycle is characterized by goal setting, collaborative planning, team teaching, and reflection. In this manner, professional learning for technology is personalized to the individual's needs. Also, this coach is used for on the spot needs and authentic learning moments.

These learning opportunities are not always top-down in nature. Each grade level/department in our district has common planning time each week that is reserved for professional learning community (PLC) practices. In all, these practices have helped to promote a growth mindset in our staff where we focus upon solutions and what education could be.

Our most recent Smart Schools Bond Act submission (presented to our Board of Education in February of 2021) seeks to provide for greater equity in access for our students and to provide for high functioning teacher devices. These staff devices will be instrumental to the implementation of digital instruction in our school. Devices without training can often yield

untapped potential. The purchase of our SSBA devices will be accompanied by professional learning opportunities to assure the effective implementation of said devices.

SECTION III- Goal Attainment

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

Response: The district has met this goal

Minimally
Moderately
Significantly
Fully

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

Response: The district has met this goal

Minimally
Moderately
Significantly
Fully

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

Response: The district has met this goal

Minimally
Moderately
Significantly
Fully

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

Response: The district has met this goal

Minimally
Moderately
Significantly
Fully

Link to the Statewide Technology Plan:
http://www.regents.nysed.gov/common/regents/files/documents/meetings/2010Meetings/February2010/0210bra3.doc

Vision:

"The Regents have an urgent need to raise the knowledge, skill and opportunity of all the people of the State of New York. New technologies have created powerful new learning tools which will transform the learning environment for students of all ages. Learning

technologies will be seamlessly integrated into teaching and learning to increase student achievement. USNY will use technology to measure performance and communicate results to learners, teachers, leaders, and citizens. Through USNY, New York citizens will benefit from technology that brings information and knowledge to improve their lives.

USNY will provide learning technologies that change how students learn, what they learn, and why they learn. Students will access information to broaden and deepen knowledge about subjects in ways unimagined by prior generations.

All students will access learning materials in electronic form, including video, text, and other digital content related to the school curriculum. Students will create work, define and solve problems, and research and evaluate information using technology. Students will manage the flow of information and use technology to work with others from diverse backgrounds and locations. Our students will develop innovative approaches to communicate and collaborate.

Multiple environments will exist for teaching and learning, unbound by place, time, income, language or disability. The classroom, gymnasium, laboratory, library, theater, and museum will be a workspace for teachers and learners but will not always be a physical space. Students will access learning resources anywhere, anytime through the use of technology.

Technology is a path for teaching and learning, but it is also a body of practices, skill, and knowledge to be learned. All New York State learners will develop technological literacy to enter college, become productive members of the workforce, and succeed as citizens. Students, teachers, and leaders will have clear standards for what students should know and be able to do with technology; when various elements of technology will be taught; and how to embed technology in learning throughout the curriculum. These standards will be visible to the public to drive the standards even higher."

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.

Response: The district has met this goal

Minimally
Moderately
Significantly
Fully

Examples to include NYSED Report card, graduation rates, and post-secondary attainment

SECTION IV- Action Plan

YOUR GOALS MUST BE DIFFERENT THAN FROM YOUR LAST TECH PLAN; IF THEY ARE THE EXACT SAME GOALS AS THE LAST PLAN, EVEN IF THEY ARE REWORDED, YOUR PLAN WILL BE REJECTED

EXAMPLE GOALS

Infrastructure Maintenance and Improvement (THERE SHOULD BE AT LEAST ONE GOAL FROM THIS CATEGORY):

- *The district's network infrastructure will be upgraded to enact a density model for wireless access including the use of 1 GB switches, MIMO WAPs, and an increased number of WAPs.*

Device Purchasing (THERE SHOULD BE AT LEAST ONE GOAL FROM THIS CATEGORY):

- *100% of our student Chromebooks will be replaced by the end of the 2024-2025 academic year as a part of our replacement plan.*
- *75% of our teacher devices (desktop and laptop) will be replaced by the end of the 2024-2025 academic year as a part of our replacement plan.*
- *100% of our teaching staff will have their desktop computers replaced with a laptop to facilitate flexibility in personal device use by the end of the 2024-2025 academic year.*

Implementation of the New York State Computer Science and Digital Fluency Standards (THERE SHOULD BE AT LEAST ONE GOAL FROM THIS CATEGORY):

- _____ *CSD will build awareness of the New York State Computer Science and Digital Fluency Standards during the 2021-2022 academic year through providing cursory training about the standards.*
- _____ *CSD will build capacity for the New York State Computer Science and Digital Fluency Standards during the 2022-2023 academic year through developing a scope and sequence for standards implementation in the elementary school while realigning courses in the middle and high school to address the standards' needs.*

Goal 1 (REQUIRED)

In order to increase equitable student access to high quality learning materials, the Parishville-Hopkinton Central School District will establish a robust network infrastructure such that 100% of students will have reliable access to high speed network connectivity by the 2024-2025 academic school year.

Supporting information:

- The district's network infrastructure will be upgraded to include CAT 6 capacity by

2024-2025 academic year.
- To increase student access and reliability
- State Tech Plan Goal: Equity in access

Goal 2 (REQUIRED)

In order to sustain our 1:1 initiative that promotes device equity for all students and to ensure high quality instruction for both in person and remote settings, the Parishville-Hopkinton Central School District will establish high quality devices for 100% of staff and students by the 2024-2025 academic year.

Supporting Information:
- 100% of our student Chromebooks will be replaced by the end of the 2024-2025 academic year as a part of our replacement plan.
- 75% of our teacher devices (desktop and laptop) will be replaced by the end of the 2024-2025 academic year as a part of our replacement plan.
- 100% of our teaching staff will have their desktop computers replaced with a laptop to facilitate flexibility in personal device use by the end of the 2024-2025 academic year.

Goal 3 (REQUIRED)

Parishville-Hopkinton CSD will build awareness of and capacity in 100% of the instructional staff for the New York State Computer Science and Digital Fluency Standards by the 2024-2025 implementation deadline.

Supporting Information:
- 100% of instructional staff will receive cursory training about the NYSCS&DF standards by the 2022-2023 academic year.
- 100% of instructional staff will engage in the development of a scope and sequence for standards implementation in the elementary school while realigning courses in the middle and high school to address the standards' needs by the 2022-2023 academic year.

Goal 4 (OPTIONAL)

Goal 5 (OPTIONAL)

SECTION 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. If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align

with the district's response to any related question(s) in the SSIP, specifically question 4 in the School Connectivity Section.

Responses should include a description of the following:

- *How technology is integrated into teaching and learning throughout the district*
- *Explain the extent to which technology is used by teachers to facilitate their practice*
- *The extent to which technology is used by students to demonstrate understanding of skills and concepts*
- *The extent to which technology is used to provide multiple pathways to access and participate in learning.*

Technology is used by teachers in a multitude of ways to facilitate practice. Instructors utilize technology to disseminate information through means of display methods, both to the front of the room and to individual student devices, distribute digital learning materials through the district's designated learning management system, afford for practice of curricular materials, collect data through multi-faceted means of digital assessment, afford for greater accessibility through the use of baked-in and installed assistive technology, provide for multiple means of expression when engaging in learning tasks, and to afford opportunities for digital community as students grow as digital citizens.

The district seeks to promote multiple pathways to access and participate in learning through the use of technology. The experiences of the COVID-19 pause and the subsequent return to school have yielded a large number of lessons learned with regard to diverse learning needs and access to the core curriculum. The lessons learned have set the stage for intentional planning of curricular materials so that they are accessible to all learners. Principles of Universal Design for Learning are now integrated into teachers' lessons for flexibility in presentation and expression. Additionally, the shift to a digital backbone of instructional materials provides a significant increase in access for students of diverse learning needs through use of the assistive technology that is now readily available through universal device access.

In our most recent Smart Schools Bond Act submission one will note the inclusion of varied learning instruments for production processes. These devices include a CNC machine and a 3D printer. These devices will help to move our district into the NYS CS&DF Standards and shift our curricular focus of using tech away from consumption and towards creation. Inclusion of the use of such devices will help to assure that students are career ready.

2. NEW 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. *****INCREASED SCRUTINY ON THIS QUESTION*****

The austere conditions of the COVID-19 pause and the subsequent re-entry into school shed light on the number inequities to access that can be found in the homes of our students. With education being the shining beacon of light to better outcomes for all students, it has become

readily apparent that we must take actions to afford for more equitable access to varied technology items. It is only through intentionally planning towards equity that we will be able to make strides for our diverse student population. What follows below are the actions of our district to provide equitable learning “everywhere, all the time.”

National Education Technology Plan

NETP Leadership Recommendation 3: Develop funding models and plans for sustainable technology purchases and leverage openly licensed content while paying special attention to eliminating those resources and tasks that can be made obsolete by technology.

- The district has worked to make sure that we are best leveraging non-recurring revenues, state aided lines, and local revenue streams to assure a sustainable stream of purchases for all devices. The monies received through federal stimulus funds have helped to expedite the replacement schedule of our devices and to expand the breadth of the devices that need to be replaced. As such, student chromebooks will be replaced over the course of a 4 year period to sustain our one to one Chromebook initiative, teacher devices will be replaced over the course of a 4 year period.

Infrastructure Recommendation 1: Ensure students and educators have broadband access to the internet and adequate wireless connectivity, with a special focus on equity of access outside of school.

Our definition of what is schooling and what constitutes school work has expanded rapidly in the face of the modern world. Our aims to prepare our students for an ever changing technological world necessitate that we work towards providing universal network access and intentionally combat the digital divide.

- Our district sought to combat the digital divide and lack of network access through the use of creating network access opportunities for our underserved students. The district had purchased 8 mobile network hotspots. These devices connect to a cellular network and provide an instant network connection so that students without internet connections can still be able to complete their assigned coursework. Our district leadership team called each home during the COVID-19 pause to identify the homes in our district that were without network access as to be strategic in purchasing amounts and allocation of resources. While the initiative began as a means of providing for remote instruction, the initiative has since morphed into a means of providing access on a daily basis to underserved students. Students may now sign out these mobile hotspots from the school for digital work completion at home.
- While we make every effort to afford for universal network access for all of our homes, the remote nature of our district precludes some families from being able to purchase broadband internet and their homes do not have sufficient cell phone service as to utilize a mobile hotspot. In these cases, our use of strategic data has allowed for targeted instruction in our student body for the use of offline materials. These students are able to make their Google Workplace documents offline before leaving campus as to assure that their work can be completed in an environment devoid of internet access and then syncs as the students arrive on campus.

Infrastructure Recommendation 2: Ensure that every student and educator has at least one internet access device and appropriate software and resources for research, communication, multimedia content creation, and collaboration for use in and out of school.

- Prior to the start of the COVID-19 pandemic, our district had invested a significant amount into the procurement of student devices. We had made the decision to utilize Chromebook devices for students to more easily allow each student to have

a device at their disposal.

- In the past, our faculty and staff device purchases were focused upon the maintenance of desktop PCs. We have since surmised that the same use of Windows PCs can be accomplished through the use of laptops and docking stations. While we have always had a device for every faculty member, we aspire in the next three years to have staff empowered to utilize computing devices from any location on or beyond our campus through concerted laptop purchases.
- As important as it may be for equity in device access, this equity means nothing if the devices being utilized are many generations old and perform at a suboptimal level. To combat poor performance in our student and teacher devices, the district has devised a plan for the systematic replacement of all such devices. Student devices will be refreshed in 4 year cycles and staff devices will be refreshed in 4 year cycles.

Learning Recommendation 1: States, districts, and postsecondary institutions should develop and implement learning resources that embody the flexibility and power of technology to create equitable and accessible learning ecosystems that make learning possible everywhere and all the time for all students.

- To best assure that all students have adequate learning resources that embody the flexibility and power of technology, we must first address those individuals who are crafting the instructional materials: the teachers. Technology professional learning has become a central tenet of our professional development plan. We have sought to equip our instructional staff with the knowledge and the tools to be successful in the use of technology on campus and in remote learning environments. We have sent teachers to regional BOCES PD offerings, to statewide technology conferences such as NYSCATE, brought local experts into our school to hold district-specific sessions, and embraced the use of our district's tech coach. These sessions have helped to bolster our integration of technology into our instructional practice to the benefit of all learners.
- One approach that our district has embraced to provide for ease of access for all learners is through the designation of one school learning management system at each level. By focusing upon one learning management system, students have gained application fluency so that they are readily aware of how to retrieve and complete assignments for all of their courses. In creating app fluency through our core LMS, our students spend less cognitive load upon how to use the application and are therefore able to better focus upon the content being presented.
- Our local BOCES' investigation into educational opportunities has shown that the entirety of our region has a course catalogue of 18 pages as compared to a single district in Western New York that has a course catalogue of 56 pages. Students in our region are all underserved when it comes to course access due to the lack of fiscal resources. Our district has had course access expanded through participation in the Advanced Coursework Access Grant that has afforded online, asynchronous courses that fit into each student's schedule.

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. *****INCREASED SCRUTINY ON THIS QUESTION; RESPONSES MUST CITE SPECIFIC SERVICES UTILIZED*****

If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to any related question(s) in the SSIP, specifically question 6 in the Classroom Learning Technology section.

This question is referring to the intentional application of technologies and instructional strategies that are specifically used for students with disabilities. The response should address specifically the various technologies and instructional strategies that are used. Example: A district who has a 1:1 program should include how those devices are specifically being used with students with disabilities; not simply that they have access to the same devices as all students.

Response should include a description of the following:

- *Specific technology, applications, and/or devices that the district uses to serve students with disabilities. Updated on August 17, 2021 15*
- *How teachers use technology to address accessibility and to differentiate, modify, and accommodate the instruction of students with disabilities.*

The COVID-19 pandemic had spurned an immediate goal of device access to all students to facilitate the needs created by remote learning environments. The district had previously engaged in purchasing devices to create a fully one-to-one learning environment such that every student has access to high-quality instruction no matter their location. This immediate goal was accomplished through the distribution of Chromebooks for students. This push has provided greater access for students with diverse learning needs through this universal device availability. While having the devices for every student is a large step in the right direction for accessibility, it is not enough.

The district seeks to empower students with diverse learning needs not by providing each student with a device but by affording increased access to the curriculum through the assistive technology afforded through the use of the devices. The modern iterations of personal computing devices, notably Chromebooks in our district, come with a litany of accessibility features that students with diverse learning needs are provided access to and are explicitly taught how to utilize these features to provide for greater equity in learning opportunities. Upon surveying the features available in the devices and student needs based upon specific disabilities, additional services are purchased and installed to provide for a well rounded experience for the diverse learners. You will note the utilized services below as sorted by the associated disability.

Visually Impaired
Baked-In Chromebook Assistive Tech
- Chromebook fullscreen magnifier
- Chrome Vox screen reader
- Dark mode
- High contrast mode
- Resizable text through zooming

Outside Feature
- eBook versions of class texts for flexibility in presentation of the text
- Audiobook versions of class texts for read aloud

Deafness and Hard of Hearing
Baked-In Chromebook Assistive Tech
- Video subtitling in YouTube (closed captioning)
- Zoom/Google Meet closed captioning and transcription

Outside Feature
- Amplification devices

Fine Motor Disability
Baked-In Chromebook Assistive Tech
- Touchscreen interface
- Stylus usage
- Chromebook dictation
- Voice typing in Google Workplace products such as Google Docs and Google Slides

Outside Feature
- Kami for written expression instead of typing
- Kami speech to text feature
- Use of an external mouse

Literacy-Based Disabilities
Baked-In Chromebook Assistive Tech
- Chromebook dictation
- Chrome Vox for screen reading
- Voice typing in Google Workplace products such as Google Docs and Google Slides
- Predictive text and spell checking

Outside Feature
- Kami for speech to text
- Kami for text to speech

Color Blindness
Baked-In Chromebook Assistive Tech
- High contrast mode in Chromebook
- Monochrome screen option

English as a Second Language
Baked-In Chromebook Assistive Tech
- Chromebook language settings

- Alternate language closed captioning on YouTube videos
- Closed captioning translation in Google Meet and Zoom

You will note that our most recent Smart School Bond Act submission includes a number of student Chromebook devices. As you will note in the above assistive technology approach to diverse learners, the use of the baked-in Chromebook features is central to providing an equitable experience to such learners. The purchase of the Chromebook devices affords us the opportunity to create more interactions with digital materials and consequently a more equitable experience for all learners.

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. If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to any related question(s) in the SSIP, specifically question 6 in the Classroom Learning Technology section.

- ☐ 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).
- ☐ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☐ Assistive technology is utilized.
- ☐ Technology is used to increase options for students to demonstrate knowledge and skill.
- ☐ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (please identify in Question 4a, below)

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

- ☐ Research, writing and technology in a digital world
- ☐ Enhancing children's vocabulary development with technology
- ☐ Reading strategies through technology for students with disabilities
- ☐ 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) 5a. If ‘Other’ was selected in question 5 above, please explain here.

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).
- ☐ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☐ Home language dictionaries and translation programs are provided through technology.
- ☐ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- ☐ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- ☐ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (Please identify in Question 6a, below) 6a. If 'Other' was selected in Question 6 above, please explain here.

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
- ☐ No

If Yes, check one:

- ☐ In the 1-5 languages most commonly spoken in the district
- ☐ In the 6-10 languages most commonly spoken in the district

- ☐ In the 11-15 languages most commonly spoken in the district
- ☐ Other (please explain in Question 7b, below)

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

- ☐ Technology to support writers in the elementary classroom
- ☐ Technology to support writers in the secondary classroom
- ☐ Research, writing and technology in a digital world
- ☐ Writing and technology workshop for teachers
- ☐ Enhancing children's vocabulary development with technology
- ☐ Writer's workshop in the Bilingual classroom
- ☐ Reading strategies for English Language Learners
- ☐ Moving from learning letters to learning to read
- ☐ The power of technology to support language acquisition
- ☐ Using technology to differentiate instruction in the language classroom
- ☐ Multiple ways of assessing student learning through technology
- ☐ Electronic communication and collaboration
- ☐ Promotion of model digital citizenship and responsibility
- ☐ Integrating technology and curriculum across core content areas
- ☐ Web authoring tools
- ☐ Helping students connect with the world
- ☐ The interactive whiteboard and language learning
- ☐ Use camera for documentation
- ☐ Other (please identify in Question 8a, below) 8a.

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

While there hasn’t been a focus upon English Language Learner professional learning due to a persistent lack of that population, if presented with this population we would seek St. Lawrence-Lewis BOCES in contracting with RBERN to receive such services.

9. NEW 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.

- ☐ 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.
- ☐ 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 "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, DVD, or private online video channel). Updated on August 17, 2021

- ☐ 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.
- ☐ Other (Please identify in Question 9a, below) 9a. If 'Other' was selected in Question 9 above, please explain here.

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

- ☐ 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 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)

SECTION VI- ADMINISTRATIVE MANAGEMENT PLAN

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	0.33
Instructional Support (staff whose primary responsibility is in the integration of technology in curriculum to support teachers and students)	0.4
Technical Support (network engineers, system administrators, computer support and repair, computer aides whose primary role is technical support, etc)	0.6

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.

ACTIONS TO CONSIDER:

- ☐ Network infrastructure upgrades

- ☐ Communication devices such as phones and PA
- ☑ ~~Teacher device replacement~~
- ☑ ~~Student device replacement~~
- ☑ ~~Classroom display replacement~~
- ☐ Security systems upgrades
- ☐ Software maintenance and review

Anticipated Item or Service Drop Down Menu. 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."
Network and connectivity		$90,000	One Time	E-rate	
End User Computing Devices		$30,000	Annual	BOCES	
Peripheral Devices		$13,000	Annual	BOCES	
Instructional and Administrative Software		$10,000	Annual	BOCES	

Drop down list of items: Select one per row

- ☐ End User Computing Devices
- ☐ Instructional and Administrative Software
- ☐ Internet Connectivity
- ☐ Network and Infrastructure
- ☐ Peripheral Devices
- ☐ Professional Development
- ☐ Staffing
- ☐ Other (please identify in next column, to the right)

- [ ] N/A

Check box list of funding sources: Can check more than one

- [ ] 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

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
- [ ] No
- [ ] Not-applicable as there are no non-public schools

4. NEW(revised) 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.