

2018-2021 Instructional Technology Plan - 2018

I. District LEA Information

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Section I - District LEA Information

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

Brian Seligman

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

Director of Technology

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

2018-2021 Instructional Technology Plan - 2018**II. Strategic Technology Planning**

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Section II - Strategic Technology Planning**1. What is the overall district mission?**

The Harrison Central School District is dedicated to the belief that the most important endeavor in any community is the cooperative effort of parents, community members, and educators to ensure the best possible education of its children. The faculty and staff are committed to a mission of equity, access, rigor and adaptability for all of its students. These core values inform every aspect of our school district's work.

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

During the past decade, the Harrison Central School District with ongoing support from its community, has established a viable technology infrastructure that enhances learning, facilitates the management and analysis of data and streamlines communications. With approximately 1600 computers connected to a modern, sophisticated, high speed network, a wide array of software applications and web-based digital content available anytime, anywhere, the Harrison learning community is ready for the next phase of evolution, a clear, unambiguous focus on technology as a vehicle for improving student achievement. This long-range technology plan serves two major functions. First, it forms the basis for determining how new technology resources will be allocated and, second, the plan provides a set of guidelines for evaluating the effectiveness of current and future initiatives. These guidelines are governed by the four core beliefs developed by our district. In summary, technology is most "impactful" when it meets the following criteria: • Optimizes student learning: enhancing/extending understanding, thinking, investigation, construction of knowledge, expression of ideas, reflection and/or the differentiation of instruction. • Practical: requires a reasonable expenditure of resources (budget, human, time), is user-friendly, and appropriate for the identified need. • Sustainable: compatible with existing district standards, expandable (scalable), adaptable to changing needs and uses (dynamic), and is reliable over time. • Integrated: aligned with district vision and goals, supports NYS/national standards and core curricula and promotes interdisciplinary connections. This plan acknowledges the many challenges facing Harrison (and all schools) in the 21st century. It acknowledges that technology has and will continue to transform the world in which we live, and, by extension the schools in which we learn. It recognizes that technology can only be effective as a learning tool if it serves the instructional mission of the district; moreover, technology's potential will only be realized if it is an integral and integrated part of teaching and learning. To the extent possible, technology must be ubiquitous and transparent in both teachers' and students' educational lives. Finally, this plan acknowledges that the execution of this vision for a technology-rich, student centered learning environment is dependent on systemic changes in our schools, a comprehensive strategy for delivering high quality professional development and, above all, a commitment from all the stakeholders. It is part of a larger continuous improvement plan, not the improvement plan.

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

	List Goals
Goal 1	Goal 1: Instructional Technology Goal It is the goal of the Harrison Central School District Technology Plan to encourage and facilitate the use of instructional technology as a pedagogical resource for teachers.
Goal 2	Goal 2: Infrastructure Goal In order to meet the demands of a changing technological landscape the district's technology infrastructure must be maintained and adapted each year.
Goal 3	Goal 3: Professional Development Goal Teachers, staff and administrators must continue to grow and develop as they learn to use new software and hardware.

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

2018-2021 Instructional Technology Plan - 2018**II. Strategic Technology Planning**

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- 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.**

Over the past decade, all stakeholders including parents, teachers, building and district staff members, district IT staff and school administrators have been given opportunities to share thoughts and opinions on our current and future technology plans. Through these meetings our vision and goals for the use of instructional technology was formed. Each year, adjustments are made to the existing yearly plan, as well as the long range plan as necessary. This included changes to our technology models, (i.e. 1:1, BYOD, distance learning, etc.) changes to professional development, and changes within our existing infrastructure to support new ideas and models.

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

The Harrison Central School district offers a wide array of professional development opportunities for teachers, staff and administrators. In addition to the courses offered through our local and regional BOCES, Harrison offers its own in-service courses. These include courses designed to teach how to utilize classroom instructional technology such as SMART notebook, SMARTboards, iPads and apps, Google Apps for Education, and many others. In addition, the Harrison Central School district offers monthly Professional Development opportunities for all teachers lead by our district directors. These monthly sessions often revolve around the use of instructional technology as they relate to the delivery of content. We are also encouraging our teachers to explore online digital learning such as Google certifications. These online tools prepare our teachers to utilize apps consistent with our implementation of Google Apps for Education. In addition, teachers are obligated by their negotiated contract to participate in 50 hours of Professional Development annually. Teachers also, on average, participate in over 125 hours of in-service sessions. We also have requirements for new teachers. In addition to what was listed above, all new teachers participate in an additional 60 hours of Professional Development

- 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.**

The district will evaluate the Instructional Technology plan at least twice a year. This will take place in January and July. January marks the mid point of the school year and will be used as the mid point of the evaluation process for evaluating the effectiveness of the instructional plan. The end of year evaluation will take place in July. Evaluating the effectiveness of the implementation of the goals of the Instructional Plan will be done by a committee of district administrators. This committee will evaluate to what extent the vision and goals of the Instructional Technology Plan were realized. In addition, we will use several surveys to determine if the use of instructional technology had a positive impact on teaching and learning. The evaluations, both mid year and at the end of the year will serve to inform the updating of the yearly update to the 3 year Instructional Plan

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2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 1

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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

Goal 1: Instructional Technology Goal It is the goal of the Harrison Central School District Technology Plan to encourage and facilitate the use of instructional technology as a pedagogical resource for teachers.

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

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

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

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

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	Budget for Instructional Technology - Classroom, teachers and students	Director of Technology	N/A	June (06)	2021	\$500,000
Action Step 2	Budgeting	Budget for Instructional Technology - Infrastructure	Director of Technology	N/A	June (06)	2021	\$500,000

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III. Action Plan - Goal 1

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	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
			ogy				
Action Step 3	Professional Development	Professional Development - Inservice, Faculty meetings, Department meetings, Professional development meetings	Curriculum and Instruction Leader	N/A	June (06)	2021	\$10,000
Action Step 4	Implementation	Implementation - Work with stakeholders to ensure maximum use of instructional technology	Assistant Superintendent	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.

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III. Action Plan - Goal 1

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	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 Response)	(No Response)	N/A	(No Response)	June (06)	2021	(No Response)
Action Step 6	(No Response)	(No Response)	N/A	(No Response)	June (06)	2021	(No Response)
Action Step 7	(No Response)	(No Response)	N/A	(No Response)	June (06)	2021	(No Response)
Action Step 8	(No Response)	(No Response)	N/A	(No Response)	June (06)	2021	(No Response)

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III. Action Plan - Goal 2

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Section III - Action Plan

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

1. Goal #2

Goal 2: Infrastructure Goal In order to meet the demands of a changing technological landscape the district's technology infrastructure must be maintained and adapted each year.

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)

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

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	Budgeting	Budgeting - Network Infrastructure	Director of Technology	N/A	June (06)	2021	\$500,000
Action Step 2	Collaboration	Collaboration - District IT staff, local resources (EduTek, BOCES)	Director of Technology	N/A	June (06)	2021	\$0

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

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	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 3	Planning	Planning - 5 year plan to replace EOL, increase bandwidth, review AP Protocols, new technologies	Director of Technology	N/A	June (06)	2021	\$0
Action Step 4	Implementation	Implementation - Planning of the rollout each year of new infrastructure, as well as the replacement of existing infrastructure (EOL)	Director of Technology	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 #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	(No Response)	(No	(No	(No	(No	(No

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III. Action Plan - Goal 2

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	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
	Response)		Response)	Response)	Response)	Response)	Response)
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)

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2018-2021 Instructional Technology Plan - 2018**III. Action Plan - Goal 3**

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Section III - Action Plan

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

1. Goal #3

Goal 3: Professional Development Goal Teachers, staff and administrators must continue to grow and develop as they learn to use new software and hardware.

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

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

3. Target Student Population(s)

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

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	Collaboration	Collaboration - Work with district and building level instructional leaders to ensure that professional development is aligned with the goals of the District Technology Plan.	Assistant Superintendent	N/A	June (06)	2021	\$0
Action Step 2	Implementation	Implementation - Plan professional development opportunities for teachers, staff and administrators in alignment with the goals of the District Technology Plan.	Director of Technology	N/A	June (06)	2021	\$10,000

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

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	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
			ogy				
Action Step 3	Professional Development	Professional Development - The Director of Technology and the IT staff should maintain a high level of knowledge of best practices. This should include attendance at local, regional and national conferences and professional development opportunities.	Director of Technology	N/A	June (06)	2021	\$10,000
Action Step 4	Curriculum	Curriculum - Develop curriculum to support the use of instructional technology. Align the expectations for teachers with those of students and the District Technology Plan.	Director of Technology	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 #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.	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)

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III. Action Plan - Goal 3

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	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
	se)		se)		se)	se)	
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)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2018-2021 Instructional Technology Plan - 2018**IV. NYSED Initiatives Alignment**

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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 Technology Plan is designed to create the environment in which teachers and staff will continue to utilize the digital world to improve teaching and learning, supporting the district's core value of rigor. The Harrison Central School District has several technology initiatives in place such as: the use of digital tools such as tablets and laptops to facilitate student collaboration, communication, creativity, and curation, the use of the Google Apps for Education platform, implementing the newest software to deliver instruction and assess student growth. This can be accomplished through ongoing professional development, curriculum revision and continued technological support for all teachers, administrators and students. Strategies:

- Expand faculty, student and staff remote access to include application level access to promote complete 'work-at-home' access, making tools for teaching and learning available 24/7. This includes the district-wide rollout of Google Apps for Education.
- Complete Smartboard installations in all remaining full size classrooms and establish an anticipated lifecycle and replacement plan for upgrades.
- Expand wireless access district-wide.
- Evaluate current network usage and needs.
- Continue the exploration and evaluation of emerging technologies that offer cost-effective, ubiquitous access in learning environments. Continue the ongoing review and revision of procedures for the evaluation, selection and procurement of curriculum specific software and hardware.
- Provide ongoing professional training for all administrators and teachers to enhance fluency.

- 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.**

The use of technology to support student learning is embedded into our classrooms and the student's individual programs on a daily basis. At the elementary level, all students participate in library media classes with general education classes. In addition, classroom teachers (general education and special education) give students access to devices (chromebooks and ipads) within their classrooms daily. This may be indicated in specific students' IEPs or it may not. The use of technology may be the best way for a student to gain access to the content in the lesson. As a way to support our students who are visual learners, technology is used to expose the students to more visuals, videos, and interactive media as a way to provide access to the content curriculum. Many classrooms also utilize Google Classroom as a support where differentiated materials visuals, leveled texts, graphic organizers, and modified assignments, are provided to students individually as appropriate. Many of our students also have access to Raz-Kids, which provides engaging leveled texts that students can use to practice the reading skills/strategies that they have been taught in class. Teachers continue to utilize a variety of different application and extensions. Some of these applications and extensions are used to supplement curriculum, help with skill remediation, or provide additional practice to students. One application readily used by many teachers K-12 is Google Read and Write. It helps make text more accessible and also includes word prediction software, a dictionary, a picture dictionary, text to speech, screenshot reader, speech maker, screen mask, translator, highlighters, and voice note. For some students, the use of a device is able to remove the motor component for writing, in which they have struggles with. Students may utilize speech to text software or may receive specific explicit instruction in the area of typing from an occupational therapist or special education teacher. In addition, some teachers maintain digital portfolios via See-Saw documenting student work/progress that is captured via photo or video. This also allows the teachers to share this information in a timely fashion with parents. Students with significant communication challenges may gain access to assistive technology as per their IEP. This may include an individual device such as an Ipad that is programmed with either TouchChat or ProLoQuo2Go. This support is offered at school and at home in many of these cases. One of our speech and language therapists has a speciality in assistive technology. She provides consultation to the staff that work with the students who utilize this specific type of support. She also provides ongoing consultation to our staff across the district when there is a question of whether a student requires assistive technology and what that support should look like if warranted. She is also able to conduct formal evaluations when requested by the CSE. LMK and HHS are Bring Your Own Device Schools. All students are encouraged to utilize their devices in class and when needed, there is explicit instruction as to appropriate and efficient use of the devices. Google Classroom is utilized in all classrooms, however, some special education teachers create an additional Google Classroom where differentiated, scaffolded, and modified assignments can be accessed. Additionally, teachers can provide feedback and reminders to students using this platform. Many students at the secondary level work closely with their special education teachers to identify productivity apps that will aid them in keeping track of their assignments, exams, and important due dates. Several teachers have incorporated digital portfolios through the use of Google Drive in order to keep track of their progress toward their learning goals. Various trackers have been created by teachers to help students monitor their progress and provide a place for students to reflect on an ongoing basis. Individualized needs are reflected in student IEPs to include tools such as Google Read and Write. As mentioned above, this increases accessibility to of text documents. In addition, it including word prediction, dictionary, picture dictionary, text to speech, screenshot reader, speech maker, screen mask, translator, highlighters, and voice note. Some students have access to Learning Ally, an online catalogue of accessible audiobooks.

2018-2021 Instructional Technology Plan - 2018**IV. NYSED Initiatives Alignment**

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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.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology to increase options for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> 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

2018-2021 Instructional Technology Plan - 2018**IV. NYSED Initiatives Alignment**

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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.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the Secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital word | <input checked="" type="checkbox"/> Promotion and model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing Children's Vocabulary Development with technology | <input checked="" type="checkbox"/> Web authoring tools |
| <input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom | <input checked="" type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input checked="" type="checkbox"/> The interactive whiteboard and language learning |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read | <input checked="" type="checkbox"/> Use camera for documentation |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 7a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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.

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V. Administrative Management Plan

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Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	4.00
Technical Support	5.00
Totals:	10.00

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	300,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Instructional and Administrative Software	N/A	100,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid	N/A

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	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."
					<input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Internet Connectivity	N/A	324,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Network and Infrastructure	N/A	500,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input checked="" type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right)	N/A

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	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."
					<input type="checkbox"/> N/A	
Totals:			1,224,000			

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.**

<http://www.harrisoncsd.org>

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.**

Director of Technology, CIO

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.**

Director of Technology, CIO

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

Yes

- 7a. **If 'Yes' was selected in Question 7 above, please identify how often a security and/or privacy audit has been performed?**

Yearly

- 7b. **If 'Yes' was selected in Question 7 above, please indicate whether the audit(s) was/were performed by an independent 3rd party contractor.**

Yes - all audits were performed by a 3rd party contractor

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

2018-2021 Instructional Technology Plan - 2018V. Administrative Management Plan

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10. Does the district have an Internet Safety Policy?

Yes, and I will provide the URL to the policy.

10b. Please provide the URL to the district's Internet Safety Policy.<http://www.harrisoncsd.org/docs/general/AUP.pdf>**11. Does the district have a Cyberbullying Policy?**

No. The district does not have such a policy.

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.harrisoncsd.org/docs/general/ParentsBillofRights.pdf>**13. Does the district have an information breach policy that addresses the district's planned response to an information breach?**

Yes, and I will provide the URL to the policy.

13b. Please provide the URL to the policy that addresses the district's planned response to an information breach.<http://www.harrisoncsd.org/docs/general/breach.pdf>**14. Provide a direct link to the district's technology plan as posted on the district's website.**<http://www.harrisoncsd.org/docs/general/HCSDechplan1518.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.

2018-2021 Instructional Technology Plan - 2018**VI - Sharing Innovative Educational Technology Programs**

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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.

- | | |
|--|--|
| <input type="checkbox"/> Active Learning Spaces/Makerspaces | <input type="checkbox"/> Policy, Planning, and Leadership |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input checked="" type="checkbox"/> Privacy and Security |
| <input checked="" type="checkbox"/> Device Planning and Implementation (1:1; BYOD) | <input checked="" type="checkbox"/> Professional Learning |
| <input checked="" type="checkbox"/> Digital Citizenship | <input checked="" type="checkbox"/> Project-based Learning |
| <input checked="" type="checkbox"/> Infrastructure | <input type="checkbox"/> Other Topic A |
| <input checked="" type="checkbox"/> OER and Digital Curriculum | <input type="checkbox"/> Other Topic B |
| <input checked="" type="checkbox"/> Personalized Learning | <input type="checkbox"/> Other Topic C |
| <input type="checkbox"/> 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.	Brian Seligman	Director of Technology, CIO	seligmanb@harrisoncsd.org	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input checked="" type="checkbox"/> Digital Citizenship <input checked="" type="checkbox"/> Infrastructure <input checked="" type="checkbox"/> OER and Digital Curriculum <input checked="" type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Privacy and Security <input checked="" type="checkbox"/> Professional Learning <input checked="" type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> 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.

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	Michael Greenfield	Assistant Superintendent	greenfieldm@harrisoncsd.org	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input checked="" type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum

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

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

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> 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.