2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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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

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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 availableanytime, anywhere, the Harrison learning community is ready for the next phase of evolution, a clear, unambiguous focus on technology as a vehiclefor 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 itmeets the following criteria:
   • Optimizes student learning: enhancing/extending understanding, thinking, investigation, construction of knowledge, expression of ideas, reflectionand/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 overtime.
   • 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 effectiveas 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 andintegrated 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. **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. Over the course of the past year, we have met with several stakeholder groups as a thinktank to explore the needs of the plan and how we might update and modify the existing Technology plan. The planning process included several online meetings with stakeholders scheduled throughout the course of the previous year. These forums were scheduled and stakeholders invited to attend and share their thoughts and ideas. Forums for teachers and administrators were held each month at various scheduled meetings such as faculty meetings and Professional Development meetings. At each of these meetings, teachers were provided with access to give feedback and inform the ongoing planning of the new Technology plan. In addition, parents and community members were offered opportunities at various times thoughout the year to also provide feedback and inform the planning of the Technology Plan. Given all the information and feedback provided to the Technology committee, we were able to inform the plan and develop this 3 year Technology Plan. The Technology committee included the Director of Technology, the Assistant Superintendent for Curriulum and Instructions, various Directors of curriculum, other administrators and several teachers.

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

In every 3 year Distirct Technology plan, we include methodology in which we are in a constant state of review and revision. This allows for us to make necessary changes to the plan and ensure that the plan complies with our district vision, core values and overall goals for student success. We include stakeholder groups to inform this process through a variety of steps throughout the 3 years of the plan.   Due to the ongoing global pandemic, the process for determining this plan was different. We looked at what we had done well during the pandemic and looked for ways to continue utilizing the most effective technology into the post pandemic era. The planning committee was comitted to listening to stakholder groups to determine what had been done well and what needed adjusting moving forward. This was done sporadically over the past year during the planning process of the new technology plan. We will continue that process throughout the next 3 years.

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

The global pandemic forced all districts to look to technology to deliver instruction. Over the past 2 years, we have used technology in ways never before utilized on this large scale. This included having students and teachers video conference from home to deliver or receive instruction. This required new technology, including software, hardware and plenty of training. The tools needed to provide the best and most effective technology are now available to all teachers and students in the district. We have also provided training to teachers, staff and students on its use and will continue to provide the necessary resources so that all students will continue to be successful into the post pandemic era. Over the past 2 years we have added technology in the classrooms, in the schools and in the hands of students and staff. This included providing all students in K-2 with an iPad, all students in grades 3-5 with a chromebook, and all teachers with an iPad, chromebook, or Microsoft Surface. We also placed a video camera for Zoom/Google Meets in every instructional space within the district. In addition to the instructional technology, we also added additional access points to fully cover all instructional spaces with adequate wiFi. In order to provide the best instruction while utilizing these devices and internet, we also increased our district bandwidth to account for this need. Overall, the district infrastructure was well prepared for the increase in usage and we continue to upgrade and enhance the technology each year.

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

No

6a.   **What are your plans to become a fully 1:1 District? (Covers all grades K-12 as applicable)**

Currently, the district is 1:1 for Kindergarten through grade 5. For students in grades 6-12, we have a BYOD (Bring your own device) initiative in place. All students in need of a device is provided one by their school.

6b.   **When will the District become fully 1:1?**

Unknown

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

The 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. The courses designed by Harrison teachers and administrators are developed based on the feedback provided to school and district administrators throughout the course of the previous school year, as well as informed by current practices and goals. Summer professional development courses are designed with our teachers in mind. They are created to serve all teachers and ensure that they have access to high quality, content specific courses aligned to district and school instructional goals. All courses taught in Harrison are informed by our teachers' needs and the specific goals of the schools and departments. At the completion of these professional in-service courses, teachers provide feedback to the district on the efficacy of the course. The feedback submitted by teachers is reviewed by the instructors of the course, as well as district and school leaders. Adjustments are made when necessary. 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. Our school and district leaders model all aspects of the use of effective technology thorugh these meetings and professional development seminars. We also encourage 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 All teachers are evaluated using the Marzano framework. Within the Marzano framework, teachers are evaluated on their utilization of technology as it relates to their instruction. We utilize this data to inform which teacher, subjects, grade levels need focused curriculum specific work on the effective utilization of technology. Based on this evidence, teachers may develop goals in subsequent years to address their lack of proficiency with technology. When teachers have specified technology related goals, school and district leaders work one on one with these teachers to ensure their access to the necessary skill development. Additional professional develop opportunities are sought out and recommended to these teachers and followed up on at various mid year and end of year goal conferences.

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

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners. The district has met this goal:**

   Moderately

2. **Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning. The district has met this goal:**

   Significantly

3. **Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments. The district has met this goal:**

   Significantly

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

   Moderately

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

   Moderately

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1. **Enter Goal 1 below:**

   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. Specifically, the goal of the Harrison Central School District to develop a protocol for the adoption of appropriate and effective software related to all areas of pedagogue. The plan will involve a group of teachers and administrators reviewing requests for the use of software and making recommendations for the adoption of such software by grade level band and subject area.

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

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

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

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

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

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

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

   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. The data that we will collect at various times throughout the school year may include the effectiveness of the communication and how well the plan was implemented. This will be collected from all stakeholders through various forums and/or surveys. The DIstrict Technology committee with convene to review the feedback provided from our stakeholders and determine next steps. This will include a determination of goal attainment and steps to take to increase the efficacy of the plan. In addition, the district will continue to utilize ClassLink as a single sign on for all applications. This will allow the district to collect data on application utilization by staff and students. The data collected will inform how well applications are being utilized across the district. For example, if a math program (such as Dreambox) is being utilized across the district in all grade levels K-8, the data should confirm that all students are using the software on a consistent bases. These data reports will be communicated to departmen, school and district leaders to determine the effectiveness of the communication, and training on the use of each specific application. This information will also be used to inform the Technology plan on a yearly basis.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Budget for Instructional Technology - Classroom, teachers and students	Director of Technology	District Administrators, Principals, Assistant Principals, Assistant Superintendents	06/30/2025	500000
Action Step 2	Budgeting	Budget for Instructional Technology - Infrastructure	Director of Technology	District Administrators, Principals, Assistant Principals, Assistant Superintendents	06/30/2025	500000
Action Step 3	Professional Development	Professional Development - Inservice,Faculty meetings, Department meetings,Professional development meetings	Curriculum and Instruction Leader	District Administrators, Principals, Assistant Principals, Assistant Superintendents	06/30/2025	10000
Action Step 4	Data Privacy	Ensure Data Privacy Agreements from all 3rd party vendors, update Data Privacy website	Director of Technology	N/A	06/30/2025	10000

7. **This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	N/A	N/A	N/A	N/A	06/30/2025	N/A
Action Step 6	N/A	N/A	N/A	N/A	06/30/2025	N/A
Action Step 7	N/A	N/A	N/A	N/A	06/30/2025	N/A
Action Step 8	N/A	N/A	N/A	N/A	06/30/2025	N/A

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1. **Enter Goal 2 below:**

Goal 2: Professional Development Goal Teachers, staff and administrators must continue to grow and develop as they learn to use new software and hardware. Professional Development shall take place throughout the school year with a focus during the summer months.   Professional development includes summer in-service courses specifically designed around the use of technology as it relates to instruction. Courses are content specific, taught by current teachers, school and district leaders. In additon, Harrison provides study group opportunities. Study groups are small groups of teachers that are lead by a current teacher in a process over the course of 15 hours to explore content and develop a new skill or strategy to improve pedagogical approaches in the classroom. In addition to very specific courses and study groups aligned to a specific and targeted use of technology, all content based in-service courses and study groups also model the use of effective technology. Continuing to model the effective use of Google Productivity Tools, Google Classroom, Zoom, Smartboards, Interactive Monitors, Document Cameras and other technologies will enhance our teachers' instruction and/or classroom engagement. The goal of this Technology plan is to increase all teachers' and school/district leaders' effective use of technology each year. Since technology is constantly evolving, so must our use in our classrooms and schools.

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

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

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

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

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

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

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

The 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. The data that we will collect at various times throughout the school year may include the effectiveness of the communication and how well the plan was implemented. This will be collected from all stakeholders through various forums and/or surveys. The DIstrict Technology committee with convene to review the feedback provided from our stakeholders and determine next steps. This will include a determination of goal attainment and steps to take to increase the efficacy of the plan. We will also collect specific data regarding the professional development goal. This may include the courses that teachers engage in through MyLearningPlan flagged as "technology" and the specific observation data within the Marzano framework tagged in Domain 2: Planning and Preparing for Use of Resources and Technology (The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.)

6. **List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Collaboration - Work with district andbuilding level instructional leaders toensure that professional development isaligned with the goals of the District Technology Plan.	Assistant Superintendent	District Directors, Principals and Assistant Principals	06/30/2025	0
Action Step 2	Implementation	Implementation - Plan professional development opportunities for teachers,staff and administrators in alignment withthe goals of the District Technology Plan.	Assistant Superintendent	District Directors, Principals and Assistant Principals	06/30/2025	10000
Action Step 3	Professional Development	Professional Development - The Director of Technology and the IT staff should maintain a high level	Director of Technology	N/A	06/30/2025	10000

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		of knowledge of best practices. This should include attendance at local, regional and national conferences and professional development opportunities.				
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	06/30/2025	0

7. **This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	N/A	N/A	N/A	N/A	06/30/2025	N/A
Action Step 6	N/A	N/A	N/A	N/A	06/30/2025	N/A
Action Step 7	N/A	N/A	N/A	N/A	06/30/2025	N/A
Action Step 8	N/A	N/A	N/A	N/A	06/30/2025	N/A

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IV. Action Plan - Goal 3

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1. **Enter Goal 3 below:**

   Goal 3: 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. This includes increasing the safety of data and the internal network, offsite backups, and moving on site data storage servers to encrypted cloud based locations. We will also focus attention on security upgrades including the addition of more cameras, updated door access and door alerts. In addition, the district will engage in several penetration tests and security testing to ensure a safe and secure network.

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

   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). Check all that apply.**

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

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

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

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

   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. The data that we will collect at various times throughout the school year may include the effectiveness of the communication and how well the plan was implemented. This will be collected from all stakeholders through various forums and/or surveys. The District Technology committee with convene to review the feedback provided from our stakeholders and determine next steps. This will include a determination of goal attainment and steps to take to increase the efficacy of the plan. The District Technology Committee will also review all reports generated from our internal auditors (focused on network infrastructre and security), as well as from our internal and external penetration testing. Data from these reports will be used to make recommendations to the Director of Technology, the Assistant Superintendent for Business and the Superintendent of Schools.

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

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Budgeting - Network Infrastructure	Director of Technology	N/A	06/30/2025	50000
Action Step 2	Collaboration	Collaboration - DIstrict IT staff, local resources (EduTek, BOCES)	Assistant Superintendent	Director of Technology	06/30/2025	0
Action Step 3	Planning	Planning - 5 year plan to replace EOL, increase bandwidth, review AP Protocols, new technologies	Director of Technology	N?A	06/30/2025	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	06/30/2025	0

7. **This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	N/A	N/A	N/A	N/A	06/30/2025	N/A
Action Step 6	N/A	N/A	N/A	N/A	06/30/2025	N/A
Action Step 7	N/A	N/A	N/A	N/A	06/30/2025	N/A
Action Step 8	N/A	N/A	N/A	N/A	06/30/2025	N/A

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

   No

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V. NYSED Initiatives Alignment

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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.**

   The global pandemic forced all teachers, administrators and students to utilize technology to deliver and receive instruction. We have learned throughout the past few years that technology is a necessary and vital tool to deliver rigorous academic instruction to all students. We have incorporated technology into all aspects of teaching and learning, both for students, as well as for staff. This includes the use of specific software and hardware as a part of our instructional program at all levels. Through the past few years, we have identified the most effective tools in the technology space to deliver and implement classroom instruction. It is our goal through this technology plan to continue to revise and enhance this use of technology to serve all students to support their attainment of individual, school and district goals. 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/Interactive monitor installations in all remaining instructional spaces 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. **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.**

   Providing equitable learning "everywhere, all the time" has been shown through this global pandemic to be integral and necessary. In Harrison, we have done this through our core values of "equity" and "access". Even before the pandemic, all students were given access to all resources available to them throughout the district. During the pandemic, this became challenging, but we were able to continue this work by providing access to devices (ipads and chromebooks) to all students, providing internet hotspots to all families in need, providing training and resources to families so that they may assist their children at home utilizing these technologies. During times when students were required to zoom from home, we provided live call centers for parents to call asking for technology support. This included both instructional support and technical support. We will contine this "help desk" in perpetuity to ensure that all students, families and staff have adequate access to support. In the next few years, we are partnering with our local BOCES to increase our capacity to provide technical support for staff, students and parents. This partnership will allow us to have our help desk support at all times for a variety of needs. As the use of technology continues to evolve, so should the resources available to our community of teachers and learners.

V. NYSED Initiatives Alignment

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3. **Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.**

The 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 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 catalog of accessible audiobooks.

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

☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
☑ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
☑ Assistive technology is utilized.
☑ Technology is used to increase options for students to demonstrate knowledge and skill.
☑ Learning games and other interactive software are used to supplement instruction.
☐ Other (please identify in Question 4a, below)

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Enhancing children's vocabulary development with technology

☑ Reading strategies through technology for students with disabilities

☑ Choosing assistive technology for instructional purposes in the special education classroom

☑ Using technology to differentiate instruction in the special education classroom

☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Helping students with disabilities to connect with the world

☐ Other (please identify in Question 5a, below)

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

☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).

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

☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

☑ Home language dictionaries and translation programs are provided through technology.

☑ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.

☑ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.

☑ Learning games and other interactive software are used to supplement instruction.

☐ Other (Please identify in Question 6a, below)

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

Yes

7a. **If Yes, check one below:**

In the 5 languages most commonly spoken in the district

7b. **If 'Other' was selected in 7a, above, please explain here.**

(No Response)

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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)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

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

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

☐ Provide online mentoring programs.

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

☑ Offer a technology/support hotline during flexible hours.

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

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

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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 facilitate classroom projects that involve the community.

☑ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.

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

☑ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

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

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

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

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

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

2. **Investment Plan Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three. Provide a three-year investment plan to support the vision in Section II and goals in Section IV. A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.   All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.**

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	300,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☑ Grants ☑ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	Instructional and Administrative Software	N/A	100,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☑ Grants ☑ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Internet Connectivity	N/A	324,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Network and Infrastructure	N/A	500,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ 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. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

https://www.harrisoncsd.org/academics/technology

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2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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1. **Please choose one or more topics that reflect an innovative/educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a topic that is not on the list.**

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

2. **Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.**

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Brian Seligman	Director of Technology	seligmanb@harrisoncsd.org	☑ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☑ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☑ Data Privacy and Security ☑ Digital Equity Initiatives ☐ Digital Fluency Standards ☑ Engaging School Community through Technology ☑ English Language Learner ☑ Instruction and Learning with Technology ☑ Infrastructure ☐ OER and Digital Content ☑ Online Learning ☑ Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning ☑ Policy, Planning, and Leadership ☑ Professional Development / Professional Learning ☑ Special Education Instruction and Learning with Technology ☑ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

3.   **If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted to obtain more information about the innovative program(s) at your district.**

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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