I. District LEA Information

Page Last Modified: 10/26/2021

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

Ken Piacente

**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 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

Page Last Modified: 06/10/2022

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

The Iroquois Central School District will provide academically challenging, relevant, and purposeful learning experiences in partnership with parents and the community. We are committed to an engaged and inclusive approach that encourages innovation and creativity, preparing students for success in an ever-changing world.

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

Iroquois: Building on tradition to support and encourage all to excel through innovation, inspiration, and inclusivity.

**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.**

In order to create the Technology Plan, several stakeholders were consulted in the last year. Through the use of surveys, teachers, students and families were able to share their opinions regarding hardware and software. A K-5 technology scope and sequence was created to ensure that student use and skills continue to be honed.

PLanning process timeline:

  • surveys were sent throughout the year to gauge the focus of our technology plan
  • Monthly meetings between the Assistant Superintendent, Director of Technology, and Network Administrator were conducted to discuss the needs of the district and to formulate future plans related to technology.
  • Meetings in January, February, and March shifted focus to developing goals for the Technology Plan based on previous meeting discussions and surveys.

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

In the previous three-year plan, the focus was to initiate and complete the roll-out of a K-12 1:1 program. This process actually took approximately 5 years to establish as it not only included securing devices for students, and teachers. But has expanded to include aides, long term and building based substitutes. The district has successfully established a "refresh" cycle for devices for every 4 years. Our focus last year shifted to embedding the device and software use as seamlessly as possible into the curriculum.

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

Overall, the consensus was that we faired very wll during the pandemic. Within 2 days of closing in March, 2020, students had their devices at home. As a Microsoft school, we were able to move to virtual instuction using TEAMS. We had hotspots available for families to use if necessary and we also set a hotspot location at each of our buildings.

In the 2020-21 school year, our focus was to build upon what we had accomplished the previous Spring. We converted a classroom to a "drive-up" tech solution window where parents and students could access our technicians, pick up new hardware, etc., again all students had their devices at home. To help our teachers with online instruction, we purchased external cameras to help them with hybrid instruction. Two TOSA postitions were created to help teachers hone their instruction skills using technology. Not only did the TOSAs provide whole and individual pd, they created a weekly newsletter that concentrated on quick tips. Additionally they curated a One Note Notebook [which had begun the previous year] that contain "how to" recordings of under 3 minutes and directions in pdf format to help teachers, understand why the software would be helpful and, confirm that it is EdLaw 2d compliant. This year, our technology director extended this work to create a "Parent University" where families can access much of the information that is pertinent to them online.

Page Last Modified: 06/10/2022

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

Yes

**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.**

To design professional development, the district ellicits information from several areas, including faculty, 1:1, department and grade level meetings. Additionally teachers and aides are encouraged to complete a needs assessment survey Over the last five years, members of the administration, technology department, teachers and student tech team have made a concerted effort to provide professional development that is timely, engaging and answers the needs of the teachers. The sessions encompassed the use of both hardware and software, they included "work" time so teachers could practice while somone was there to help in case they needed it. Sessions were offered in-person and virtual to model for the teachers, what could be done in their own classroom.

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.

Page Last Modified: 10/26/2021

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:**

Significantly

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:**

Significantly

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.

Page Last Modified: 06/23/2022

**1.**     **Enter Goal 1 below:**

To create a standardized scope and sequence for all courses taught. The scope and sequence will align instructional technology (hardware/software) use with student skills in each subject and grade level in a designated matrix.

**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

☐ Early Learning (Pre-K -3)

☐ Elementary/intermediate

☐ Middle School

☐ High School

☐ Students with Disabilities

☐ English Language Learners

☐ Students who are migratory or seasonal farmworkers, or children of such workers

☐ Students experiencing homelessness and/or housing insecurity

☐ Economically disadvantaged students

☐ Students between the ages of 18-21

☐ Students who are targeted for dropout prevention or credit recovery programs

☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence

☐ Students who do not have internet access at their place of residence

☐ Students in foster care

☐ Students in juvenile justice system settings

☐ Vulnerable populations/vulnerable students

☐ Other (please identify in Question 3a, below)

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

☑ Teachers/Teacher Aides

☑ Administrators

☐ Parents/Guardians/Families/School Community

☐ Technology Integration Specialists

☐ Other

Page Last Modified: 06/23/2022

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.**

An ICSD Scope and Sequence Microsoft Team will be created to communicate, monitor, and guide the Faculty as they complete the project. This ongoing, collaborative standardized matrix will include annual reviews and updates. Teachers should not work on more than two scope and sequences at a time. To determine which curricular area, they should work on each year, teachers should decide with the input of their building administrator[s].
 • At the K-5 level, the work should be split among the grade level members.
 • At the 6-12 level, courses ending in Regents exams and, those elective courses with the highest historical enrollment should begin first.
Measured success will be determined by the growth of additional curricular areas being added from year to year. As teachers work on no more than two scope and sequences at a time over one year, we should see that being reflected in the data as teachers progress towards completion.

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 | Planning | Outline of the Project including action steps, explanation of the | Assistant Superintendent | Building Administrators | 06/30/2025 | 0 |
| Action Step 2 | Communications | Communicating the project goals and expectations to the department chairs and grade level leaders | Assistant Superintendent | Building Administrators, Department Chairs, Grade Level Leaders and Technology | 06/30/2025 | 0 |
| Action Step 3 | Professional Development | Teachers work together in teams to complete the matrices to include standards, learning goals, instructional strategies, technology integration and assessment. | Classroom Teacher | Building Administrators, Department Chairs, Grade Level Leaders and Technology | 06/30/2025 | 0 |
| Action Step 4 | N/A | n/a | N/A | n/a | 06/30/2025 | 0 |

7. **This question is optional.**

Page Last Modified: 06/23/2022

**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 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 6 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 7 | (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) |

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.

Page Last Modified: 06/28/2022

**1.**     **Enter Goal 2 below:**

Increase network security and grow our compliance with NewYork State Education Law 2D to ensure proper data protection of faculty, staff, and students.

**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 |
| ☐ Middle School | prevention or credit recovery programs |
| ☐ High School | ☐ Students who do not have adequate access to |
| ☐ Students with Disabilities | computing devices and/or high-speed internet at |
| ☐ English Language Learners | their places of residence |
| ☐ Students who are migratory or seasonal | ☐ Students who do not have internet access at |
| farmworkers, or children of such workers | their place of residence |
| ☐ Students experiencing homelessness and/or | ☐ Students in foster care |
| housing 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

Page Last Modified: 06/28/2022

**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.**

This goal will be measured by the folowing

• Implementation of a program that we will utilize to asses where our network security stands prior to any security changes

• Assist in developing a plan on how to improve on our current level of network security

• Strengthen our network security by showing real time data

• Show how the security and protection of our faculty, staff, and student data.

Once we implement any changes based our on initial measure, we can then utilize the same program to take another measure of where our network security stands, and then build on those initial changes again. We will ascertain if the goal has been accomplished by using security audits and administering online trainings to Faculty and Staff that give data points to see if their knowledge of accesstable use is increasing or staying level. To achieve this goal the data will need to represent that all neccesary Faculty and Staff have reached 100% particiapation in the online trainings with a 90% score or better. Participation growth will be 20% each year while score growth will be 10%. Security audit growth will be measured by successfully rectifying issues that are identified during the audit so that they do not appear in future audits.

**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 | Budgeting | Budget for the purchase and implementation of the program that we will use to measure and evaluate our goal before and after implementation. | Business Official | Data Protection Officer | 06/30/2025 | 6,000 |
| Action Step 2 | Data Privacy | By utilizing the software used to evaluate our data privacy needs, we can increase our data privacy to better protect any faculty staff or student data being used each day in the classroom. | Other (please identify in Column 5) | Data Protection Officer | 06/30/2025 | 0 |
| Action Step 3 | | | | | | |

Page Last Modified: 06/28/2022

|  | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
|  | Cybersecurity | After measuring where the district stands at our current network and cybersecurity level, we can begin to plan on how to increase our network and cybersecurity to better protect the data and devices on the network. | Other (please identify in Column 5) | Data Protection Officer | 06/30/2025 | 0 |
| Action Step 4 | Policy/Protocols | Based on the level of security on our network when it's first measured, we can determine if any district policies will need modification or creation in order to increase our network security. | Superintendent | Director of Technology | 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 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 6 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 7 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 8 | (No Response) | (No Response) | (No Response) | (No Response) | (No | (No Response) |

Page Last Modified: 06/28/2022

| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
| | | | | | Response) | |

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.

Page Last Modified: 06/10/2022

**1.**    **Enter Goal 3 below:**

To increase the viability of virtual educational opportunities within the district to expand credit bearing courses.

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

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

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

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

A committee will develop a needs/interest assesement survey which will be used to detemine which courses and content will be offered. Based on these results, the district will determine if additional staffing is required. An implementation team consisting of District and Building Administration, Technology Director, and the Virtual Instructors will design curriculum goals and build professional development to meet the faculties needs for a successful implementation.

**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.**

Page Last Modified: 06/10/2022

|  | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
| Action Step 1 | Research | Develop a committee to create a survey for a needs/interest assessment and to research other K-12 districts, Higher Education, and online school districts on how they deliver curriculum virtually. | Assistant Superintendent | Director of Technology, Building Principal | 11/01/2022 | 0 |
| Action Step 2 | Planning | Develop a strategic plan to determine what courses and content will be taught. | Assistant Superintendent | Building Principal, Director of Technology, Classroom Teachers | 01/01/2023 | 0 |
| Action Step 3 | Staffing | Determine if additional staff is needed. | Superintendent | Assistant Superintendent | 02/01/2023 | 95,000 |
| Action Step 4 | Professional Development | Provide professional development to participating Faculty and Staff. | Director of Technology | Implementation Team | 09/11/2023 | 40,000 |

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 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 6 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 7 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 8 | (No Response) | (No Response) | (No Response) | (No Response) | (No | (No Response) |

Page Last Modified: 06/10/2022

| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
| | | | | | Response) | |

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

No

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.

Page Last Modified: 03/28/2022

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.**

   To meet the goals set for the Iroquois Central School District, the integration of 1:1 in K-12 will support rigorous and relevant instruction. From hardware [computers, stylus, projectors, etc.], to software/cloud computing [Office 365, online textbooks], students will gain valuable experience with multiple aspects of technology. To match the needs and requirements of current software, and future software, computers with elevated specifications are being purchased to allow for greater expansion of student achievement. Students also have access to additional technology such as 3D printers, laser engravers, and robotics that allow for curricular enhancement. The technology will enhance and take student learning in a direction that was previously hindered or unattainable.

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.

   Our district is currently 1:1 for all Faculty and Students. Both faculty and students are able to bring their devices home with them if needed. Through our SSIP, we built a robust infrastructure that will lend itself to be conducive for further expansion of our network. We also have outfitted exterior access points throughout the district to provide access beyond the walls of our schools. If students do not have access to the internet at home then we provide them with a district appointed hotspot to ensure they have the connectivity they need.

   Through our partnerships with BOCES, Microsoft, Acer, and several other companies we provide continued support and learning opportunities for all students.

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.**

   Students with disabilities have access to several adaptive software and hardware tools as determined by their Individual Education Plan. Students who struggle with reading fluency or visual impairment are provided audio versions of text, students who struggle with handwriting are provided with speech to text software, students who are non-verbal are provided communication devices, and students who struggle with vocabulary or word finding are provided word prediction software.

Page Last Modified: 03/28/2022

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)

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)

Page Last Modified: 03/28/2022

**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)

Page Last Modified: 03/28/2022

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)

Page Last Modified: 03/28/2022

**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

☑ 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)./

☑ 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)

Page Last Modified: 03/28/2022

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.

☑ 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.

**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.**

☑ a) 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.

☐ b) The district uses instructional technology to facilitate classroom projects that involve the community.

☐ c) 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.

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

☐ e) 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.

☐ f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

☐ g) 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.

Page Last Modified: 03/24/2022

**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   | 2.00                       |
| Instructional Support            | 1.00                       |
| Technical Support                | 7.00                       |
| **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 | Professional Development | N/A | 5,000 | Annual | ☐ BOCES Co-Ser purchase<br>☑ District Operating Budget<br>☐ District Public Bond<br>☐ E-Rate<br>☐ Grants<br>☐ Instructional Materials Aid<br>☐ Instructional Resources Aid<br>☐ Smart Schools Bond Act<br>☐ Other (please identify in next column, | N/A |

Page Last Modified: 03/24/2022

| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|---|---|---|---|---|---|---|
| | | | | | to the right) ☐ N/A | |
| 2 | Staffing | N/A | 120,000 | 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 |
| 3 | Instructional and Administrative Software | N/A | 7,500 | Annual | ☑ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional | N/A |

Page Last Modified: 03/24/2022

| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|---|---|---|---|---|---|---|
| | | | | | Resources Aid <br> ☐ Smart Schools Bond Act <br> ☐ Other (please identify in next column, to the right) <br> ☐ N/A | |
| 4 | N/A | N/A | 0 | N/A | ☐ BOCES Co-Ser purchase <br> ☐ District Operating Budget <br> ☐ District Public Bond <br> ☐ E-Rate <br> ☐ Grants <br> ☐ Instructional Materials Aid <br> ☐ Instructional Resources Aid <br> ☐ Smart Schools Bond Act <br> ☐ Other (please identify in next column, to the right) <br> ☑ N/A | N/A |
| **Totals:** | | | **132,500** | | | |

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?**

   Not Applicable

Page Last Modified: 03/24/2022

**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.iroquoiscsd.org/domain/509

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.

Page Last Modified: 03/28/2022

**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 | | ☑ Professional Development / Professional Learning |
| ☑ Blended and/or Flipped Classrooms | ☐ English Language Learner | |
| | ☑ Instruction and Learning with Technology | ☑ Special Education Instruction and Learning with Technology |
| ☐ Culturally Responsive Instruction with Technology | | |
| | ☑ Infrastructure | |
| ☑ Data Privacy and Security | ☑ OER and Digital Content | ☑ Technology Support |
| ☑ Digital Equity Initiatives | ☑ Online Learning | ☐ Other Topic A |
| ☑ Digital Fluency Standards | ☑ Personalized Learning | ☐ Other Topic B |
| | | ☐ 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 | Ken Piacente | Director of Technology | kpiacente@iroquoiscsd.org | ☑ 1:1 Device Program<br>☑ Active Learning Spaces/Makerspaces<br>☑ Blended and/or Flipped Classrooms<br>☐ Culturally Responsive Instruction with Technology<br>☑ Data Privacy and Security<br>☑ Digital Equity Initiatives<br>☑ Digital Fluency Standards<br>☑ Engaging School Community through Technology<br>☐ English Language Learner<br>☑ Instruction and |

Page Last Modified: 03/28/2022

|  | Name of Contact Person | Title | Email Address | Innovative Programs |
|---|---|---|---|---|
|  |  |  |  | Learning with Technology<br>☑ Infrastructure<br>☑ OER and Digital Content<br>☑ Online Learning<br>☑ Personalized Learning<br>☑ Policy, Planning, and Leadership<br>☑ Professional Development / Professional Learning<br>☑ Special Education Instruction and Learning with Technology<br>☑ Technology Support<br>☐ Other Topic A<br>☐ Other Topic B<br>☐ 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 | Dr. Mary Jo Dudek | Assistant Superintentdent | mjdudek@iroquoiscsd.org | ☑ 1:1 Device Program<br>☑ Active Learning Spaces/Makerspaces<br>☑ Blended and/or Flipped Classrooms<br>☐ Culturally Responsive Instruction with Technology |

Page Last Modified: 03/28/2022

| | Name of Contact Person | Title | Email Address | Innovative Programs |
|---|---|---|---|---|
| | | | | ☑ Data Privacy and Security<br>☑ Digital Equity Initiatives<br>☑ Digital Fluency Standards<br>☑ Engaging School Community through Technology<br>☐ English Language Learner<br>☑ Instruction and Learning with Technology<br>☑ Infrastructure<br>☑ OER and Digital Content<br>☑ Online Learning<br>☑ Personalized Learning<br>☑ Policy, Planning, and Leadership<br>☑ Professional Development / Professional Learning<br>☑ Special Education Instruction and Learning with Technology<br>☑ Technology Support<br>☐ Other Topic A<br>☐ Other Topic B<br>☐ Other Topic C |
| Please complete all columns | Matthew Jacobs | Network Administrator/Data Protection Officer | mjacobs@iroquoiscsd.org | ☐ 1:1 Device Program<br>☐ Active Learning |

Page Last Modified: 03/28/2022

| | Name of Contact Person | Title | Email Address | Innovative Programs |
|---|---|---|---|---|
| | | | | Spaces/Makerspaces<br>☐ Blended and/or Flipped Classrooms<br>☐ Culturally Responsive Instruction with Technology<br>☑ Data Privacy and Security<br>☐ Digital Equity Initiatives<br>☐ Digital Fluency Standards<br>☐ Engaging School Community through Technology<br>☐ English Language Learner<br>☐ Instruction and Learning with Technology<br>☑ Infrastructure<br>☐ OER and Digital Content<br>☐ Online Learning<br>☐ Personalized Learning<br>☐ Policy, Planning, and Leadership<br>☐ Professional Development / Professional Learning<br>☐ Special Education Instruction and Learning with Technology<br>☐ Technology |

Page Last Modified: 03/28/2022

|  | Name of Contact Person | Title | Email Address | Innovative Programs |
|---|---|---|---|---|
|  |  |  |  | Support<br>☐ Other Topic A<br>☐ Other Topic B<br>☐ Other Topic C |
| Please complete all columns | N/A | N/A | N/A | ☐ 1:1 Device Program<br>☐ Active Learning Spaces/Makerspaces<br>☐ Blended and/or Flipped Classrooms<br>☐ Culturally Responsive Instruction with Technology<br>☐ Data Privacy and Security<br>☐ Digital Equity Initiatives<br>☐ Digital Fluency Standards<br>☐ Engaging School Community through Technology<br>☐ English Language Learner<br>☐ Instruction and Learning with Technology<br>☐ Infrastructure<br>☐ OER and Digital Content<br>☐ Online Learning<br>☐ Personalized Learning<br>☐ Policy, Planning, and Leadership<br>☐ Professional Development / |

Page Last Modified: 03/28/2022

| | Name of Contact Person | Title | Email Address | Innovative Programs |
|---|---|---|---|---|
| | | | | Professional Learning<br>☐ Special Education Instruction and Learning with Technology<br>☐ Technology Support<br>☐ Other Topic A<br>☐ Other Topic B<br>☐ Other Topic C |

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.