



HOLLAND CENTRAL SCHOOL DISTRICT
Technology Plan – 2022-25

Table of Content

Part 1	District Information	p. 3-4
Part 2	Strategic District Planning	p. 5-7
Part 3	Goal Attainment	p. 7
Part 4	Action Plan	p. 8-13
Part 5	NYSED Initiative Alignment	p. 14-18
Part 6	Administrative Management Plan	p. 19-21
Part 7	Sharing Innovative Educational Technology Programs	p. 21-22

PART 1 -DISTRICT INFORMATION

Introduction

Holland Central School District is set in a rural community located in Erie County, approximately twenty-five miles south-east of Buffalo. Surrounded by rolling hills and scenic landscape, Holland Central School is the hub of educational, community, cultural and recreational activities. The district is comprised of the Harold O. Brumsted Elementary School and the Holland Middle School and the Holland High School. The Elementary School serves 301 students, Universal Pre-Kindergarten through Grade 4, the Middle School serves 230 students, 5th through 8th, and the High School serves 250 students, Grades 9 through 12. The district employs 89 full and part-time teachers.

Mission

The Holland Central School District's Mission is to let each student become all that they are capable of being in a safe, caring and supportive environment where schools, parents and the community work in a cooperative partnership.

Vision

The Holland Central School District strives to use technology for the purpose of increasing achievement for all students. The function of technology in instruction should look to enhance current pedagogy and transform learning while fostering a growth mindset. Technology in the classroom should be used with purpose and competence to increase engagement, collaboration opportunities, excitement, and access to information.

Acknowledgements

The development of this Technology Plan was the combined effort of a team of dedicated professionals. We would like to thank the Technology Committee for their assistance in helping identify and integrate instructional technology in our district.

Stakeholders

- Core Team - Sarah Wittmeyer, Michelle Krieger, Dave Fox, Patrick McMillan
- Admin/Internal Team - The Core Team and Eric Lawton(Superintendent), Jason Jacobs(High School Principal), Bryan Ford(Middle School Principal), Kelly Wetzler (Elementary Principal), Christine Ljungberg(Business Official), Shannon Cavanaugh(Director of Pupil Services), Casie Chapman(3rd Grade teacher), RaeAnn Poturalski (Kindergarten teacher), Denise Bull (Aide), Kristin Wozniak (AIS Teacher) Marisa Kling(Middle School Math teacher), Jessica Freeman(Spanish teacher) and Amy Demario (High School Science teacher)
- Community Team – The Core Team, Admin/Internal Team, Parents - Heather Zywczyński & Tara Greenley, and Students - Grace Zywczyński (10th grade) and Mason Greenley (10th Grade).

PART 2 – STRATEGIC DISTRICT PLANNING

Vision Statement that Guides District Technology

The Holland Central School District strives to use technology for the purpose of increasing achievement for all students. The function of technology in instruction should look to enhance current pedagogy and transform learning while fostering a growth mindset. Technology in the classroom should be used with purpose and competence to increase engagement, collaboration opportunities, excitement, and access to information.

The Planning Process

The development of this technology plan was the combined effort of a team of dedicated professionals. Stakeholder groups participated in different subgroups:

- Core Team: Director of Curriculum, Educational Innovator, Technology Coordinator/DPO, and Microcomputer Systems Specialist
- Admin/Internal Team: Core Team and Superintendent, building principals, Director of Pupil Personnel Services, School Business Official, K-12teachers, related service provider, and staff
- Community Team: Core Team, Admin/Internal Team, BOE Member, parents, and students.

The team met weekly between September and November, for 90 minutes, to discuss goals and investment for the technology plan and all related action steps. Outcomes relevant to the technology plan that were determined by the committee meetings are:

- Continuing with developing the technology skills of our staff and faculty through professional development that allowed for varied skill levels
- Develop targeted technology skills, for students, per grade level.
- Provide teachers with a framework to create quality learning experiences while integrating technology to increase student engagement and achievement.
- Investments to consider include continuation of 1:1 devices within the district, increased accessibility to internet connectivity, increased professional development budget, and additional staff.

COVID Pandemic Considerations

The district's Instructional Technology Plan reflects experiences during the COVID pandemic in the following ways:

-Through the COVID pandemic, teachers have demonstrated a variety of levels of proficiency regarding the use and application of technology. Due to this, we've developed a goal to provide professional development to staff in order to build capacity.

-Through the COVID pandemic, students have demonstrated a variety of levels of proficiency regarding the use and application of technology. To address this, we will develop a scope of instruction for students under the umbrella of digital citizenship.

-Through the COVID pandemic, teachers have demonstrated a variety of levels of proficiency regarding the use and application of technology. To address this, we will develop a framework for understanding how to enhance learning experiences for students through balancing content, pedagogy, and technology.

Professional Development Plan to Attain Instructional Technology Vision

The district will use relevant data compiled from a survey completed by teachers in the spring of 2021 when planning professional development activities. A technology committee that includes K-12 teachers, building principals, the technology coordinator, the technology integration specialist, the microcomputer technical support specialist, and director of curriculum works together with the CSLO team from Erie 1 BOCES to plan these opportunities.

The following types of professional development offerings/methods of delivery are available to faculty, administration, and staff on a regular basis:

- Workshops provided by district staff or CSLO staff held on professional development days• CSLO Workshops at Erie 1 or Erie 2 BOCES
- CSLO Webinars
- CSLO Technology Integration Forums (two teacher representatives sent to this each month)
- Planning meetings with Technology Integration Specialists
- Embedded support in classroom from Technology Integration Specialists

Topics that PD will address:

- ISTE/NETS standards - all faculty, staff, and administration
- Saving, Sharing, and Collaborating on Files in the Cloud (Microsoft Office 365) - all faculty, staff, students, and administration
- Using Digital Assessment and Reporting Tools for RTI and Data Driven Instruction (eDoctrina, Castle Learning, iReady, etc.) - teachers and administration
- Using Software Applications to Provide Individualized Instruction (iReady, IXL Math, RAZ Kids, etc. - teachers, aides, and administration
- Using Software and iPad Apps for Formative Assessment (Formative, Kahoot, Pear Deck, Gimkit, etc.) – teachers
- Integrating the Use of Creation Apps to Promote Student Engagement and Choice (iMovie, Prezi, Keynote, Green Screen apps, storybook creation apps, etc.) - teachers and students• Distance Learning and Virtual Reality Experiences - teachers and students
- Robotics Tools (Makey Makey and VEX) - teachers and students

PART 3 – GOAL ATTAINMENT

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

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

Digital Capacity and Access – The District’s technology infrastructure fully supports learning and teaching in all of the district’s environments.

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

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.

PART 4 – ACTION PLAN

Goal 1

Providing targeted professional development training, support, and resources towards the three goals of Learning, Mastery, and Leading in all aspects of application of technology in the district.

NYSED Goal Alignment

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

Target Student Population

All students

Additional Target Populations

Teacher/Teacher Aides

Administration

Technology Integration Specialist

Measurement and Evaluation

This instructional technology goal will be measured and evaluated during and after implementation through:

- Needs assessments
- Evaluation and reflection of professional development offerings
- Anecdotal evidence

Staff will be provided with evaluation forms after completing professional development sessions to allow them to reflect on the learning and provide data to determine next steps.

Evidence will be analyzed by district and building leaders, technology coordinator, and educational innovator to plan for professional development day, faculty meetings, and other staff development time.

The goal has been accomplished as evidenced by evaluations given to staff that demonstrate their growth with district technologies.

GOAL 1 - ACTION STEPS

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Other (please identify in Column 3, Description)	Needs Assessment - Administer a digital form to staff to collect data on proficiency with district technology.	Curriculum and Instruction Leader	Technology Coordinator, Educational Innovator, Building Principals	10/01/2022	0
Action Step 2	Planning	Based on results of Needs Assessment, we will categorize staff into classification of Learner, Mastery, or Leader in given technologies and begin to establish trainings, support, and resources according to need.	Curriculum and Instruction Leader	Technology Coordinator, Educational Innovator, Building Principals	11/01/2022	0
Action Step 3	Professional Development	Provide training opportunities, co-planning, co-teaching, and coaching supports, and resources to staff as determined by classification. This training will occur during professional development days, faculty meetings, and before/after school.	Curriculum and Instruction Leader	Technology Coordinator, Educational Innovator, Building Principals	07/01/2022	0
Action Step 4	Evaluation	Administer evaluation assessment to staff at end of year to determine success in learning opportunities. This data will be analyzed with a new Needs Assessment to determine scope of professional development needs for the upcoming school year.	Curriculum and Instruction Leader	Technology Coordinator, Educational Innovator, Building Principals	07/01/2022	0

Goal 2

Establishing a vertical structure of student skills and application of technologies from P-12 to increase student achievement and engagement.

NYSED Goal Alignment

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

Target Student Population

All students

Additional Target Populations

Teacher/Teacher Aides

Administration

Technology Integration Specialist

Measurement and Evaluation

This instructional technology goal will be measured and evaluated during and after implementation through:

- Development of the scope and sequence
- Evaluation and reflection of professional development, coaching, and training provided to staff
- Student assessment as prescribed by the scope and sequence

Staff will be provided with evaluation forms after completing professional development sessions to allow them to reflect on the learning and provide data to determine next steps.

Evidence will be analyzed by district and building leaders, technology coordinator, and educational innovator to plan for professional development days, faculty meetings, and other staff development time and to determine readiness for implementation of scope and sequence.

GOAL 2 - ACTION STEPS

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Leverage Instructional Leadership Team (ILT) to determine what technology and digital citizenship skills students need at each grade level and develop a vertical scope and sequence.	Curriculum and Instruction Leader	Technology Coordinator, Educational Innovator, Building Principals	06/30/2023	0
Action Step 2	Professional Development	Provide training to staff to develop lessons and learning experiences for students to acquire technology and digital citizenship skills as per scope and sequence.	Curriculum and Instruction Leader	Technology Coordinator, Educational Innovator, Building Principals	12/30/2023	0
Action Step 3	Implementation	Offer coaching support, resources, and continued training to staff to assist them in the implementation of the scope and sequence.	Curriculum and Instruction Leader	Technology Coordinator, Educational Innovator, Building Principals	06/30/2025	0
Action Step 4	Evaluation	Ongoing throughout Action Steps 1-3; Evaluate staff needs throughout implementation to provide appropriate support and professional development.	Curriculum and Instruction Leader	Technology Coordinator, Educational Innovator, Building Principals	06/30/2025	0

Goal 3

Facilitate learning with thoughtful technology integration by developing an understanding of how to enhance learning experiences for students through balancing content, pedagogy, and technology.

NYSED Goal Alignment

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

Target Student Population

All students

Additional Target Populations

Teacher/Teacher Aides

Administration

Measurement and Evaluation

This instructional technology goal will be measured and evaluated during and after implementation by:

- The creation of the framework for teachers to use in planning
- Evaluation, feedback, and reflection on professional development
- Outcomes of collaborative work groups of teachers implementing framework

Staff will be provided with evaluation forms after completing professional development sessions to allow them to reflect on the learning and provide data to determine next steps.

Evidence will be analyzed by the district and building leaders, technology coordinator, educational innovator, and teachers to plan for additional support and resources as needed.

GOAL 3 - ACTION STEPS

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Planning	Develop a framework for teachers to use to create learning experiences that allow for technology integration that enhances student learning and achievement.	Curriculum and Instruction Leader	Technology Coordinator, Educational Innovator, Building Principals	09/01/2022	0
Action Step 2	Professional Development	Introduce framework to teachers and provide training, support, and resources for them to develop learning experiences in their classrooms with a focus on their content, instruction, and technology.	Curriculum and Instruction Leader	Technology Coordinator, Educational Innovator, Building Principals	06/30/2023	0
Action Step 3	Collaboration	Collaborative groups of educators to evaluate implementation and share best practices of pedagogy, content, and technology integration.	Classroom Teacher	Curriculum and Instruction Leader, Technology Coordinator, Educational Innovator, Building Principals	06/30/2023	0
Action Step 4	Evaluation	Review data on the completion of this goal and determining next steps.	Curriculum and Instruction Leader	Technology Coordinator, Educational Innovator, Building Principals	07/31/2023	0

PART 5 – NYSED Initiative Alignment

- 1. 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 district's goals include preparing students for the future by using technology to develop the following skills:

- Students solve problems and document the process using digital, video, and audio.
- Students use various presentation tools to present their work (Prezi, PowerPoint, iMovie, Educreations, etc.).
- Students use technology, such as ArcGIS, to analyze real world data, identify trends and forecast possibilities.
- Students use CAD software to design prototypes of products and create models using a 3-D printer.
- Students will use Office 365 which will provide word processing, spreadsheet, publishing, document sharing, and a host of other resources designed for easy and effective collaboration.
- Students will participate in online discussion groups and communicate with peers to collaborate on projects and classwork.
- Students will receive and submit assignments electronically.
- Students use technology tools when appropriate for gathering and organizing information and resources (i.e. Notability, EasyBib).
- Students will use online resources when researching (library subscription databases, pre-selected websites or internet resources).
- Teachers and School Librarians will teach students to cite sources appropriately and validate internet resources when researching.
- Teachers will provide students with resources that will advocate for safe, legal and responsible uses of information and technology (i.e. www.commonsemmedia.org).
- Technology Coordinator and Microcomputer Technical Support Specialist will provide teachers and students with ongoing assistance with new hardware, software, applications, and systems.
- Data Protection Officer will ensure safe and secure use of software use in the district.

- 2. 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.**

The district plans to address the need to provide equitable learning "everywhere, all the time" in accordance with the National Technology Plan by:

- District provided 1:1 devices for all students.
- Provide access to loaner devices in the event a student device is lost, stolen, and/or damaged.
- Access points in every classroom, large group learning space (auditorium, cafeteria, etc.), and exterior learning space including athletic facilities.
- Partnership with T-Mobile Project 10 Million.
- Augmented technology infrastructure with Erie 1 Managed Services.

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.

Our 1:1 device initiative provides each student, grades Pre-k through 12, with an iPad (grades UPK-2) or Dell Laptop (grades 3-12) to enhance the learning experience. Students will be guided and encouraged to use this technology to develop responsible digital citizenship, improve research techniques, direct and monitor their own learning, and prepare themselves to become college and career ready. Students with special needs will work with the general education teacher, respective special education teacher, and the Educational Innovator to access the general education curriculum using this technology. District hardware and software will be utilized to personalize instruction and meet each student's unique learning needs. The district utilizes Microsoft Accessibility Tools, Bookshare, Dynavox, text-to-speech, speech-to-text, etc. to serve students with disabilities.

4. The district utilizes technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments. These include:

- 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.

5. The professional development that will be offered to teachers of students with disabilities will enable them to differentiate learning and to increase student language and content learning using technology.

- 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

6. The district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments.

- 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.
- 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.

7. 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.

- 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
- 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

8. The district utilizes technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning.

- 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.
- Provide students experiencing homelessness and or housing insecurity with tablets or laptops, mobile hotspots, prepaid cellphones, and other devices and connectivity.
- Provide students with 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 coursework.
- Adjust assignments to be completed successfully using only the resources students have available.
- Create in-person and web-based tutoring programs spaces and/or live chats to assist with assignments and technology issues.

9. The district uses instructional technology to facilitate culturally responsive instruction and learning environments.

- 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.

PART 6 – ADMINISTRATIVE MANAGEMENT PLAN

1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	2.00
Instructional Support	1.00
Technical Support	1.20
Totals:	4.20

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	Staffing	N/A	126,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Professional Development	N/A	30,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	End User Computing Devices	N/A	750,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Internet Connectivity	N/A	108,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			1,014,000			

PART 7 – SHARING INNOVATIVE EDUCATIONAL TECHNOLOGY PROGRAMS

- The following reflect an innovative/educational technology program that has been implemented for at least two years at a building or district level.
 - 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
 - Instruction and 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

2. Please contact Sarah Wittmeyer or Michelle Krieger in order to obtain more information about the innovative program(s) at the district.

Sarah Wittmeyer (swittmeyer@hollandcsd.org)	Director of Curriculum and Technology	716-537-8280
Michelle Krieger (mkrieger@hollandcsd.org)	Technology Coordinator/DPO	716-537-8265