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?**

Gary Winghart

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

Other

2a.   **If 'Other' was selected in Question 2 above, please identify the title.**

Elementary Principal/Technology Integration Leader

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

   Remsen is a dynamic school community of stakeholders providing diverse, demanding and innovative educational opportunities. Our culture fosters a conscientious desire to learn and achieve to individual potential. Students learn that responsible citizenship comes from critical, determined and sustained effort.

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

   The Remsen Central School District recognizes that the ability to use and adapt to changing technology, to navigate an information-rich world, and graduate college and career ready is critical to success in a global marketplace. The District's vision is to integrate technology into teaching and learning by providing our students with a technology rich learning experience that is crucial for them to be competitive in a global workforce.

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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.**

The district technology team is strategically made up of a variety of school stakeholders (see list of team members below) who have worked through shared decision making efforts on the district technology plan template. The team developed a timeline to accomplish the task and set goals for the completion and carrying out of the plan. Through this means, the team was able to be creative thinkers, independently, and as a team through online sharing and meeting as a group to be sure the process was in depth, the goals realistic, and the outcomes attainable. Comments and feedback were obtained and addressed as a team under the guidance and direction of our Regional Information Center planners and directors. **ITP Timeline Including Content to be Covered at each Meeting**

	Date of Meeting	Content to Cover/Review
1	January 11, 2022 2:50 in the Jr/Sr High ChromeLab	• Section I (review) • Section II
2	January 25, 2022 2:50 in the Jr/Sr High ChromeLab	• Section III
3	February 8, 2022 2:50 in the Jr/Sr High ChromeLab	• Section IV
4	March 1, 2022 2:50 in the Jr/Sr High ChromeLab	• Section IV
5	March 15, 2022 2:50 in the Jr/Sr High ChromeLab	• Section V
6	March 29, 2022 2:50 in the Jr/Sr High ChromeLab	• Complete any unfinished • Review Section VI
7	April 5, 2022 2:50 in the Jr/Sr High ChromeLab	• Plan Review before submission for MORIC review
8	May 24, 2022 2:50 in the Jr/Sr High ChromeLab	• Begin to correct/make changes if available
9	June 21, 2022 2:50 in the Jr/Sr High ChromeLab	• Final Review before submitting to NYSED

Technology Team Members

Member	Role(s)
• **Carina Mettelman**	• Elementary Classroom Teacher
• **Michele O'Connor**	• Elementary Classroom Teacher
• **John Glass**	• High School Teacher
• **Linda Smith**	• High School Teacher • CTE Instructor
• **Anne Reilly**	• Library Media Specialist (Elementary and Secondary Level)
• **Kyrill Verenich**	• Network Administrator
• **Timothy Jenny**	• Superintendent of Schools • Parent • Remsen Alumni
• **John McKeown**	• School Business Administrator
• **Sanya Pelrah**	• Secondary Principal
• **Gary Winghart**	• Elementary Principal • Technology Integration Leader

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> • Parent

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

The planning process utilized for the 2022-2025 Instructional Technology Plan has been very similar to our past planning practices. Our team developed a timeline to accomplish the task and then set goals for the completion and carrying out of the plan. Comments and feedback were obtained from team members and school stakeholders and addressed as a team. School staff were given the opportunity to provide input through surveys in order to aid the team in identifying strengths and areas for improvement in the use of instructional technology. Many of our goals from the 2018-2021 Instructional Technology Plan are ongoing goals designed to foster continual improvement and growth in the district's use of instructional technology. The team will regularly review these goals and assess the district's growth in those areas.

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

The changes to the availability of instructional technology as well as the professional development, instructional changes, and other technology related effects of the COVID-19 pandemic are built into our 2022-2025 Instructional Technology plan and the goals that we have for the district moving forward. The district's response and reaction to the COVID-19 pandemic in a way expedited a number of the plans/goals that we already had set in motion in the 2018-2021 plan. For example, we were working towards becoming a 1:1 district with Chromebooks assigned to all students for use in the classroom and in their home. At the start of the pandemic we initially deployed as many of our current devices to students for use at home as possible and then began planning to purchase additional devices in order to have a device for each Remsen student. By the start of the 20-21 school year we had enough devices for each student but then purchased additional Chromebooks in order to have a Chromebook for each student in grade 1-12, with iPads for students in grades Pre-K and Kindergarten. Moving forward we plan to maintain 1:1 devices for student use and will make purchases on a regular cycle to ensure that we have high quality computing devices for our students and staff. Professional development became more readily available during the pandemic with a variety of remote options through video conferencing. The focus of professional development shifted largely to efficiently using technology in a remote and/or blended learning environment. Moving forward professional development will continue to be available both in person and remotely and will be focused on relevant instructional technology and effective classroom practices. As a school district, remote learning and blended policies, procedures and practices were developed and put into practice. Classroom teachers develop remote and blended learning plans for their classrooms. This work will be utilized by the district moving forward as needed to ensure that students are receiving quality instruction regardless of the learning conditions.

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

Yes

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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.**

Through the use of faculty meetings and conference days as well as additional opportunities provided by the Remsen Teacher Center, educators will be provided hands-on learning experiences with instructional technology items. In addition, the district will continue to contract with OHM BOCES for the provision of a 0.20 Technology Integration Specialist as well as utilize the RIC Model Schools COSER to provide individualized professional development to staff based on content and grade level, aligned with the district's technology vision outlined in this plan.

Description	Audience	Method
Promethean Interactive Display, ActivInspire, and ClassFlow training	Instructional Staff, Support Staff, Substitute Teachers	Hands-on Training, Virtual Sessions, Provision of Resources
Google WorkSpace Training (Docs, Sheets, Slides, Drive, Classroom, GMail, Meet, etc.)	Instructional Staff, Support Staff, Substitute Teachers	Hands-on Training, Virtual Sessions, Provision of Resources
Microsoft Office Training (Word, Excel, PowerPoint, etc.)	Instructional Staff, Support Staff, Substitute Teachers	Hands-on Training, Virtual Sessions, Provision of Resources
File Management/Basic Computer Use/Operation	All Staff	Hands-on Training, Virtual Sessions, Provision of Resources
iPad Training	Instructional Staff	Hands-on Training, Virtual Sessions, Provision of Resources
Frontline Education Training (as related to PD, staff evaluation, etc.)	All Staff	Hands-on Training, Virtual Sessions, Provision of Resources
ClearTrack/RTI Edge Training	Instructional Staff, Support Staff	Hands-on Training, Virtual Sessions, Provision of Resources
OHM Buzz Learning Management System Training	Instructional Staff	Hands-on Training, Virtual Sessions, Provision of Resources
Zoom Video Conferencing Training	All Staff	Hands-on Training, Virtual Sessions, Provision of Resources
ChromeBook Training (for general use, instructional use, etc.)	Instructional Staff, Support Staff	Hands-on Training, Virtual Sessions, Provision of Resources
ParentSquare Training	All Staff, Coaches, Substitute Teachers	Hands-on Training, Virtual Sessions, Provision of Resources
Use of Online Assessments (NYS CBT, STAR Assessments, Buzz LMS, etc.)	Instructional Staff	Hands-on Training, Virtual Sessions, Provision of Resources
Remote and Blended Learning Best Practices, Tools and Tips	Instructional Staff	Hands-on Training, Virtual Sessions, Provision of Resources
Email and Internet Safety/Cyber Security	All Staff	Hands-on Training, Virtual Sessions, Provision of Resources
Vector Online Training (for use with beginning of the year and oher mandatory trainings)	All Staff, Coaches, Substitute Teachers	Hands-on Training, Virtual Sessions, Provision of Resources
Ed Law 2D Compliance and Best Practices	All Staff	Hands-on Training, Virtual Sessions, Provision of Resources

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III. Goal Attainment

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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:**

   Significantly

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:**

   Fully

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:**

   Fully

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1. **Enter Goal 1 below:**

   The district will review and develop an International Society for Technology in Education (ISTE) aligned educational technology curriculum in order to ensure that the students of Remsen, at all grades and developmental levels, are provided with technology-rich learning experiences and opportunities to master critical technology and digital literacy skills.

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 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

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.**

   To measure and evaluate progress towards meeting this goal we will create a timeline for the development of the district-wide technology curriculum and adhere to the timeline as best possible. Grade level checklists will be developed and will be used to ensure that students are immersed in technology rich experiences based on the ISTE standards.

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	Research	Survey teachers to determine how instructional	Other (please identify in	Technology Integration Leader	11/30/2022	N/A

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		technology is used and taught in each classroom	Column 5)			
Action Step 2	Curriculum	Update/develop technology curriculum	Other (please identify in Column 5)	Technology Integration Leader	06/30/2023	N/A
Action Step 3	Evaluation	Develop Grade level checklists that will be used to evaluate the curriculum	Other (please identify in Column 5)	Technology Integration Leader	06/30/2023	N/A
Action Step 4	Implementation	Begin to implement technology curriculum across all grade levels	Other (please identify in Column 5)	Technology Integration Leader	09/30/2023	N/A

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	(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)

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IV. Action Plan - Goal 2

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1. **Enter Goal 2 below:**

   Students will participate in technology-rich learning experiences at all grade levels as part of our district educational technology curriculum in order to demonstrate mastery of the ISTE technology learning standards and to acquire the technology skills necessary for college and career-readiness.

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
   - ☐ 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

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.**

   Measured and Evaluated: Students participation in technology-rich learning experiences and progress towards mastery of the ISTE technology learning standards will be measured through student projects that will be integrated into the general curriculum and designed to require students to demonstrate mastery of specific technology skills. Projects will be required at specific grade levels, for example, students in third grade may be required to demonstrate their understanding of animal life cycles by creating a presentation utilizing specific technology skills. Projects will be designed so that students have the opportunity to demonstrate their understanding and mastery of previously taught skills identified in our technology curriculum.

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	Curriculum	Develop technology projects aligned to our	Other (please	Technology Integration Coordinator	06/30/2024	N/A

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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
		curriculum	identify in Column 5)			
Action Step 2	Evaluation	Develop rubrics for evaluating projects	Other (please identify in Column 5)	Technology Integration Coordinator	06/30/2024	N/A
Action Step 3	Implementation	Create a system for record keeping/collection of data	Other (please identify in Column 5)	Technology Integration Coordinator	06/30/2024	N/A
Action Step 4	Evaluation	Annually review projects and learning experiences to ensure that they provide our students with the opportunities to learn and develop the technology skills that they will need to be college and career ready.	Other (please identify in Column 5)	Technology Integration Coordinator	06/30/2025	N/A

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 Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. **Enter Goal 3 below:**

School faculty will participate in regular professional development opportunities provided by the district, BOCES, and the Regional Information Center in order to acquire and refine a uniform set of basic skills and the pedagogical techniques to facilitate learner-centered, project-based curricula that integrates the use of technology tools to transform learning.

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
☐ 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

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 participation of school faculty in regular professional development and implementation of learned skills in the classroom will be measured and evaluated through the use of staff self evaluation tools and classroom observations.

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.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Develop an ongoing needs assessment to determine what need/would like to	Other (please identify in Column 5)	Technology Integration Leader	01/31/2023	N/A

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		learn				
Action Step 2	Professional Development	Develop a calendar of mandatory training and other training opportunities for staff	Other (please identify in Column 5)	Technology Integration Leader	01/31/2023	N/A
Action Step 3	Evaluation	Create a self evaluation tool for instructional staff to determine comfort level and additional training needs	Other (please identify in Column 5)	Technology Integration Leader	06/30/2023	N/A
Action Step 4	Implementation	Provide professional learning opportunities for Remsen staff based on needs assessment, district needs, and ongoing staff self-evaluation tool.	Other (please identify in Column 5)	Technology Integration Leader	09/30/2023	N/A

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 Response)	(No Response)

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 Remsen Central School District's use of instructional technology will ensure that our students have the technology skills to be successful in today's technological society so that they are prepared for the rigors of college and their future career. Instructional technology will help students develop mastery of skills at the appropriate grade and developmental levels, will help students be self-directed learners, and will guide staff to facilitate learner-centered, project-based, curricula geared toward supporting performance improvement through effective learning tools and teaching strategies. Specifically, Goal #1 The district will review and develop an International Society for Technology in Education (ISTE) aligned educational technology curriculum in order to ensure that the students of Remsen, at all grades and developmental levels, are provided with technology-rich learning experiences and opportunities to master critical technology and digital literacy skills. Remsen Central School District's classrooms are equipped with Promethean interactive flat panels which include an integrated sound system. Some classrooms also have additional sound systems used to enhance classroom audio, including the classroom teachers voice. During the school day, students have access to:
• Chromebooks
• iPads in classrooms (some via signout, some permanently assigned to classrooms)
• Macs in one lab
• PCs that can be signed out to take home.
Remsen staff maintain their own web page where they post: • Course Learning Objectives • A syllabus · Contact Information Google Apps for Education is optionally/additionally used to: · Post Homework · Post Assignments · Display course content · Teacher communication/comments on work · Email grades 7 - 12 · Links/resources/classroom materials · Collaboration with others · Class Calendar · Post work · Share work with the teacher and each other   Goal #2 Students will participate in technology-rich learning experiences at all grade levels as part of our district educational technology curriculum in order to demonstrate mastery of the ISTE technology learning standards and to acquire the technology skills necessary for college and career-readiness. Students in the elementary grades are provided with instruction early on in the use of technology, typing, and use that knowledge to integrate technology into their daily activities via chromebooks and ipads. Students in the middle and high school grades actively integrate technology into their daily activities through classwork and assignments. All students learn about internet safety, sharing of information, plagiarism, digital footprints, and responsible use of technology. Students use BUZZ and/or Google Apps for Education to create, collaborate, discuss, and follow course content.   Goal #3 School faculty will participate in regular professional development opportunities provided by the district, BOCES, and the regional information center in order to acquire and refine a uniform set of basic skills and the pedagogical techniques to facilitate learner-centered, project-based curricula that integrates the use of technology tools to transform learning. Through continued professional development, teachers will build the needed skills and pedagogical techniques to begin to create personalized learning environments for our students. Students, through this process, will have access to the resources needed for them to learn anywhere and anytime. Additional staff training will be utilized to develop project-based learning activities to add to our curricula that will enhance the critical thinking skills of our students. Finally, data will be used to evaluate the efforts to develop a more rigorous academic environment with improved student and teacher performance. The plan will provide devices and learning environments that will help educators leverage technology and data to begin to personalize learning, use online resources and curricula, prepare students to be lifelong learners with knowledge of how to research and find data through unlimited world wide resources.

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.**

To address the need to provide equitable learning "everywhere, all the time" the district will implement and/or continue with the following strategies. First, 1:1 devices will continue to be available to all students. Students in grades 7-12 will have access to these devices at home by default as the devices will travel with students between home and school. For students in grades PK-6, the devices will be used in the classroom. The devices for our PK-6 students will be available for home use as needed, such as in the event that our instructional mode must transition to remote. As needed, hotspot devices will be provided to students in order to provide internet access to students in areas where reliable internet access is not available.

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 are provided assistive technology devices as determined by the CSE to ensure access to general curriculum. Assistive technology devices allow differentiated methods of presentation of the students' skills and knowledge leading to further development of student independence. The increased use of technology, such as chromebooks, in all settings is decreasing the need for individualized assistive technology devices. However, Remsen CSE students are specifically using individually assigned Chromebooks, access to Google Classrooms, BUZZ, iPads, appropriate iPad applications, C-Pen readers and Red Cat Access Classroom Audio systems.

V. NYSED Initiatives Alignment

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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)

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)

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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)

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	0.05
Instructional Support	0.20
Technical Support	1.00
Totals:	**1.25**

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	Classroom Teacher Devices	72,000	One-time	☐ 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	ARP Funding, SRSA Grant
2	End User Computing Devices	Interactive Whiteboards	150,000	One-time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate	ARP Funding

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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	Professional Development	Model Schools	9,500	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	Staffing	Lisa Davis	27,000	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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VI. Administrative Management Plan

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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:			**258,500**			

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

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.**

> www.remsencsd.org

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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
   ☐ 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 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

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	(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 Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

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VII. Sharing Innovative Educational Technology Programs

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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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VII. Sharing Innovative Educational Technology Programs

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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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