



Williamsville Central School District

Technology Plan 2022-2025

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Technology Plan URL:

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Stakeholders

District Technology Committee

Marie Balen, Assistant Superintendent for Instruction

Timothy Buckingham, Parent

Lee Ferenc, Instructional Technology Coach

Mark Koedel, Lead Technician

Thomas Maturski, Assistant Superintendent for Finance and Management Services

Deborah Radice, Manager of Educational Technology Services and Operations

David Saia, Secondary Library Media Specialist

Anthony Scanzuso, Assistant Superintendent for Exceptional Education and Student Services

Heather Thuman, High School Teacher

Dan Zambito, High School Teacher

Superintendent's Office

Dr. Darren Brown-Hall, Superintendent of Schools

Nick Filipowski, Director of Communications

District and Building Administrators

Technology Integration Team

Assistive Technology Team

District and Building Staff

District Students and Parents

District Community Members

PTSA Council

Superintendent's Community Council

Mission and Belief Statements

Mission Statement

The mission of the Williamsville Central School District, a community characterized by diversity, high expectations and support for learning, is to empower all students

- To develop their unique potential and character,
- To assume responsibilities of citizenship and leadership and
- To thrive in a challenging and rapidly changing global community

through the commitment of our quality staff, working in partnership with students, parents and community, and utilizing visionary programs in a nurturing environment of mutual respect and dignity.

Belief Statements

We believe that:

- Our highest priority is our students.
- Each person has intrinsic value.
- Communities and schools are interdependent and are only successful in an ongoing, mutually responsible partnership.
- The opportunity for learning is everywhere.
- Learning how to learn is as important as what is learned.
- Everyone can learn.
- Everyone can experience success.
- Continuous improvement of existing skills and acquisition of new skills are essential for success in a rapidly changing world.
- Positive self-esteem enhances learning.
- People who think critically and creatively will make better decisions throughout life.
- Excellence in our program requires continual evaluation.
- Optimism is essential.
- Everyone needs a global perspective to thrive in a world of diversity.
- Parent and family involvement is essential to successful learning.
- People achieve when effort and perseverance toward excellence are encouraged, supported, and celebrated.

Vision and Goals

District Technology Vision

Williamsville Central School District is committed to encouraging and facilitating the use of technology in ways that support student learning and achievement, improve efficiency of district operations, and encourage communication among all stakeholders within the entire school community. In addition, the district makes every effort to provide students with the 21st century tools necessary to gather and evaluate information, communicate and collaborate effectively with others, think critically and solve problems creatively, and continue to learn.

Strategic Technology Planning

Our current vision and commitment to encouraging and facilitating the use of technology in ways that support student learning and achievement, is a key focus area to prepare and grow our instructional staff. Providing our educators with the instructional technology best practices and strategies to enhance the student learning process, while efficiently and effectively providing student feedback serves as a foundational professional learning goal for those providing instruction within our community.

The continuation of our professional learning plan will support capacity building for our district educators and administrators to align their professional technology practices with the district's vision and mission for technology use expectations. The Williamsville Central School District is committed to providing professional learning opportunities to ensure that all educators have opportunities for professional growth, remain current with their profession, and meet the learning needs of their students.

In order to accomplish this, the District is committed to providing effective professional learning opportunities that are intensive, on-going, and connected to practices, and model the integration of technology within the classroom. By continuing to provide ample professional learning opportunities it forms a structure to build strong, collaborative learning relationships among staff.

The District supports the following opportunities that drive and support the implementation of effective professional learning opportunities within our curriculum, which is locally developed by teachers in partnership with District staff, including directors of instruction, directors of special education, and technology instructional coaches. New teacher/administrator orientation and induction/mentoring are offered to address the needs of those specific groups.

Our current district annual instructional goal states ``further develop and enhance

opportunities for student learning, engagement, and innovation.`` This serves as a strong connection to alignment of our professional learning plan as we prepare our instructional staff with instructional technology strategies. Our current annual timeline for implementation and support is a fall and spring catalog of district supported professional learning workshops, followed by summer institutes that concentrate on specific tasks and skills to promote growth mindset among our educators and administrators.

Instructional Technology related program goals that are articulated in the district's Professional Learning Plan include:

- Increase teacher's quality and use of instructional technology as a tool to improve learning, interact successfully in a future ready skills environment and to achieve their personal, educational, and workplace goals.
- Continue to incorporate and employ instructional technology related strategies to empower student academic success and understanding
- Increase educator's competencies to effectively use technology tools to support the curriculum and empower teachers with future ready technology skills.

The district and building based needs assessment survey data, along with informal professional learning teacher completion evaluation review have provided background information on teacher learning and formed a general profile of the current capacity of teachers. In addition, the district instructional technology expectations of educators to utilize an electronic learning management with students to plan, organize, distribute and collect student demonstrations of learning sets the basis for technology implementation with the classroom.

Infused within our professional learning opportunities the district will provide targeted, needs-based, and personalized professional development based on teacher's capacity and interest. In order to accomplish this, the District is committed to providing effective professional learning opportunities that are on-going, continuous, within the teacher work day and after to meet the needs of educators and administrators. The district will continue to strive for a foundational level of instructional technology fluency for teachers to incorporate into their professional learning, along with the becoming proficient with utilization of best practices and tools to support the International Standards for Technology Education (ISTE) Standards for Educators, New YorkState K-12 Next Generation Learning Standards and Google Level 1 Educator foundational skills.

This district employs instructional technology coaches for each building to provide timely and responsive modeling to further the implementation of technology within the curriculum. The level of support provided by the instructional technology coaches has allowed for the growth of systematic collaboration among teachers to share effective instructional strategies, questions, lessons, assessments and project based learning ideas among levels. The integration of technology is targeted, needs based and personalized

based on the needs of the teacher's capacity and interest for that current level of instruction. Through the development and participation of the Technology Integration Partnership (TIP's) program teachers elect to meet with their building based integrator during the workday for one on one personalized planning sessions to infuse instructional technology within their everyday classroom practices and routines. The collaboration sessions take place at the time and frequency based on the needs of the teacher, along with being genuinely focused on the specific outcomes desired of the educational and curriculum goals of the curriculum.

In addition, the district employs an implementation team format that encourages like minded teachers to collaborate based on specific measurable goals and methodologies to implement among student learning. These teams can be formed optionally and allow for specific interests and a targeted approach to learning new strategies. If a teacher chooses to seek professional development outside of the district sponsored or provided opportunities within the year, they can seek out prior approval for other opportunities within the area or state that align with our current instructional technology vision and practices.

A requirement for all professional developmental activities offered within the district is a form of exit evaluation that allows for review of program content, effectiveness of instructor, usefulness of techniques demonstrated, overview of the workshop format along with teacher additional comments. These evaluations will provide insight to the effectiveness of opportunities offered within the professional development plan. During teacher evaluations utilizing the Educator Teacher Framework rubrics, evidence will be witnessed and collected to support the integration of instructional technology with our district to enhance student learning. Part of the district technology plan is to create an implementation follow-up survey to be issued to professional learning participants to measure the effectiveness based on Guskey method of questioning.

The district offers various avenues of support for meaningful technology integration in the classroom, employing thirteen full-time district Instructional Technology Coaches, which includes one coach at each school. Instructional technology coaches meet individuals and groups/teams of faculty and staff to plan lessons, which embed technology integration strategies directly tied to curriculum. The school district curriculum creates opportunities to incorporate the International Standards for Technology Education (ISTE) Standards for Students, New York State K-12 Next Generation Learning Standards and WCSD K-12 Student Expectations with instructional technology. The district is looking to add an additional instructional technology coach at the district level for instructional technology support along with assisting all building based technology hardware and software initiatives among buildings to further deepen the implementation within teacher instruction and the student learning process.

District Technology Services Action Steps

Action Step 1 - Technology Integration

Empower students to be productive, self-directed, and creative problem solvers through the effective use of technology.

Action Step 2 - School Community Connections

Increase the effective use of digital environments to communicate and collaborate with the Williamsville school community.

Action Step 3 - Professional Development

Empower educators to effectively integrate technology to support curriculum and improve student achievement.

Action Step 4 - Technology Equipment and Infrastructure

Continue to support, maintain, and enhance a technology infrastructure and inventory that supports the Williamsville District's learning and work environment.

Action Step 5 - Technology Services

Balance safety and security while optimizing opportunities for learning, access to information, and management of technology resources.

Action Step 6 - Technology Responsibility

Ensure that technology is accessible and learning opportunities are available to all students, including students with disabilities.

Action Step 7- Technology Readiness

Enhance and expand the use of technology to promote college and career readiness.

New York State Survey District Strategic Goal Action Plans

The three goals below are derived for the annual New York State Technology Survey requirement for the district to complete.

NYS Strategic Goal 1 - Provide enough devices for 1:1 in school to ensure that all students in the Williamsville Central School District grades K-12 have access to a device for instructional learning during the day.

Measurement and Evaluation of Goal 1

A system for the inventory will be monitored on a consistent basis. This will be done using our internal Inventory system (WITS). Each student will have equal access to a device and connectivity, at home hotspots provided to those families in need.

The following action steps will provide the framework for NYS Strategic Goal #2:

- Action Step 1 - Elementary Chromebook Cart Growth. Continue to build capacity with Chromebooks on carts for student use based on an annual spending plan.
- Action Step 2 - High School Chromebook Cart Growth. Continue to build capacity with Chromebooks on carts for student use based on an annual spending plan.
- Action Step 3 - Middle School 1:1 Continuation. Continue to purchase incoming Grade 5 Chromebooks based on enrollment.
- Action Step 4 - Spare and Loaner Chromebooks. Purchase and deploy additional chromebooks as needed for sign out, loans or replacements.

NYS Strategic Goal 2 - Advancing instruction through the use of technology to advance the use of digital tools and resources in our curriculum and instruction by integrating instructional software, hardware, and best practices and strategies for instructional technology.

Measurement and Evaluation of Goal 2

The Williamsville Central School District will use a multi-tiered measurement and review process to monitor and evaluate our progress on meeting how we are advancing instruction with technology. The following processes will be implemented for measurement and evaluation:

1. Use of our internal systems for data gathering in areas such as student assessments, and teacher surveys on technology integration relating device/technology use to instructional goals.

2. Metrics will be used to evaluate user feedback on professional learning courses and district and/or building training.
3. Professional learning department will review the percentage of target populations enrolled for training, along with tracking attendance and completion of training modules.
4. Training feedback will be requested from participants, this information will be used to schedule advanced training where applicable or offer retraining opportunities if needed.
5. Technology system operations will be reviewed to verify the user access levels and system availability. User access levels will be an automated report that identifies user sign-ons.
6. The District's Technology committee will also utilize members to provide feedback from their schools to the team on success and issues with the integration of technology into daily instructional delivery.
7. External feedback from parents and students will be completed through a technology survey that rates their perception on the effectiveness of instructional technology in their child's school level.

Upon receipt of all survey and feedback information the Technology Services Advisory Group will consolidate the information and review how it aligns with our current and planned instructional curriculum. We will determine how the feedback aligns with our infrastructure and student device allocation plans. All items will be discussed with our Board of Education in the District's annual technology update report.

The following action steps will provide the framework for NYS Strategic Goal #2:

- Action Step 1 - Providing students with opportunities to meaningful and instructional technology tools to support learning.
- Action Step 2 - Professional Learning opportunities for staff.
- Action Step 3 - SEL opportunities for student support.

NYS Strategic Goal 3 - Infrastructure and Security. To improve, monitor and protect our technology network in multi-faceted areas such as hardware, data storage, fiber redundancy and broadband capability in support of our instructional program. Our network cyber protection plan will address known and unknown threats. There will be a comprehensive program that utilizes software threat monitoring, staff education, and the implementation of improvements in network firewall protections.

Measurement and Evaluation of Goal 3

Williamsville has completed the installation of a new external fiber network path to our schools through a BOCES cooperative project. This implementation provides a level of

designed redundancy if there is an external line breakage. The fiber path design provides a level of insulation to schools if there is a line break. Not all schools will experience an outage. We will determine the effectiveness of the new system when we experience the first system outage. The fiber installation was completed in the 2021-22 school year.

Our District's cyber security program is being upgraded through multiple actions:

1. A BOCES pilot program that will use an external provider to address endpoint management. This program will follow the NIST CSF 1.1 framework. Multi-faceted approach that includes: identify, protect, detect, and respond. The BOCES pilot program will occur in the 2022-23 school year. An analysis will be completed to determine if this program should be continued into the 2023-24 school year.
2. Technical Ed Law 2d compliance is integrated in this program. A separate external review is being completed for the district regarding Ed Law 2d compliance. The reports are expected in the Winter of 2022-23. The District will review the report and address the recommended action items with the intent on completing these items by December 2023.
3. Log collection, advanced SIEM and threat correlation, next-gen antivirus and endpoint management and support related to alarms and technical configuration items are being completed with an initial implementation date of Fall 2022.
4. The accomplishment of the cyber-security work will be from third party reporting. Information will be updated with the district on a daily, weekly, monthly basis. Since this is a BOCES pilot, BOCES will also be involved in receiving reports and updated program status information. Specific information will show the number of threats received, stopped, and an explanation from the vendor on how the provided program is meeting district and BOCES cyber-security needs. The success of this program will dictate whether BOCES will authorize this program to all its' component school districts.
5. The District will be installing a new secondary server room that will allow for redundancy of our major instructional and communication systems in the event that our main server room incurs a connection issue or system outage problem. The secondary server room will have a unique fiber path that allows for system redundancy. The District will plan to purchase the necessary hardware for this server room in the 2022-23 school year with all fiber and network switches added before the 2023-24 school year begins.

The following action steps will provide the framework for NYS Strategic Goal #3:

- Action Step 1 - Implement a secondary server room location.
- Action Step 2 - Continue to update cybersecurity software and measures
- Action Step 3 - Updated cybersecurity education for all users

Curriculum

Curriculum Technology Integration

- **Instructional Technology Integration Goals**

Curriculum Goal 1 - Students will be able to interpret and derive meaning from digital, multimedia formats such as images, videos, audio, charts, and text.

Curriculum Goal 2 - Students will be able to produce and publish writing for an authentic audience and to interact and collaborate with others.

Curriculum Goal 3 - Students will be able to assess the credibility and accuracy of digital sources, and synthesize information while avoiding plagiarism.

Curriculum Goal 4 - Students will be able to create and communicate by utilizing digital media (textual, graphical, audio, visual, and interactive elements) to enhance understanding of findings, reasoning, and evidence and to add interest.

Curriculum Goal 5 - Students will be able to digitally demonstrate understanding of STEM solutions and relationships by utilizing appropriate tools to construct viable arguments, critique the reasoning of others, and model their thinking.

Curriculum Goal 6 - Students will be able to actively engage in appropriate online behavior and demonstrate digital safety.

Curriculum Goal 7 - Students will be able to utilize appropriate digital tools to enhance and streamline their learning.

NYSED Initiatives Alignment

Williamsville Central School district offers various avenues of support for meaningful technology integration in the classroom, employing fourteen full-time district Instructional Technology Coaches, which includes one at each school in the district as well as the district office. Instructional Coaches meet individuals and groups/teams of faculty and staff to plan lessons, which embed technology integration strategies directly tied to curriculum. The school district curriculum creates opportunities to incorporate the International Standards for Technology Education (ISTE) Standards for Students, New York State K-12 Next Generation Learning Standards and NYS Computer Science and Digital Fluency Learning Standards.

The New York State Computer Science and Digital Fluency Standards consist of the following concepts:

Impacts of Computing

The Impacts of Computing standards promote an understanding of the evolving impact of computing technologies on society through many lenses, including personal, social, cultural, accessibility, legal, economic, and ethical.

Computational Thinking

Computational thinking plays an important role in supporting the creation of solutions to problems, both large and small. Algorithms, programs, simulations, and data are essential to all computing systems, empowering people to communicate and collaborate with others around the world. The standards promote development of foundational skills, knowledge, and experience to solve problems by creating solutions that utilize computational thinking concepts and practices.

Networks and Systems Design

The Networks and Systems Design standards aim to prepare students to understand the basic functioning of the computing systems and networks that are used as fundamental tools in our personal and professional lives.

Cybersecurity

The Cybersecurity standards prepare students to understand why data and computing resources need to be protected, who might access them, and why they might do so whether intentionally malicious or not. It is important that students know how to employ basic safeguards to protect data and computing resources and how to appropriately respond if a breach occurs.

Digital Literacy

Digital literacy is a multifaceted concept that extends beyond skills-based activities and incorporates both cognitive and technical skills. It refers to the ability to leverage computer technology to appropriately access digital information; to create, share, and modify artifacts, and to interact and collaborate with others. Digital literacy includes understanding the benefits and implications of using digital technologies to be successful in our contemporary world.

The International Standards for Technology Education consist of the following concepts:

Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Preparing students for college and career readiness requires students to be able to be self-directed as they navigate and use online resources as an integral part of their learning processes in blended classrooms, flipped classrooms, and/or online courses.

Currently many Williamsville teachers provide online resources for students to access both in the classroom and outside of the classroom in a blended learning environment using our WITS learning management system, teacher webpages

The 1:1 initiatives in our middle schools require students to navigate seamlessly between digital resources at home as well as during school. Several teachers are beginning to utilize the flipped classroom model, which requires students to access online resources and come to class having learned from them in order to participate in classroom activities, which deepen and reinforce the learning.

Conversations about offering self-paced learning to students need to begin in order to prepare Williamsville students for higher education in which online courses are prevalent. These courses require students to be able to be self-directed and manage their time as they navigate through and complete course requirements and activities. Most students need to develop these skills with the help of teachers through modeling, guided practice, and feedback until they become independent learners.

Teacher Instructional Technology Strategies

All professional staff in the Williamsville Central School District have proficiency in:

- Basic operations file management
- Word processing communication via email
- Using web-based management software
- Using the Williamsville Information Tracking System
- Using technology for attendance, grade reporting, and instruction

Instructional technology related program goals that are articulated in the district's Professional Learning Plan include:

- Increase teacher's quality and use of instructional technology as a tool to improve learning, interact successfully in a future ready skill environment and to achieve their personal, educational, and workplace goals.
- Continue to incorporate and employ instructional technology related strategies to empower student academic success and understanding.
- Teachers will be exposed to increased amounts and quality of instructional technology integrations, which are connected to research-based strategies and best practices with the intention of improving student achievement/learning for all content and performance standard areas.
- Increase educator's competencies to effectively use technology tools to support the curriculum and empower teachers with future ready skills.

The district will continue to strive for enhanced levels of instructional technology fluency for all teachers. The expectation is for teachers to engage in ongoing professional learning, becoming proficient with utilization of best practices and tools to support the International Standards for Technology Education (ISTE) Standards for Educators, New York State K-12 Next Generation Learning Standards and Google Level 1 and 2 Educator foundational skills with instructional technology that includes, but not limited to the following concepts:

Learner

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

Citizen

Educators inspire students to positively contribute to and responsibly participate in the digital world.

Collaborator

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Facilitator

Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.

Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Professional Learning

Our current vision and commitment to encouraging and facilitating the use of technology in ways that support student learning and achievement, is a key focus area to prepare and grow our instructional staff. Providing our educators with the instructional technology best practices and strategies to enhance the student learning process, while efficiently and effectively providing student feedback serves as a foundational professional learning goal for those providing instruction within our community.

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Our current district focus on "further developing and enhancing opportunities for student learning, engagement, and innovation" serves as a strong connection to alignment of our professional learning plan. Our current annual timeline for implementation and support is a fall and spring catalog of district supported professional learning workshops, followed by summer institutes that concentrate on specific tasks and skills to promote growth mindset among our educators and administrators.

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Infused within our professional learning opportunities, the district will provide targeted, needs-based, and personalized professional development based on the teacher's capacity and interest. In order to accomplish this, the District is committed to providing effective professional learning opportunities that are on-going, continuous, within and after the teacher's work day to meet the needs of educators and administrators. The district will continue to strive for a foundational level of instructional technology fluency for teachers to incorporate into their professional learning, along with them becoming proficient with utilization of best practices and tools to support the International Standards for Technology Education (ISTE) Standards for Educators, New York State K-12 Next Generation Learning Standards and Google Level 1 Educator foundational skills.

This district employs an instructional technology coach for each building to provide timely and responsive modeling to further the implementation of technology within the curriculum. The level of support provided by the technology coach has allowed for the growth of systematic collaboration among teachers to share effective instructional strategies, questions, lessons, assessments and project based learning ideas among levels. The integration of technology is targeted, needs based and personalized based on the needs of the teacher's capacity and interest for that current level of instruction. Through the development and participation of the Technology Integration Partnership (TIP's) program teachers elect to meet with their building based technology coach during the workday for one on one personalized planning sessions to infuse instructional technology within their everyday classroom practices and routines. The collaboration sessions take place at the time and frequency based on the needs of the teacher, along with being genuinely focused on the specific outcomes desired of the educational and curriculum goals of the curriculum.

In addition, the district employs an implementation team format that encourages like minded teachers to collaborate based on specific measurable goals and methodologies to implement among student learning. These teams can be formed optionally and allow for specific interests and a targeted approach to learning new strategies. If a teacher chooses to seek professional development outside of the district sponsored or provided opportunities within the year, they can seek out prior approval for other opportunities within the area or state that align with our current instructional technology vision and practices.

A requirement for all professional developmental activities offered within the district is a form of exit evaluation that allows for review of program content, effectiveness of instructor, usefulness of techniques demonstrated, overview of the workshop format along with teacher additional comments. These evaluations will provide insight to the effectiveness of opportunities offered within the professional development plan. During teacher evaluations utilizing the Educator Teacher Framework rubrics, evidence will be witnessed and collected to support the integration of instructional technology within our district to enhance student learning. Part of the district technology plan is to create an implementation follow-up survey to be issued to professional learning participants to measure the effectiveness based on Guskey method of questioning.

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The district provides robust professional learning on instructional technology best practices aligned with the SAMR model implementation. These best practices are introduced and reinforced on an annual basis through the following:

- The district has an instructional technology coaching team to support and facilitate instructional technology goals with staff and students.
- The goals are aligned to district, school and classroom goals.
- The district supports a robust professional learning catalog for staff to

further their professional learning opportunities with regards to integrating instructional technology strategies into their lessons.

- Staff development is embedded during scheduled work days for those teachers involved in the Technology Integration Partnerships (TIPS).
- There are regular technology coaching sessions offered from September to May to reinforce district initiatives and facilitate collaborative learning.
- Arrangements are made for instructional technology needs to be addressed across various stakeholder groups.
- The District provides students with special orientation programs at grade levels to introduce the devices, technology choices available to students and review acceptable use policies that are applicable to the assigned devices.
- Parent professional learning and resources are offered via resources and recordings on our Parent Help and Google Workspace websites.

Infrastructure, Hardware, Software and Support

Infrastructure Needs and Design

Williamsville Central School District provides technology services to six elementary schools, four middle schools, three high schools, Alternative Instructional Model (AIM), a district office, transportation center, and a district facilities building. Fiber connects these areas to district servers housed at South high school with backup servers housed in the District office. The district utilizes the regional broadband network available through the Western New York Regional Information Center. The broadband network provides the district with access to Internet services and the resources at the regional information center. Our district uses Google Classroom as a learning management system for instructional purposes. Microsoft Windows is the primary computer operating system used for all laptops and desktop computers, while Chrome OS is utilized with all chromebooks and chromeboxes. Students have access to instructional materials through the use of Chromebooks, Windows desktops or personal devices. Teachers and administration are provided with a Windows-based laptop for their needs. Students, teachers, staff, and administrators are provided with an information environment that is technologically efficient and allows access to a global variety of resources.

The District has internet access points located throughout our school buildings thereby providing teachers and students with the ability to integrate computer based programs into curriculum.

To protect the district's network, systems and services, including firewalls and other cyber threat prevention software are in place to address malware and other threats to our network. In addition to the system protective measures there are content filters in use through Google classroom that limit student access to internet sites.

The district utilizes Voice over Internet Protocol (VoIP) infrastructure for Unified Communication, using CISCO equipment.

To protect sensitive server and SAN equipment the District has constructed two (2) server rooms. The areas have been dedicated to this purpose and include environmental controls including conditioned power, air conditioning and dedicated alarms. One server room serves as the core of the WAN, the other for backup and disaster recovery. Both have been upgraded to include a dedicated backup generator with power conditioning.

Hardware

The Williamsville Central School District maintains computer hardware and supports replacements as necessary on an annual basis with responsible fiscal planning and purchasing. The vast size of the district demands proper hardware and infrastructure to meet the demands of staff, students, parents and community members. District priorities are placed on servers, network, communication equipment and instructional devices. Technology hardware requests are collected by WITS electronically and reviewed on an ongoing basis. The district currently has a high concentration of Windows computers and Chrome OS devices. The district also supports IOS devices for our assistive technology needs.

Software

The Williamsville Central School District provides access to a wide variety of instructional and management software programs, licenses and applications for staff and students to utilize. An on-going review of software licenses for compliance takes place year round, along with tracking of inventory inside our Williamsville Information Tracking System (WITS). Technology software requests are collected by WITS electronically and reviewed on an ongoing basis. Instructional software varies at the levels, but provides equitable access across the district to meet the needs of our students and teachers.

Increase Access

The Williamsville Central School District understands and supports the needs of students, staff, parents and community members to access our network and resources provided. Therefore, our current wifi system allows for both guest access through a

captive portal for parents and community members, as well as secure access for staff and students. In addition, the availability of cloud services and virtual private networks allow for remote file access outside of the district, as well as within. The district allows for technology equipment, including mobile devices, to be loaned out to staff and students to broaden access and capacity.

A detailed process for assessing home use is also in place. Data is routinely collected to determine consistency of use. Appropriate agreement forms have been developed to serve as a contract between the parent/guardian and District to ensure, to the greatest extent possible, that the device is being used properly and software licensing requirements are adhered to.

The District's Technology Plan includes technology use for all students including students with disabilities. Advances in the development and use of assistive technology have provided new opportunities for children with disabilities to access their educational programs and facilitate student achievement. Federal Regulation (34 CFR 300.308) requires each school district to ensure that assistive technology (AT) devices and/or services are made available to a preschool or school age student with a disability when recommended by the Committees on Special Education and as described in the Individualized Education Program (IEP). The District:

- Purchases AT hardware & software tools
- Convenes a multi-disciplinary district AT team
- Identifies an AT Process to include a referral, assessment, trial and implementation process
- Provides ongoing staff development, training and equipment maintenance

When the need warrants, a comprehensive AT Assessment is conducted and more unique or complex AT solutions are considered and made available for use when required. These items help assess the effectiveness of AT items in addressing learning outcomes. Items are borrowed for student use from an AT Loan Closet within the school district. An extensive range of medium-high AT devices and software programs are included in the loan closet inventory, such as: customizable keyboards, mouse emulation devices, augmentative communication devices, positioning items, voice dictation software, typing efficiency programs, and screen readers. The AT Loan Closet is available district wide for grades K-12.

Assistive technology services include:

- Assistive technology screening/assessment of a child with a disability in the child's customary environment
- Acquiring appropriate and required assistive technology devices or equipment for students with disabilities

- Customizing, adapting, applying, repairing or replacing assistive technology devices
- Coordinating and using other therapies, interventions or services in conjunction with assistive technology
- Training and technical assistance for students with disabilities, professionals, staff, teachers and family members

The Assistive Technology Team has received specialized training in Assistive Technology and is available as a resource to district personnel. The Williamsville School District's Assistive Technology Team works with a child's school team to conduct a functional evaluation of the child in his/her customary environment. School teams may consider and implement AT trials of equipment as part of the AT consideration process.

On an annual basis (and more often should a need warrant) student progress is reviewed by the Committee on Special Education. Use of the particular tool or device is evaluated to assess appropriateness and efficacy, as well as recommend changes and/or discontinuance as determined by the data and observations presented.

Finally, a detailed process for assessing home use is also in place. Data is routinely collected to determine consistency of use. Appropriate agreement forms have been developed to serve as a contract between the parent/guardian and District to ensure, to the greatest extent possible, that the device is being used properly and software licensing requirements are adhered to.

Technical Support

The Williamsville Central School District provides micro-computer support technicians to our schools and at the district level to support the technical needs of the district. The district tracks and completes "Requests for Help or Work Orders" electronically through the Williamsville Information Tracking System (WITS). In addition, the Technology Services office has clerical support along with WITS programmers supervised by the Manager of Technology Service Operations.

Parental Communications and Community Relations

The technology plan is disseminated to the community first through a Board of Education meeting, then posted on the District's website. The District's website (www.williamsvillek12.org) is the main communication portal for parents and community members to retrieve various information.

Parents and students have access to the Williamsville Information Tracking System (WITS), a locally developed intranet resource which provides information access and connections including: building news, building calendars, environmental tips, library links

to online catalogs, tools, and databases, online report cards, online progress reports, online parent conference scheduling, state assessment results, student attendance, student classroom grades, student clubs and activities, student graduation requirements, student schedules, student showcases, teacher instructional pages for homework, calendars, documents and links, WITS Mail (an internal email communication for students, parents, and teachers).

In addition, WITS will also store and display information for transportation that includes bus numbers and estimated arrival times. Food services options and cafeteria menu choices will be available to students and parents.

Monitoring and Evaluation

Evaluating and implementing the technology plan will be the responsibility of the Technology Services Advisory Team (Assistant Superintendent for Instruction, the Assistant Superintendent for Finance & Management Services, and the Assistant Superintendent for Exceptional Ed and Student Services, the Technology Integrator Team Leader, the Manager of Educational Technology Services & Operations, and Lead Technician. As we assess the achievement of our goals, we will continually review and adjust our plan to meet the rapidly occurring changes in technology. The Assistant Superintendents will address unmet goals with appropriate members of the school community based on the area needing improvement. The evaluation strategies below will allow the Williamsville Central School District to measure and analyze the infusion of technology by all learners, and to assess the effectiveness of the technology plan on student achievement.

- Meetings of the district Technology Committee (three times per year) to review the technology plan's progress and to make reports, recommendations and/or adjustments with appropriate staff and constituents.
- Regular meetings with the Instructional Technology Coach team to review the Plan's progress with regards to instructional technology implementation.
- Monthly meetings with Technology Services Advisory Team to coordinate actions and make connections with the technical and educational implementation of the Technology Plan.
- Regular meetings with district Micro Computer Support Technicians (bi-monthly) to monitor technical implementation of the Technology Plan.
- Technology Plan presentation to the Board of Education at least one time per year.
- Observation in classrooms and review of data to assess student learning.
- Formal and informal surveys to staff and students.

- Requests for anecdotal information on the use of technology as an instructional and informational tool.
- Example lesson plans and student examples of technology integration
- Periodic reviews of Technology Plan with building administrators and Instructional Specialists
- Regular review of technology-based professional development opportunities.
- Follow-ups at the building levels as to the progress of technology integration and support in the curricular areas.
- Review of data from district website and WITS (Williamsville Information Tracking System) to monitor related Technology Plan goals
- Revised policies, procedures, roles and other related documentation.

Examples of evidence that can be used to determine the technology plan's progress and success might include:

- Student portfolios
- Student creation and demonstrations of understanding
- District developed technology assessments and surveys
- District staff and student survey results
- Enrollment in in-service education programs
- Community participation on planning teams Community feedback
- Community support through the voting process
- Data from district website and WITS

● Williamsville Central School District Appendix

Appendix 1 - Internet Safety Policy

- http://www.williamsvillek12.org/aboutus/board_of_education/policies/8271.php
- http://www.williamsvillek12.org/aboutus/board_of_education/policies/7315.php

Appendix 2 - Parents' Bill of Rights for Data Privacy and Security

- http://www.williamsvillek12.org/parents_and_students/data_privacy_and_security.php

Appendix 3 - District's planned response to an information breach

- http://www.williamsvillek12.org/aboutus/board_of_education/policies/5672.php