

2022-2025 Instructional Technology Plan - 2021I. District LEA Information

Page Last Modified: 04/11/2022

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

Cheryl Rabinowitz

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.**

Manager of Instructional Technology Manager

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.

2022-2025 Instructional Technology Plan - 2021**II. Strategic Technology Planning**

Page Last Modified: 04/14/2022

1. What is the overall district mission?

Hudson City School District Mission Statement The Hudson City School District, in partnership with our community, advances the intellectual, social and emotional development of all students to prepare them for college, career and citizenship.

URL: <https://www.hudsoncsd.org/district/mission/>

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

Hudson City School District's (HCSD) Instructional Technology Plan Vision Statement Use technology to engage diverse learners, ensure equity, and enhance and improve curriculum to create inspiring personalized learning experiences. HCSD will strive to provide safe and responsible access to the most up-to-date educational technology to reach these goals. In doing so, we will prepare students for college, career, and citizenship in an increasingly global community.

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.

During the 20-21 school year, the Hudson CSD District Technology Committee reconvened. The committee consisted of the following stakeholder groups, with representation from each building and central office; Students, Teachers, Parents, Support Staff, Principals, Associate Principals, Business Official, Assistant Superintendent for School Improvement, Manager of Instructional Technology and Questar IT technical staff. The committee met monthly, 9 times, over two school years, for one and three hour sessions both in person and virtual formats. The dates for School Year 20-21 were: January 26, 2021, February 25, 2021, March 31, 2021, May 26, 2021, June 10, 2021. The dates for the School Year 21-22 were January 27, 2022, March 18, 2022, March 30, 2022, April 14, 2022. As part of the planning process, an email group and a shared drive was set up for the committee for housing agendas, handouts, notes, presentations, instructional tech plan documents, NYSED guidance documents, NYS Technology Plan, NYSED Technology Plan templates, instructional technology surveys and results for all employees, students and families, NYS Digital Equity survey results, subcommittee sign up sheets, Memo of Regents Statewide Learning Technology Plan and Smart Schools Investment Plan documents. In addition to the Hudson CSD Technology Committee members receiving in person and virtual presentation emails and access to drive with technology planning documents, they also received a huge binder of the documents in paper format. During these dates, as part of the outcomes of the plan development, the committee worked as a full committee and in small groups:

- Developing instructional technology surveys in English and Spanish for the various school community groups; students and families, administrators, teachers and support staff. (all employees).
- Using the instructional technology data collected from distributed surveys, as well as the NYSED Digital Equity Survey and data from Needs assessment from the IT Dept, data was reviewed, discussed and prioritized by the committee to develop goals and actions for recommendations to the Superintendent for the Instructional Technology Plan 2022-2025
- The finalized district technology plan will also be formally presented in public and approved at the June 21 BOE meeting.
- Additionally, the technology committee made recommendations for updating district policies which can be found here:
- 4526 Computer Use In Instruction
- 4526 R Computer Use In Instruction
- 4526 E Computer Network Acceptable Use Policy
- 4526.1 Internet Safety
- 4526.1 R Internet Safety Regulation
- 8635 Information and Data Privacy, Security, Breach and Notification
- 8635 R Information and Data Privacy, Security, Breach and Notification Regulation
- 8635 E.1 Parent's Bill of Rights for Student Data Privacy and Security
- 8635 E.2 Parent Bill of Rights for Student Data Privacy and Security Third Party Contractor Supplement

2022-2025 Instructional Technology Plan - 2021**II. Strategic Technology Planning**

Page Last Modified: 04/14/2022

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

The district's Instructional Technology Plan build upon, continue the work of, and improve upon the previous three-year plan. The Hudson CSD District's Instructional Technology Plan planning process was different than previous years in these key areas:

- **Staffing:** New IT Personnel (Manager of Instructional Technology(School District Administrator and Questar IT Civil Service Staff (One Network Systems Engineer and Two Computer Technicians and off site Questar IT Managers) began working in the Hudson CSD during the pandemic (July 2020) and were a part the planning committee
- **Technology Plan facilitation** was lead by the new Manager of Instructional Technology
- **Collaboration:** A Technology Committee with many new members was convened and expanded to include representation from each building with the following constituent groups; building administrators, central administrators, students, support staff, teachers, parents
- **Data Collected and reviewed:**
 - A Comptroller's Office was conducted an IT Audit from January 2018-June 2020)
 - the survey data that was created, completed and distributed in 20-21 to students/families, teachers, administrators and support staff
 - the data from the digital equity surveys,
 - the Comptroller's Office findings,
 - Feedback of needs assessment data from the current IT department infrastructure and
- **Policies/Standard Operating Procedures were updated and/or created and implemented:**
 - Technology Policies, Regulations and Exhibits were reviewed and updated

The planning committee reviewed the data collected as indicated above and reviewed the previous 2018-2021 Hudson Technology Plan and identified strengths and areas of improvement. The newly developed 2022-2025 plan intends to address anything from the previous plan that may not have been fully met and develop new goals based on data collected, audit findings and needs assessment by the IT Dept. **Hudson CSD outlined five goals in its previous 2018-2021 Hudson Technology Plan: Goal 1-**Continuation of network infrastructure upgrades (both wired and wireless) in order to better serve the districts 1:1 wireless device initiative and other high demand internet/network applications

- **Status completed Summer December 2021:** Much work on the district's infrastructure was completed which included, a more robust network of updating the servers and racks throughout the district, upgrading the ups and electrical power in the server room, and off site back up, moving to a new Internet provider.

- **Status Remaining:** Work remaining includes installing upgraded wireless access points

Goal 2-Hire a Teacher Leader Coach (TLC) to serve as a technology instructional coach in each of our three schools to build capacity for technology integration within the classrooms-

- **Status:** **NOT COMPLETED**
- **Status:** There were no Teacher Leader Coaches (TLC) dedicated to serving as a technology instructional coach in each of the three schools.
- **Status Recommendation as part of our Professional Development goal:** Hire a Teacher Leader Coach (TLC) to serve as a technology instructional coach in each of our three schools to build capacity for technology integration within the classrooms-

Goal 3-Continue to develop and utilize paperless accountability systems to account for and maintain personnel records, leave requests, conference requests, professional development logs, building use forms, purchase orders, communications, etc.

- **Status:-COMPLETED**

Goal 4-Integrate technology to include 3D printing, virtual classroom, augmented/virtual reality, and other new and emerging technology throughout the district. Integrate coding and STEAM instruction beginning in elementary/middle grade levels, and expanding from there, to provide authentic opportunities that help make learning math, science, technology, engineering and art more meaningful.

- **Status:-COMPLETED**

Goal 5-Provide access to mobile hotspots for secondary students without Internet service at home to insure the ability to successfully conduct research and complete school assignments electronically.

- **Status:-COMPLETED and expanded to include elementary students as well and staff in need.**

Hudson CSD outlined four goals in the NEW 2012-2025 Hudson Technology Plan that will continue the work and improve upon the three year plan: Goal 1: Provide appropriate instructional technology tools* to the school community for teaching, learning, and productivity.

(*Instructional technology tools examples: include but are not limited to; mobile devices, interactive displays, instructional software.) **Goal 2:**

Support integration of instructional technology by providing purposeful, differentiated professional development for faculty and staff. Goal

3: Ensure student proficiency in digital workspace tools. Goal 4: Goal 4: Ensure fully functioning, accessible and secure technology in school

and beyond for all. In our new Plan, the District will use these goals and continue to provide instructional technologies and tools throughout the district for all students and staff:

- A suite of instructional technology software will be accessible to students and staff to support teaching and learning.
- Chromebooks will be available to all students.
- Mobile devices (upgraded laptops) will be provided to all teachers and administrators.

2022-2025 Instructional Technology Plan - 2021**II. Strategic Technology Planning**

Page Last Modified: 04/14/2022

- Mobile devices (laptops or Chromebooks) will be provided to other support staff as needed.
- Hotspots will be available for students and staff in need of Internet access
- Adaptive technologies will be provided to students as per IEP mandates.
- A technology helpdesk will be available for onsite and remote technology assistance.
- In collaboration with the Office of School Improvement, instructional technology professional development will be provided to all staff
- In collaboration with district and building staff, workshops will be offered to parents and guardians in the summer and throughout the school year.
- A in house teacher instructional coach will be hired to provide onsite embedded instructional technology development

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

The Hudson City School District (HCS D) is committed to providing equitable access to chromebooks and laptops and internet connectivity for those families in need. Due to the Covid Pandemic the district was forced to pivot and provide online and blended learning opportunities to our students. Monetary resources through grants and district funds were allocated to purchase additional hotspots to address internet connectivity for those families and staff in need, purchase additional chromebooks, due to chromebooks being end of life and expanding to a true 1:1 model for PreK-12 for which all students took the chromebooks home, and purchasing additional instructional software. All professional development was focused on technology use, integration, software applications and instructional design. Professional development was offered by our Questar Model Schools Staff Developers, our teachers and administrators who were comfortable with instructional technology use and vendors who we purchased software from, provided virtual sessions to our staff. Additionally, Digital Citizenship lessons were developed with our Avid partners and to support teachers were taught by central and building administrators to students PreK-12. Students will continue to have access to multiple modalities for learning. All students will be offered a chromebook but for any student who may experience an issue with a chromebook or internet access, the Information Technology department will provide them an alternate computer and internet device if needed. Please note, the district is prepared to transition to a model that is completely virtual in nature for all students, should the district be required to close if directed at any time by New York State to do so. Teachers and staff will continue to receive professional development and support on effectively integrating technology into all modalities of instruction. The building administrators, the Manager of Instructional Technology and the Assistant Superintendent for School Improvement will oversee most of this work and professional development with support from our local BOCES and vendor partners as applicable. Students will have all of the hardware, software and training they need to actively and successfully participate in in-person, remote, and virtual learning. Technology workshops for parents and guardians will also be available throughout the school year. All instruction will continue to be aligned to the New York State Learning Standards. Teachers are encouraged to create meaningful learning opportunities for students through the use of short instructional videos and by providing small-group and one on one virtual support as needed. Teachers may use a host of supplemental tools to enhance their instruction. All instruction will only be provided with direct support from a certified teacher. Students will have opportunities to interact with teachers and other students in a number of ways, including but not limited to the following:

- Emails using the district issued e-mail addresses;
- Discussion boards/google classroom where teachers and students can participate with each other in real time; or during asynchronous opportunities;
- Google Hangouts/Meet for groups and meetings with individual students.

Distance Learning/Virtual Learning educational opportunities may be offered that include a wealth of resources relevant to a grade level and/or course of study, ensuring students can be intellectually engaged and continue practicing skills already mastered. Continuity of instruction includes online learning opportunities designed and delivered by certified classroom teachers that allow students to move forward with virtual instruction in course content and skills. Synchronous lessons (live session with teacher), Asynchronous lessons (pre-recorded lessons), videos, opportunities for independent learning and completion of assignments, small group work that are synchronous sessions with teacher and assigned students to focus on differentiated learning and project based learning opportunities. Please note, the district is prepared to transition to a model that is completely virtual in nature for all students, should the district be required to close if directed at any time by New York State to do so

6. Is your district currently fully 1:1?

Yes

2022-2025 Instructional Technology Plan - 2021**II. Strategic Technology Planning**

Page Last Modified: 04/14/2022

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

The Hudson City School District still made strides in increasing educator's knowledge and skills in using technology as a learning tool to support student learning needs. Professional Development was provided during Superintendent's Conference Days, Summer Institutes, after school by our in-house teachers and administrators, Vendor Partners and Staff Developers from Questar. The closure of schools in March 2020 for remote learning likely also has accelerated teachers' integration of technology tools to enhance instruction and the curriculum. In the last two years, the district has also increased professional development offerings. These opportunities have allowed teachers to interact with instructional technology as a learner. Professional development focused on supporting teachers and students in making use of the resources available in Google Workspace for Education Fundamentals; Google Docs, Slides, Sheets, Forms, Meets and Classroom, which are the most frequently used across all grades spans. In addition, there are some new instructional tools such as Peardeck, Nearpod, Padlet, Kami, We Video, Adobe Creative Cloud that are used to support opportunities for collaboration and creating. The increase of teachers' use of these tools in their classroom have continued to grow and the district's professional development has responded to meet those needs. To increase student achievement by providing teachers and students with the most innovative technology tools and professional development, and support that is available, the Instructional Technology professional development plan 2022-2025 will:

- be designed based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn. Professional development will promote technological literacy, cyber security awareness training and facilitate the effective use of all appropriate technology to develop skills.
- designed based on data; is derived from the current capacity of educators experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn. Professional development will promote technological literacy, cyber security awareness training and facilitate the effective use of all appropriate technology to develop skills.
- offer three tiers of professional development:
 - Tier I: Professional Development for all teachers on the basic functionality of the technology.
 - Tier II: Professional Development that is data driven. This professional development will often be merged with teaching and learning.
 - Tier III: Professional Development targeted to PD plans and individuals that have specific needs deemed by administration.
- Professional development plan will be evaluated as part of the formal and informal observation process.
- aligned with National Educational Technology Standards and SAMR Model as best practices of educational technology. The ISTE Standards which are standards for learning, teaching and leading in the digital age and are widely recognized and adopted worldwide.
- **ISTE Standards for Students (ISTE Standards•S):** The standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.
- **ISTE Standards for Educators (ISTE Standards•T):** The standards for evaluating the skills and knowledge educators need to teach, work and learn in an increasingly connected global and digital society.
- **ISTE Standards for Education Leaders (ISTE Standards•A):** The standards for evaluating the skills and knowledge school administrators and leaders need to support digital age learning, implement technology and transform the instruction landscape. <https://www.iste.org/standards>
- be aligned with the district's overall **Future Goals (2021-25)**
 - It is our responsibility to create an engaging, inclusive and inspiring educational environment with varied opportunities for our students to:
 - **ACHIEVE ACADEMIC EXCELLENCE** – Our schools will foster an engaging, effective learning community through rigorous, inspiring academic programs to ensure the development and success of the whole student.
 - **BECOME FUTURE READY** – Our schools, in partnership with our community, will provide all students with opportunities and support to become career focused, college ready, and responsible citizens with a sense of purpose.
 - **COMMIT TO CIVIC ENGAGEMENT** – Our schools will cultivate a positive culture by providing a safe, inclusive and supportive learning environment, embracing diversity, fostering collaborations, and actively engaging students in civic activities locally and globally.
 - will be a subset of the District's Professional Development Plan for Teaching and Learning (PDP) when it is updated. Please click to review Hudson's current [Professional Development Plan 2016-2019](#)

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.

2022-2025 Instructional Technology Plan - 2021**III. Goal Attainment**

Page Last Modified: 04/14/2022

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:**
Moderately
3. **Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments. The district has met this goal:**
Significantly
4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision. The district has met this goal:**
Moderately
5. **Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life. The district has met this goal:**
Minimally

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 05/25/2022

1. Enter Goal 1 below:

Goal 1: Provide appropriate instructional technology tools* to the school community for teaching, learning, and productivity. (Instructional technology tools examples: including but not limited to, mobile devices, interactive displays, cameras, instructional software.)

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.

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

Create a digital learning environment of these instructional technology tools with a sustainable, measurable impact on teaching and learning by measuring and evaluating the instructional technology goal during and after implementation by:

- Collecting and analyzing data about current educational software usage for teaching and learning, which will inform upcoming renewals and future purchases
- Using data of surveys of teachers use of tools
- Using data of surveys of students use of tools
- Continuously update the replacement cycle and infrastructure plan, making these plans accessible to proper stakeholders.
- Use technology-based assessments to provide real-time feedback for students and educators (Progress monitoring, universal screening, formative and summative assessments).

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 05/25/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Purchasing	1000 replacement chromebooks for students and interactive displays for classrooms	Other (please identify in Column 5)	Manager of Instructional Technology	07/01/2024	\$700,000
Action Step 2	Purchasing	Instructional Software	Other (please identify in Column 5)	Manager of Instructional Technology	05/01/2024	\$300,000.00
Action Step 3	Budgeting	Laptops for teachers and administrators	Other (please identify in Column 5)	Manager of Instructional Technology	05/01/2024	\$225,000.00
Action Step 4	Purchasing	Laptops for teachers and administrators	Other (please identify in Column 5)	Manager of Instructional Technology	07/24/2024	\$225,000.00

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	N/A	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 06/09/2022

1. Enter Goal 2 below:**Goal 2:** Support integration of technology by providing purposeful, differentiated professional development for faculty and staff.**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.

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

This instructional technology goal will be measured and evaluated during and after implementation of teaching and learning:

- Collecting walkthrough data on staff use of technology for learning and using it as evidence of their effectiveness in their evaluations and formal Teacher observations

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	Planning	Develop job description and budget	Other (please identify in Column 5)	Manager of Instructional Technology	02/01/2023	\$0
Action Step 2	Staffing	Hire Instructional	Superintendent	N/A	07/03/2	\$250,000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 06/09/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Technology Coach	ent		023	
Action Step 3	Implementation	Offer self-selected technology professional learning options based off of staff needs surveys	Other (please identify in Column 5)	Manager of Instructional Technology oversight of Instructional technology coach pd	06/30/2025	\$0
Action Step 4	Evaluation	Collecting walkthrough data on staff use of technology for learning and using it as evidence of their effectiveness in their evaluations and formal Teacher observations	Other (please identify in Column 5)	Manager of Instructional Technology	06/30/2025	\$0

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 3**

Page Last Modified: 06/17/2022

1. Enter Goal 3 below:

Goal 3: Ensure student proficiency in digital technology tools and digital citizenship literacy.

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.

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

In order to measure the instructional technology goal of ensuring student proficiency in digital technology tools and digital citizenship literacy, a baseline assessment will be developed and sent out to students. The baseline assessment will be distributed to teachers through their daily instruction. Response data will be collected, reviewed and analyzed, and used as a base for which the lessons will be developed. The developed lessons will be aligned with New York State Standards and the National Educational Technology Standards in all curriculum areas. During implementation of the goal, progress monitoring checks and rubrics will be used to see if the students are on task and benchmarks are being met. Teacher observations will also be a form of data collection to see if there is evidence in the lessons that are implemented regarding instructional technology integration with digital technology tools and digital citizenship literacy is being met. After implementation, data will again be collected from student assessments and data usage reports from instructional software will be reviewed by teachers and administrators to see if the objectives have been met, and the goal has been accomplished. Modifications will be made if necessary. Creating a shared understanding of what digital equity is for what building staff and district leaders can do to realize digital equity for the students that they serve is more important than ever, professional development will be provided to teachers and administrators regarding this focus through the goal of digital technology tools and digital citizenship literacy.

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 06/17/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	models and pilot technology digital citizenship literacy programs, active learning spaces and instructional tools for students,	Other (please identify in Column 5)	Manager of Instructional Technology Committee	12/21/2022	\$0
Action Step 2	Budgeting	Costs of program	Other (please identify in Column 5)	Manager of Instructional Technology	02/01/2023	\$10,000
Action Step 3	Purchasing	Purchase program	Other (please identify in Column 5)	Manager of Instructional Technology Coach	07/01/2023	\$10,000
Action Step 4	Professional Development	Train teachers	Other (please identify in Column 5)	Manager of Instructional Technology	09/07/2022	\$10,000

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Implementation	Introduce and use with students	N/A	Classroom Teacher	09/07/2023	\$0
Action Step 6	Evaluation	Use evaluation tools in program, surveys from teachers and students	N/A	Manager of Instructional Technology	06/21/2024	\$0
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?

Yes

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 06/17/2022

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

Page Last Modified: 04/14/2022

1. Enter Goal 4 below:

Goal 4: Ensure fully functioning robust network with, equitable, accessible and security technology* to use in school and beyond as applicable. (Technology in this goal includes but is not limited to network infrastructure of upgraded and implementation of wireless access points, administrative software, integration into the network for upgrading security camera and phone systems.)

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

Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

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

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

This goals will be measured and evaluated by the data usage reports of helpdesk and administrative software programs and network infrastructure tools to confirm programs and networks are being used and functioning and surveys to staff.

6. List the action steps that correspond to Goal #4 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	wireless access points, security camera systems, phones	Other (please identify in Column 5)	Manager of Instructional Technology	12/21/2022	\$0
Action Step 2	Budgeting	wireless access	Other	Manager of	01/28/2	\$1,771,233

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

Page Last Modified: 04/14/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		points, security camera systems, phones	(please identify in Column 5)	Instructional Technology	022	
Action Step 3	Planning	Design of network for wireless access points, security camera systems, phones	Other (please identify in Column 5)	Manager of Instructional Technology	06/30/2023	\$0
Action Step 4	Implementation	of wireless access points, security camera systems, phones	Other (please identify in Column 5)	Manager of Instructional Technology	08/23/2024	\$0

7. This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #4 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	Implementation	wireless access points, security camera systems, phones	Other (please identify in Column 5)	Manager of Instructional Technology	08/31/2023	\$0
Action Step 6	Evaluation	Monitoring software systems for wireless access points, security camera systems, phones and surveys of staff	Other (please identify in Column 5)	Manager of Instructional Technology	08/30/2024	\$5,000
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 fifth goal?

No

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/14/2022

1. Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.

The district's use of instructional technology will support our effort to maintain rigorous academic standards and improved student performance in several ways:

- The collaboration between staff who helped shape our technology plan has created a group of stakeholders invested in the use of instructional technology to support pre-existing instructional goals.
- The encouragement of creative uses of technology and an exploratory mindset will empower general education students and staff, as well as provide opportunities for diverse learners.
- The IT Dept, in house instructional technology manager and instructional technology coach will ensure the infrastructure, hardware, and staff training necessary to provide for and sustain our academic goals.
- The collection and use of data will be collected, reviewed and analyzed and any adjustments will be made as needed.

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.

The COVID-19 pandemic inspired our district to take steps towards digital equity that have fundamentally reshaped our district in some ways. To facilitate learning "everywhere, all the time", we provided mobile hotspots to every family who requested one, and ultimately extended that offer to staff and teachers, as well. We are a fully 1:1 model and provided Chromebooks to every student and teacher, teaching assistant, support staff and administrator. Our infrastructure has never been stronger and more capable of supporting thousands of users. We updated our network infrastructure equipment, ups, server room, cabling, electric and power and ac in our server room and switches and cabling in our closet and internet service provider. We are planning for the future by upgrading our wireless access points, security camera and phone systems.

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

Students with disabilities 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.

- Apps, extensions, programs will be used to differentiate instruction through technology. Examples of this include Google Classroom, Castle Learning, IXL, NY2, Read and Write
- Strategies and lesson planning that feature differentiated technology for individual students' needs will be employed. Examples include the use of student-created assessments, annotation software, progressive music and artistic technology apps, home-to-school connectivity, and the allowance of voice-to-text assistance, example Read and Write.
- Co-teaching preparation for both general and special education students includes the use of student surveys and station planning, for example, to provide diverse opportunities for learning and achievement.
- The pedagogical exercise of differentiated technology has enhanced the value of instruction for students typically outside the category of "diverse learner." The focus on the individual student made possible by available educational technology has illuminated the qualities of all students.

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)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/14/2022

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.**

- | | |
|---|---|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input type="checkbox"/> Helping students with disabilities to connect with the world |
| <input type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 5a, below) |

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

- ☒ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- ☒ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ☒ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☒ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☐ Home language dictionaries and translation programs are provided through technology.
- ☒ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- ☐ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- ☐ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (Please identify in Question 6a, below)

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

2022-2025 Instructional Technology Plan - 2021V. NYSED Initiatives Alignment

Page Last Modified: 04/14/2022

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input checked="" type="checkbox"/> Helping students connect with the world |
| <input type="checkbox"/> Reading strategies for English Language Learners | <input checked="" type="checkbox"/> The interactive whiteboard and language learning |
| <input type="checkbox"/> Moving from learning letters to learning to read | <input checked="" type="checkbox"/> Use camera for documentation |
| <input type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 8a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

2022-2025 Instructional Technology Plan - 2021**V. NYSED Initiatives Alignment**

Page Last Modified: 04/14/2022

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

- | | | |
|---|--|---|
| <input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input checked="" type="checkbox"/> 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. |
| <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | <input checked="" type="checkbox"/> 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. | <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input checked="" type="checkbox"/> 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. | <input type="checkbox"/> 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. | <input type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| <input type="checkbox"/> 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. | <input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD./ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below) |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <input type="checkbox"/> 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. | |

2022-2025 Instructional Technology Plan - 2021V. NYSED Initiatives Alignment

Page Last Modified: 04/14/2022

- 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.

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/17/2022

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.00
Technical Support	3.00
Totals:	4.00

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	Teacher Laptops	225,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	None
2	Instructional and Administrative Software	Software	100,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate	None

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/17/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Other (please identify in next column, to the right)	Phone System and Security Camera System	1,771,233	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	None
4	Professional Development	Instructional Technology Coach	125,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources	None

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/17/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			2,221,233			

3. **Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?**

Yes

4. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

The current Hudson City School District Instructional Plan 2018-2021 appears at: link to page <https://www.hudsoncsd.org/departments-programs/technology/> link to plan <https://www.hudsoncsd.org/wp-content/uploads/2022/06/2018-2021-District-Technology-Plan.pdf> Once approved the NEW Hudson City School District Instructional Plan 2022-2025, will appear at these two URLs and the old plan will be removed: <https://www.hudsoncsd.org/district/district-plans/> AND <https://www.hudsoncsd.org/departments-programs/technology/>

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 04/11/2022

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

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

2022-2025 Instructional Technology Plan - 2021VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 04/11/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> 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)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

2022-2025 Instructional Technology Plan - 2021VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 04/11/2022

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

2022-2025 Instructional Technology Plan - 2021VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 04/11/2022

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

2022-2025 Instructional Technology Plan - 2021VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 04/11/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				<div>Learning with Technology</div> <div><input type="checkbox"/> Infrastructure</div> <div><input type="checkbox"/> OER and Digital Content</div> <div><input type="checkbox"/> Online Learning</div> <div><input type="checkbox"/> Personalized Learning</div> <div><input type="checkbox"/> Policy, Planning, and Leadership</div> <div><input type="checkbox"/> Professional Development / Professional Learning</div> <div><input type="checkbox"/> Special Education Instruction and Learning with Technology</div> <div><input type="checkbox"/> Technology Support</div> <div><input type="checkbox"/> Other Topic A</div> <div><input type="checkbox"/> Other Topic B</div> <div><input type="checkbox"/> Other Topic C</div>

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.