**2022-2025 Instructional Technology Plan - 2021**

I. District LEA Information

Page Last Modified: 11/05/2021

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

Janine Sampino

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

Assistant Superintendent

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

edtech@nysed.gov.

Page Last Modified: 05/20/2022

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

The mission of the Rockville Centre Schools is to educate our students to become independent thinkers and problem solvers. It is our goal to empower each student to meet the challenges of tomorrow's emerging world. The District will provide a safe nurturing environment in which individual and civic responsibility are fostered, diversity is respected, and all students are enabled to realize their full potential.

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

Technology provides students, teachers, and administrators tools to succeed as citizens in a global society. Technology can improve communication, enhance thinking skills, make instruction more efficient and effective, and develop life skills critical to success. The Rockville Centre School District will incorporate technology as a means of integrating curriculum across subject areas. Students and educators will have opportunities to use technology as an integral part of the learning cycle. Ongoing technology professional development will be critical in enabling teachers and administrators to enhance their classroom/school environments.

**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.**

Planning is critical to the success of any technology plan. The stakeholders which include teachers, students, parents, technology staff, and administration meet during the school year and discuss planning, needs assessment, curriculum and instruction, evaluation, goal setting, professional development, technology hardware, support, integration, and financial planning. Discussions occur monthly during multiple meetings including:

- Principals Meetings (building principals, directors, and central administration.)
- PTA Curriculum Meetings (parents, teachers, administrators)
- Cabinet Meetings (central office administration)
- Building Engagement Committees (building principal, teachers, students, parents)

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

Rockville Centre's Instructional Technology Plan improves upon the previous three-year plan by strengthening the home-to-school connection. Reliable devices and educational platforms such as Google Classroom and Seesaw have helped us bridge the gap during the COVID pandemic. By transitioning from iPads to Chromebooks with keyboard touch screens, we better help our students meet the demands of both the in-person and virtual classroom. Professional development was key for both teachers and students in navigating and building proficiency of the new platform. We will continue to monitor our software and resources to be sure they are Ed Law 2D compliant. We will continue to update the community via meetings (in-person and virtual) as well as through the use of our District website and social media apps.

Page Last Modified: 05/20/2022

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

Rockville Centre's Instructional Technology Plan reflects the experiences the District handled during the COVID pandemic. The need to be ready to pivot to remote instruction and/or accommodate students at home due to COVID has strengthened our goal of supporting our educational leaders (teachers, administrators) and students with new devices. The District made a transition from iPads to Chromebooks, while also providing laptops and additional technology to ensure sustainability of instruction. In addition, we feel it is imperative to maintain the high-quality professional development opportunities that are offered both virtually and in-person. Platforms such as google classroom and Seesaw were used not only as instructional tools but as a means to communicate with families. To address internet connectivity, the district purchased 41 T-Mobile hotspots to provide internet access for families in need.

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

Yes

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

Rockville Centre UFSD has adopted a professional development plan for teachers and teacher assistants that includes a negotiated total of after-school professional development hours. Tenured teachers are responsible for 10 hours, non-tenured teachers are responsible for 14 hours and teacher assistants are responsible for 6 hours of training that can be taken in a variety of instructional topics. Topics are planned based on data, which is derived from the experience, expertise, and needs of the recipients. These topics reflect best practices in sustained job-embedded learning and incorporate knowledge of how adults learn. (NYS PD Standard #1). Technology is one of these topics, with many course offerings during the year as well as during the summer. Teachers sign up for these courses using a web-based database (My Learning Plan), and thus the district has a constant accurate count of how many teachers have participated in which areas, and what topics are particularly interesting to teachers. In addition, Rockville Centre has been participating in the Nassau BOCES Model Schools Program.
 There is one Model Schools trainer onsite, which meets the districts needs at all of the elementary and secondary schools. Teachers also receive before/after-school and summer workshops on the integration of technology into their teaching practice based on the Model Schools initiatives. The professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment (NYS PD Standard #4). The training offered is part of an overall technology professional development plan. The basic skills requirements are still applicable to teachers, as they move from beginning levels of use and familiarity to more interactive classroom projects. The professional development promotes technological literacy and facilitates the effective use of all appropriate technology (NYS PD Standard # 9). Teachers are invited to participate in training on classroom uses of technology. This expectation for use sets the standard for a district-wide emphasis on technology as part of instructional practice to help meet the needs of all students in the classroom. Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students (NYS PD Standard #5). Some workshops offered were: Using Google Classroom, How to use an interactive TV, Chromebooks in the Classroom, and NWEA test data analysis. The professional development expands all educators content knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress (NYS PD Standard #2).
The professional development plan will be evaluated by conducting informal and formal staff surveys, auditing/attending workshops, and discussions with workshop facilitators. In addition, student data (NYSED Data, NWEA, and Classroom Assessments) will be monitored for gaps in instructional program.

Page Last Modified: 05/20/2022

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

Page Last Modified: 01/05/2022

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:**

Fully

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

**The district has met this goal:**

Significantly

**3.**     Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.

**The district has met this goal:**

Fully

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

**The district has met this goal:**

Fully

**5.**     Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.

**The district has met this goal:**

Significantly

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

Page Last Modified: 05/20/2022

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

Support NYS Learning Standards through ongoing professional development, integration of one-to-one devices (Chromebooks) and use of NYSED website for the latest updates.

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

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

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

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

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

☑ Teachers/Teacher Aides
☑ Administrators
☐ Parents/Guardians/Families/School Community
☑ Technology Integration Specialists
☐ Other

**5.**     **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

Data will be collected in a variety of means. Formal and informal data points will be used including classroom observations and the use of technology in the classroom. The district will also monitor the use of Seesaw in grades K-2 and Google Classroom grades 3-12 to see if we are reaching our goals. Formal measures such as the NWEA MAP assessment and the NYS assessments will be analyzed to determine if students are proficient in NYS Learning Standards. Surveys will be distributed to staff to determine effectiveness and value of the professional development provided.

**6.**     **List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must**

Page Last Modified: 05/20/2022

**be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

| | Action Step | Action Step - Description | Responsible Stakeholder: | 'Other' Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
| Action Step 1 | Budgeting | The District will budget for the professional development software (MyLearning Plan - $15,000) and summer curriculum projects ($35,000) to reflect updates in content and assessment from NYSED. | Assistant Superintendent | Director of Curriculum | 07/01/2022 | 50,000 |
| Action Step 2 | Curriculum | The District will monitor curricula updates from NYSED. Teachers and administrators will attend turnkey workshops offered through Nassau BOCES, Eastern Suffolk BOCES, Western Suffolk BOCES. Teachers and administrators will also utilize webinars and recorded professional development sessions. Teachers will then write curriculum based on the updates and changes from NYSED. | Assistant Superintendent | Director of Curriculum | 06/30/2024 | 120,000 |
| Action Step 3 | Professional Development | The District will provide professional development on updated and curricula changes based on guidance from NYSED. The District will also provide professional development on any resources purchased to help meet the new | Assistant Superintendent | Director of Curriculum | 06/30/2024 | 240,000 |

Page Last Modified: 05/20/2022

| | Action Step | Action Step - Description | Responsible Stakeholder: | 'Other' Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
| | | requirements (i.e. science kits). *Science Kits 25,000 & PD consultants$10,000 | | | | |
| Action Step 4 | Communications | Communications between teachers, administrators and parents are necessary to provide updates on the changes in the NYS curricula and testing. Building level and central office meetings with parents will be available to address the changes and hear valuable feedback. Updated K-5 parent handbooks will be available and posted on the District website. * District website 20,000 | Superintendent | Assistant Superintendent | 06/30/2024 | 60,000 |

**7.**     **This question is optional.**

**If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.**

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

**2022-2025 Instructional Technology Plan - 2021**

IV. Action Plan - Goal 1

Page Last Modified: 05/20/2022

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

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

Page Last Modified: 05/20/2022

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

Continuously identify software and resources for curricular integration and assessment.

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

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

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

☑ All students

☐ Early Learning (Pre-K -3)

☐ Elementary/intermediate

☐ Middle School

☐ High School

☐ Students with Disabilities

☐ English Language Learners

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

☐ Students experiencing homelessness and/or housing insecurity

☐ Economically disadvantaged students

☐ Students between the ages of 18-21

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

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

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

☐ Students in foster care

☐ Students in juvenile justice system settings

☐ Vulnerable populations/vulnerable students

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

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

☑ Teachers/Teacher Aides

☑ Administrators

☑ Parents/Guardians/Families/School Community

☑ Technology Integration Specialists

☐ Other

**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.**

Instructional technology goals will be measured and evaluated using NY State benchmarks and national norms. The District will collect and analyze both NYS assessment data (grades 3-12) as well as Northwest Evaluation Association (MAP) data (grades K-8). These assessments ask students to demonstrate what they have learned in different ways (paper and pencil, and computer adaptive). Teachers, students, and parents are provided (via parent portal) with both formative and summative data. The District can then provide teachers professional development for areas of concern. In addition, the district will examine the software currently utilized and look to enhance technology software/programs to facilitate student interest and growth.

**6.** **List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must**

Page Last Modified: 05/20/2022

**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 | The District will analyze state and national data to look for trends in student performance. Sub group data will be examined and a plan will be put into place on how to address student needs in the district. *Nassau BOCES Data Warehouse $20,000 a year | Assistant Superintendent | Director of Curriculum | 07/01/2022 | 60,000 |
| Action Step 2 | Budgeting | Based on the planning and data analysis software resources will be explored to target instruction and better utilize assessment data. *Reflex Math, Savvas, Learning A-Z - $40,000 a year | Assistant Superintendent | Director of Curriculum | 07/01/2022 | 120,000 |
| Action Step 3 | Implementation | Infrastructure such as bandwidth and wireless access points will be analyzed and adjusted to ensure software/assessments are implemented smoothly. * Bandwidth $140,000 a year | Director of Technology | Director of Curriculum | 06/28/2024 | 225,000 |
| Action Step 4 | Professional Development | Ongoing professional development will be provided by our Model Schools Professional Developer. *Nassau BOCES Model Schools *$183,750 a year | Instructional Technology Coach | Director of Curriculum | 06/28/2024 | 480,000 |

Page Last Modified: 05/20/2022

**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.

Page Last Modified: 05/20/2022

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

We will take a multi-pronged approach to providing a secure network and protecting our users' data by installing new servers as they are needed, and by moving some of our servers into the Microsoft Azure Cloud. Additionally, we will incorporate a new AI (artificial intelligence) cyber security platform designed to monitor all network and file server activity. When anomalies are detected, this Cyber AI takes appropriate steps to investigate the activity, and if necessary it then isolates the affected system from the rest of the network and autonomously interrupts the cyber-attack. Finally, we are providing cyber security training to all of our users, while also using advanced email phishing campaigns to identify users that need additional training.

The total cost for this is $180,000 annually.

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

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

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

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

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

☑ Teachers/Teacher Aides

☑ Administrators

☑ Parents/Guardians/Families/School Community

☑ Technology Integration Specialists

☐ Other

Page Last Modified: 05/20/2022

**5.** **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

We will minimize security breaches by incorporating enhanced technologies such as Cisco's Intrusion Detection and Intrusion Protection security systems to protect our network from the outside, and Endpoint Protection software to protect our data from threats that originate behind our firewalls. We will know the goal is accomplished through the continued detection and prevention of intrusions into our network environment.

**6.** **List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
| Action Step 1 | Planning | Meet with technology team | Director of Technology | Asst. Superintendent | 07/01/2022 | 0 |
| Action Step 2 | Budgeting | Review cost implementation | Director of Technology | Asst. Superintendent | 07/01/2022 | 0 |
| Action Step 3 | Cybersecurity | Maintain and monitor security for all technology use | Director of Technology | Asst. Superintendent | 06/30/2025 | 90000 |
| Action Step 4 | Data Privacy | Protect all staff and student information | Director of Technology | Asst. Superintendent | 06/30/2025 | 90000 |

**7.** **This question is optional.**

**If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.**

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

Page Last Modified: 05/20/2022

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

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

No

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

Page Last Modified: 05/20/2022

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 continues to make an on-going commitment to instructional technology. Beginning in 2013 we began a one to one iPad initiative. This put digital content and connectivity into the hands of every middle school student (grades 6-8). Currently, we have one-to-one devices for all students in grades K-12. With Covid-19, it was important to make sure all students have access to the student learning systems. Seesaw in grades K-2 and Google Classroom in grades 3-12. As we evolve, we have transitioned to Chromebooks in grades 6-12. We will continue our Chromebook initiative (K-5) which will provide better battery life as well as a keyboard and touchscreen for easier student input of information. Students demonstrate knowledge of content through various means, such as, Google Slides, Google Docs, Video, Kahoot, Kami, etc...

   The District plan enables students to access content and facilitate information wherever the student is located. This access to information enables, empowers, and engages learning in ways that transform the learning environment for students inside and outside of school. If a student does not have internet access, the district provides hotspots for their use.

   Planning technology-rich activities aligned to standards can also sustain high levels of student engagement and peer collaboration. Digital connectivity makes it possible to extend education beyond the physical confines of the classroom and beyond the fixed time periods of the school day. The NWEA assessment also can be administered using an iPad or Chromebook. We also need to be cognizant of and plan with an eye to the future. In other words, be flexible enough to adapt to and adopt technologies that may not even exist at the writing of this plan.

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 district provides devices for every student in the district. As needed, mobile WiFi devices are also available. Additional funding is set aside yearly towards infrastructure maintenance and advancement to ensure network capacity. Workshops and professional development are ongoing for all students and staff. In addition, we are developing an online library of technology resources to help assist our parents and community.

Page Last Modified: 05/20/2022

**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.**

The CSE, special education, and technology department work collaboratively to identify appropriate instructional technology for students so that they may acquire and generalize skills and participate fully and/or have equal access to the general education curriculum. Assistive technology needs are reviewed as part of the development of each classified student's Individualized Education Plan.

The CSE team analyzes each student's learning profile, the goals on their IEP, and the learning standards for the coursework they will be taking. The team makes a two-fold recommendation. The recommendation includes the identification of programs that will allow the student to receive differentiated instruction. The plan also identifies which device(s) are needed to allow for the differentiated instruction. There are many applications that students benefit from which bridge the gap for various disabilities, including dyslexia and dysgraphia, such as applications that allow for voice to text, audio books and texts, virtual graphic organizers and online document annotation and markup tools. Other applications allow teachers and students to highlight, underline, and strikethrough text in PDF and other document formats. Teachers can also utilize applications to add text boxes, shapes, and images which are helpful for students who struggle in math. Visually impaired students can benefit from smartboard to 1:1 device connections that allow for interactivity with whiteboard slide-shows and presentations. Hearing impaired students benefit from applications that support ease of access to information through audio books and applications designed to deliver information via closed captioning. These are some examples of what is available to students based on individual need. Additionally, students who require technology in order to support language development /communication will be provided with a device and application as per CSE recommendation. If at any time the CSE requires a formal assistive technology evaluation, one will be recommended by the CSE so as to inform an appropriate recommendation for a student.

Some of the technology utilized by students includes but is not limited to:

iPad

Personal Computer

Document Camera

Braille Writer

Various applications utilized by students includes but is not limited to:

Kami

Read and Write

PearDeck

Proloquo

Proloquo2

Bookshare

The students and teachers are trained along with the parents when needed, to allow for continuity and ease of implementation for the students.

The district's goal is to analyze student strengths and areas of need as indicated on the IEP, along with the goals and learning standards to recommend and implement technology for the individual or group to bridge the gap and allow for student access to learning.

V. NYSED Initiatives Alignment

Page Last Modified: 05/20/2022

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

☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).

☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

☑ Assistive technology is utilized.

☑ Technology is used to increase options for students to demonstrate knowledge and skill.

☑ Learning games and other interactive software are used to supplement instruction.

☐ Other (please identify in Question 4a, below)

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☐ Research, writing and technology in a digital world

☐ Enhancing children's vocabulary development with technology

☑ Reading strategies through technology for students with disabilities

☑ Choosing assistive technology for instructional purposes in the special education classroom

☑ Using technology to differentiate instruction in the special education classroom

☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills

☐ Multiple ways of assessing student learning through technology

☐ Electronic communication and collaboration

☐ Promotion of model digital citizenship and responsibility

☐ Integrating technology and curriculum across core content areas

☐ Helping students with disabilities to connect with the world

☐ Other (please identify in Question 5a, below)

Page Last Modified: 05/20/2022

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

☐ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).

☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

☑ Home language dictionaries and translation programs are provided through technology.

☑ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.

☑ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.

☑ Learning games and other interactive software are used to supplement instruction.

☐ Other (Please identify in Question 6a, below)

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

Yes

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

In the 15 languages most commonly spoken in the district

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

(No Response)

Page Last Modified: 05/20/2022

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☐ Research, writing and technology in a digital world

☐ Writing and technology workshop for teachers

☐ Enhancing children's vocabulary development with technology

☐ Writer's workshop in the Bilingual classroom

☑ Reading strategies for English Language Learners

☐ Moving from learning letters to learning to read

☑ The power of technology to support language acquisition

☑ Using technology to differentiate instruction in the language classroom

☐ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☐ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Web authoring tools

☑ Helping students connect with the world

☑ The interactive whiteboard and language learning

☐ Use camera for documentation

☐ Other (please identify in Question 8a, below)

Page Last Modified: 05/20/2022

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

☑ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☑ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☐ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☑ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☐ Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.

☐ Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and

☑ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☐ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☐ Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.

☑ Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.

☑ Class lesson plans, materials, and assignment instructions are available to students and families for

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./

☑ Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.

☐ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☐ Provide online mentoring programs.

☐ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☐ Offer a technology/support hotline during flexible hours.

☐ Make sure technology/support is offered in multiple languages.

☐ Other (Please identify in Question 9a, below)

Page Last Modified: 05/20/2022

clarify enrollment instructions.

☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

☐ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

**10.** **How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

☑ a) The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.

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

☑ c) The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.

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

☐ e) The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

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

☐ g) Other (please identify in Question 10a, below)

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

Page Last Modified: 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 | 5.00 |
    | **Totals:** | **6.00** |

2.  **Investment Plan**

    **Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.**

    **Provide a three-year investment plan to support the vision in Section II and goals in Section IV.**

    **A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.**

    **All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.**

    |  | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
    |---|---|---|---|---|---|---|
    | 1 | Professional Development | NA | 574,000 | Annual | ☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, | NA |

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 |
|---|---|---|---|---|---|---|
| | | | | | to the right)<br>☐ N/A | |
| 2 | Instructional and Administrative Software | NA | 255,600 | Annual | ☑ BOCES Co-Ser purchase<br>☑ District Operating Budget<br>☐ District Public Bond<br>☐ E-Rate<br>☐ Grants<br>☐ Instructional Materials Aid<br>☐ Instructional Resources Aid<br>☐ Smart Schools Bond Act<br>☐ Other (please identify in next column, to the right)<br>☐ N/A | NA |
| 3 | Internet Connectivity | NA | 430,500 | Annual | ☐ BOCES Co-Ser purchase<br>☐ District Operating Budget<br>☐ District Public Bond<br>☐ E-Rate<br>☐ Grants<br>☐ Instructional Materials Aid<br>☐ Instructional | NA |

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 |
|---|---|---|---|---|---|---|
| | | | | | Resources Aid<br>☑ Smart Schools Bond Act<br>☐ Other (please identify in next column, to the right)<br>☐ N/A | |
| 4 | End User Computing Devices | NA | 1,172,500 | Annual | ☑ BOCES Co-Ser purchase<br>☑ District Operating Budget<br>☐ District Public Bond<br>☐ E-Rate<br>☐ Grants<br>☐ Instructional Materials Aid<br>☐ Instructional Resources Aid<br>☐ Smart Schools Bond Act<br>☐ Other (please identify in next column, to the right)<br>☐ N/A | NA |
| **Totals:** | | | **2,432,600** | | | |

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

Page Last Modified: 06/17/2022

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

The new plan will replace the plan that is currently posted in this location:

https://www.rvcschools.org/departments/technology

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

Page Last Modified: 06/08/2022

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

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

2. **Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.**

| | Name of Contact Person | Title | Email Address | Innovative Programs |
|---|---|---|---|---|
| Please complete all columns | (No Response) | (No Response) | (No Response) | ☐ 1:1 Device Program<br>☐ Active Learning Spaces/Makerspaces<br>☐ Blended and/or Flipped Classrooms<br>☐ Culturally Responsive Instruction with Technology<br>☐ Data Privacy and Security<br>☐ Digital Equity Initiatives<br>☐ Digital Fluency Standards<br>☐ Engaging School Community through Technology<br>☐ English Language Learner<br>☐ Instruction and |

Page Last Modified: 06/08/2022

| | Name of Contact Person | Title | Email Address | Innovative Programs |
|---|---|---|---|---|
| | | | | Learning with Technology<br>☐ Infrastructure<br>☐ OER and Digital Content<br>☐ Online Learning<br>☐ Personalized Learning<br>☐ Policy, Planning, and Leadership<br>☐ Professional Development / Professional Learning<br>☐ Special Education Instruction and Learning with Technology<br>☐ Technology Support<br>☐ Other Topic A<br>☐ Other Topic B<br>☐ Other Topic C |

**3.**　　**If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted to obtain more information about the innovative program(s) at your district.**

| | Name of Contact Person | Title | Email Address | Innovative Programs |
|---|---|---|---|---|
| Please complete all columns | (No Response) | (No Response) | (No Response) | ☐ 1:1 Device Program<br>☐ Active Learning Spaces/Makerspaces<br>☐ Blended and/or Flipped Classrooms<br>☐ Culturally Responsive Instruction with Technology |

Page Last Modified: 06/08/2022

| | Name of Contact Person | Title | Email Address | Innovative Programs |
|---|---|---|---|---|
| | | | | ☐ Data Privacy and Security<br>☐ Digital Equity Initiatives<br>☐ Digital Fluency Standards<br>☐ Engaging School Community through Technology<br>☐ English Language Learner<br>☐ Instruction and Learning with Technology<br>☐ Infrastructure<br>☐ OER and Digital Content<br>☐ Online Learning<br>☐ Personalized Learning<br>☐ Policy, Planning, and Leadership<br>☐ Professional Development / Professional Learning<br>☐ Special Education Instruction and Learning with Technology<br>☐ Technology Support<br>☐ Other Topic A<br>☐ Other Topic B<br>☐ Other Topic C |
| Please complete all columns | (No Response) | (No Response) | (No Response) | ☐ 1:1 Device Program<br>☐ Active Learning |

Page Last Modified: 06/08/2022

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

Page Last Modified: 06/08/2022

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

Page Last Modified: 06/08/2022

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

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