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Section I - District LEA Information

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

    Carol Pallas

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

    Superintendent

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Section II - Strategic Technology Planning

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

   The staff and community of Schalmont Central School District will provide
   programs, resources and facilities to foster a positive learning environment.
   Each individual will be encouraged and assisted to grow emotionally,
   intellectually, physically, and socially to meet the challenges of the future

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

   We strive to provide educational opportunities that will engage every student
   and build capacity in order to prepare students with the necessary 21st
   century competencies to compete and excel in a complex, evolving, and interconnected world.

3. **List three goals that will drive the attainment of the vision.**

	List Goals
Goal 1	Goal 1: Use educational technology appropriately to improve learning and monitor student progress.
Goal 2	Goal 2: Create a learning environment conducive to 21st century learning
Goal 3	Goal 3 – Provide Professional Development and ongoing support enabling staff to be knowledgeable when working in technology rich environments

4. **Do you want to list a fourth goal that will drive attainment of the vision?**

   Yes

   4a. **List Goal #4**

   Goal 4: District and School based leaders will create opportunities for student learning as it relates to acquisition of technology skills and knowledge and application of 21st century learning.

5. **Do you want to list a fifth goal that will drive attainment of the vision?**

   Yes

   5a. **List Goal #5**

   Goal 5: Partnering - Expand partnerships between district schools and businesses,
   local colleges and universities, community residents, and parents using technology

6. **Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive instructional technology plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.**

   The District's original 26-member technology committee was established in February 2013 to review the district's existing technology plan, research requirements to support the next generation and computer-based assessments, and design a technological framework around the educational shifts associated with the changing learning standards. From there a smaller tech cabinet took over and meets annually several times a year to discuss implementation of the plan and to plan further updates. This committee has stakeholders from all groups and works in an "accordian model" between the committee and the groups each stakeholder represents. We have used BrightBytes surveys to help us analyze the state of implementation as well as monthly school based tech meetings, looking at new state standards, ISTE standards and ongoing feedback from out internal and external communities.

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7. **Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.**

   The Schalmont Teacher's Institute (STI) will create professional learning communities with other teaching professionals to remain current on best practices related to technology integration including online computer-based training. The District's K-12 Technology Integration Specialist will conduct workshops and offer individual support for classroom teachers and specialists in each building. Technology Coordinators and Technology Integration Specialist will collaborate with school staff and be a liaison between schools and Information, Communications, and Technology Services (ICT). The Coordinators and TIS will also work with School Library
    Media Specialists to share and trade new technologies and promote the use of new software and new applications.Teachers and students will move continuously
    along the SAMR spectrum in integrating technology in teaching and learning.

8. **How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.**

   Evidence varies by goal and action step item. Some evidence is gathered through surveys, classroom formal and informal observations, completed documents, data reports through Schoology and E-School, etc. Please refer to the individual goals/action steps under each for specifics by area.

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Section III - Action Plan

Overview: This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

1. **Goal #1**

Goal 1: Use educational technology appropriately to improve learning and monitor student progress.

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

   1. 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
   - ☐ Pre-K-2
   - ☐ Grades 3-5/6
   - ☐ Middle School
   - ☐ High School
   - ☐ Students with Disabilities
   - ☐ ELL/MLLs
   - ☐ Migrant students
   - ☐ Homeless students
   - ☐ Economically disadvantaged students
   - ☐ Students between the ages of 18-21
   - ☐ Students who are targeted for dropout prevention or credit recovery programs
   - ☐ Other (please identify in Question 3a, below)

4. **List the action steps that correspond to Goal #1 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Implementation	1.1 Integrate technology with instruction in all curricula in order to provide students with a variety of learning opportunities. Grade and/or building level teams review scope and sequence of technology skills C and C K-12	Instructional Technology Coach	NA	Dec. (12)	2018	45000
Action Step 2	Implementation	1.2 Use technology to access the global education community. Incorporate finalized Technology Scope and Sequence into lesson	Curriculum and	NA	June (06)	2019	0

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		Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
			planning. This should allow for: a. access to the global community b.use of the SAMR model c. access to tools and software that allows teachers and students to monitor their learning	Instruction Leader				
Action Step 3		Implementation	1.3 Use technology that accommodates each student's learning style and needs, developing lessons that swap out instructional methods that are "old school" for modern, 21st Century approaches through blended learning and SAMR models (see page 10). Planning includes the implementation of technology to differentiate the diverse needs of learners, including accessibility.	Building Principal	NA	June (06)	2019	0
Action Step 4		Implementation	1.4 Teachers will guide students to become independent, self-determining learners who seek out answers to complex problems following our Profile of a Graduate identified competencies. a) Teachers and students will move continuously along the SAMR spectrum in integrating technology in teaching and learning b) Students will move toward a self directed model exercising control over time, pace, path, and place of their own learning	Building Principal	NA	June (06)	2020	0

5.   **This question is optional.**

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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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Evaluation	1.5 Use varying digital tools to provide continual updates on student progress and allow teachers, students, and parents to view student progress and data securely via the internet. a) Monitor parent portal options and usage of current data	Other (please identify in next column, to the right)	CIO	June (06)	2019	0
Action Step 6	Evaluation	1.6 Use student information system to provide community with student achievement data. MS/HS Update Schoology gradebook minimum of every 3 weeks	Building Principal	NA	June (06)	2019	0
Action Step 7	Implementation	1.7 Ready every student to be technology proficient for testing. Participate in field tests using technology	Curriculum and Instruction Leader	NA	Dec. (12)	2018	0
Action Step 8	Evaluation	1.8 Teachers will use data to make meaningful and effective changes to instruction. a.) Increase awareness of options for assessment within the Schoology suite	Classroom Teacher	NA	June (06)	2020	0

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III. Action Plan - Goal 1

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		b.) Increase utilization of tools for formative assessments to provide real-time data of student learning.					

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Section III - Action Plan

Copy Goal #2, which you listed in Section II, Question 3,and respond to all questions below.

1. **Goal #2**

Goal 2: Create a learning environment conducive to 21st century learning

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

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

3. **Target Student Population(s)**

☑ All students   ☐ Migrant students
☐ Pre-K-2   ☐ Homeless students
☐ Grades 3-5/6   ☐ Economically disadvantaged students
☐ Middle School   ☐ Students between the ages of 18-21
☐ High School   ☐ Students who are targeted for dropout prevention or
☐ Students with Disabilities   credit recovery programs
☐ ELL/MLLs   ☐ Other (please identify in Question 3a, below)

4. **List the action steps that correspond to Goal #2 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Learning Spaces	2.1 Use technology rich environments to help students solve problems, make decisions, and express themselves. a) Pilot 21st Century Classrooms. b) Expanded use of Media Labs and Tech centers for authentic instruction.	Curriculum and Instruction Leader	N/A	June (06)	2020	60000
Action Step 2	Collaboration	2.2 Provide students with authentic technology experiences with global audiences. Use of in-person or internet, twitter, facebook, instagram, live feeds. etc. to	Classroom Teacher	N/A	June (06)	2020	0

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III. Action Plan - Goal 2

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		Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
			connect with businesses, authors, or other students worldwide					
Action Step 3		Implementation	2.3 Use technology to accommodate students learning styles and needs including accessibility(i.e. Distance Learning, Credit Recovery, Khan Academy, Mystery Science, YouTube, Regents Preparation, etc.) Ensure access and training on applications and software-use Schoology	Instructional Technology Coach	N/A	June (06)	2020	5000
Action Step 4		Learning Spaces	2.4 Develop a plan to acquire tablets to take home for all students in grades 5-12 within 5 years. Students K-4 have 1:1 in-house a) Implement infrastructure and hardware components of the Technology Plan	Director of Technology	N/A	June (06)	2019	0

5.   **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.

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Purchasing	2.5 Maintain and upgrade laptops for all teachers to have network access. Maintain internet speed and bandwidth that meets both the needs of the district plan and the requirements of the online assessments	Director of Technology	N/A	July (07)	2018	0
Action Step 6	Purchasing	2.6 Continue to partner with IT department and district Technology Coordinators to maximize the district's ability to service and repair education technology **a) Annual review of tools, equipment and services aligned to the implementation timeline of the technology plan**	Director of Technology	N/A	June (06)	2019	70000
Action Step 7	(No Response)	(No Response)	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	N/A	(No Response)	(No Response)	(No Response)

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Section III - Action Plan

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

1.   **Goal #3**

Goal 3 – Provide Professional Development and ongoing support
 enabling staff to be knowledgeable when working in technology rich environments

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

5. 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)**

☑ All students	☐ Migrant students
☐ Pre-K-2	☐ Homeless students
☐ Grades 3-5/6	☐ Economically disadvantaged students
☐ Middle School	☐ Students between the ages of 18-21
☐ High School	☐ Students who are targeted for dropout prevention or
☐ Students with Disabilities	credit recovery programs
☐ ELL/MLLs	☐ Other (please identify in Question 3a, below)

4.   **List the action steps that correspond to Goal #3 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Professional Development	3.1 Teachers will utilize the ISTE standards for teachers and students to inform instructional practice. Articulate professional development opportunities within district's Professional Development Plan and on the STI website based on Clarity surveys, technology goals and staff input	Curriculum and Instruction Leader	N/A	June (06)	2020	70000
Action Step 2	Professional	3.2 The Schalmont Teacher's Institute (STI) will create professional learning communities with other teaching	Curriculum	N/A	June (06)	2020	1000

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	Development	professionals to remain current on best practices related to technology integration including online computer-based training. I.	and Instruction Leader				
Action Step 3	Professional Development	3.3 Technology Integration Specialist will conduct workshops and offer individual support for classroom teachers and specialists in each building.TIS will collaborate with STI to deliver job embedded training related to technology integration a) TIS attends workshops and professional develop to build skills and repertoire for teaching methodologies for technology integration b)TIS creates a schedule of ongoing workshops and job-embedded sessions to assist teachers in designing lessons that utilize technology as a teaching too	Instructional Technology Coach	N/A	June (06)	2021	45000
Action Step 4	Professional Development	3.4 Technology Coordinators and Technology Integration Specialist will collaborate with school staff and be a liaison between schools and Information, Communications,and Technology Services (ICT). The Coordinators and TIS will also work with School Library Media Specialists to share and trade new technologies and promote the use of new software and new applications. a) TIS will serve as a liaison between STI, and Building Technology Coordinators in aligning efforts to	Library Media Specialist	N/A	June (06)	2020	20000

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		promote the use of 21st century skills and technology integration					

5. **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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Response)	(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)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No	(No Response)	(No	(No	(No	(No	(No

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III. Action Plan - Goal 3

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	Response)		Response)	Response)	Response)	Response)	Response)

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Section III - Action Plan

Copy Goal # 4, which you listed in Section II by responding "Yes" to Question 4, and respond to all questions below.

1. **Goal #4**

   Goal 4: District and School based leaders will create opportunities for student learning as it relates to acquisition of technology skills and knowledge and application of 21st century learning.

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

   1. 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)**

☑ All students	☐ Migrant students
☐ Pre-K-2	☐ Homeless students
☐ Grades 3-5/6	☐ Economically disadvantaged students
☐ Middle School	☐ Students between the ages of 18-21
☐ High School	☐ Students who are targeted for dropout prevention or
☐ Students with Disabilities	credit recovery programs
☐ ELL/MLLs	☐ Other (please identify in Question 3a, below)

4. **List the action steps that correspond to Goal #4 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Implementation	4.1 Administrators will meet the ISTE Standards for administrators. a) Create collaborative communities with other teaching and administrative professionals to remain current on best practices related to technology	Building Principal	N/A	June (06)	2020	0
Action Step 2	Implementation	4.2 Create opportunities for student learning as it relates to technology skills and knowledge of the 21st century student. a) Leaders explore multiple opportunities	Building Principal	N/A	June (06)	2020	0

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		to integrate 21st century skill into both the classroom and school culture.					
Action Step 3	Professional Development	4.3 Create appropriate professional development opportunities to help teachers understand the role of technology and instruction. a) Leaders work with TIS, TOSAS, Director of Curriculum, and STI to align Professional Development opportunities for instructional technology integration at the building	Building Principal	N/A	June (06)	2021	0
Action Step 4	Communications	4.4 Use technology in a timely and effective manner in order to transmit information to stakeholders. a) Leaders model the use of technology in communications with students, staff, and parents b) Leaders utilize technology as a tool in their efforts to further the components of the Technology Plan	Building Principal	N/A	June (06)	2019	0

5.   **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.

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III. Action Plan - Goal 4

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Response)	(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)	(No Response)
Action Step 7	(No Response)	(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)	(No Response)

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Section III - Action Plan

Copy Goal # 5, which you listed in Section II by responding "Yes" to Question 5, and respond to all questions below.

1.   **Goal #5**

Goal 5: Partnering - Expand partnerships between district schools and businesses,
 local colleges and universities, community residents, and parents using technology

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

   3. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

3.   **Target Student Population(s)**

☑ All students	☐ Migrant students
☐ Pre-K-2	☐ Homeless students
☐ Grades 3-5/6	☐ Economically disadvantaged students
☐ Middle School	☐ Students between the ages of 18-21
☐ High School	☐ Students who are targeted for dropout prevention or
☐ Students with Disabilities	credit recovery programs
☐ ELL/MLLs	☐ Other (please identify in Question 3a, below)

4.   **List the action steps that correspond to Goal #5 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Communications	5.1 Use district homepage and social media as a means of communicating district news. a) Work with BOCES to ensure district website and social media is innovative easily navigable for our community's use. b) District website and social media make use of timely submissions of information and updates to engage the end user.	Other (please identify in next column, to the right	Communications Specialist	June (06)	2019	0

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III. Action Plan - Goal 5

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
			)				
Action Step 2	Communications	5.2 Maintain and increase the use of the parent data portal for greater parent accessibility. Research and implement parent portal innovations to best serve parents, students, and the community	Other (please identify in next column, to the right)	CIO	June (06)	2019	0
Action Step 3	Implementation	5.3 Seek and create new partnerships and opportunities for students with area colleges, universities, alternative education environments,and businesses. a) Research area businesses seeking partnerships to provide opportunities for students through internships and externships b.) Increase STEAM intiatives K-12 beginning with TechTrep online courses for grades 4-8 c) Continue and expand CTE and BOCES opportunities for students	Curriculum and Instruction Leader	N/A	June (06)	2021	100000
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	0

5. **This question is optional.**

   If more action steps are needed, continue to list the action steps that correspond to Goal #5 from your answer to

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Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Response)	(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)	(No Response)
Action Step 7	(No Response)	(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)	(No Response)

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Section IV - NYSED Initiatives Alignment

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

The Schalmont Central School District recognizes that it will take an aligned, comprehensive approach across several support systems to help children develop the cognitive, academic, emotional, and physical competencies they will need to succeed in 21st Century Life.
The Partnership for 21st Century Skills defines 21st Century Standards as those that:
 "Focus on 21st Century skills, content knowledge, and expertise. They build understanding across and among core subjects as well as 21st Century interdisciplinary themes. They emphasize a deep understanding rather than shallow knowledge. They engage students with real world data, tools, and experts they will encounter in college, on the job, and in life. Students learn best when actively engaged in solving meaningful problems. 21st Century standards allow for multiple measures of mastery."

To succeed at college, career, and life in the 21st Century students must be supported in mastering both content and skills. The Schalmont Central

School District has categorized eight support systems towards helping students achieve the outcomes o the 21st Century Skills Initiatives.
These support systems were cross-checked against the International Standards for Technology in Education (ISTE) to create the comprehensive plan.
In addition, we analyzed and reviewed the Next Generations Standards to determine what parts of our plan should be sustained and where gaps may exist in alignment with these standards that need to be addressed.
Instructional Technology is an integral component in furthering our collected work to develop the Profile of a Schalmont Graduate in the
21st Century. Our stakeholder team has determined the following six competencies as priorities to further develop within our next strategic plan:
• Information, Communication and Technology Literacy
• Critical Thinking and Problem Solving
• Initiative and Self-Direction
• Metacognition: Learning how to learn
• Flexibility and Adaptability
• Collaboration and Teamwork
While we are still committed to helping students perform at proficient and mastery levels on NYS assessments and NYS regents exams, we believe that to truly make our students ready for their life after high school in the 21st century, we are obligated to equip them with the above skills in a way that can be measured and demonstrated to potential colleges and employers.

2. **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 curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

All students in Schalmont have access to a 1;1 chromebook. For students in grades 7-12 they may use them in school and take them home. For students in grades K-6 they may use them in school only. Students with disabilities are provided specific programs and software options on their device depending upon their program goals and objectives. For example, Google read and write, reading A-Z, Raz kids, Zearn math, Google predictive software. The grade level curriculum is differentiated by use of tools that provide articles and reading materials at varied grade levels and content areas so that students can access the content no matter what grade they are place in. Some have reading materials read aloud through the use of headphones. The flipped classroom model has been successful for students, meaning they have videos to view at home and complete the work in class. Students are also provided a library of videos for students that they can view during school or at home reteaching lessons from the day in multiple content areas.
Additionally, for students with hearing impairments we have amplification systems, isense microphones and redcat amplicfiation speakers. This allows students to hear questions/comments from peers and participate in the class discussions. Dictation software is used for students with physical impairments. Text to speech software such a Dragon is used by some students.

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3. **How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

   ☑ 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.
   ☑ 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 3a, below)

4. **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 their student language and content learning with the use of technology. Check all that apply.**

   ☑ 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 to increase options 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 4a, below)

5. **How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

   ☑ 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/MLL 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 5a, below)

6. **The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.**

   Yes

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6a.   **If Yes, check one.**

In the 5 most spoken languages in the district

6b.   **If 'Other' was selected in 6a, above, please explain here.**

(No Response)

7.   **Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

☑ Technology to support writers in the elementary classroom
☑ Technology to support writers in the Secondary classroom
☐ Research, writing and technology in a digital word
☑ 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 and 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 7a, below)

8.   **How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?**

☑ 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.

☐ The district does not use instructional technology to facilitate culturally responsive instruction.

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

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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Section V - Administrative Management Plan

1.   **Staff Plan**

	Full-time Equivalent (FTE)
District Technology Leadership	0.33
Instructional support	1.00
Technical Support	3.33
Totals:	**4.66**

2.   **Investment Plan**

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	Staffing	N/A	70,000	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, to the right) ☐ N/A	N/A
2	End User Computing Devices	N/A	370,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional	N/A

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	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					Resources Aid ☐ Smart Schools Bond Act ☑ Other (please identify in next column, to the right) ☐ N/A	
3	Professional Development	N/A	156,000	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, to the right) ☑ N/A	N/A
4	Peripheral Devices	N/A	150,000	One-Time	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next	N/A

V. Administrative Management Plan

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	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					column, to the right) ☐ N/A	
Totals:			**746,000**			

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

Not Applicable (There are no non-public schools in the district)

4.   **Please indicate whether or not the district has a public website.**

The district has a public website.

4a.   **Provide the URL of the district's public website.**

www.schalmont.org

5.   **Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.**

No

6.   **Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.**

No

7.   **Has a district-wide information security and/or privacy audit ever been performed in the district?**

Yes

7a.   **If 'Yes' was selected in Question 7 above, please identify how often a security and/or privacy audit has been performed?**

Once

7b.   **If 'Yes' was selected in Question 7 above, please indicate whether the audit(s) was/were performed by an independent 3rd party contractor.**

Yes - all audits were performed by a 3rd party contractor

8.   **Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?**

Yes

9.   **Does the school district provide for educating minors about cyberbullying awareness and response?**

Yes

10.   **Does the district have an Internet Safety Policy?**

Yes, and I will upload the policy.

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10a.   **Please upload the district's Internet Safety Policy.**

8003.pdf

11.   **Does the district have a Cyberbullying Policy?**

Yes, and I will upload the policy.

11a.   **Please upload the district's Cyberbullying Policy.**

3410.pdf

12.   **Does the district have a Parents' Bill of Rights for Data Privacy and Security?**

Yes, and I will provide the URL to the Parents' Bill of Rights for Data Privacy and Security.

12a.   **What year was the Parents' Bill of Rights for Data Privacy and Security policy first posted?**

2015

12b.   **Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.**

https://www.schalmont.org/parent/policy/billofrights.cfm

13.   **Does the district have an information breach policy that addresses the district's planned response to an information breach?**

Yes, and I will provide the URL to the policy.

13b.   **Please provide the URL to the policy that addresses the district's planned response to an information breach.**

https://schalmont.org/boe/PDFs/policymanual/accessible/5672.pdf

14.   **Provide a direct link to the district's technology plan as posted on the district's website.**

https://www.schalmont.org/IT/PDFs/181015TechPlan.pdf

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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Sharing Innovative Educational Technology Programs

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 category that is not on the list.**

☑ Active Learning Spaces/Makerspaces	☑ Policy, Planning, and Leadership
☑ Culturally Responsive Instruction with Technology	☑ Privacy and Security
☑ Device Planning and Implementation (1:1; BYOD)	☑ Professional Learning
☑ Digital Citizenship	☑ Project-based Learning
☑ Infrastructure	☐ Other Topic A
☑ OER and Digital Curriculum	☐ Other Topic B
☑ Personalized Learning	☐ Other Topic C
☑ Pilots and Proof of Concept	

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	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makerspaces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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

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	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
Please complete all columns	Terri McCreadie	Director of IT	tmccreadie@schalmont.net	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☑ Device Planning and Implementation (1:1, BYOD) ☑ Digital Citizenship ☑ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☑ Pilots and Proof of Concept ☑ Policy, Planning, and Leadership ☑ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	John George	Technology Integration Specialist	jgeorge@schalmont.net	☑ Active Learning Spaces/Makers paces ☑ Culturally Responsive Instruction with Technology ☑ Device Planning and Implementation (1:1, BYOD) ☑ Digital Citizenship ☐ Infrastructure ☑ OER and Digital Curriculum

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	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
				☑ Personalized Learning ☑ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☑ Professional Learning ☑ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Spaces/Makerspaces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makerspaces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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