

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

I. District LEA Information

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Page Last Modified: 10/18/2021

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

Thomas B. Reardon

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

Superintendent

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

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**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, academically, physically, and socially to meet the needs 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. 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 building and district technology committees were organized and convened throughout the 2021-2022 school year 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 current and projected learning standard requirements. Each committee met individually, but was then brought together as a group to share their ideas (using GoogleMeet in order to ensure appropriate social distancing). Each committee (building and District/Board) has stakeholders that represent all factions of our school community. We are frequently soliciting feedback not just through committee stakeholders, but through the use of our data gleaned from homemade quantitative surveys regarding technological needs (Digital Equity Survey administered to all families), as well as the analytics produced by our social media and academic software that can provide data regarding usage and accessibility throughout our community at large. This data informs both purchasing and ensuring digital access is maintained throughout our entire geographical footprint.

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

This plan captures the necessity to have a wide variety of educational technology resources and applications, that are accessible both at home and through our school network. The previous plan captured the necessity to ensure the network (hardware, software, and Chromebooks) were able to accommodate 1800+ students working remotely. Now that we know this is possible, it is important that we continue to support the current educational technology resources and that we support professional development opportunities so that support teacher ability to effectively use current and future software interfaces (particularly those that are 2-D Compliant).

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

The COVID pandemic most certainly illustrated the need for our system to have a strong, viable network, that is both safe and can handle all users accessing its resources at the same time (particularly for remote learning). The accentuation on forming and maintaining a strong network is vital, as we must be prepared not just should we need to go remote (for a short or long-period of time), but also to accommodate those students who are quarantined and learning remotely even when school is in session.

**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.**

The Schalmont Teachers' Institute (STI) will continue to create professional learning communities with other teaching professionals to remain current on best practices related to technology integration, including full online computer-based assessment administration for all grades 3-8 New York State Assessments. The District's K-12 Technology Integration Specialist will conduct workshops and offer individual support for classroom teachers at each of the three campuses. Technology Coordinators at each building will continue to serve as liaisons between faculty, the Technology Integration Specialist, Building-level technology committees, and building administration to ensure identified needs are satiated through professional development opportunities. Each building's Library Media Specialist will also be involved in these conversations!

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

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Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

- 1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**  
**The district has met this goal:**

Significantly
- 2. Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**  
**The district has met this goal:**

Significantly
- 3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**  
**The district has met this goal:**

Significantly
- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**  
**The district has met this goal:**

Significantly
- 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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

The Schalmont Central School District will create a redundant connection for Jefferson Elementary School (which currently does not exist) to ensure back-up internet connectivity.

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
- 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.

Evidence varies depending upon each goal and action step. Some evidence will be gathered through surveys (qualitative and quantitative), classroom formal and informal observations, data usage reports provided through our software interfaces (I.e.- Schoology, E-Eschool, etc.). Each action step will be specifically examined, the District's determination for measuring its present and future effectiveness will be tailored specifically (I.e.- purchasing and installation of equipment will be monitored and measured through progress reported by the Network Administration Team to the Assistant Superintendent for Finance and Operations).

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	The District assessed	Director of	Assistant	09/01/2	\$25,000.00

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		the inequitable connections that existed between the three campuses. Jefferson Elementary was the only facility without a redundant connection.	Technology	Superintendent for Finance and Operations	022	
Action Step 2	Implementation	The District coordinated with the Internet Provider (Lightspeed) to ensure a redundant connection could be established.	Director of Technology	Assistant Superintendent for Finance and Operations	09/01/2022	\$0.00
Action Step 3	Infrastructure	The District will install appropriate internal cable conduit for the redundant connection.	Director of Technology	Outside Contractor/Vendor	09/01/2022	\$5000.00
Action Step 4	N/A	N/A	N/A	N/A	09/01/2022	N/A

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

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

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

IV. Action Plan - Goal 1

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

The Schalmont Central School District will upgrade from a 1G to a 10G internet connection District-wide to ensure fast, reliable connectivity at each of the three campuses.

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
- 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.

Evidence varies depending upon each goal and action step. Some evidence will be gathered through surveys (qualitative and quantitative), classroom formal and informal observations, data usage reports provided through our software interfaces (I.e.- Schoology, E-Eschool, etc.). Each action step will be specifically examined, the District's determination for measuring its present and future effectiveness will be tailored specifically (I.e.- purchasing and installation of equipment will be monitored and measured through progress reported by the Network Administration Team to the Assistant Superintendent for Finance and Operations).

6. List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	The Director of	Director of	Assistant	09/01/2	\$100,000.00

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Technology coordinated with our Internet Provider (Lumen) to ensure 10G could be brought to each of the three campuses.	Technology	Superintendent for Finance and Operations	023	
Action Step 2	Infrastructure	The Director of Technology replaced key hardware (core switches) to appropriately handle the 10G connection.	Director of Technology	Assistant Superintendent for Finance and Operations	09/01/2023	\$30,000.00
Action Step 3	Implementation	The connectivity will be increased by the Internet Provider once all internal hardware installation is complete.	Director of Technology	Assistant Superintendent for Finance and Operations	09/01/2023	\$0.00
Action Step 4	N/A	N/A	N/A	N/A	09/01/2023	N/A

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

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

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

IV. Action Plan - Goal 2

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

The Schalmont Central School District will upgrade switches and wireless access points throughout the District.

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
- 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.

Evidence varies depending upon each goal and action step. Some evidence will be gathered through surveys (qualitative and quantitative), classroom formal and informal observations, data usage reports provided through our software interfaces (I.e.- Schoology, E-Eschool, etc.). Each action step will be specifically examined, the District's determination for measuring its present and future effectiveness will be tailored specifically (I.e.- purchasing and installation of equipment will be monitored and measured through progress reported by the Network Administration Team to the Assistant Superintendent for Finance and Operations).

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	The District will assess what infrastructure needs to be updated with new hardware.	Director of Technology	Assistant Superintendent for Finance and Operations	09/01/2025	0.00

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 2	Budgeting	The District will set aside and budget for the cost of the new switches and access points	Assistant Superintendent	Director of Technology	09/01/2025	500000.00
Action Step 3	Purchasing	The District will purchase the necessary equipment	Assistant Superintendent	Director of Technology	09/01/2025	500000.00
Action Step 4	Implementation	The District will install the new equipment	Director of Technology	Assistant Superintendent for Finance and Operations	09/01/2025	0.00

7. This question is optional.

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

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

8. Would you like to list a fourth goal?

No

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

## V. NYSED Initiatives Alignment

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

The 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 of 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. 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, working in concert with the data provided through its Digital Equity Survey (and by ensuring we maintain communication with families to ensure they have the tools they need to succeed when their children are not on campus) will ensure all students have a device of their own to take home all year grades K-12, but that financial resources are allocated to ensure we maintain a five-year replacement plan for all devices, an ample supply of extra devices should one go missing, the purchasing of MiFi hotspots to provide access in areas in which broadband are not available, and that we have ample technicians to ensure we meet the helpdesk needs of issues that can arise when one has so many devices deployed will allow us to serve our students both near and far with working, accessible devices, regardless of their social-economic status.

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

## V. NYSED Initiatives Alignment

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- 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.**

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, IXL, 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 placed 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 amplification 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 as Dragon is used by some students. Any software or hardware identified as helping any child succeed with the advantages they deserve will be procured based upon teacher identification of need, and throughout exploration/implementation through building/District technology recommendations for purchasing (ensuring all is 2D compliant in the process).

- 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.**

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

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

## 2022-2025 Instructional Technology Plan - 2021

## V. NYSED Initiatives Alignment

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

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.   | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.  | <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input checked="" type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.   | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.   | <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./  |
| <input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.   | <input checked="" type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.                                   | <input checked="" type="checkbox"/> Provide online mentoring programs.  |
| <input checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity   | <input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.  | <input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.   |
| <input checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.           | <input checked="" type="checkbox"/> Offer a technology/support hotline during flexible hours.   |
| <input checked="" type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.  | <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for   | <input checked="" type="checkbox"/> Make sure technology/support is offered in multiple languages.  |
| <input checked="" type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.  | <input checked="" type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below)  |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.   | <input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.    |   |

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

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

- The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- The district uses instructional technology to facilitate classroom projects that involve the community.
- The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- Other (please identify in Question 10a, below)

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

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VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	2.00
Instructional Support	1.00
Technical Support	2.00
<b>Totals:</b>	<b>5.00</b>

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	Network and Infrastructure	N/A	500,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Internet Connectivity	N/A	150,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	N/A	N/A	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	N/A
4	N/A	N/A	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	
<b>Totals:</b>			<b>650,000</b>			

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

Yes

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

<https://www.schalmont.org/?s=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](mailto:edtech@nysed.gov).

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Thomas Reardon	Superintendent	treardon@schalmont.net	<input checked="" type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input checked="" type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input checked="" type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input checked="" type="checkbox"/> Personalized

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VII. Sharing Innovative Educational Technology Programs

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Terri McCreddie	Network Administrator	tmccreddie@schalmont.net	<input checked="" type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makers paces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input checked="" type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input checked="" type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input checked="" type="checkbox"/> Personalized Learning <input checked="" type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input checked="" type="checkbox"/> Special Education Instruction and Learning with Technology <input checked="" type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	John George	Technology Integration Specialist	jgeorge@schalmont.net	<input checked="" type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makers paces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input checked="" type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input checked="" type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input checked="" type="checkbox"/> Personalized Learning <input checked="" type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input checked="" type="checkbox"/> Special Education Instruction and Learning with Technology <input checked="" type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	Joseph Karas	Assistant Superintendent	jkaras@schalmont.net	<input checked="" type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makers paces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input checked="" type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and

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

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