

2018-2021 Instructional Technology Plan - 2018

I. District LEA Information

Section I - District LEA Information

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

Marybeth Robinette

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

Chief Information Officer

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

2018-2021 Instructional Technology Plan - 2018

II. Strategic Technology Planning

Section II - Strategic Technology Planning

1. What is the overall district mission?

“Recognizing the strengths of our District's traditions, its history of community support, the diversity of our population and our commitment to educational excellence, the mission of the Huntington Union Free School District is to educate students by effectively teaching an enriched body of knowledge through the active participation of all students, building upon their unique talents and abilities to produce creative, self-assured, responsible citizens who are capable of critical thought and action.”

The above passage contains 4 main focuses pertaining to student achievement and their preparation for the future:

- i. Teaching an enriched body of knowledge
- ii. Active participation of all students
- iii. Building unique talents and abilities
- iv. Produce creative, self-assured, responsible citizens who are capable of critical thought and action.

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

The Technological Vision of the Huntington School District is to advance the academic achievement of all students by integrating technology into curriculum and instruction. People in the 21st century live in a technology and media-rich environment, with immediate access to an abundance of information. Rapid changes in technology tools and the ability to collaborate continue to advance at an unprecedented rate. For our students to be effective in the 21st century as active citizens and workers they must have the ability to exhibit a wide range of functional and critical thinking skills in the areas of information literacy, media literacy and communication literacy. Our vision is to meet these challenges by incorporating the **21st Century Standards and International Society for Technology in Education National Educational Technology Standards** into our curriculum and instruction with the intent that it will lead to less focus on technical skill sets, and more emphasis on core content delivery. The above goals of the mission statement can be achieved with the aid of technology:

- focusing on 21st century skills, content knowledge and expertise, including digital literacy and digital citizenship
- utilizing multimedia to accompany core content lesson material
- introducing technological accessories that aid in addressing all learning styles as to differentiate instruction
- allowing those with “digital native talents and skill sets” to express their knowledge and abilities and to share with others
- providing teachers with real time student data to analyze trends and adjust curriculum accordingly
- communicating with parents and community via the District Web Page, Parent Portal, eboards, and social media
- providing students with an ability to self-assess and reflect on their own growth
- alignment to common core curriculum in ELA and math and transition on-line testing in ELA and math.
- subscribe to on-line textbooks

By integrating technology into curriculum and instruction, we will be aiding in the goal of creating independent citizens that are not only capable of critical thought and action, but also future workers that will be able to easy assimilate into the global market.

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

	List Goals
Goal 1	To integrate the use of technology into all aspects of curriculum, instruction and administration, so that its use extends opportunities and potential for all students, staff and community. This will include providing instruction in digital literacy and digital citizenship.
Goal 2	To provide technology professional development to all teaching staff for the effective use of technology to improve student learning. This includes using technology to enhance learning in all curriculum areas internet safety, data privacy, digital citizenship and digital literacy.
Goal 3	To have a clear set of technology goals that are funded and evaluated on a yearly basis and to integrate voice, video and data networks capable of providing communications, among administrators, teachers, students, support personnel and the community.

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

No

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

No

2018-2021 Instructional Technology Plan - 2018**II. Strategic Technology Planning**

- 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 supports a technology plan that is realistic with clearly stated goals and strategies that align with the district mission statement. This plan was developed by a technology committee with representatives from all stakeholder groups. The committee meets at least 3 times per school year and additionally when it warrants and conducts a yearly plan update. This group will include a review of all parts of the plan. Any changes necessary will be instituted. The Technology Team consisting of the Assistant Superintendent for Business, the Assistant Superintendent for Curriculum and Instruction and the Director of Instructional Technology, and the district technical staff will meet when possible to review technology issues and work on projecting the needs of the district. This team will update the Technology Committee during their meetings. The members of the committee include administrators, teachers, students and parents.

Currently the committee worked to submit a revised Supplementary Smartschools Investment Plan and to come up with a revised AUP agreement. The committee also approved the device replenishment plan developed by the Director of Instructional Technology. The committee was instrumental in deciding which devices, cases, whiteboards and monitoring software to purchase. The use of Digital Portfolios by students was also approved by the committee, to be implemented over the next 3 years.

Additionally the district has teachers in each school who serve as Tech Mentors for their colleagues; this is in addition to their teaching responsibilities. The Director of Instructional Technology meets with these mentors 5 times per year and shares their ideas with the Tech Committee. The tech mentors provide professional development to their colleagues, one-on-one mentoring, report on technology integration, investigate possible software for the district to consider, and report on successes and issues. They work with each other to share best practices, ideas for professional development and where and when to hold PD classes.

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

Strategies for Professional Development of Educators and Administrators

1. Identify staff development needs to support further integration of technology in classrooms.
2. In-class coaching in technology integration aligned with the District's Professional Development Plan, emphasizing differentiated instruction and the use of technology & data to improve instruction.
3. Sustain the professional development with coaching; modeling best practices, district based mentoring, and user groups. Tech Mentors will provide this, as well as outside consultants when possible.
4. Encourage teachers to take advantage of our district professional development opportunities and conferences.
5. Promote 'Turn-key Trainer' approaches where selected staff receive training and then train other staff through both structured classes and small informal groupings.
6. Encourage attendance at workshops, seminars, and courses provided by professional organizations, BOCES, and Teacher Centers.
7. Recommend that at least one staff meeting in each building be set aside for technology integration.
8. Create a team of student leaders for assisting with technology integration, by assisting younger students, teachers and administrators.
9. Include opportunities for on-line Professional Development webinars as appropriate for staff. This has been done in the past with TEQ On-Line being the provider.

- 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.**

- The use of software that has been supplied by the district will be monitored by the Director of Instructional Technology and shared with the administrative team. If software is being under utilized, the school principal or tech mentor will meet with teachers to assist them in using the technology more regularly.
- District administrators conduct Focus Walks weekly between October and May and look for technology being used by students and/or teachers. This data will be examined twice a year to discuss the results and plan interventions or professional development if needed.
- The district is creating 1 SAMR technology project (per year) in each grade from 3 through 6. These projects will be developed by teachers and will address the technology standards appropriate for each grade and will be woven into the curriculum. The projects will be assessed via a Rubric developed by a committee of teachers.
- The district is implementing the creation of digital portfolios using Google Sites for students in grades 4, 6, 7 and 9 in 18-19, grades 4-12 in 19-20, and 2 through 12 in 20-21. These portfolios will contain samples of student's best work for each of the core academic. Work will be uploaded at least 1 time per quarter. These portfolios will be graded using a teacher-student designed rubric. District administrators will review a sample of portfolios from each class within their building.

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II. Strategic Technology Planning

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III. Action Plan - Goal 1

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

To integrate the use of technology into all aspects of curriculum, instruction and administration, so that its use extends opportunities and potential for all students, staff and community. This will include providing instruction in digital literacy and digital citizenship.

Aligns with NYSED Goal 1: Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and 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). Check all that apply.

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

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	Collaboration Implement the creation of Digital Portfolios, giving all students the opportunity to personalize learning and demonstrate their growth over time. These portfolios will showcase students' best work in the core content areas, world languages, physical education and the Arts. It will expand each year, so growth over time will be apparent.	Other (please identify in next column,	A committee of teachers and administrators	June (06)	2021	NA

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III. Action Plan - Goal 1

	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 the right)				
Action Step 2	Professional Development	Provide professional development for integrating technology into the curriculum.	Other (please identify in next column, to the right)	Teachers and Technology Mentors	June (06)	2021	\$60,000
Action Step 3	Collaboration	Teachers on each grade level or department will collaborate to develop a grade level SAMR project that aligns with a curriculum topic.	Other (please identify in next column, to the right)	Teachers and Technology Mentors	June (06)	2021	\$60,000
Action Step 4	Cybersecurity	Librarians and other content area teachers will instruct students in digital literacy and digital citizenship using	Library Media	NA	June (06)	2021	\$3600

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III. Action Plan - Goal 1

	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
	y	Commonsense Media and/or Nearpod lessons.	ia Specialist				

5. 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 - 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	Student Digital Portfolios will be reviewed by teachers for students in grades 4,6, 7, and 9 in the first year, and expanding to other grades in subsequent years. Rubrics will used.	Other (please identify in next column, to the right)	Classroom teachers and administrators	June (06)	2021	NA

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III. Action Plan - Goal 1

	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 6	Evaluation	Teachers will complete a survey indicating their future professional development needs, the value of the SAMR project, and student needs.	Other (please identify in next column, to the right)	Technology Committee	June (06)	2021	NA
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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2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

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: To provide technology professional development to all teaching staff to support the effective use of technology to improve student learning. This includes using technology to enhance learning in all curriculum areas, internet safety, data privacy, digital citizenship and digital literacy.
Aligns with NYSED Goal 5. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

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)

- | | |
|---|---|
| <input checked="" type="checkbox"/> All students
<input type="checkbox"/> Pre-K-2
<input type="checkbox"/> Grades 3-5/6
<input type="checkbox"/> Middle School
<input type="checkbox"/> High School
<input type="checkbox"/> Students with Disabilities
<input type="checkbox"/> ELL/MLLs | <input type="checkbox"/> Migrant students
<input type="checkbox"/> Homeless students
<input type="checkbox"/> Economically disadvantaged students
<input type="checkbox"/> Students between the ages of 18-21
<input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs
<input type="checkbox"/> 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	Research	Identify staff development needs using surveys to support further integration of technology in classrooms.	Director of Technology	N/A	Oct. (10)	2018	NA
Action Step 2	Professional Development	Offer professional development courses afterschool and during school to support technology integration aligned with the District's Professional Development Plan, emphasizing differentiated instruction	Other (please identify)	Tech Mentors, Outside Consultants	Sept. (09)	2021	\$60,000

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III. Action Plan - Goal 2

	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
	ment	and the use of technology & data to improve instruction.	tify in next column, to the right)				
Action Step 3	Collaboration	Recommend that at least one staff meeting in each building be set aside for technology integration.	Building Principal	NA	June (06)	2021	NA
Action Step 4	Collaboration	Create a team of student leaders for assisting with technology integration.	Other (please identify in next column, to the right)	Teachers working with student leaders	June (06)	2021	\$6000

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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III. Action Plan - Goal 2

	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	Evaluation	Yearly review of the technology professional development opportunities to ensure all areas of need are being addressed, for teacher participation and teacher feedback.	Assistant Superintendent	(No Response)	June (06)	2021	NA
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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2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

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
 To have a clear set of technology goals that are funded and evaluated on a yearly basis and to integrate voice, video and data networks capable of providing communications, among administrators, teachers, students, support personnel and the community.
Aligns with NYSED Goal 4. Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders.

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

4. 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)

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

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	Community Partnerships	Maintain and update the district website in order to publish important and necessary school information to students, parents, community and staff.	Other (please identify in next column,	District Webmaster	June (06)	2021	\$60000

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III. Action Plan - Goal 3

	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 the right)				
Action Step 2	Infrastructure	Review our servers and manage our environment effectively and cost efficiently.	Other (please identify in next column, to the right)	District Technology Team	June (06)	2021	\$1.5 Million
Action Step 3	Cybersecurity	Review and revise when necessary the district AUP to reflect the ever changing appearance of the Internet.	Director of Technology	NA	June (06)	2021	\$15,000
Action Step 4	Communications	Communicate with members of our community and school families.	Director of Technology	NA	June (06)	2021	\$15,000

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.

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III. Action Plan - Goal 3

	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	Work with administration yearly to develop a sustainable budget to meet the technology needs of the district as set forth by the technology committee.	Director of Technology	(No Response)	June (06)	2021	NA
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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IV. NYSED Initiatives Alignment

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.**

Our district has purchased software to assist teachers in providing rigorous academic instruction and to enable students to personalize their learning by using various tools which interest them and support their academic needs.

- To support asynchronous instruction, teachers create and post their own videos for students to use to support instruction and/or they also research videos that others have created to support student understanding.
- To support math instruction, teachers use 3 Act Math Tasks to introduce a math problem and slowly present the information need to solve problems. Our teachers are using 3 Act Math Tasks that are available on the web, and are beginning to create their own. Additionally, some of our students have created 3 Act Math Tasks as an end of the year project in their grade level.
- Teachers use eboards, and electronic gradebooks to provide information to students and families anywhere/anytime. These eboards contain assignments, helpful websites, instructions, links to games to support instruction, and links to videos to support instruction.
- Our district has community liaisons who work with parents and support our non-English speaking families, assisting them with accessing the Parent Portal, eboards and the district website.
- Through the use of Google Classroom and other software, students have access to text to speech and speech to text to provide increase support for comprehension of written or verbal language.
- Students use Seesaw, Flipgrid, Screencastify, Buncee, coding, video and other software to demonstrate knowledge and skill in a personalized way.
- Learning software that has games and is interactive and adaptive is provided to meet students where they are instructionally.
- Research based programs such as Read 180, Successmaker BookFlix, ScienceFlix, Razzkids, Newsela, Flocabulary, Brainpop Coding, Discovery Education, and Buncee are provided to students to support their learning, meet their needs (text to speech, Spanish Language translations, Reading level adjustments) and engage them in content.

Students in our World Language classes have developed Digital Portfolios to showcase their learning of a new language and to make them eligible for the Seal of Bi-literacy. The Digital Portfolios have been so successful in showcasing student learning and understanding, that these portfolios are going to be used district-wide over the course of the next three years. In these portfolios, students can record themselves reading, solving problems, completing assignments, or completing a coding project. Students can record themselves playing an instrument, or participating in a sport that interests them. Art students can capture their work digitally, enabling them to save it and see their improvement over time.

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.**

Technology is infused into specialized instructional support services and differentiated instruction for students with disabilities in both integrated co-taught and special class settings in a multitude of ways specifically through the use of assistive technology, computer software, tablets and communication devices. Ultimately, the purpose of utilizing technology for students with disabilities is to enable children to access, participate and progress in the general education curriculum and to achieve individualized, targeted IEP goals. Teachers and students are provided access to computer based programs such as Reading A-Z, RAZ kids, System 44 and Read 180 computer based reading programs. Implementation of these programs enables students and teachers to track individual data while the software adapts with increasing complexity as children progress and achieve goals. Students are provided with IPADS for academic, behavioral and communication purposes such as applications to practice math facts, reading fluency and as rewards specified in individual behavior plans. Students who are non-verbal are taught to utilize the IPAD with Proloquo as a communication device. Students who present with learning disabilities related to written expression may use speech to text programs and other assistive technology devices to teach/support this domain. Access to IPADS, word processing programs, computers and Chromebooks enables students with motor needs to generate written responses without pencil and paper tasks. Students who are alternately assessed, utilize computer based testing to meet NYSAA requirements. Lastly, teachers utilize computer based programs to generate visual cues, individual schedules, modify activities and create specific charts, checklists or materials to supplement the general curriculum for students with disabilities.

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IV. NYSED Initiatives Alignment

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.

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

6a. If Yes, check one.

In the 5 most spoken languages in the district

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IV. NYSED Initiatives Alignment

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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V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	0.30
Instructional support	0.00
Technical Support	6.00
Totals:	6.30

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	Instructional and Administrative Software	N/A	100,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	NA
2	Peripheral Devices	N/A	70,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input checked="" type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools	NA

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V. Administrative Management 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."
					<input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	End User Computing Devices	N/A	250,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <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
4	Professional Development	N/A	20,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
Totals:			440,000			

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V. Administrative Management Plan

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. 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.

<http://www.hufsd.edu>

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

Yes

- 5a.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

Assistant Superintendent for Business

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 provide the URL to the policy.

- 10b. Please provide the URL to the district's Internet Safety Policy.

<https://www.boarddocs.com/ny/hufsd/Board.nsf/Public#8271>

11. Does the district have a Cyberbullying Policy?

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

- 11b. Please provide the URL to the district's Cyberbullying Policy.

<https://www.boarddocs.com/ny/hufsd/Board.nsf/Public#7580>

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.

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V. Administrative Management Plan

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

2017

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

<https://www.boarddocs.com/ny/hufsd/Board.nsf/Public#7240>

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

No. The district does not have such a policy.

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

http://www.hufsd.edu/assets/pdf/central/gen-tech/2019/tech_plan_instructional.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.

2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

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.

<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Privacy and Security
<input type="checkbox"/> Device Planning and Implementation (1:1; BYOD)	<input type="checkbox"/> Professional Learning
<input type="checkbox"/> Digital Citizenship	<input type="checkbox"/> Project-based Learning
<input type="checkbox"/> Infrastructure	<input type="checkbox"/> Other Topic A
<input type="checkbox"/> OER and Digital Curriculum	<input type="checkbox"/> Other Topic B
<input type="checkbox"/> Personalized Learning	<input type="checkbox"/> Other Topic C
<input type="checkbox"/> 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)	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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 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	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning

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VI - Sharing Innovative Educational Technology Programs

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

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VI - Sharing Innovative Educational Technology Programs

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

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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