Union Endicott Central School District

2022-2025 Instructional Technology Plan

July 1, 2022 - June 30, 2025

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1100 Main Street

Endicott, NY 13760

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This plan, required by the NYS Commissioner's Regulation 100.12, supports the mission of the WICSD and the NY Board of Regents, ensuring that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide effective instruction aligned to state standards, as well as positive learning environments so that each child is prepared for success in college, career and citizenship.

District LEA Information

District Name: Union-Endicott Central School District

BEDS Code: 031501060000

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Strategic Technology Planning

Union-Endicott Central School District Mission

The mission of the Union-Endicott School community is to develop students who are responsible, self-directed, involved, lifelong learners. The students, staff, parents, and community encourage learners to develop a deeper understanding of self, a respect for others and an understanding of their place in the world community.

Union-Endicott Central School District Technology Vision

Every student will know how to live productively and safely in a technology-dominated world. This includes understanding the essential features of digital technologies, why and how they work, and how to communicate and create using those technologies.

Goals Driving Attainment of the Vision for Technology

The instructional technology planning process should align with the district's strategic planning process. The district level technology committee should include multiple stakeholder participants in order to build advocacy for district programs and financial plans.

Responses should include a description of the following:
- *The stakeholder groups that worked on this plan*
- *A timeline of the planning process*
- *The frequency of meetings*
- *The outcomes of the plan development*
- *Any additional aspects of the planning process that the district wishes to share.*

Technology Advisory Committee

Member	Position
Elizabeth Howes	Teacher, Technology Integrator
Elizabeth Scalcione	Teacher, Technology Integrator
Elyse Wilson	Teacher, Technology Integrator
Emily Hungarter	Teacher, Technology Integrator
Heather MacQueen	Teacher, Technology Integrator
Kirsten Cole	Teacher, Technology Integrator
Meagan Helfrich	Teacher, Technology Integrator
Stacy Adornato	Teacher, Technology Integrator
Trisha Vaughan	Teacher, Technology Integrator
Casey Kellicutt	Instructional Technology Coach- BT BOCES
Scott Vosbury	IT Coordinator- BT BOCES
Kimberly Kalem	Director of Technology & Information Management

Goals

Goal #1: Provide students with vetted and aligned technology tools and resources that support purposeful, equitable access to learning opportunities. (NYSED GOAL: Increase equitable access to high-quality digital resources and standards-based, technology-rich learning environments.)

Goal #2: Provide teachers with the resources and training needed to support collaborative student-centered learning environments with high-quality instruction for every student. (NYSED GOAL: Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.)

Goal #3: Implement, maintain, and optimize the systems, processes and infrastructure that effectively and efficiently support and promote the goals and health of the district. (NYSED GOAL: Design, implement, and sustain robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders.)

Summary of the Planning Process

The revision of the district's technology plan began with a variety of district-level committees charged with various components of plan research and development, including, but not limited to, the District Leadership Team and Technology Integrators. With this information in hand, a district-wide Technology Advisory Committee was established to support the development, implementation, and evaluation of the technology plan. Members of this committee represent a variety of grade levels and stakeholders, including parents.

In parallel, building-level technology teams have supported the roll-out of the district's 1:1 student device program, Project Lead the Way initiatives, Tiger Ventures authentic projects, professional development planning in support of technology initiatives, instructional integration of technology within classrooms, support of the computer-based assessments, and parent information sessions. These efforts further informed the 2018-2021 version of the district's technology plan.

Following establishment of the 2018-2021 technology plan, ongoing meetings with the Technology Advisory Committee have focused on exploring current best practices and emerging issues within the technology arena, serving the foundation for updates and modifications to the technology plan. These efforts have included significant modification and augmentation of the district goals in support of the vision for technology; definition and formulation of district-wide technology department standards; creation of an online district-wide knowledgebase; implementation of a process for vetting, piloting, and adopting new technology tools; research, adoption and implementation of screentime guidance; annual review of minimum device specifications; and exploration of data dashboard analysis tools.

Efforts of the Technology Advisory Committee inform updates to the district's technology plan, supported by ongoing work from the district's strategic planning process, instructional blueprint, Professional Development Plan for Teaching and Learning, school-based planning teams, and K-12 leadership initiatives. Updates are reviewed by the Technology Advisory Committee for alignment and integration with district initiatives and processes.

During the 2021-2022 academic year, the district's Technology Advisory Committee met quarterly to inform the Comprehensive Technology Plan through the following timeline:
- **Fall:** Review team goals and explore alignment of district strategic plan with the previous technology plan, informed by the district mission and vision.
- **Winter:** Integrate district mission and vision into the updated technology plan informed by instructional identified faculty/staff/student improvement opportunities.
- **Spring:** Identify and incorporate strengths and areas of improvement supported by current and future goals for instructional technology, aligned to the district mission and vision statements, professional development plan, and technology resource plan.

Building Upon the 2018-2021 Plan

The 2022-2025 Version of the district's technology plan builds upon the foundation of the prior comprehensive technology plan while incorporating shifts in goals for instructional technology in the district as identified by the district's Technology Advisory Committee throughout 2019-2021 as well as experiences in the district's accelerated transition to a 1:1 device program for each student enrolled in K-12 as necessitated by the COVID pandemic.

Leveraging What We Learned During COVID

Experiences with remote and hybrid learning models during the COVID pandemic have provided valuable insight into the district's use of technology to support instruction. Adoption of learning management systems targeted to specific grade levels has facilitated additional learning opportunities for students who are physically absent. Implementation of an electronic communication system has helped teachers and students stay connected both inside and outside the physical and temporal confines of the traditional school day.

Families were provided with free access to mobile hotspots at students' places of residence. Remote learning experiences in the younger grades have emphasized the importance of providing devices to our students in K-2 classes.

Faculty and staff access to professional development has also shifted considerably, with on-site live instruction offered in conjunction with remote synchronous, remote asynchronous, on-demand, and hybrid formats. The need to enhance our technological skills within the district hasn't been limited to our faculty and staff. Rapid adoption of a 1:1 device program in younger grades has led to incorporation and integration of digital citizenship and technological proficiency throughout our curricular offerings. Parent and community feedback has strongly informed these efforts through ongoing surveys and town halls as well as discrete stakeholder groups focused on collaboratively addressing needs related to school operations and logistics, transportation and food services, public health and social-emotional support, instructional services, and equity and family/community needs.

Professional Development Plan Supporting the Vision for Instructional Technology

The Union-Endicott Central School District's Instructional Technology Professional Development Plan is a subset for the district's Professional Development Plan for Teaching and Learning. Its purpose is to improve the quality of teaching and learning through close alignment to the district's Key Focus Areas, which are revised annually by the Union-Endicott Board of Education and support attainment of the district's vision for instructional technology.

A primary goal in attaining this vision for instructional technology is providing faculty with the resources and training needed to support collaborative student-centered learning environments with high-quality instruction for every student, noting that the focus is not on technology itself, but rather the purposeful integration of technology to meet the needs of our students, faculty, staff and community.

UECSD Key Focus Areas

Learning and Achievement

The Union-Endicott Central School District embraces its primary role of ensuring that all students reach their highest levels of academic learning and achievement. We support each student reaching these levels by extending his/her thinking and the acquisition of skills through applied learning opportunities within and beyond the classroom.

Culture and Climate

The Union-Endicott Central School District has a central role to play in preserving the ongoing vitality of our community. Within this context, our district will foster a concept of continuous improvement for our community of learners. Learning and achievement are supported and communicated through the following principles:

- **Mutual respect:** Fundamental to a climate and culture which supports an effective and safe learning environment;
- **Collaborative culture:** Our students will experience the greatest levels of success in a culture where all partners in the educational process work together;
- **Collective Trust:** Instrumental to a climate and culture of academic optimism which maximizes learning potential;
- **Equal Access:** All students, notwithstanding their abilities, experiences, family or financial status, will have the necessary opportunities to achieve academic success:
- **Life-Long Learning Activities:** Including students, staff, parent/guardians, and community

Transition

The Union-Endicott Central School District recognizes that an increasing number of transition areas must be proactively and simultaneously managed within an environment of uncertain governmental policies, court decisions, and finite resources while maintaining the highly valued Union-Endicott CSD education. These areas include:

- Leadership sustainability;
- Unpredictable funding:
- The provision of professional growth opportunities;
- Planning for facilities that support instructional goals;
- The preservation and maintenance of district facilities investment.

Beliefs About Professional Development

There are three areas around which all professional development will be organized:

- Content: Academic Subject Knowledge
- Context: The Climate for authentic learning
- Pedagogy or Process: A repertoire of instructional strategies

These opportunities will be matched to the needs of the faculty according to their stages of development based upon research, theory, and standards of professional practice. As a district, we pledge to:

- Identify and prioritize professional development needs based on student achievement, faculty readiness, and curriculum review and revision demands.
- Provide opportunities for teachers to deepen their understanding of the content, context, and pedagogy needed in a standards-based classroom.
- Provide appropriate, job-embedded, varied and differentiated professional development opportunities for all staff.

Current technology capacity of educators and growth opportunities are assessed through a variety of methods such as formal and informal observations, planning sessions, faculty and department meetings, needs assessment surveys, district initiative alignment, focus groups, and collaboration with diverse stakeholders groups.

The Every Student Succeeds Act (ESSA) identifies high-quality and ongoing research-based professional development for teachers and staff as one of the most important components of a comprehensive school program. Union-Endicott Central School District is already applying these criteria in all aspects of professional development.

Union-Endicott provides technology training through a number of different methods offered in numerous locations to ensure training is readily available for all staff members. Use of technology tools is not the desired end product in the classroom. Rather, all professional development is rooted in research-based instructional practices that impact student learning and achievement. The SAMR model is used as a

tool to consider how and why technology tools are being leveraged in classrooms. In support of building proficiency with technology tools, training is offered regularly across a variety of locations within the district as well as online in conjunction with BT BOCES PLIC team and BT BOCES Teacher Center.

Goal Attainment

Union-Endicott Central School District aligns its instructional and practices to the Board of Regents' 2010 Statewide Learning Technology Plan as laid out by the Office of Educational Design and Technology. This plan is designed to harness the collective initiatives of the University of the State of New York.

Digital Content
Goal: The district uses standard-based, accessible digital content that supports all curricula for all learners.
Response: The district has met this goal significantly.
Justification: The district uses grade-appropriate learning management systems such as Seesaw and Google Classroom to organize, curate and deliver a variety of digital content developed both within and through a variety of external sources in conjunction with standards-based accessible content from a conglomeration of external providers to meet the diverse needs of all students.

Digital Use
Goal: The district's learners, teachers, and administrators are proficient in the use of technology for learning.
Response: The district has met this goal significantly.
Justification: Students, faculty and staff all have various levels of technology proficiency, though the COVID pandemic forced a greatly accelerated rate of technological adoption within the district and throughout the world. A vast majority of students, faculty and staff regularly and effectively utilize Microsoft 365 or Google products for productivity and collaboration, learning management systems, and access content and resources online safely in support of their studies and job responsibilities.

Digital Capacity and Access
Goal: The district's technology infrastructure supports learning and teaching in all of the district's environments.
Response: The district has met this goal significantly.
Justification: The district has extended its internal network infrastructure to support 10 Gbps pipelines within and between buildings and partnered with BT BOCES. Computer device programs provide cost-effective quality devices to every K-12 student and teacher in the district to meet the needs of both faculty and staff in a fiscally responsible and sustainable manner. Wireless internet access is available within and around the district facilities. In addition, the district has provided Wi-Fi hotspots to students who may not otherwise have access to broadband internet outside of school.

Leadership
Goal: The Union-Endicott Central School District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.
Response: The district has met this goal significantly.
Justification: The Statewide Learning Technology Plan Vision and its alignment to the Union-Endicott Central School District Plan is broken down below:

The Regents have an urgent need to raise the knowledge, skill and opportunity of all the people of the State of New York. New technologies have created powerful new learning tools which will transform the learning environment for students of all ages. Learning technologies will be seamlessly integrated into teaching and learning to increase student achievement. USNY will use technology to measure performance and communicate results to learners, teachers, leaders, and citizens. Through USNY, New York citizens will benefit from technology that brings information and knowledge to improve their lives.

USNY will provide learning opportunities that change how students learn, what they learn, and why they learn. Students will access information to broaden and deepen knowledge about subjects in ways unimagined by prior generations.

All students access learning materials in electronic form, including video, text and other digital content related to the school curriculum. Students will create work, define and solve problems, and research and evaluate information using technology. Students will manage the flow of information and innovative approaches to communicate and collaborate.

Multiple environments exist for teaching and learning, unbound by place, time, income, language or disability. Teh classroom, gymnasium, laboratory, library, and theater are workspaces for teachers and learners but will not always be a physical space. Students will access learning resources anywhere, anytime through the use of technology.

UECSD integrates technology throughout the K-12 curriculum in support of student achievement through equitable access and purposeful implementation of high-quality content, assessment, communication, and collaboration tools aligned to the district mission and vision.

UECSD's technology program is embedded throughout the K-12 curriculum, expanding the classroom beyond the physical space and classroom bell structure to the world-at large, 24 hours a day. UECSD utilizes technology tools for students and faculty that leverage the 21st Century skills of collaboration, communication, creativity, and critical thinking through access to high-quality content and learning experiences tailored to the needs of each individual student. This program isn't limited to just the use of technology in support of instruction, but also the fostering of informed, safe, confident, and responsible citizens of the physical and digital worlds they live in.

Accountability

Goal: 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.

Response: The district has met this goal significantly.

Justification: The district website at www.uek12.org houses an ever-expanding repository of information related to the ongoing work of the district in support of its mission while also serving as a central communication tool for faculty, staff, students, parents, and community members. The nature of the site and the wide expanse of the information it houses lends itself to many opportunities to improve both its organization and content. The website is meeting our goals at the present time, however it will be undergoing perpetual changes, reorganization, and curation in support of better meeting the needs of its community of users.

Action Plan

Goal #1: Provide students with vetted and aligned technology tools and resources that support purposeful, equitable access to learning opportunities. (NYSED GOAL: Increase equitable access to high-quality digital resources and standards-based, technology-rich learning environments.)

Target: All Students

#	Category	Description	Responsible Stakeholder	Anticipated Completion	Anticipated Yearly Cost
1.1	Planning	Provide 1:1 student devices for enrollees in grades K through 12	Director of Technology	September 2022	$375.000
1.2	Curriculum	Provide tools & resources aligned to instructional programs	Director of Technology	November 2022	$100,000
1.1.2	Curriculum	Implement and support learning management system for K-12	Director of Technology, Instructional Tech Coach & Tech Integrators	September 2022	$0
1.3	Curriculum	Evaluate resource usage for access and impact	Director of Technology	June 2022	$0
1.4	Communication	Develop and maintain public website for help and support	Director of Technology & Communication Coordinator	September 2022	$2,000
1.5	Community Partnerships	Align and communicate resources for internet access	Director of Technology	November 2022	$0
1.6	Curriculum	Integrate NYS Computer Science & Digital Fluency Standards	Tech Integrators, Tech Coach & Teachers	September 2023	$0

		○ **Year 2022** awareness building- current knowledge and background knowledge ○ **Year 2023** capacity building- unpack and connect - some implementation ○ **Year 2024** Full implementation			

Bullet points below demonstrate the evidence that will be collected for each sub-component of our action steps.

1.1   Provide 1:1 student devices for enrollees in grades K through 12.
- Line items in budget for appropriate student devices
- Documented minimum student device specifications
- Assigned asset inventory of device to each student

1.2   Provide tools and resources aligned to instructional program.
- COLT, ELT, SLT and Curriculum Department review of instructional technology tools
- Annual faculty/staff technology satisfaction survey
- Curated resource list of technology tools segmented by grade band

1.2.1 Implement and support learning management system for K-12
- Purchase order showing enough student seats for all K-12 teachers and students to fully access a single learning management system (Seesaw, Google Classroom & Schoology)
- Help desk support, online knowledgebase and training

1.3 Evaluate resource usage for access and impact
- Annual budget review
- Key system usage reports
- Annual faculty/staff technology satisfaction survey

1.4 Develop and maintain public website for help and support
- District website uek12.org
- Parent/student help site
- Faculty/staff knowledgebase

1.5 Align and communicate resources for internet access
- Share information on public WiFi access
  - Student/parent help website
  - Office of public information
  - Parent/community presentations
- Provide hotspots for student usage at home as needed
- Support and referral to FCC's Affordable Connectivity Program

1.6 Integrate NYS Computer Science and Digital Fluency Standards
- Model lessons
- Demonstration (both in person and online) lessons
- Adjust scope and sequence / unit plan

Goal #2: Provide teachers with the resources and training needed to support collaborative student-centered learning environments with high-quality instruction for every student. (NYSED GOAL: Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.)

Target: All Students

#	Category	Description	Responsible Stakeholder	Anticipated Completion	Anticipated Yearly Cost
2.1	Professional Development	Develop professional development plan informed by mission, strategic plan, instructional blueprint, and identified technological and pedagogical needs	Director of Technology	October 2022	$150,000
2.2	Professional Development	Implement professional Development opportunities aligned to PDP	Director of Technology	June 2023	$0
2.3	Implementation	Provision and implement technology tools and resources supporting faculty and staff needs throughout the district	Director of Technology	September 2022	$200,000
2.4	Planning	Provide devices for district faculty and staff	Director of Technology	September 2022	$120,000
2.5	Professional Development	Develop and maintain internal knowledgebase for training and support	Director of Technology	September 2022	$2,000
2.6	Infrastructure	Create and maintain technology-supported student-centered classroom learning environments	Director of Technology	September 2022	$100,000

Bullet points below demonstrate the evidence that will be collected for each sub-component of our action steps.

2.1 Develop professional development plan informed by mission, strategic plan, instructional blueprint, and identified technological and pedagogical needs.
- Published and approved plan meeting the requirements of the 100.2 (dd) Regulations of the State of New York:

2.2 Implement professional development opportunities aligned to the PDP.
- Monthly PLIC PD offerings (BT BOCES)
- Model Schools offerings

2.3 Provision and implement technology tools and resources supporting faculty and staff needs throughout the district.
- Annual Faculty/Staff Technology Satisfaction Survey

- Software-specific professional development offerings in annual PD catalog on key tools such as Office 365, Google Apps, grade-appropriate Learning Management System, and Student Management System.

2.4 Provide computers and associated devices for district faculty and staff.
- Assigned asset inventory of devices to each teacher, administrator, clerical, business office employee.
- Line items in budget for devices on continuous refresh cycle.
- Purchase orders aligned to faculty/staff devices.

2.5 Develop and maintain internal knowledgebase for training and support
- Updated and curated district knowledgebase of IT support information

2.6 Create and maintain technology-supported student-centered classroom learning environments.
- Classroom audits of technology
- Audit and maintenance of loaner and substitute device access
- WiFi access in all instructional spaces
- Annual Faculty/Staff Technology Satisfaction Survey

Goal #3: Implement, maintain, and optimize the systems, processes and infrastructure that effectively and efficiently support and promote the goals and health of the district. (NYSED GOAL: Design, implement, and sustain robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders.)

Target: All Students

#	Category	Description	Responsible Stakeholder	Anticipated Completion	Anticipated Yearly Cost
3.1	Infrastructure	Partner with BOCES and 3rd parties to maintain and actively monitor a high-capacity secure internet feed	Director of Technology	September 2022	$100,000
3.2	Cybersecurity	Develop, document and implement cybersecurity program aligned to the NIST Cybersecurity Framework	Director of Technology	June 2026	$0
3.3	Data Privacy	Negotiate and manage data privacy agreements consistent with Ed Law 2-d and Part 121 requirements	Data Protection Officer	September 2022	$0
3.4	Cybersecurity	Provision, implement and manage internet filtering and anti-malware functionality	Director of Technology & BOCES Service	September 2022	$200,000
3.5	Cybersecurity	Develop and implement automated update/patch system for district endpoints and servers	Director of Technology & BOCES Service	September 2022	$200,000

3.6	Planning	Develop, maintain, and update five-year device and infrastructure plan consistent with identified district needs	Director of Technology	September 2022	$0
3.7	Budgeting	Allocate appropriate funding to meet district technology program needs	Director of Technology	May 2023	$0
3.8	Purchasing	Purchase and implement resources consistent with five-year device and infrastructure plan	Director of Technology	June 2023	$100,000

Bullet points below demonstrate the evidence that will be collected for each sub-component of our action steps.

3.1 Partner with BOCES and 3rd parties to maintain and actively monitor a high-capacity secure internet feed.
- Network monitoring reports

3.2 Develop, document, and implement a cybersecurity program aligned to the NIST Cybersecurity Framework.
- Cybersecurity regulations aligned to high-level NIST CSF family documents.
- NIST CSF compliance database

3.3 Negotiate and manage data privacy agreements consistent with Ed Law 2-d and Part 121 requirements.
- Updated District Data Privacy Inventory:

3.4 Provision, implement, and manage internet filtering and anti-malware functionality.
- Anti-malware dashboard reports
- Internet filtering dashboard reports

3.5 Develop and implement an automated update/patch system for district endpoints and servers.
- Endpoint management dashboard reports

3.6 Develop, maintain, and update five-year device and infrastructure plan consistent with identified district needs.
- Five-year device and infrastructure plan annual update
- Budget line items and purchase orders aligned to plan

3.7 Allocate appropriate funding to meet district technology program needs.
- Annual budget allocations sufficient to meet the needs of technology program aligned to five-year device and infrastructure plan.

3.8 Purchase and implement resources consistent with five-year device and infrastructure plan.
- Purchase orders aligned to five-year device and infrastructure plan

NYSED Initiatives Alignment

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

The District integrated instructional technology within its existing rigorous and comprehensive academic standards. Our philosophy is to use instructional technology as a tool to enhance and expand upon our existing high-quality curriculum with a focus on using technology for communication, collaboration, creativity, and critical thinking.

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's 1:1 student device program provides a configured device to every student in grades K-12. WiFi internet hotspots are made available free of charge to students who may not otherwise have access to the internet outside of school. Internet pathways and infrastructure are maintained through strong collaboration with the BT BOCES and includes consistent, sustainable investment in the primary network components of devices, media, and services under the guidance of the district's network administrator and supported by network administrators from the local BOCES. End-user devices such as laptops, desktops, VOIP phones, security cameras, mobile handheld devices and printers are provisioned, maintained, updated and replaced to ensure equitable access throughout the district. Network components such as switches, routers, access points, firewalls and cabling are reviewed annually based upon current performance, expected lifetimes and district needs, with responsible expenditures largely supported by the e-Rate program. Servers and data storage are actively managed by senior technology staff in partnership with BOCES technology staff.

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

The Union-Endicott Central School District is committed to achieving high standards for all students. Our goal is to achieve alignment with rigorous content standards across all organizational levels of curriculum and instruction while utilizing processes to support, monitor and review the implementation of the standards. The District's philosophy is to use instructional technology as a tool to enhance and expand upon our existing high-quality curriculum with a focus on using technology for communication, collaboration, creativity, and critical thinking. The District recognizes the positive impact for all students when classrooms embed appropriate use of technology for learning. In addition, special education students and English Language Learners benefit from this instructional planning and purposeful use of technology that supports differentiated instruction, access to content material, and multiple pathways to demonstrate their understanding of essential

understandings and learning standards. Examples of technology currently utilized for UECSD students with disabilities and English language learners include, but are not limited to: software

- TextHelp Read&Write accessibility software
- iPads with specific instructional apps
- Text magnification software
- Unique Learning System (online standards based curriculum)
- Proloquo2Go and LAMP Words for Life

How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?

- 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.

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.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Enhancing children's vocabulary development with technology
- Reading strategies through technology for students with disabilities
- Choosing assistive technology for instructional purposes in the special education classroom
- Using technology to differentiate instruction in the special education classroom
- Using technology as a way for students with disabilities to demonstrate their knowledge and skills
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students with disabilities to connect with the world

How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments?

- 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.

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.

- 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.
- 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.
- Automated captioning capabilities are supported through the district's video recording and distribution offerings.
- Learning games and other interactive software are used to supplement instruction.
- Translation tools for student and home communications through Remind, Microsoft Word, Propio, and others (Are these correct? What am I missing?)

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.

- Technology to support writers in the elementary classroom

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

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?

- McKinney-Vento information is prominently located on individual school websites, as well as the district website.
- If available, online enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.
- Offer phone enrollment as an alternative to in-person enrollment.
- Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity
- Create a survey to obtain information about students' living situations, contact information, access to internet and devices for all students in the enrollment processes so the district can communicate effectively and evaluate their needs.
- Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.
- Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.
- Provide students experiencing homelessness and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.
- Provide students a way to protect and charge any devices they are provided with by the district.
- Replace devices that are damaged or stolen as needed.
- Assess readiness-to-use technology skills before disseminating devices to students experiencing homelessness and/or housing insecurity.

- Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.
- Have resources available to get families and students step-by-step instructions on how to set-up and use their districts Learning Management System or website.
- Class lesson plans, materials, and assignment instructions are available to students and families for "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, DVD, 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.
- Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.
- Adjust assignments to be completed successfully using only the resources students have available.
- Provide online mentoring programs.
- Create in-person and web-based tutoring programs/spaces and/or live chats to assist with assignments and technology issues.
- Offer a technology support hotline during flexible hours.
- Make sure technology support is offered in multiple languages.

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.

Administrative Management Plan

Staff Plan

Title	Full-time Equivalent (FTE)
District Technology Leadership	1.0
Instructional Support	1.0
Technical Support	5.0

Investment Plan

Three-year investment plan supporting the vision and goals listed previously. Estimated costs are the entire costs over the three-year period June 2022 through June 2025. As an example, a purchase with a one-time cost of $100,000 and an annual cost of $100,000 is depicted by a cost of $400,000 in the estimated cost column.

Item or Service	Estimated Total Cost	Frequency	Potential Funding Source
Professional Development	$150,000	Annual	District Operating Budget BOCES Co-Ser
Devices	$375,000	Annual	BOCES Co-Ser
Network & Infrastructure	$200,000	Annual	BOCES Co-Ser
Instructional & Administrative Software	$100,000	Annual	BOCES Co-Ser

1. **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

2. **Please indicate whether or not the district has a public website. Yes.** www.uek12.org

3. **Please indicate whether the district has assigned a specific person with responsibility for Information Security.** Yes. Data Protection Officer.

4. **Please indicate whether the district has assigned a specific person with responsibility for Information Privacy.** Yes. Director of Technology

5. **Has a district-wide information security and/or privacy audit ever been performed in the district?** No

6. **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.

7. **Does your school district provide for educating minors about cyberbullying awareness and response?** Yes.

8. **Does the district have an Internet Safety Policy?** Yes:
   http://go.boarddocs.com/ny/uecsd/Board.nsf/goto?open&id=C5S2E601C78C
   http://go.boarddocs.com/ny/uecsd/Board.nsf/goto?open&id=C5S2J7025E4F
   https://www.uek12.org/downloads/2013-2014_ue_policy_book.pdf

9. **Does the district have a Cyberbullying Policy?** Yes.

10. **Does the district have a Parents' Bill of Rights for Data Privacy and Security?** Yes:
    https://www.uek12.org/Notification.aspx

11. **Does the district have an information breach policy that addresses the district's planned response to an information breach?** Yes.
    https://www.uek12.org/Notification.aspx

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.
Kimberly Kalem
PK-12 Director of Technology & Information Management
kkalem@uek12.org