

DRAFT
Roxbury
NYSED Instructional Technology Plan
2018-2021
Section I – District LEA Information

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

Brenda Hill

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

Please select one from drop down menu:

- Superintendent
- Director of Technology
- Chief Information Officer
- Deputy Superintendent
- Assistant Superintendent
- **Other** (please identify in Question 2a, below)

2a. If 'Other' was selected in Question 2 above, please identify the title.

Computer Coordinator

Section II – Strategic Technology Planning

To assist districts in completing their District Instructional Technology Plans, use the following template to align your vision, goals and action steps as outlined in sections II and III.

1. What is the overall district mission?

Our vision is to provide a safe and caring environment in which our students can develop academically, creatively, and socially. Each member of the school community will demonstrate personal integrity, a commitment to learning, and an appreciation for cultural diversity.

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

The vision of the Roxbury Central School District to increase student achievement by incorporating instructional technology into the curriculum through effective communication in a digital society.

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

1. By June 30, 2021 grades PK-12 will implement instructional technology curriculum map to reflect ISTE and district goals and initiatives. The measurement is a creation of a vertically and horizontally aligned curriculum map PK-12 as approved by the district.
2. By June 30, 2019, RCS will increase the perception of overall safety from 90% to 93%. This will be measured by a survey of school community.
3. By June 30, 2020 we will increase preparedness for 4th grade one to one device state assessments from 3% to 90%. This goal will be measured by the ability of students to access and participate in the NYS Assessments.

4. 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.

ROXBURY TECHNOLOGY COMMITTEE MEMBERS:

Name	Representation
TBA	Board of Education
Thomas O'Brien	Superintendent
Brenda Hill	Computer Coordinator
Jane Ware	Instructional Technology
Jo Hinkley	Dean of Students, Roxbury Collaborative Team
Karen Bramley	Elementary Teacher
Stacey Vasta	Elementary Teacher
Tina Peters	Middle School Teacher, Parent

Rinda Mattice	High School Teacher, Parent
Alfred Vigna	Middle/High School Teacher
Mary Hinkley	CSE Chairman
Mario D'Antoni	Student
Carol Ann Dykstra	Community Member

Technology Plan Development Meetings			
Date	Purpose	Participants	Outcome
Annually in June	Present Technology Plan Revision to Board of Education and parents	Public Hearing for all stakeholders	Inform the community on the RCS technology plan
Annually in August	Complete Technology Plan Survey	RCS Technology Committee	Prepare to submit and implement technology plan
Annually in September RCMT Day	Present Technology Plan to faculty and staff	RCS Faculty, staff and administration	Inform RCS stakeholders

Annually in October Board Meeting	Present Technology Plan to Board of Education and parents	Public Hearing for all stakeholders	inform the community on the RCS technology plan
Annually in November	Place NYSED approved plan on RCS website	Internet Audience	Internet Access for all
Annually in January	Review Technology Plan	RCS Technology Committee	review plan
Annually in May	Evaluate Technology Plan	RCS Technology Committee	evaluate plan

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

New staff member checkoff list must be successfully completed, or they will receive 1:1 tutorial to achieve competency. General faculty in-service on usage of Library databases is presented by the Media Specialist. Superintendent's Conference day trainings are held on what's new in eSchool and G Suite. Faculty and staff Internet Safety and Missing and Exploited Children training is held during RCMT day.

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

Goal	Measurement/Evaluation
By June 30, 2021 grades PK-12 will implement instructional technology curriculum map to reflect ISTE and district goals and initiatives. The measurement is a creation of a vertically and horizontally aligned curriculum map PK-12 as approved by the district.	The creation of a vertically and horizontally aligned curriculum map PK-12 as approved by the district.
By June 30, 2019, RCS will increase the perception of overall safety from 90% to 93%. This will be measured by a survey of school community.	Pre and Post surveys of school community.
By June 30, 2020 we will increase preparedness for 4th grade one to one device state assessments from 3% to 90%. This goal will be measured by the ability of students to access and participate in the NYS Assessments.	This goal will be measured by the ability of students to access and participate in the NYS Assessments.

Section III – Action Plan

Action Steps

Goal 1: By June 30, 2021 grades PK-12 will implement instructional technology curriculum map to reflect ISTE and district goals and initiatives. The measurement is a creation of a vertically and horizontally aligned curriculum map PK-12 as approved by the district.

Action Step (dropdown)	Action Step-Description	Responsible Stakeholder(s) (dropdown)	Anticipated Month of Completion	Anticipated Year of completion	Anticipated Cost
1. Professional Development	Give stakeholders time and resources to meet and create document	Other	June	2019	\$5000
2. Curriculum	Create document	Classroom teachers	June	2020	N/A
3. Collaboration	Meet and evaluate document	Classroom teachers	January	2021	N/A
4. Evaluation	Review document	Administration/ Classroom teachers	May	2021	N/A
5. Policy/Protocols	Approve document	Administration/ Other	June	2021	N/A
6. Implementation	Implement and update as needed	Classroom teachers	September	2021	N/A

Goal 2: By June 30, 2019, RCS will increase the perception of overall safety from 90% to 93%. This will be measured by a survey of school community.

Action Step. (dropdown)	Action Step-Description.	Responsible Stakeholder(s) (dropdown)	Anticipated Month of Completion.	Anticipated Year of completion	Anticipated Cost
-------------------------	--------------------------	---------------------------------------	---	---------------------------------------	------------------

1. Evaluation	Survey RCS community to create baseline Needs assessment	Director of Technology Superintendent Other-Committees tech, safety, and student safety	November	2018	N/A
2. Purchasing, Research	Purchase indoor and outdoor security cameras and controller	Director of Technology Other	January	2019	\$25,500.00
3. Infrastructure	Installation of security camera system	Other	March	2019	\$30,000.00
4. Professional Development	Train stakeholders in use and implementation of security systems	Other	June	2019	\$2000.00
5. Evaluation	Post survey and data analysis	Other Superintendent Director of technology	June	2019	N/A

Goal 3: By June 30, 2020 we will increase preparedness for 4th grade one to one device state assessments from 3% to 90%. This goal will be measured by the ability of students to access and participate in the NYS Assessments.

Action Step (dropdown)	Action Step-Description	Responsible Stakeholder(s) (dropdown)	Anticipated Month of Completion	Anticipated Year of completion	Anticipated Cost
------------------------	-------------------------	---------------------------------------	--	---------------------------------------	------------------

1. <i>Purchasing, Research</i>	Purchase chromebooks in primary and elementary grades.	<i>Director of Technology</i> <i>Other</i>	June	2019	\$20,000.00
2. <i>Purchasing, Research</i>	Purchase network switches, firewall/web content filter, and wifi access points	<i>Director of Technology</i> <i>Other</i>	January	2019	\$98,000.00
3. <i>Infrastructure</i>	Upgrade school network infrastructure and WiFi network	<i>Other</i>	March	2019	\$54,000.00
4. <i>Professional Development</i>	Train staff to use Chromebooks/ G-suite	<i>Other</i>	June	2019	\$3000.00
5. <i>Implementation</i>	Provide access and instruction in Chromebook technology	<i>Director of technology</i> <i>Classroom Teacher</i> <i>Other</i>	September	2019	N/A
6. <i>Evaluation</i>	Post Assessments	<i>Classroom teacher</i> <i>Other -jane boces</i>	June	2020	N/A

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.

Technology allows students to be more independent. Students with learning disabilities will learn lifelong skills to access information.

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 used to:

- Read to students
- Write essays (speech to text)

(18 IEPs have assistive technology)

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. (Kahoot, Reflex Math)
- Other (please identify in Question 3a, below)

3a. If 'Other' was selected in Question 3 above, please explain here.

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.

If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to any related questions in the SSIP.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Enhancing children's vocabulary development with technology
- Reading strategies through technology for students with disabilities
- Choosing assistive technology for instructional purposes in the special education classroom
- Using technology to differentiate instruction in the special education classroom
- Using technology to increase options for students with disabilities to demonstrate their knowledge and skills
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students with disabilities to connect with the world
- Other (please identify in Question 4a, below)

4a. If 'Other' was selected in question 4 above, please explain here.

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.

If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to any related question(s) in the SSIP.

Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- Class lesson plans, materials, and assignment instructions are available to students and families for “anytime, anywhere” access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL/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)

5 a. If 'Other' was selected in Question 5 above, please explain here.

District currently does not have any ELL students.

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/No.

6 a. If Yes, check one:

- In the 5 most spoken languages in the district

- In the 10 most spoken languages in the district
- In the 15 most spoken languages in the district
- Other (please explain in Question 6b, below)

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

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.

If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to any related questions in the SSIP.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Writing and technology workshop for teachers
- Enhancing children's vocabulary development with technology
- Writer's workshop in the Bilingual classroom
- Reading strategies for English Language Learners
- Moving from learning letters to learning to read
- The power of technology to support language acquisition
- Using technology to differentiate instruction in the language classroom
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Web authoring tools
- Helping students connect with the world
- The interactive whiteboard and language learning
- Use camera for documentation
- [Other \(please identify in Question 7a, below\)](#)

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

[No PD offered due to no ELL students in district](#)

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

Please check all that apply from the drop-down menu or add an “other” for options not available on the list. If you check other, a text box will appear to enter the information.

- 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)

8a. If 'Other' was selected in Question 8 above, please explain here. Please use the 'Other' choice to describe in full any additional ways that instructional technology is used to facilitate culturally responsive instruction. Narrative responses in paragraph format are acceptable.

Section V – Administrative Management Plan

1. Staff Plan

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

Title	Full-time Equivalent (FTE)
District Technology Leadership	.50
Instructional Support	.10
Technical Support	.40

Enter the FTE for each title, even if it is zero. Responses limited to two decimal points.

Relevant staff would include:

- **District Technology Leadership** – Examples of roles in this category include district level positions such as Director/Coordinator of Technology, Chief Technology Officer, Director of Innovation, Director/Coordinator of Instructional Technology, etc.
- **Instructional Support** – Examples of roles in this category include staff whose primary responsibility is in the integration of technology in curriculum to support teachers and students
- **Technical Support** – Examples of roles in this category include network engineers, system administrators, computer support and repair, computer aides whose primary role is technical support, etc.

If the same individual staff member supports multiple categories, such as leadership, technology integration, and/or technical support, they should allocate their time between the functions. Total FTE count for any one individual should not exceed 1.0. Do not include contractors unless paid as an FTE.

2. Staff Plan

Provide a three-year investment plan to support the vision and goals.

Anticipated Item or Service. (dropdown)	If "Other" Item or Service, please identify.	Estimated Cost.	Is Cost One-time , Annual, or Both?	Potential Funding Source. May check more than one source per item.	If "other Source of Funding, please identify.
End User Computing Devices			Annual	BOCES Co-Ser purchase District Operating Budget	
Network and Infrastructure			One-Time	Smart Schools Bond Act	
Professional Development			Annual	District Operating Budget Instructional Resources Aid	

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?

N/A

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

Yes

5. Please indicate whether the district has assigned a specific person with responsibility for Information Security. Answer Yes/No

6. Please indicate whether the district has assigned a specific person with responsibility for Information Privacy. Answer Yes/No

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

Options: [Once](#), Yearly, Every Two Years, Every Five years, Irregularly/Sporadically.

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

Choose one:

- [Yes - all audits were performed by a 3rd party contractor.](#)
- No - no audits were performed by a 3rd party contractor.
- Some of the 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? Answer Yes/No

[Yes](#)

9. Does your school district provide for educating minors about cyberbullying awareness and response? Answer Yes/No

[Yes](#)

10. Does the district have an Internet Safety Policy?

Choose one:

- [Yes, and I will upload the policy.](#)
- Yes, and I will provide the URL. Please ensure that the URL provided links directly to the policy.
- No. The district does not have such a policy.

11. Does the district have a Cyberbullying Policy?

Choose one:

- Yes, and I will upload the policy.
- Yes, and I will provide the URL. Please ensure that the URL provided links directly to the policy.
- No, the district does not have such a policy.

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

Choose one:

- Yes, and I will provide the URL for the Parents' Bill of Rights for Data Privacy and Security. Please ensure that the URL provided links directly to the policy.
- Yes, the district does have a Parents' Bill of Rights for Data Privacy and Security, but it is not posted online. I will upload it.
- No, the district does not have a Parents' Bill of Rights for Data Privacy and Security.

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

12/18/17

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

<http://www.roxburycs.org/Downloads/12-18-17%20parents%20bill%20of%20rights3.pdf>

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

Choose one:

- Yes, and I will upload the policy.
- Yes, and I will provide the URL to the policy. Please ensure that the URL provided links directly to the policy.
- No, the district does not have such a policy.

❖ Guidance: For background information on these policy-related questions, please see NYSED's Student Data Privacy [webpage](#).

14. Provide a direct link to the district's technology plan or a link to a copy of the approved NYSED instructional technology plan posted on the district's website.

[Will be added once posted](#)