Section I - District LEA Information

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

    Michael Bashaw

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

    Superintendent

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

Section II - Strategic Technology Planning

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

The mission of the Thousand Islands Central School District is to assure that all students acquire knowledge and develop skills and work habits which will enable them to become productive members of society. This mission is best accomplished when school personnel maintain high expectations for all students create a positive school climate with an equal opportunity to learn, ensure a safe and orderly school environment, monitor student progress on a frequent basis and promote effective home-school communication. It must be understood that strong instructional leadership is a key element in accomplishing this mission.

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

- In the Thousand Islands Central School District, the learning community will be technologically literate life-long learners. Learners will be able to interact successfully in a technological environment to achieve their personal, education, and workplace goals. They will skillfully use technology to access, retrieve, and use information school-wide, community-wide, nationally, and internationally.
- Technology will be integrated into all areas of the K-12 curriculum to improve student performance. Students will use computer technology to reinforce reading, writing, mathematics and computer skills throughout K-12.
- All faculty and staff will feel comfortable in the use of technology to support daily instructional and administrative tasks.
- Students, faculty, staff, and community will have access to current and reliable computer equipment, software, resources and assistive technology appropriate to their needs.

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

	List Goals
Goal 1	In order to fulfill our commitment to provide, maintain and enhance secure high speed internal networking capabilities and wireless infrastructure, we will ensure full and reliable coverage district wide, by minimizing service disruptions to less than five times each year.
Goal 2	TI strongly believes in increasing opportunities for interaction, collaboration and know-how transfer of best practices through the use of technology. In efforts to successfully implement and embrace advanced learning technology, we will ensure to replace and refresh tools on an appropriate schedule. In order to accomplish this plan successfully and be fiscally responsible, we will implement an asset management system during the 2018-2019 school year to track technology assets.
Goal 3	TI realizes that the success of technology in the classroom is dependent on the skills of our staff. We commit to providing continuous and relevant learning for K-12 teachers and staff so they can navigate a streamlined learning path while incorporating technology. TI will set faculty skill expectations and a parallel policy. We will go live with this policy on and continue to measure and reward faculty for continuous leaning.

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

Yes

4a. **List Goal #4**

TI realizes that dependence on technology can have its setbacks. Last year we received numerous help desk emails, many of which were repetitive or easily reconciled issues. We will begin to track help desk issues, and then work to reduce recurring issues by 20% in the succeeding school years. This will make the work place more efficient, while increasing the skill set of our staff.

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

No

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 superintendent approves the Chair of the Technology Planning Committee (TPC) on an annual basis. The responsibility of the committee, which meets four times a year, is to review, evaluate, and modify the school Instructional Technology Plan to ensure its compliance with state and federal directives and with the school Comprehensive Plan. The Technology Planning Committee uses the school mission and vision as the foundation for all decisions. The membership is composed of representatives from each school building including students, parents, teachers, administrators. The committee also includes the network administrator, library media specialist and Special Ed teacher to oversee assistive technology.

Action Plan
- includes an assessment of the telecommunication services, hardware, software and other services that will be needed to meet the objectives of this plan
- clearly defines our telecommunications and information technology goals and strategies
- outlines our professional development strategy to ensure that our staff knows how to use technology to improve the education of our students
- provides a detailed budget necessary to acquire and maintain the hardware, software, professional development and other services specified in the plan
- incorporates an evaluation process that enables the district to monitor progress towards our specific goals and make mid-course corrections in response to developments and opportunities as they arise
- provides for the loan of hardware to students at home for absences due to sickness, out of school for a period of time, in addition to library materials and software includes our internet safety curriculum which covers cyberbullying in accordance with CIPA and DASA

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

It is the expectation of the Thousand Islands District that staff members will continue in their own professional growth through the attendance at Superintendent's Days, faculty meetings, on demand, and scheduled professional development offerings. Professional development opportunities exist in many forms at all instructional levels for staff. These opportunities include but are not limited to: general staff development, teacher orientation, online activities, webinars, workshops/follow up activities, building based initiatives, data driven instruction/data conversations, and professional learning communities.
The district Professional Development Plan must contain the following components:
• **Needs Analysis**
• **Goals/Objectives for Professional Development**
• **Activities for Professional Development**
• **Evaluation Standards for Professional Development**
• **Elements of the District's Mentoring Program**
Areas of focus for upcoming school years include training for the Google Online Suite of tools (Classroom, Docs, Sheets, Slides) and Smart Board training (hardware and software). Training will be provided to all instructional staff. Superintendents Conference Days as well as Model Schools trainers will be leveraged to deliver in person training. Supplemental training will be delivered through TEQ's Online Professional Development platform (TEQ OPD) and through in house turnkey trainers.

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.**

Thousand Islands will utilize multiple means to evaluate the effectiveness of the Instructional Technology Plan. The technology planning committee will analyze data from listed sources to determine necessary changes.
- NYS Assessments (ELA, Math, Science)
- HS Assessments: Regents, Mid-terms, AP Success Rates
- Curriculum Audit
- Annual Technology Surveys
- Special Education Identification rates, Annual Review information
- Needs Analysis to be completed annually
- Various sources of student achievement data (i-Ready, Fountas and Pinnell etc.)
- School Report Card
- BOCES Assessments: Pre/Post tests, Regional Assessments
- APPR – (Technology integrations and use)
- BOCES Bandwidth reports
- Asset Management Audits
- Hardware lifecycle analysis

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Section III - Action Plan

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

1. **Goal #1**

   In order to fulfill our commitment to provide, maintain and enhance secure high speed internal networking capabilities and wireless infrastructure, we will ensure full and reliable coverage district wide, by minimizing service disruptions to less than five times each year.

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). Check all that apply.**

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

4. **List the action steps that correspond to Goal #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	Research	TI will coordinate with BOCES and cooperating vendors to explore different options for networking hardware to be cost effective and responsible.	Director of Technology	N/A	March (03)	2018	$0
Action Step 2	Planning	TI will use best practices set by BOCES and industry standards while working with the chosen vendor to design and implement an infrastructure upgrade.	Director of Technology	N/A	April (04)	2018	0
Action Step 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
	Purchasing	TI will purchase necessary hardware for network upgrade.	Business Official	N/A	Sept. (09)	2018	$350,237
Action Step 4	Implementation	TI will work with our selected vendor to install and configure networking equipment.	Director of Technology	N/A	Dec. (12)	2018	0

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	TI will monitor all networking infrastructure with specialized tools to identify problems early and resolve problems before service interruptions occur.	Director of Technology	N/A	Dec. (12)	2021	0
Action Step 6	(No	(No Response)	(No	(No	(No	(No	(No

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

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Section III - Action Plan

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

1. **Goal #2**

TI strongly believes in increasing opportunities for interaction, collaboration and know-how transfer of best practices through the use of technology. In efforts to successfully implement and embrace advanced learning technology, we will ensure to replace and refresh tools on an appropriate schedule. In order to accomplish this plan successfully and be fiscally responsible, we will implement an asset management system during the 2018-2019 school year to track technology assets.

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

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

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

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

4. **List the action steps that correspond to Goal #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	TI will evaluate options for hardware replacements and software through vendor demos, BOCES suggestions, and trusted consumer reviews to gain a better understanding of the technology available before making final decisions.	Director of Technology	N/A	June (06)	2019	0
Action Step 2	Planning	TI will plan purchases for all areas on an ongoing basis based on research, past experience, and staff dialog. Inventory information gleaned from the asset management system will be used to ensure reasonable purchasing.	Director of Technology	N/A	June (06)	2019	0
Action Step 3							

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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
	Purchasing	TI will purchase necessary equipment and software through BOCES when available to drive aid, in circumstances where this is not possible, we will obtain the required quotes to ensure best pricing.	Business Official	N/A	July (07)	2018	100,000
Action Step 4	Implementation	TI will fully implement a robust asset management system using existing inventory information as a basis. Through vendor training and best practices TI will begin to monitor and track all technology assets.	Director of Technology	N/A	Sept. (09)	2019	4000

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.

	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	Implementation	TI will inventory new equipment upon arrival to ensure stock and serviceability prior to distribution to staff and students.	Director of Technology	N/A	Sept. (09)	2019	(No Response)

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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 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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Section III - Action Plan

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

1. **Goal #3**

TI realizes that the success of technology in the classroom is dependent on the skills of our staff. We commit to providing continuous and relevant learning for K-12 teachers and staff so they can navigate a streamlined learning path while incorporating technology. TI will set faculty skill expectations and a parallel policy. We will go live with this policy during the 2018-2019 school year and continue to measure and reward faculty for continuous leaning.

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

5. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

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

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Research	TI will identify areas of need for staff through surveys, meetings, staff requests, administrative recommendations, and BOCES recommendations.	Other (please identify in next column, to the	TPC Chair	Sept. (09)	2018	0

	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
			right)				
Action Step 2	Planning	TI will build a catalog of professional development offerings based on our research and identified needs.	Other (please identify in next column, to the right)	TPC Chair	Sept. (09)	2018	0
Action Step 3	Policy/Protocols	TI will leverage existing district committees (ie: DLT, BPT, TPC, APPR) to adjust relevant policies to insure inclusion of technology related professional development requirements.	Other (please identify in next column, to the right)	TPC Chair	June (06)	2019	0
Action Step 4	Professional Develop	TI will leverage online professional development delivery tools to allow for staff learning at their own pace.	Curriculum and Instr	N/A	Sept. (09)	2019	2000

	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		uction Leader				

5.   **This question is optional.**
     If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No	(No Response)	(No	(No	(No	(No	(No

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

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

Section III - Action Plan

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

1. **Goal #4**

   TI realizes that dependence on technology can have its setbacks. Last year we received numerous help desk emails, many of which were repetitive or easily reconciled issues. We will begin to track help desk issues, and then work to reduce recurring issues by 20% in the succeeding school years. This will make the work place more efficient, while increasing the skill set of our staff.

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

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

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

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Research	TI will begin tracking and categorizing helpdesk related problems over the course of the 2018-2019 school year.	Director of Technology	N/A	June (06)	2019	0
Action Step 2	Evaluation	TI will identify reoccurring problems for staff and students based on the past school year. We will categorize helpdesk requests to identify commonalities and repetitive problems.This information will be analyzed to determine the appropriate course of action.	Director of Technology	N/A	Aug. (08)	2019	0

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III. Action Plan - Goal 4

	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 3	Professional Development	Based on research and evaluation of prior helpdesk related incidents we will develop troubleshooting resources for staff and students to utilize.	Other (please identify in next column, to the right)	TPC Chair	Sept. (09)	2019	0
Action Step 4	Evaluation	TI will re-evaluate helpdesk incidents throughout the school year and identify any adjustments to developed troubleshooting guides that are needed.	Other (please identify in next column, to the right)	TPC Chair	June (06)	2021	0

5. **This question is optional.**
   If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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Section IV - NYSED Initiatives Alignment

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

The district has provided technology platforms to our students K-12, providing opportunities that have not been available in the past. This technology serves as a tool to enhance their academic engagement and learning. Parents and students now have access to student information at all times via Parent Portal and Student Portal on School Tool. These platforms also encourage communication between all members of our school community both during and after the school day. Beyond communication, the tools that are being provided allow for multiple measures of instruction and assessment at all levels including use of the Google platform, Google classroom, IReady, School Tool, Reading A-Z, Brain pop, foreign language software, Quizlet, and virtual and distance learning opportunities. These tools facilitate daily data driven instruction at all levels. As new and better tools become available, we will continue to provide those to our students.

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.**

Instructional technology supports all students at Thousand Islands CSD, it enhances the learning for all students and sometimes it levels the playing field for our students with disabilities. The use of Smartboards allows teachers to plan lessons on Smart Notebook or other presentation platform that help support the various learning styles in their classrooms. The interactive lessons support the kinesthetic, visual, and auditory learners, as well as, allows the teacher to differentiate lessons to support all students. Having electronic lessons also allows students to have access to the lessons when they might need reteaching, or the special educator may review the information at a different time with the student who needs more support, or for the child who is out of school for a prolonged illness/injury. Electronic lessons incorporate video clips, interactive practice, and individual assessment. Teachers use Kahoot and similar sites (Quizlet etc.) to measure student comprehension or level of competence on a subject.

Chromebooks are used by all students. Students grades 5 and above have 1:1 devices and all other students have a bank of Chromebooks in each classroom to use. Students with disabilities may have access to iPads as well. Some of our students have individual iPads setup as their personal communication device. Teachers upload pictures using BoardMaker to allow students who are nonverbal to select pictures to communicate their needs and wants. In our self contained classroom, iPads are individualized to meet the needs of each student. Their teacher will upload certain books, content, or select apps that help that particular student supplement instruction to support their individual goals. These iPads, communication devices, help build independence for these students and curbs frustrations and behaviors. Several of these students have multiple disabilities and require the visual, auditory, and kinesthetic interactions that the electronic support provides. Other students with disabilities utilize the Chromebooks to help support their learning through additional practice on personalized lessons prepared for them on iReady in reading or math. Also, Reflex Math is used to enhance learning of math facts. Other educational websites (i.e. Reading A-Z, Quizlet, BrainPop, Accelerated Reader, Maps 101, Castle Learning, Tumblebooks, etc) are used to enhance learning and provide additional practice, not only for SWD but for all students.

Some of our students with disabilities require assistive technology in the area of sound systems. Our students with auditory concerns are supported with classroom FM systems, and some students have personal FM systems (Sensei RITE and Amigo Transmitter & Receiver). Some of our SWD have access to text to speech software to support their writing. Some have access to audio books. Several students need additional ways, other than formal assessments, to demonstrate their level of understanding. Technology allows students to create projects to support their cognitive development. Assistive technology allows for that by allowing different forms of assessment. Using computer based websites, whether to enhance instruction or to provide content and knowledge that is new, allows students to succeed. Many of our students, whether SWD, economically disadvantaged, or general students, do not have background knowledge of certain things and technology provides opportunities to visit museums, see cities, and swim with dolphins which students may not have ever experienced.

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)

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IV. NYSED Initiatives Alignment

4. **Please select the professional development that will be offered to teachers of Students with Disabilities that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Enhancing children's vocabulary development with technology

☑ Reading strategies through technology for students with disabilities

☑ Choosing assistive technology for instructional purposes in the special education classroom

☑ Using technology to differentiate instruction in the special education classroom

☑ Using technology to increase options for students with disabilities to demonstrate their knowledge and skills

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Helping students with disabilities to connect with the world

☐ Other (please identify in Question 4a, below)

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

☐ Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system)

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).

☐ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

☐ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

☐ Home language dictionaries and translation programs are provided through technology.

☐ Hardware that supports ELL/MLL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.

☐ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.

☐ Learning games and other interactive software are used to supplement instruction.

☑ Other (please identify, in Question 5a, below)

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

Historically there have been no ELL students in our district. In the event that our district needs to accommodate ELL students, we will follow current Thousand Islands Board of Education Policy (8280) to ensure that the needs of this student population is met. We will work with our Special Education department and local BOCES to identify any assistive technology needs and fulfill all IEP requirements.

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.**

Other (please explain in Question 6b, below)

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

Historically there have been no ELL students in our district. In the event that our district needs to accommodate ELL students, we will follow current Thousand Islands Board of Education Policy (8280) to ensure that the needs of this student population is met. We will work with our Special Education department and local BOCES to identify any assistive technology needs and fulfill all IEP requirements.

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IV. NYSED Initiatives Alignment

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)

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

Based on past practice, the instructional teacher for ELL students would be an itinerant BOCES educator. Technology instruction would be provided through BOCES.

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)

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Status Date: 11/01/2018 03:32 PM - Approved

Section V - Administrative Management Plan

1.   Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	0.00
Technical Support	0.70
Totals:	**1.70**

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	Network and Infrastructure	N/A	350,328	One-Time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	End User Computing Devices	N/A	76,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools	N/A

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."
					Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Peripheral Devices	N/A	402,198	One-Time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Instructional and Administrative Software	N/A	10,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☑ N/A	N/A
Totals:			**838,526**			

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

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

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

    The district has a public website.

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

    http://www.1000islandsschools.org/

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

    No

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

    No

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

    No

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

    Yes

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

    Yes

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

    Yes, and I will upload the policy.

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

    Internet Safety Policy.pdf

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

    Yes, and I will upload the policy.

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

    Internet Safety Policy.pdf

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

    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.

    12c. **Please upload the district's Parents' Bill of Rights for Data Privacy and Security.**

    Parents Bill of Rights.pdf

    12d. **What year was the Parents' Bill of Rights for Data Privacy and Security policy first made available to the public?**

    2014

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

    Yes, and I will upload the policy.

13a.   **Please upload the policy that addresses the district's planned response to an information breach.**

SecurityBreachInformation.pdf
StudentDataBreach.pdf

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

http://www.1000islandsschools.org/cms/One.aspx?portalId=417055&pageId=3951009

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Sharing Innovative Educational Technology Programs

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

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

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

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

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

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

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VI - Sharing Innovative Educational Technology Programs

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

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

	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
				Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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