

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 03/07/2022

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

Terry Harclerod

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

Director of Technology

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

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

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1. What is the overall district mission?

The mission of the Liberty Central School District is to inspire all students to pursue their dreams and to contribute and thrive in a diverse community.

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

The vision that guides instructional technology use in the district is to make available the technology resources necessary to ensure equitable educational opportunities for all Liberty Central School District students, to enhance the teaching/learning process through the effective and responsible use of technology in the classroom, and to support the operations of the district through the integration of the technologies. In recent times, this has included the ability to teach our students remotely during times of crisis.

3. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.

The purpose of this three-year technology plan is to provide a roadmap for the planning and use of technology and technology-related resources in order to improve and support quality educational services. Operating from these basic principles, we have crafted a broad vision for technology integration and a series of goals that are designed to put that vision into action. This plan provides a framework for making decisions and recommendations for improving technology's impact on student achievement. A comprehensive study of the current status of the district's operational and instructional technologies has been completed by the Technology Committee, Tech Plan group, and IT Staff, leading to the inclusion of 1 to 1 Chromebook initiative, Internet Hotspots, district provided device insurance and more. Accordingly, a set of goals has been developed. After establishing our goals, we then provide specific action plans for implementing these goals.

This document is intended to be a *living document*, and it will therefore be reviewed regularly in order to continue to refine our action plans throughout the life of this plan. The district technology committee will meet bimonthly to evaluate and revise the plan accordingly based on changes in education, technology, and curriculum. We will be supported in this effort by a strong evaluation plan. In addition, we will be soliciting parents, students, and community members to participate as members of our district technology committee.

The technology plan will be shared throughout our district and community using various methods. The plan will be disseminated to all staff and an overview will be shared at building faculty meetings or through department and grade level meetings. We will post the plan on our website as well as share the plan with the Building Leadership Teams (BLT), which include parents and students. The technology plan will also be shared and an overview provided at an upcoming board meeting.

In addition, this plan has been completed to meet the following requirements or guidelines of the:

- Federal E-Rate program
- New York State Education Department (SED)
- Enhancing Education Through Technology (Title IId) Program
- Smart Schools Bond

District Technology Committee

Director of Technology
 Superintendent of Schools
 Asst Superintendent of Schools
 Director of Student Services
 Interim Business Administrator
 School Board Members
 Middle School Principal
 Assistant High School Principal
 Elementary School Dean
 Middle School Teacher Assistant / Tech Asst
 Computer Technician
 Technology Instructional Specialist
 High School Teachers
 Middle School Teachers
 Elementary School Teachers

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

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

This current plan now shows the intention of the district to move forward with technology integrated learning. It differed from previous plans as technology quickly became the only way to reach our sequestered student population, and all the changes that were needed to do so. One to one Chromebook initiative, remote device management, insurance coverage for devices, student internet access, device replacement plans, district bandwidth, and infrastructure upgrades to bolster our ability to properly maintain and grow the technology influx brought about by the rush to participate in remote instruction all needed to be planned out and addressed. Any shortfalls were discussed by the Tech Committee, and were either addressed immediately or put in planning phase to remediate as time and funding allows.

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

As the pandemic occurred, the district was hurried into full remote instruction. This required many changes to previous Tech Plan:

- a complete one to one mobile device initiative, Chromebooks PK-12, providing the ability to go to remote instruction if needed.
- Google Classroom and other educational apps to establish and build upon digital fluency
- these devices needed to be insured, repaired and a replacement plan implemented to keep them current.
- cellular based internet hotspots, for students living in very rural areas, or when they could not afford access. Budgeting for these devices and their required data plans.
- with hybrid learning model, and later the fully in-person education was used, the district had to manage the usage of all these new devices here on campus, requiring more bandwidth and better monitoring ability.
- our Technology Integration Specialist set up an E-Coaching website, with answers to commonly asked question, tips, tricks and videos in addition to personalized one-on-one instruction for our staff.
- Professional Development opportunities were designed and planned with the input from the Professional Development Plan members. The PD is ongoing with a focus on the effective use of platforms for various content areas as well as way to increase student engagement online and with technology in person.
- Students provided access to platforms such as Keyboarding without Tears and teachers modeling the use of various platforms to increase student proficiency.
- Parents/Families were part of a technology survey and that information assisted in decisions that went into the Tech Plan
- A Tech Survey was sent out, inquiring about needs at home for remote instruction, this provided the district with data on needed internet hotspots for example
- Stakeholders updated on a consistent basis via robo calls, mass emails and regular consistent website updates.

6. Is your district currently fully 1:1?

Yes

7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.

Staff development is ongoing as the goal is to add to our educators' repertoire of technical savviness in order for them to integrate the SAMR model, technology, various platforms and the use of 1:1 devices into all classrooms across all content areas. Pre-K - 12. We know that student collaboration, discourse and reflection are key ingredients to highly-effective student engagement. Setting the classroom up for successful engagement and discourse with students is part of lesson design and instructional technology that will increase student engagement in today's classrooms. The district seeks teacher input and tracks data usage for platforms in addition to researching the best platforms to serve students across grade bands and demographics. Technology that supports SEL (social emotional learning), MLL (multilingual language learners), deeper access to the curriculum and tiered MTSS provisions enhances the daily, live interactions, lessons and classroom structures that exist in a traditional classroom setting.

Professional development occurs through a variety of avenues not limited to, but including:

Superintendent's Conference Days

Google Certification

Conferences, workshops, trainings provided in district and outside of district.

Participation in grants such as the Educational Technology Grant

e-Coaching availability online or in person

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II. Strategic Technology Planning

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

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

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

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

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

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

Significantly
- 5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.**
The district has met this goal:

Significantly

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2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 1**

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1. Enter Goal 1 below:

Every student should have the opportunity to use technology to access and analyze information, to develop higher order thinking skills, as a tool to solve problems.

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

Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

3. Target Student Population(s). Check all that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

4. Additional Target Population(s). Check all that apply.

- ☒ Teachers/Teacher Aides
☒ Administrators
☐ Parents/Guardians/Families/School Community
☒ Technology Integration Specialists
☐ Other

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

With information collected at

- Administrative Cabinet meetings.
- District Improvement Leadership Team meetings.
- Platform data
- ClassLink monitoring
- HelpDesk feedback.
- Teacher surveys.
- Information relayed to Tech Department/Tech Director

Will all be considered in the evaluation process. Using ClassLink software, the usage of individual apps can be tracked, to ensure proper use and licensing. Ultimately we are striving for the students and staff to be able to effectively use the technology comfortably, with as little assistance needed as possible from Tech Staff or Administrators. This will be determined through percentages of usage, student performance, evaluation from different education platforms, and teacher plans/unit developed.

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

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Curriculum	Re-evaluate the district's current technology offerings/curriculum maps in grades K-12 to determine their correlation to NYS Digital Literacy Standards	Assistant Superintendent	N/A	09/06/2023	0
Action Step 2	Curriculum	Explore opportunities for integration of STEAM using Makerspaces with integration of new technologies	Assistant Superintendent	Instructional/PD Coach	09/05/2023	\$100,000
Action Step 3	Curriculum	Develop and implement a plan to assess the technology literacy of our students annually for feedback regarding areas of strength and weakness in our technology instruction across the curriculum.	Assistant Superintendent	Instructional/PD Coach	09/06/2023	0
Action Step 4	Cybersecurity	Review and update the Internet safety curriculum and strategies across all grade levels, based on the Internet Safety Policy and Regulation adopted by the BOE.	Assistant Superintendent	Tech Director	09/06/2023	0

7. This question is optional.

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

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

2022-2025 Instructional Technology Plan - 2021IV. Action Plan - Goal 1

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

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2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 2**

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1. Enter Goal 2 below:

The LCSD will provide timely and ongoing staff development to ensure that teachers and staff are technologically literate and able to engage students in interactive lessons and activities that motivate and challenge all students including those with diverse learning styles and abilities.

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

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). Check all that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

4. Additional Target Population(s). Check all that apply.

- ☒ Teachers/Teacher Aides
☐ Administrators
☐ Parents/Guardians/Families/School Community
☒ Technology Integration Specialists
☐ Other

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

Evaluation is twofold; evaluation of the platforms and technology being used for usage, efficacy and efficiency and evaluations from the faculty and staff after professional development. In addition, the LCSD Professional Development Plan includes a PD Team that will work with central administration to identify areas of need for teachers, which includes maintaining and continuing educators' knowledge and use of technology in the classroom. Using both forms of evaluations allows the district to stay up to date with purchasing and using the best technological platforms to meet the needs of students, within the various demographics, while also maintaining teacher professional development that is timely, effective, and purposeful

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional	Expose, engage,	Assistant	Instructional/PD	06/30/2	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Development	support, and integrate new technologies to teachers and administrators through various means, such as structured professional development, technology integration coaching, and peer support and mentoring.	Superintendent	Coach	025	
Action Step 2	Professional Development	Develop and implement synchronous and asynchronous professional development opportunities that reinforce technology literacy skills .	Assistant Superintendent	Instructional/PD Coach	06/30/2025	0
Action Step 3	Purchasing	As part of the PDP teachers and staff will work with the Director of Tech and ASI to identify platforms and programs that will support students learning and engage students .	Assistant Superintendent	Director or Technology	06/30/2025	\$90,000
Action Step 4	Evaluation	Evaluation is twofold; evaluation of the platforms and technology being used for usage, efficacy and efficiency and evaluations from the faculty and staff after professional development. In addition, the LCSD Professional Development Plan includes a PD Team that will work with central administration	Assistant Superintendent	Facilitators/Dept. Chairs	06/30/2025	0

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		to identify areas of need for teachers, which includes maintaining and continuing educators' knowledge and use of technology in the classroom. Using both forms of evaluations allows the district to stay up to date with purchasing and using the best technological platforms to meet the needs of students, within the various demographics, while also maintaining teacher professional development that is timely, effective and purposeful				

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 3**

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1. Enter Goal 3 below:

The LCSD will provide a robust, secure, reliable and high speed network for educational and administrative use, with the ability to revert to remote instruction if and when warranted.

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

Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

3. Target Student Population(s). Check all that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

4. Additional Target Population(s). Check all that apply.

- ☒ Teachers/Teacher Aides
☒ Administrators
☐ Parents/Guardians/Families/School Community
☒ Technology Integration Specialists
☒ Other

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

Evaluation will be based on:

- Feedback from the district's Cyber Security checkup
- NIST guidelines
- Reports at Administrative Cabinet meetings
- Discussions with principals, administrators, teachers
- Discussion at Tech Committee meetings
- Vendor recommendations
- Tech Dept feedback from speed tests and other tools

6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1						

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Infrastructure	Upgrade existing Virtualization infrastructure. Add storage to SAN	Director of Technology	N/A	06/30/2025	\$300,000
Action Step 2	Infrastructure	Ensure that the network can provide adequate storage capacity for students and staff while balancing the needs/demands of the network	Director of Technology	N/A	06/30/2025	\$300,000
Action Step 3	Infrastructure	Update the district cloud backup to accommodate growth and security needs	Director of Technology	N/A	06/30/2025	\$200,000
Action Step 4	Cybersecurity	Develop a Cyber Security Plan and update the security plan as relates to cameras, door access, support, licensing, and software.	Director of Technology	Asst Supt	06/30/2025	\$150,000

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Cybersecurity	Security and infrastructure upgrades to better serve and protect our users and data include	Director of Technology	Asst Supt	09/06/2022	\$51,000
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

2022-2025 Instructional Technology Plan - 2021IV. Action Plan - Goal 3

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

8. Would you like to list a fourth goal?

No

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

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

The district's use of instructional technology for this purpose include

- 1 to 1 device initiative at all grade levels, PK-12
- student use of internet hotspots for rural areas without internet access
- Teachers are all using the Google Classroom platform to maintain continuity across the district
- the use of a variety of testing mechanisms including NYS CBT, RRT , HMM Growth Measurements and Renaissance STAR to evaluate student progress and alignment with academic standards

- 2. Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.**

The districtwide 1 to 1 Chromebook initiative has provided the ability for every student, Pre-K through 12, to have a device to use at school, and the ability to take home if needed for remote instruction. External WiFi has been setup at both campuses for students to get access even when buildings are closed. Partnerships with Spectrum (ISP) and local library have helped provide internet availability at no cost. If a family is in a location that doesn't offer high speed internet, or simply cannot afford it, the district has provided cellular based internet hotspots in emergencies so instruction can continue. We continue to work with various BOCES to ensure that we are providing access to a variety of technology tools, adequate bandwidth and network security.

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

All of our buildings have a 1-1 Chromebook initiative, teachers of students with disabilities are trained in the accessibility features of the Chromebook. Students are shown how to have items read, use speech to text software, and to adjust visual settings in order to assist their knowledge acquisition from whatever is presented on their Chromebooks. Google classroom is used in many special education classrooms, allowing students to have continuous access to classroom materials for review and assistance outside of the classroom time. It also enables the teacher to differentiate assignments within that space in a confidential manner.

For students with multiple disabilities or limited cognitive functioning assistive technology such as the new Tobii Dynavox with eye gaze is used to allow non-verbal students to communicate. Apps such as "Proloquo to Go" also enable students with disabilities to communicate in the classroom with other students. Smart Boards allow students to be interactive with the curriculum. When it is too difficult for a student to use touch screen features of his/her device, teachers will have the student participate interacting with the classroom Smart Board to have the same opportunity as their peers.

Additional technology has been used to help students with Attention Deficit Disorder focus on tasks at hand. Timers and small vibrators send signals to students in a quiet confidential manner students may need in order to refocus on a task. Allotted time is determined in collaboration with the IEP or 504 team.

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

- ☒ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- ☒ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ☒ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☒ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☒ Assistive technology is utilized.
- ☒ Technology is used to increase options for students to demonstrate knowledge and skill.
- ☒ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (please identify in Question 4a, below)

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

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

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

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

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

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

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

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

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

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	2.00
Totals:	4.00

2. Investment Plan

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Peripheral Devices	N/A	231,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	ECF
2	Network and Infrastructure	N/A	300,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Network and Infrastructure	N/A	60,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Other (please identify in next column, to the right)	Security	600,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			1,191,000			

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

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

<https://www.libertyk12.org/departments-services/technology-department/liberty-central-school-district-technology-plan/>

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

2022-2025 Instructional Technology Plan - 2021**VII. Sharing Innovative Educational Technology Programs**

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Lynnette Brunger	Assistant Superintendent	lbrunger@libertyk12.org	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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VII. Sharing Innovative Educational Technology Programs

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Terry Harclerod	Director of Technology	tharclerod@libertyk12.org	<input checked="" type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input checked="" type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input checked="" type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input checked="" type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	Deborah DeGraw	Director of Student Support Services	ddegrow@libertyk12.org	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input checked="" type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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

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