

**2022-2025 NYSED Instructional Technology Plan
Dolgeville Central School District**

Section I – District LEA Information

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

David Dy

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

Please select one from drop down menu:

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

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

Section II – Strategic Technology Planning

1. What is the overall district mission?

The Dolgeville Central School District are committed to helping students be prepared for the technology environment with up-to-date technology resources.

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

The overall mission statement of Dolgeville Central School District states that we are committed to preparing our students for the world. Within this content, the district believes that the proper use of technology can improve communication, enhance thinking skills, make instruction more efficient and effective and assist in the development of life skills that are critical in today's ever-changing world. In granting teachers and students access to technologies that will support them, their educational experience will better prepare them for successes in both their personal and professional lives. Dolgeville Central School District envisions that all students and staff will have access to technologies that will assist them in the following endeavors:

- Access and integration of all curriculum areas
- Increase the available avenues of communication, collaboration and understanding.
- Skills and proficiencies needed to succeed in the all levels of education
- Developing lessons and learning experiences that are creative, unique, and engaging.

It is Dolgeville Central School District's intention that this vision is not one that is static, but a vision that will be dynamic. A vision that can and will change and adapt to the constantly changing digital environment that we currently live. This statement will guide the districts use of technology globally on a annual basis as well as on a daily basis.

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.

Planning Process: Dolgeville Central School District's Technology Committee is fully supporting the Board of Education's goals with respect to technology. The technology used should support the teachers and students to better assist in learning. Our plan is to follow the national, state, and regional initiatives and IT industry standards. We have weekly meetings every Tuesday for updates and to see if we need or should improve an ideas we have in place thus far.

Stakeholder Groups: The district technology committee members include the superintendent, business manager, the technology department, and board of education members. We meet at least once a year to go over any changes or improvements that needs to be addressed. These dates may differ each year.

Outcomes: The district technology committee met for the first time during the winter in November to discuss and plan out the technology plan for Dolgeville. We will continue to meet regularly to review, evaluate, and adapt the district's IT plan to set new goals and improve the plan moving forward.

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

The district’s IT plan builds upon, and continues the work of the three-year plan. We are going to identify areas that the school district exceeds their intended vision in the light of the pandemic as well as identify ongoing areas to support teachers and students. The district plans to build on the previous three-year goals by developing and implementing sustainable goals to support equitable learning via technology, and implementing profession development for teachers.

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

The district initiated a 1:1 device program for students in grades K-12. If any student, or staff, needed assistance in obtaining Wi-Fi at home, we also provided mobile hotspots for them as well. Our staff at school converted most, if not all, of their lessons, meetings, and information over to the G Suite for Education environment.

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.

The district will provide professional development opportunities both within the district and outside to provide relevant training on both technologies that the district currently employs and those that are new and innovative.

| Topic | Audience | Method of Delivery |
|--|---------------------------------------|---------------------------|
| Interactive Board Basics | All Staff Members | Virtual, Face-to-Face |
| Project Ideas using Google Apps on iPads | All Staff Members | Virtual, Face-to-Face |
| Fostering Communication & Collaboration using G-Suite | Middle School & High School Educators | Virtual, Face-to-Face |
| Creating & Maintaining Digital Portfolios | All Staff Members | Virtual, Face-to-Face |
| Utilizing GoGuardian for Classroom Management on Chromebooks | Middle School Educators | Face-to-Face |
| Personalized Learning for MS & HS students | Teachers/Administrators | Face-to-Face |
| Data Privacy and Security Awareness | All Staff | Virtual, Face-to-Face |

Section III – Goal Attainment

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

Moderately
Significantly
Fully

Section IV – Action Plan – Goal 1

Action Plan: Goal 1

1. Enter Goal 1 below:

Modernize and improve the existing learning environment, by expanding the availability of devices & interactive learning stations for staff and students grades K-12 in order to improve learning and instructional practices.

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

This is a drop-down list of NYSED goals that allows for only one choice.

- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
- **Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;**
- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
- Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and
- 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): Choose all that apply.

- **All students**
- **Early Learning (Pre-K -3)**
- **Elementary/intermediate**
- **Middle School**
- **High School**
- **Students with Disabilities**
- English Language Learners
- Students who are migratory or seasonal farmworkers, or children of such workers
- Students experiencing homelessness and/or housing insecurity
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- Students who do not have internet access at their place of residence
- Students in foster care
- Students in juvenile justice system settings

- Vulnerable populations/vulnerable students
- Other (please identify in Question 3a, below)

3a. If 'Other' was selected in Question 3 above, please identify target student population(s).

4. Additional Target Population(s): Choose 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.

We will evaluate from the feedback from end-users. We collect data from all staff members to see if the applications are efficient and or beneficial for the school. We communicate with staff verbally and through email to see whether or not to keep or change programs/equipment to better suite our needs.

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, 2025 in the date columns for all unneeded rows in the table.

| Action Step - Choose one category from the drop-down menu | Action Step - Description | Responsible Stakeholder: Choose one from the drop-down menu | If you chose "Other" Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated date of completion (Drop-down) | Anticipated Cost |
|---|--|---|--|--|------------------|
| 1 Planning | District will conduct a site survey to evaluate existing infrastructure, devices, and new needs. | Director of IT | Managed IT | July 2022 | \$0 |
| 2 Budgeting | District will create a sustainability plan for existing infrastructure in addition to evaluating and including future needs. | Director of IT | Managed IT | December 2022 | \$0 |
| 3 Implementation | District will implement new infrastructure technologies based on site survey outcomes and industry standards. | Director of IT | Managed IT | June 2025 | \$200,000 |
| 4 Evaluation | | Director of IT | Managed IT | June 2025 | \$0 |

| Action Step - Choose one category from the drop-down menu | Action Step - Description | Responsible Stakeholder: Choose one from the drop-down menu | If you chose "Other" Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated date of completion (Drop-down) | Anticipated Cost |
|---|---|---|--|--|------------------|
| 1 Evaluation | District will conduct a site survey to evaluate existing infrastructure, devices, and new needs. | Director of IT | Managed IT | July 2022 | \$0 |
| 2 Planning | District will create a sustainability plan for existing infrastructure and future needs. | Director of IT | Managed IT | December 2022 | \$0 |
| 3 Budgeting | District will develop a budget strategy to address existing needs and identify funding streams to support implementation. | Director of IT | Managed IT | June 2023 | \$0 |
| 4 Implementation | District will implement new | Director of IT | Managed IT | June 2025 | \$200,000 |

| | | | | | |
|--|---|--|--|--|--|
| | infrastructure technologies based on site survey outcomes and industry standards. | | | | |
|--|---|--|--|--|--|

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.

Answer: No Answer Required

Section IV – Action Plan – Goal 2

Action Plan: Goal 2

1. Enter Goal 2 below:

Following industry best practices for connectivity and security, provide a network infrastructure that is reliable, robust, and secure in order to enhance the educational experience and achievement through web-based productivity tools and digital content for students, teachers, administrators, and parents.

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

This is a drop-down list of NYSED goals that allows for only one choice.

- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
- Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
- **Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders;** and
- 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): Choose all that apply.

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

3a. If 'Other' was selected in Question 3 above, please identify target student population(s).

4. Additional Target Population(s): Choose 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.

The district will regularly review existing technology in order to assess their reliability in support of teaching, learning, and operational needs. Specifically, the district administrative team will review the Instructional Technology Plan goal(s) quarterly to evaluate the effectiveness of professional development for technology integration in the classroom. We will evaluate by feedback from end-users, surveys, and also device efficiency.

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, 2025 in the date columns for all unneeded rows in the table.

| Action Step - Choose one category from the drop-down menu | Action Step - Description | Responsible Stakeholder: Choose one from the drop-down menu | If you chose "Other" Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated date of completion (Drop-down) | Anticipated Cost |
|---|--|---|--|--|------------------|
| 1 Curriculum | Align professional development with curriculum and instruction initiatives. | Curriculum and Instruction Leader | N/A | July 2022 | \$0 |
| 2 Collaborate | Connect with the MORIC, BOCES, and vendor partners to develop workshops for instructional focus areas. | Curriculum and Instruction Leader | N/A | June 2025 | \$0 |
| 3 Implementation | Implement professional development using multiple methods | Curriculum and Instruction Leader | N/A | June 2025 | \$100,000 |

| | | | | | |
|-------------|--|-----------------------------------|-----|-----------|-----|
| | of delivery. | | | | |
| 4 Budgeting | Leverage grant resources, such as the “Learning Technology Grant” to support professional development. | Curriculum and Instruction Leader | N/A | June 2025 | \$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.

Answer: No Answer Required

Section IV – Action Plan – Goal 3

Action Plan: Goal 3

1. Enter Goal 3 below:

Provide professional development that is focused on student-centered learning and supports the k-12 curricular goals of the district in order to prepare staff to effectively integrate new technologies in the classroom and foster communication, collaboration, and personalized learning for all students

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

This is a drop-down list of NYSED goals that allows for only one choice.

- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
- Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
- Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and
- **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): Choose all that apply.

- **All students**
- **Early Learning (Pre-K -3)**
- **Elementary/intermediate**
- **Middle School**
- **High School**
- **Students with Disabilities**
- English Language Learners
- Students who are migratory or seasonal farmworkers, or children of such workers
- Students experiencing homelessness and/or housing insecurity
- Economically disadvantaged students
- Students between the ages of 18-21

- Students who are targeted for dropout prevention or credit recovery programs
- Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- Students who do not have internet access at their place of residence
- Students in foster care
- Students in juvenile justice system settings
- Vulnerable populations/vulnerable students
- Other (please identify in Question 3a, below)

3a. If 'Other' was selected in Question 3 above, please identify target student population(s).

4. Additional Target Population(s): Choose 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.

Answer: The district will regularly review existing technology in order to assess their reliability in support of teaching, learning, and operational needs. We will evaluate from feedback from end-users, surveys, and also device efficiency.

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, 2025 in the date columns for all unneeded rows in the table.

| Action Step - Choose one category from the drop-down menu | Action Step - Description | Responsible Stakeholder: Choose one from the drop-down menu | If you chose "Other" Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated date of completion (Drop-down) | Anticipated Cost |
|---|---|---|--|--|------------------|
| 1 Curriculum | Align professional development with curriculum and instruction initiatives. | Curriculum and Instruction Leader | N/A | June 2025 | \$0 |
| 2 Planning | District will create a sustainability plan for existing infrastructure and future needs. | Curriculum and Instruction Leader | N/A | June 2025 | \$0 |
| 3 Implementation | Implement professional development using multiple methods of delivery. | Curriculum and Instruction Leader | N/A | June 2025 | \$0 |
| 4 Budgeting | District will develop a budget strategy to address existing needs and identify funding streams to | Curriculum and Instruction Leader | N/A | June 2025 | \$0 |

| | | | | | |
|--|--------------------------------|--|--|--|--|
| | support implementati on. | | | | |
| | | | | | |

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.

Answer: No Answer Required

Section V – NYSED Initiatives Alignment

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.

Dolgeville Central School District is committed to providing interactive learning experiences for all students. Incorporating a 1:1 device initiative and installing interactive whiteboard units in classrooms, teachers will be equipped with the tools to provide personalized learning and build upon future ready skills. The main goal of Dolgeville Central School District's Professional Development Plan is to foster ongoing professional growth and development to improve teaching and learning. By offering multiple professional development sessions for staff members, teachers will learn how to utilize their classroom devices effectively to embrace New York State Standards and 21st-century skills.

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 Dolgeville Central School district has a plan to continue the 1:1 device program for our students. If students and staff do not have Wi-Fi, we have the capability to assist by handing out mobile hotspots for those impacted. If devices need repair, we will handle that in-house, or send them out for repair through a contractual agreement.

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.

Students with disabilities are giving technology resources that will help them learn. These resources are; “text-to-speech”, “speech-to-text”, and also screen readers. These resources include applications such as Articulation Station, Zoo Caper Sky Scraper, and Insane Earplane.

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 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)

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

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 their student language 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.
- **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 5a, below)

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

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/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 6a, below)

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

7. 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.

Answer: Same answer as last time. Verify with Superintendent

7a. If Yes, check one:

- **In the 5 most spoken languages in the district**
- In the 10 most spoken languages in the district
- In the 15 most spoken languages in the district
- Other (Please explain in Question 7b, below)

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

8. 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 world**
- Writing and technology workshop for teachers
- Enhancing children's vocabulary development with technology
- Writer's workshop in the Bilingual classroom
- **Reading strategies for English Language Learners**
- Moving from learning letters to learning to read
- **The power of technology to support language acquisition**
- **Using technology to differentiate instruction in the language classroom**
- **Multiple ways of assessing student learning through technology**
- **Electronic communication and collaboration**
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- **Web authoring tools**
- **Helping students connect with the world**
- **The interactive whiteboard and language learning**
- Use camera for documentation
- Other (Please explain in Question 8a, below)

8a. If 'Other' was selected in Question 8 above, please explain here.

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.

Answer: New Question. Select Highlights in Blue. Verify with Superintendent, Principal, OR Home Coordinator

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

- **Provide students a way to protect and charge any devices they are provided with by the district. Replace devices that are damaged or stolen as needed.**
- **Assess readiness-to-use technology skills before disseminating devices to students experiencing homelessness and/or housing insecurity.**
- **Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.**
- **Have resources available to get families and students step- by-step instructions on how to set-up and use their districts Learning Management System or website.**
- Class lesson plans, materials, and assignment instructions are available to students and families for any student experiencing homelessness and/or housing insecurity.
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD, or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.
- Adjust assignments to be completed successfully using only the resources students have available.
- Provide online mentoring programs.
- Create in-person and web-based tutoring programs spaces and/or live chats to assist with assignments and technology issues. Offer a technology support hotline during flexible hours.
- Make sure technology support is offered in multiple languages.
- Other (Please identify in Question 9a, below)

9a. If 'Other' was selected in Question 9 above, please explain here.

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.**
- The district does not use instructional technology to facilitate culturally responsive instruction.
- Other (Please identify in Question 10a, below)

10a. If 'Other' was selected in Question 10, above, please explain here.

Section VI – Administrative Management Plan

1. Staff Plan

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

| Title | Full-time Equivalent (FTE) |
|--------------------------------|-----------------------------------|
| District Technology Leadership | 0.5 |
| Instructional support | 0.2 for each dedicated day |
| Technical Support | 1.0 for |

2. Investment Plan

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

| Anticipated Item or Service Drop Down Menu. Choose 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 choose 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." |
|---|--|-----------------|------------------------------------|--|---|
| Network and Infrastructure | N/A | \$18,000 | Both | BOCES CoSer Purchase District Operating Budget E-Rate | N/A |
| End User Device Replacement | N/A | \$20,000 | Annual | BOCES CoSer Purchase District Operating Budget | N/A |
| Instructional and Administrative software <i>(interactive</i> | N/A | \$39,000 | Annual | BOCES CoSer Purchase | |

| | | | | | |
|---------------------------------|-----|--------------|---------------|---|---------|
| <i>display as an example)</i> | | | | | |
| Professional Development | N/A | \$490 | Annual | BOCES CoSer Purchase Smart Schools Other | NYSCATE |

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?

Answer: Yes

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.dolgeville.org/district/district_documents__forms/technology_plan_2018-2021

Section VI – Sharing Innovative Educational Technology Programs – OPTIONAL

Answer: No Answer Required