Royalton-Hartland Central School District

Technology Plan

2022-2025

Board of Education Approved: TBD

Chief School Officer: Superintendent, Dr. Henry Stopinski
Royalton-Hartland Central School District Contact:
Jill Heck, Director of Curriculum, Instruction, Assessment and Technology
54 State Street
Middleport, NY 14105
Phone: (716) 735-2018; Fax: (716) 735-2036; E-mail: jheck@royhart.org

Vision: ***The Royalton-Hartland Central School District's vision is to prepare students to reach their fullest potential by providing them with the resources, knowledge and skills they need to be respectful, accountable, motivated and successful in their chosen paths.***

Mission: ***Live the RAMS Way, everyday! We are respectful, accountable, motivated and successful! The mission of the Royalton-Hartland Central School District is to foster learning which will challenge students to meet high standards and become world-ready citizens.***

Table of Contents

History of the Royalton-Hartland Central School District

The Royalton Hartland Central School District is located on the western edge of Niagara County midway between Buffalo and Rochester. The school district serves approximately 1,576 students in three buildings. As the 2021-2022 school year begins, the *Royalton Hartland Elementary School* will house approximately 450 students in grades PreK-4. The *Royalton Hartland Middle School* will house approximately 350 students in grades 5-8. Approximately 350 students will be housed in the *Royalton Hartland High School*. The District Enrollment History since 1977 has shown a steady decline in total enrollment. The Royalton Hartland School District has taken advantage of State Funding to include Pre-K students in four ½ day sessions servicing a maximum enrollment of 72 students.

The Royalton Hartland Central School District was formed in 1944 with consolidation of two Union Free School districts and several Common School districts in the towns of Royalton, Hartland and Lockport, Niagara County, Shelby and Ridgeway, Orleans County and Alabama, Genesee County. At the time of consolidation, all students on the west side of the district attended elementary school in Gasport and students on the east side of the district attended elementary school in Middleport. In addition, all students in the district in grades 7-12 attended school in the Middleport building. In 1956, proposals were developed to build two new elementary buildings, one on the Middleport campus and one in Gasport. Each school was constructed so that future additions could be made as the population grew. Those additions have occurred and each building has a new media center and additional classrooms.

In around 2002-03 a Middle School Committee was founded. All meetings were open to any interested community members. Fliers, sent home with students, together with mailings, were sent to alert parents of this expanding committee. It had been made up of interested parents, faculty, staff, Board of Education members and members of the school administration. Committee members began to investigate best practices for Middle Schools and visited area schools as part of the research. Following a period of research, discussion and collection of data, the committee recommended the following reconfiguration to the Board of Education: At Gasport Elementary: a primary school, (PreK-4th grade); at Middleport Elementary: a middle school (5-8th grade); and at the Jr./Sr. High: a high school, (9-12th grade).

The community is primarily rural; however FMC Corporation is located adjacent to the Middleport campus. Throughout the years, FMC's presence has been keenly felt by the Royalton Hartland Central School District. In 1946, the school district received a gift of land from the corporation and again in 1981, FMC donated a home to the school district that became the district offices and later the office for the Director of Operations. The FMC Corporation housed a research division in Middleport that employed many people with advanced college degrees. Those employees lived in the community and took an active role in churches, government and the schools. In the early 1980's that division of the company was relocated, leaving many homes vacant and changing the face of the community. Prior to 1982 Middleport Elementary had 10% or fewer families who were receiving public assistance. That percentage began to rise in 1982 to a high of between 21-30% in 1986 and 1987. The 2011-2012 school year showed the High School with 18.4% poverty, the Middle School with 23% poverty and the Elementary building with 26% poverty.

The Royalton-Hartland School District has the following bargaining units within its make- up:

- Royalton Hartland Teachers' Association
- Royalton Hartland Administrators' Association
- Classified Employees Association Local 872, CSEA
- New York State Nurses Association
- Royalton Hartland Educational Secretaries Unit, CSEA

Stakeholders

Dr. Henry J. Stopinski, *Superintendent of Schools*

Andrew Lang, *School Business Official*

Jill Heck*, Director of Curriculum, Instruction, Technology*

Tim Pietrowski*, Director of Facilities*

Board of Education

Tom Brigham, *President*

Carol Blumrick, *Vice President*

Jeffrey Waters

Sara Fry

Jesse Snyder

David Huntington

Jason Wilhelm

Technology Committee

Dan Mault - Instructional Technology Specialist

Gary Bell - High School Principal

Wendy Schlosser - Middle School Principal

Donna VanSlyke - Elementary School Principal

Cindy Schmitt - Assistant Principal

Doug King - Director of Special Education

Chris Schaus - High School English Teacher

Kelly Cousins - High School Library Media Specialist

Marie Drake - Middle School Library Media Specialist

Penny Baize - Elementary School Library Media Specialist

Adam Eschborn - Middle School Math Teacher

Christina Henderson - Elementary School Teacher

I. District LEA Information

The district administrator responsible for this Instructional Technology Plan is Jill Heck, the Director of Curriculum, Instruction, Assessment and Technology.

II.

1. **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 Royalton-Hartland Central School District utilizes a variety of committees to glean input regarding decisions made for the school district. We have an eight-member cabinet that is composed of the district administrative team. We also have active committees regarding Academics, Technology and Facilities that meet quarterly and include parents, board members, community stakeholders, teachers, students and administration and BOCES service providers. All of these groups have open dialogue regarding the outcomes of the instructional technology plan development. Planning meetings for this 2022-2025 plan specifically have been taking place since the spring of 2021. They continued throughout the summer of 2021 and into the fall. We will continue to meet quarterly throughout this school year and as needed in order to fully develop this plan.

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

- **How this planning process was different than previous years**
- **How the planning committee identified strengths and areas of improvement based upon implementation of the previous three-year plan**
- **How this plan intends to address any goals from the previous plan that may not have been fully met**

The district's Instructional Technology Plan builds upon the foundation that was already laid out in the previous plan. Our efforts have increased in size and scope due to the pandemic and quickly moved us from a district where people were slowly adjusting to the idea of technology implementation in the classrooms to one where we have fully integrated all of our classrooms. We are now in the phase of utilizing the technology we have in the district in a way that conforms to state standards. For planning purposes, we are able to talk about and adjust to the work that was done in the previous plan. While the committee and input process was similar, the utilization of collaborative documents was an improvement for input and information gathering. We focused on the strengths of our goals and looked at areas for growth. The planning committee used a variety of integrated tools (such as surveys and jamboards) to identify areas of improvement based upon the goals and implementation of the previous three-year plan. Based on those responses, as well as input from State requirements for the new plan, we have been monitoring and adjusting the plans that we have.

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

Our district has enough devices to provide every student with a device to use both at school and at home. We have assigned chromebooks to all of our students in Grades 2 through 12. We have ipads appropriated for all of our students in pre-kindergarten, kindergarten and 1st grade. When parents, grandparents and guardians notify us of needs in their households, these devices are signed out to the students. During the pandemic, our district went from a model that included shared devices, in-house on carts to a full 1:1 district model where students took the devices home with them. With all of our devices being implemented, as well as multiple waves of devices purchased through multiple means including but not limited to: projects through BOCES, district funds and Smart Schools, we were able to distribute and allow every child in the district who needed a device to have a device for remote instruction, as well as create a hybrid learning model when school came back at half capacity in September 2020. We continued with our device replacement plan updating on a regular basis. Allowing students to have the tools they needed for instruction was and is key, as was/is outfitting teachers and staff with the right tools to support those students assisting them as they adapted to a new model of teaching including but not limited to: hot spots, document cameras, webcams, microphones, desktops, portable devices etc. We continued the use of our district-wide tech integrator to implement instruction effectively, and will continue with someone in that role as well as the addition of an instructional coach this past year to primarily assist teachers who are new to the profession. Teachers, staff and families are now

prepared to move to complete virtual learning on a moment's notice.

Working together as a team, we assist every student, teacher, family member, and employees with the needs that are presented as results of the COVID pandemic.

4. How did we respond to the Covid pandemic???

Our district has enough devices to provide every student with a device to use both at school and at home. We have assigned chromebooks to all of our students in Grades 2 through 12. We have ipads appropriated for all of our students in pre-kindergarten, kindergarten and 1st grade. When parents, grandparents and guardians notify us of needs in their households, these devices are signed out to the students. During the pandemic, our district went from a model that included shared devices, in-house on carts to a full 1:1 district model where students took the devices home with them. With all of our devices being implemented, as well as multiple waves of devices purchased through multiple means including but not limited to: projects through BOCES, district funds and Smart Schools, we were able to distribute and allow every child in the district who needed a device to have a device for remote instruction, as well as create a hybrid learning model when school came back at half capacity in September 2020. We continued with our device replacement plan updating on a regular basis. Allowing students to have the tools they needed for instruction was and is key, as was/is outfitting teachers and staff with the right tools to support those students assisting them as they adapted to a new model of teaching including but not limited to: hot spots, document cameras, webcams, microphones, desktops, portable devices etc. We continued the use of our district-wide tech integrator to implement instruction effectively, and will continue with someone in that role as well as the addition of an instructional coach this past year to primarily assist teachers who are new to the profession.

Working together as a team, we assist every student, teacher, family member, and employees with the needs that are presented as results of the COVID pandemic.

5a.
What are your plans to become a fully 1:1 District? (Covers all grades K-12 as applicable)

5b.
When will the District become fully 1:1?
School year 2022-2023
School year 2023-2024
School year 2024-2025
Year 2026 or beyond
Unknown

6. Professional Learning Plan
The Royalton-Hartland School District supports Professional Learning and recognizes its importance as we continue to strive toward higher standards for all students. The work required in classrooms not only requires teachers to reflect on current practice but also to investigate and practice new strategies. Research has shown that the most effective professional learning is data driven, standards based, continuous, contextual and job-embedded.

Professional Learning (CTLE) opportunities shall include but are not limited to the following activities:

- Superintendent Conference Days
- District Professional Learning Offerings
- BOCES Workshops and Consortiums

- Curriculum Work
- Capacity Building for State Assessments District
- Building school improvement initiatives
- Visitations to other professional classrooms in district or out of district
- Next Generation Standards
- Effective Utilization of Instructional Technology
- Kagan Structures
- Lucy Calkins Reading, Writing and Phonics Instruction
- Specialized Training for teachers of SWD

Professional Learning opportunities (CTLE) that provide information and implementation for New York State Standards will be provided. Alignment for the New York State Learning Standards will also involve vertical as well as horizontal alignment. Teachers will be encouraged to work across grade levels to make sure there are no gaps in student learning and expected to work within grade level teams and/or departments in order to analyze data, making sure instruction is consistent and comparable from class to class.

Professional staff and supplementary school personnel who work with students with disabilities and/or English Language Learners will be encouraged to take advantage of workshops provided by BOCES and other organizations to improve their skills and knowledge in meeting the needs of the students.

Training that explores the Next Generation Standards in ELA, Math, Science and the Arts have been and will be available to teachers.

III. **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 theDistrict's environments.**

The district has met this goal:
Minimally
Moderately
Significantly
Fully

4. **Leadership – The District Instructional Technology Plan is in alignment with the StatewideLearning 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

IV. Action Plan

Technology Goals

Telecommunications and Information Technology. Through the maximum utilization of continuously updated hardware, software, and information services and the thoughtful and timely acquisition of new products and services that will better enhance our student, staff and stakeholder experiences, we will coninumaintain state-of-the-art learning environments to support improved achievement for all learners.

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 plan to track this goal in a number of ways. We utilize an on-going 3-year technology replacement document to track the district upgrades. We also have 3 and 5 year facilities and safety plans that will be very resourceful for maintaining this information. We have adjusted our professional development survey that is shared annually with all staff in the district in order to include trackable questions regarding our implementation of technology. We constantly and continually glean trackable information through our committee outlets and usage reports from programs such as Aimsweb, SRI, STAR, Imagine Math, Safari Montage, Blackboard Connect, just to name a few.

Action Steps to Include

- Maintain Technology Replacement Plan
- Upgrade facilities - to include Cleartouch panels in every teaching spaces
- Monthly and Annual Review of software and digital resource purchases and usage reports

Technology Integration for Student Achievement. Through a variety of measures, we will establish benchmarks to determine the effectiveness of our current and planned integration of technology and learning toward improved achievement for all learners.

We plan to track this goal in a number of ways. We utilize an on-going 3-5 year district curriculum planning document that is vetted through our Academics Committee. We review the usage of our software on a monthly basis. We keep inventory records so as to track when and where our devices need to be upgraded. We have adjusted our professional development survey that is shared

annually with all staff in the district in order to include data dissemination of teachers working directly with students in the classroom. We constantly and continually glean trackable information through our committee outlets and usage reports from programs such as State Assessment data, Aimsweb, SRI, STAR, Imagine Math, Safari Montage, Blackboard Connect, just to name a few.

Action Steps to Include

- Curriculum Review and updating of Scope and Sequence Documents
- Regular inventory maintenance
- Monthly and Annual Review of software and digital resource purchases and usage reports

Community - Current and future technology will be utilized to enhance communications between the school and home and the school and community.

We plan to track this goal in a number of ways. We send regular communications to our families regarding school related issues and activities via ClassDojo, Google Classroom, Schoology, Blackboard Connect and through the use of our district website. We have implemented the use of districtwide surveys in order to glean valuable information and communication with our parents and families. Each of these programs have trackable data that is and will be reviewed quarterly and annually in order to assess the success of implementation.

Action Steps to Include

- Continued use of ClassDojo for all grade levels at the elementary school
- Google Classroom integration at all grade levels
- Schoology
- eSchool - Parent Portal Access beginning in Grade 5
- Blackboard Connect - District and building level announcements are made through blackboard connect
- District Website - Regular postings to communicate information regarding district updates

Faculty - All district employees will receive the sustained training and support required for the use of computer technology and to enhance communication and efficient work practices within the school community.

The Royalton-Hartland School District supports Professional Learning and recognizes its importance as we continue to strive toward higher standards for all students. The work required in classrooms not only requires teachers to reflect on current practice but also to investigate and practice new strategies. Research has shown that the most effective professional learning is data driven, standards based, continuous, contextual and job-embedded.

Professional Learning (CTLE) opportunities shall include but are not limited to the following activities:

- Superintendent Conference Days
- District Professional Learning Offerings
- BOCES Workshops and Consortiums
- Curriculum Work
- Visitations to other professional classrooms in district or out of district
- Next Generation Standards
- Effective Utilization of Instructional Technology

Professional Learning opportunities (CTLE) that provide information and implementation for New York State Standards will be provided. Alignment for the New York State Learning Standards will also involve vertical as well as horizontal alignment. Teachers will be encouraged to work across grade levels to make sure there are no gaps in student learning and expected to work within grade level teams and/or departments in order to analyze data, making sure instruction is consistent and comparable from class to class.

Professional staff and supplementary school personnel who work with students with disabilities and/or English Language Learners will be encouraged to take advantage of workshops provided by BOCES and other organizations to improve their skills and knowledge in meeting the needs of the students.

Training that explores the Next Generation Standards in ELA, Math, Science and the Arts have been and will be available to teachers.

Teachers and district staff and personnel are then asked to complete a survey related to the professional development they have completed. The data and information received from this survey is then used to plan moving forward.

Action Steps to Include

Professional Learning (CTLE) opportunities including

- Specific trainings and classroom modeling delivered by the Instructional Technology Integrator and the Instructional Coach
- Training sessions offered on Superintendent Conference Days
- District Professional Learning Offerings
- BOCES Workshops and Consortiums
- Effective Utilization of Instructional Technology

Financial Stability. We will optimize technology operations which support improved achievement for all learners and contribute to long-range financial stability.

Throughout the course of each year, numerous budgetary meetings happen in-district between the School Business Official, Director of Facilities and Director of Curriculum, Instruction,

Assessment and Technology. We also meet with our BOCES Service providers in order to project technological needs moving forward. Throughout these meetings, we focus on the effective use of monies allocated specifically for technology upgrades as well as proportionally utilizing resources from state and federal grant monies.

Action Steps to Include

- Budgetary meetings in-district between the School Business Official, Director of Facilities and Director of Curriculum, Instruction, Assessment and Technology
- Meetings with BOCES Services Providers
- Effective use of monies allocated specifically for technology upgrades as well as proportionally utilizing resources from state and federal grant monies.
- Effective Utilization and tracking of Instructional Technology

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.**

Responses should include a description of the following:

- **How technology is integrated into teaching and learning throughout the district**
- **Explain the extent to which technology is used by teachers to facilitate their practice**
- **The extent to which technology is used by students to demonstrate understanding of skills and concepts**
- **The extent to which technology is used to provide multiple pathways to access and participate in learning.**

If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to any related question(s) in the SSIP, specifically question 4 in the School Connectivity section.

Technology is an integral part of every classroom, every day. Over the course of the last 2 to 3 years, we have been working to align our STEAM Curriculum with the ISTE Standards in a way that addresses technology integration at every grade level. Our teachers use Ipads, Chromebooks and Cleartouch Panels fluently in grade PreK-12 as part of their day-to-day classrooms. We are also fortunate to have a technology integrator who intentionally spends time in classrooms delivering and modeling lessons. Our teachers and students have access to the world through virtual field trips and targeted research. They genuinely use devices to create their own learning through a host of online learning

platforms including google classroom and schoology. Differentiated instruction is addressed and available in every grade and every content area ranging from flipped classrooms, virtual lab tools (Gizmos, Kesler Science), social studies inquiry models, English language arts and mathematics. The tools used monitor and adjust based on student achievement and the list includes but is not limited to tools such as: Reflex Math, Xtra Math, Raz Kids, Imagine Math, Mystery Science and Flocabulary. This provides students with multiple pathways to access and participate in learning.

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.**

Our district already provides every student in need with a device. In the last two years, and specifically during the Covid Pandemic when students were learning remotely, we also identified anyone in need of the internet and provided them with district-purchased hot spots (short-term solution). We identified local resources including libraries, town buildings and other places that were/are providing free internet accessibility as well as providing a community network at school that anyone can access (short-term solution). As we continue to build upon our current infrastructure, we have plans in place to extend our wireless availability on and around our campus to our outdoor locations including but not limited to: our athletics fields, external buildings and even the potential of our school buses. Our timeline is such that we are in the planning phase with our partners at Erie 1 BOCES and intend to upgrade our district switches and add our extra areas outside of our school buildings (long-term solution). We also have many district residents who are advocating on a larger scale with companies like Spectrum in order to have internet services on a grander scale in our area (long-term solution.) This has been very successful over the course of the last 18 months and proves to be very resourceful for all of our families.

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.**

If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for

Smart Schools Bond Act funds, this response must align with the district's response to any related question(s) in the SSIP, specifically question 6 in the Classroom Learning Technology section.

This question is referring to the intentional application of technologies and instructional strategies that are specifically used for students with disabilities. The response should address specifically the various technologies and instructional strategies that are used.

Example: A district who has a 1:1 program should include how those devices are specifically being used with students with disabilities; not simply that they have access to the same devices as all students.

Response should include a description of the following:

- **Specific technology, applications, and/or devices that the district uses to serve students with disabilities.**
- **How teachers use technology to address accessibility and to differentiate, modify, and accommodate the instruction of students with disabilities.**

Our students with disabilities are directly served through the use of instructional technology. In addition to the technology that is available to all students including but not limited to virtual labs, flipped classrooms, google classrooms, schoology, and other differentiated materials and programs, many of our students with disabilities have access to applications, extensions and devices that enhance their learning. Td Snap, tap a word, google read and write extension, extensions that allow students to respond via voice, speech to text, text to speech, text to speech pens, and any of our programs that tailor learning to the child assist in this process. Our virtual classrooms have the ability to host co-teachers where service providers like occupational therapists, physical therapists, special education teachers and speech language pathologists are able to all share in the instructional delivery for the students they serve.

V. NYSED Initiatives Alignment

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/orcheck 'Other' for options not available on the list.

Class lesson plans, materials, and assignment instructions are available to students and families for

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.

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.

Technology to support writers in the elementary classroom

Technology to support writers in the secondary classroom

Research, writing and technology in a digital world

Enhancing children's vocabulary development with technology

Reading strategies through technology for students with disabilities

Choosing assistive technology for instructional purposes in the special education classroom

Using technology to differentiate instruction in the special education classroom

Using technology as a way for students with disabilities to demonstrate their knowledge and skills

Multiple ways of assessing student learning through technology

Electronic communication and collaboration

Promotion of model digital citizenship and responsibility

Integrating technology and curriculum across core content areas

Helping students with disabilities to connect with the world

V. NYSED Initiatives Alignment

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/orcheck 'Other' for options not available on the list.

Class lesson plans, materials, and assignment instructions are available to students and families for

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.

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

No

7a. If Yes, check one below:

In the 1-5 languages most commonly spoken in the district

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.

Technology to support writers in the elementary classroom

Technology to support writers in the secondary classroom

Research, writing and technology in a digital world

Writing and technology workshop for teachers

Enhancing children's vocabulary development with technology

Writer's workshop in the Bilingual classroom

Reading strategies for English Language Learners

Moving from learning letters to learning to read

The power of technology to support language acquisition

Using technology to differentiate instruction in the language classroom

Multiple ways of assessing student learning through technology

Electronic communication and collaboration

Promotion of model digital citizenship and responsibility

Integrating technology and curriculum across core content areas

Web authoring tools

Helping students connect with the world

The interactive whiteboard and language learning

Use camera for documentation

Other (please identify in Question 8a, below)

V. NYSED Initiatives Alignment

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.

Offer/phone/enrollment as an alternative to/in-person/enrollment.

Set enrollment forms to automatically provide theMcKinney-Vento liaison with contact information for students who indicate possiblehomelessness and/or housing insecurity

Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/studentsin/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 theMcKinney-Vento liaison, and clarify enrollment instructions.

Create mobile enrollment stationsby equipping buses with laptops,internet, and staff at peak enrollment periods.

Provide/students/experiencinghomelessness/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 experiencinghomelessness and/or housing insecurity.

Have/resources/availableto/get/families and students step-by-step instructions on how to/set-up and/use/their districts LearningManagement System or website.

Class lesson plans, materials, and assignment instructions are available to students and families for

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 experiencinghomelessness and/or housing in security and secure any help needed to keep up with coursework.

Adjust assignments/to be completed successfullyusing/only/the/resources students have available./

Create in-person and web-basedtutoring/programs/spaces/and/orlive chats/to assist with assignments and technology/issues.

Offer a technology/support hotline during flexible hours.

Make sure technology/support is offered in multiple languages.

How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? 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 NewYork State, the United States, or with different countries.

The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

VI. Administrative Management Plan

1. Staff Plan - Full-time Equivalent (FTE)

District Technology Leadership - .25

Instructional Support 1.0

Technical Support 1.0

Totals: 2.25

2. Investment Plan 2022-2025
    a. This portion reflect general estimates as reported in the technology plan:

Technology Purchases may include, but are not limited to:		
Software	$21,461	Annual
Switch	$15,000	One time
End user devices: Desktops	$35,000	One time
End user devices: Chromebooks	$60,000	Annual
Total	$131,461 (1 Year)	$294,383 (3 Year)

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

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.royhart.org/Domain/258

VII. Sharing Innovative Educational Technology Programs

I. Monitoring and Evaluation

The District acknowledges that technology implementation is a continuous process that adapts to the organization's changing circumstances and includes ongoing evaluation. Effective evaluation will force planners to rethink and adapt objectives, priorities, and strategies as implementation proceeds. Continuous evaluation also facilitates making changes if aspects of the plan are not working.

Student Performance

The District will incorporate the evaluation of the impact of our technology plan implementation on student performance as part of ongoing data collection undertaken by the CDEP committee. Progress

will be measured and assessed by the CDEP committee and referred to the Director of Curriculum and Assessment for further action if necessary.

As part of the ongoing curriculum writing that is taking place in the District, the Common Core Curriculum has embedded within its standards specific to include integration of technology. These lesson plans follow the Understanding by Design format and include assessment tools by which the teacher can gauge student performance for each lesson. The Director of Curriculum and Assessment is responsible for data collection to assess the effectiveness of technology integration in the classroom.

Technological Proficiency

The District will assess the level of technological proficiency gained by faculty through the evaluation tools contained in the District's Annual Professional Performance Review using the CCCS and ISTE standards.

The District will assess the level of technological proficiency gained by staff through the annual performance reviews of staff members.

The District will assess the level of technological proficiency gained by administrators through the annual performance review of the Superintendent, using the CCCS and the TSSA benchmarks.

Technology Plan Review/Changes in Implementation

The District administrative team will review the technology plan and recommend any changes in its implementation annually during the administrative retreat held in July of each fiscal year. Review will be based upon data collection and indications of success for each goal listed in the plan. A progress report and any recommended changes in implementation will be given to the Board of Education.

Appendix A

ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers

All classroom teachers should be prepared to meet the following standards and performance indicators.

I. TECHNOLOGY OPERATIONS AND CONCEPTS

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE *National Educational Technology Standards for Students*).
B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
B. apply current research on teaching and learning with technology when planning learning environments and experiences.
C. identify and locate technology resources and evaluate them for accuracy and suitability.
D. plan for the management of technology resources within the context of learning activities.
E. plan strategies to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

A. facilitate technology-enhanced experiences that address content standards and student technology standards.
B. use technology to support learner-centered strategies that address the diverse needs of students.
C. apply technology to develop students' higher order skills and creativity.
D. manage student learning activities in a technology-enhanced environment.

IV. ASSESSMENT AND EVALUATION

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE

Teachers use technology to enhance their productivity and professional practice. Teachers:

A. use technology resources to engage in ongoing professional development and lifelong learning.
B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
C. apply technology to increase productivity.
D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK–12 schools and apply that understanding in practice. Teachers:

A. model and teach legal and ethical practice related to technology use.
B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
C. identify and use technology resources that affirm diversity.
D. promote safe and healthy use of technology resources.
E. facilitate equitable access to technology resources for all students.

Appendix B

Technology Standards for School Administrators

I. Leadership and Vision:

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Educational leaders:

A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
D. use data in making leadership decisions.
E. advocate for research-based effective practices in use of technology.
F. advocate, on the state and national levels, for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. Learning and Teaching:

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational leaders:

A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
B. facilitate and support collaborative technology-enriched learning environments conducive

to innovation for improved learning.

C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

III. Productivity and Professional Practice:
Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Educational leaders:

A. model the routine, intentional, and effective use of technology.
B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
D. engage in sustained, job-related professional learning using technology resources.
E. maintain awareness of emerging technologies and their potential uses in education.
F. use technology to advance organizational improvement.

IV. Support, Management, and Operations:
Educational leaders ensure the integration of technology to support productive systems for learning and administration.

Educational leaders:

A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
B. implement and use integrated technology-based management and operations systems.
C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
E. implement procedures to drive continuous improvements of technology systems and to support technology replacement cycles.

V. Assessment and Evaluation:
Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Educational leaders:

A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
D. use technology to assess, evaluate, and manage administrative and operational systems.

VI. Social, Legal, and Ethical Issues:
Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Educational leaders:

A. ensure equity of access to technology resources that enable and empower all learners and educators.
B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
C. promote and enforce privacy, security, and online safety related to the use of technology.
D. promote and enforce environmentally safe and healthy practices in the use of technology.

E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

Appendix C

STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (ACCEPTABLE USE POLICY) - 7314

The Board of Education will provide access to various computerized information resources through the District's computer system ("DCS" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

Access to Inappropriate Content/material and Use of Personal Technology or Electronic Devices

This policy is intended to establish general guidelines for the acceptable student use of the DCS and also to give students and parents/guardians notice that student use of the DCS will provide student access to external computer networks not controlled by the School District. The District cannot screen or review all of the available content or materials on these external computer networks. Thus some of the available content or materials on these external networks may be deemed unsuitable for student use or access by parents/guardians.

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events. Parents and guardians must be willing to establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The appropriate/acceptable use standards outlined in this policy apply to student use of technology via the DCS or any other electronic media or communications, including by means of a student's own personal technology or electronic device on school grounds or at school events.

Standards of Acceptable Use

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

District students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the District's school conduct and discipline policy and the District Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that

such areas shall be considered to be School District property subject to control and inspection. The Computer Coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should NOT expect that information stored on the DCS will be private.

Regulations will be established as necessary to implement the terms of this policy.

Parents' Bill of Rights for Data and Privacy and Security:

Parents Bill of Rights for Data Privacy and Security Pursuant to Education Law section 2-d, Royalton-Hartland Central School District is now required to publish, on their website, a parents bill of rights for data privacy and security and to include such information with every contract a school district enters into with a third party contractor where the third party contractor receives student data or teacher or principal data. The following is Royalton-Hartland Central School District's bill of rights for data privacy and security:

1. A student's personally identifiable information (PII) cannot be sold or released for any commercial purpose. PII, as defined by Education Law § 2-d and FERPA, includes direct identifiers such as a student's name or identification number, parent's name, or address; and indirect identifiers such as a student's date of birth, which when linked to or combined with other information can be used to distinguish or trace a student's identity. Please see FERPA's regulations at 34 CFR 99.3 for a more complete definition.

2. The right to inspect and review the complete contents of the student's education record stored or maintained by an educational agency. This right may not apply to parents of an Eligible Student.

3. State and federal laws such as Education Law § 2-d; the Commissioner of Education's Regulations at 8 NYCRR Part 121, the Family Educational Rights and Privacy Act ("FERPA") at 12 U.S.C. 1232g (34 CFR Part 99); Children's Online Privacy Protection Act ("COPPA") at 15 U.S.C. 6501-6502 (16 CFR Part 312); Protection of Pupil Rights Amendment ("PPRA") at 20 U.S.C. 1232h (34 CFR Part 98); the Individuals with Disabilities Education Act ("IDEA") at 20 U.S.C. 1400 et seq. (34 CFR Part 300); protect the confidentiality of a student's identifiable information.

4. Safeguards associated with industry standards and best practices including but not limited to encryption, firewalls and password protection must be in place when student PII is stored or transferred.

5. A complete list of all student data elements collected by NYSED is available at www.nysed.gov/data-privacy-security, and by writing to: Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, NY 12234.

6. The right to have complaints about possible breaches and unauthorized disclosures of PII addressed. Complaints may be submitted to NYSED at www.nysed.gov/data-privacy-security; by mail to: Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, NY 12234; by email to privacy@nysed.gov; or by telephone at 518-474- 0937.

7. To be notified in accordance with applicable laws and regulations if a breach or unauthorized release of PII occurs.

8. Educational agency workers that handle PII will receive training on applicable state and federal laws, policies, and safeguards associated with industry standards and best practices that protect PII.

9. Educational agency contracts with vendors that receive PII will address statutory and regulatory data privacy and security requirements.

Appendix D

Policy 8270

INSTRUCTIONAL TECHNOLOGY

The Board of Education recognizes its responsibility to further the District's educational goals through the use of appropriate and high quality technological materials and equipment. For the purpose of this policy, technology refers to computers, interactive videodiscs, Compact Disc-Read Only Memory (CD-ROM) devices, local area networks, satellite transmission and other telecommunications equipment.

Continuing advances in technology are bringing about changes that have an increasing impact on the way we obtain, process, evaluate and use information. Therefore, the District is committed to:

a. A comprehensive staff development program to ensure appropriate and effective use of technology.

b. The preparation of students to utilize multiple types of technology.

c. The integration of technology within and across all curriculum areas.

d. The equitable distribution and access to technological equipment and materials for all students.

e. The promotion of technology as an alternative to traditional methods of gathering, organizing and synthesizing information.

f. The provision of sufficient funds, within the budgetary constraints of the Board, for the implementation of technology instruction.

The Board directs the Superintendent or his/her designee to assess the technological needs of the District's instructional program, research and review current materials and make recommendations to the Board.