

Schuylerville

CENTRAL SCHOOL DISTRICT

TECHNOLOGY PLAN 2022-2025

Section I - District LEA Information

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

Jason Mehan

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

Director of Technology

Section II - Strategic Technology Planning

What is the overall district mission?

At Schuylerville Central School District, the academic achievement and development of the whole child will be the driving force in enriching opportunities for all students through academics and extracurricular activities.

The Schuylerville Central School District's mission of schooling, caring and succeeding is a mission for all of our students. The academic achievement and development of the whole child will be the driving force in enriching opportunities for all students through academics and extracurricular activities.

The district emphasizes that it has zero tolerance for racism of any kind. As a public school entity, we firmly believe that it is our moral obligation and civic duty to provide a fair and equitable education for all students. This has always been our cornerstone and always will be. We will always review our practices and policies to ensure we continue to foster a supportive educational environment for all students. We support and recognize the important role diversity plays in our school community and community at large, and remain committed to making sure our district culture reflects that.

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

The Schuylerville Central School District K-12 educational program will prepare students to be technologically literate individuals. With a focus on lifelong learning, our students will be able to make informed decisions about the role of technology in their lives. Students should have the opportunity to develop technology skills that support learning, personal productivity, and decision making. While we know that the day-to-day work of great teaching and learning in every classroom is what gets results for all students, innovative technology use is also crucial for the best possible instruction. Crafted through research and best practice review, with input from key stakeholders and technology experts, our vision for technology in the district is not to simply have students consume it, but to use it to create, collaborate, communicate globally, and to spread positivity that will not only make our students ready for today, but also their futures.

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 for Technology Plan: The purpose of this three-year technology plan is to provide a roadmap for the advancement and use of technology and technology-related resources to improve and support high quality educational services. To achieve these goals we have formulated our vision to utilize technology integration in the district. This plan will provide a framework for making decisions and recommendations to improve technology's impact on student achievement and our educators ability to implement technology within classroom instruction. Accordingly, a set of goals has been developed and by implementing our action plans we will achieve these goals.

The district technology committee will meet twice a year to evaluate and revise the plan in accordance with changes in education requirements, technology improvements, and curriculum. Since the committee is made up of teachers, administrations, and other staff, monthly discussions and topics will be addressed at monthly department/grade level meetings, along with weekly administrative meetings. In addition to the members of the technology committee, we will be communicating yearly with parents, students, and educators to provide valuable input to the members of the technology committee.

The technology plan will be shared throughout our district and community using various methods. The public will be able to review the technology plan via our district website and it will be disseminated to all staff. Updates on different initiatives will be communicated at building faculty meetings and email distributions.

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

- Federal E-Rate program
- New York State Education Department (SED)
- Enhancing Education Through Technology (Title II) Program

Stakeholders/Participants:

- Teachers
- Administrators
- IT Committee

IT Committee

- Jason Mehan: Director of Technology
- Erin Schambach: Microcomputer Technician
- Gregg Barthelmas: Director of Pupil Personnel Services
- James Ducharme: High School Principal
- Katie Elsworth: Middle School Principal
- Rose Beckett: Elementary Principal
- Jordan Tezanos: High School Assistant Principal
- Maddie Wright: K-8 Assistant Principal
- Gwyn Reeves: K-5 Dean of Students
- Christine Burke: Assistant Superintendent for Business
- Sarah Battiste: K-12 Director of Curriculum and Instruction/Professional Development
- Melissa Luzadis: HS Teacher
- Tom Robinson: HS Teacher
- Mark Belden: MS Teacher
- Rebecca Nesbitt: MS Teacher
- Pete Carner: ES Teacher
- Denise Birge: ES Teacher

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

The Instructional Technology Plan for the district moving forward has the same core goals as the one from 2018-2022, with a focus on continuing to provide all district members with the appropriate digital tools and training to continue the progress made. The strategies and software used by the district will continue to be evaluated and researched, but more emphasis will be placed on piloting programs, making sure software is ED LAW 2d compliant, and making more advancements in how technology can be used across all curriculum. We are always focused on finding new and better ways to reach students, especially after making incredible progress over the last three years. For professional development, we will look to utilize more time during the school year to better roll out new technology and be proactive instead of reactive when it comes to making changes to the district landscape. While we have met our 1:1 goal k-12, we have made a dramatic shift from

iPads to Chromebooks and we will continue to support all district members as this cultural change takes time to fully implement.

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

The Schuylerville Central School District is committed to continuing the progress made over the last three years. The district has adapted to the changes caused by the COVID pandemic by increasing the use of technology within curriculum instruction to help all students achieve success. The administration and staff have committed time and effort to professional learning of technology that can help them continue to make progress with all students despite the challenges they have faced. Our goal in this plan is to continue to research and provide all members of the district with the proper technological tools to meet the goals set forth by the school district. Evaluating what technology can do, needs that the district still has, and planning for future events that could shift education, like we just faced, is all important so that we are ready.

Is your district currently fully 1:1?

YES

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

Objective: The district will continue to monitor and evaluate the development of new technology, the effects on curriculum instruction and assessment, along with its general usefulness to students and staff.

Who:

- Teachers,
- Administration
- IT Committee

Timeline:

- Yearly Curriculum Committee Meetings
- Monthly Department Level meetings
- Weekly Administrative Meetings
- Yearly IT Committee Meetings
- Yearly Professional Development Days
- Summer Curriculum Days

Activities:

- Survey staff about needs or wants for new technology to be used
- Participate in school, state, and regional planning sessions for technology implementation during the school year..
- Encourage and support pilot projects in classrooms to explore new technological software and tools.
- Explore the use of internet tools and web applications to provide core instruction and remediation.

Evaluation:

- Teacher/Student Survey Feedback
- Administrator Feedback through weekly Administrative Meetings
- Student Success on Local and NYS Assessments

Objective: The district will support the incorporation of a wide range of technology applications into the K-12 curriculum, instruction, assessments, and professional development in order to promote NYS and district goals.

Who:

- Director of Technology
- Curriculum and Instruction Leader
- Teachers
- Administrators

Activities:

- Utilize emerging technology such as iPads, chromebooks, Promethean Boards, digital media, standards-based web content, and other peripheral technologies.
- Review curriculum to infuse technology projects and activities.
- Include a technology application and integration component in all curriculum planning projects.
- Provide suitable assistive devices for students with special needs, and sustained training for special educators
- Utilize applications and internet based resources that coordinate student activities to the Common Core

Timeline:

- Monthly Department Level meetings
- Yearly Professional Development Days
- Summer Curriculum Days

Evaluation:

- Teacher Survey Feedback
- Administrator Feedback through weekly Administrative Meetings

Objective: The district will make available to all staff a wide range of technology-specific training opportunities for the purpose of enriching K-12 curriculum instruction and assessments.

Who:

- Director of Technology
- Curriculum and Instruction Leader
- Teachers
- Administrators

Activities:

- 1:1 and small group "in-house" training
- Peer training/curriculum development
- Participation in WSWHE BOCES Model School Program
- Outside consultant trainers
- Specific training in the use of all technology applications applicable to the district
- Use staff, student, and parent surveys to better understand technology needs

Timeline:

- Yearly Curriculum Committee Meetings
- Monthly Department Level meetings
- Weekly Administrative Meetings
- Yearly IT Committee Meetings
- Yearly Professional Development Days
- Yearly Summer Curriculum Days

Evaluation:

- Teacher Survey Feedback
- Administrator Feedback through weekly Administrative Meetings

Section III - Goal Attainment

1. **Digital Content** – The District uses standards-based, accessible digital content that supports all curricula for all learners.
 - The district has met this goal: **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: **Significantly**
3. **Digital Capacity and Access** – The District's technology infrastructure supports learning and teaching in all of the District's environments.
 - The district has met this goal: **Fully**

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

Section IV - Action Plan - Goal 1

The district will continue to research, plan, develop, and implement new strategies and software to integrate into all K-12 classrooms yearly, along with supporting the current technological programs being provided to staff/students in the district. The focus will be to continue to foster new ideas and strategies to help engage student learning. The district will also look to find the best programs that align with NYS Standards, supplement the core curriculum instruction, reach a wider range of grade levels/subjects, and continue to stay compliant with New York State Education Law 2-d.

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

- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

Target Student Population(s)

- All Students

Additional Target Population(s).

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

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.

- Yearly google form surveys for staff and students to gather feedback on software and implementation
- Inventoried list of acceptable and used district software to be published for all district members
- Monthly department meeting feedback and discussion on needs for strategies/software
- Student data collected and analyzed from software across all learning environments

Goal 1 Action Steps

Action Step 1: Research

- **Action Step Description:** Use analytics gathered from digital learning platforms and surveys to collect data about software/strategies most commonly used in the district. Pilot programs each spring to gather information for new ideas and purchases.
- **Responsible Stakeholder:** Director of Technology
- **'Other' Responsible Stakeholder:** N/A
- **Anticipated date of completion:** 06/06/2023
- **Anticipated Cost:** \$0

Action Step 2: Budgeting

- **Action Step Description:** Budget for yearly purchases of new and continued software.
- **Responsible Stakeholder:** Director of Technology
- **'Other' Responsible Stakeholder:** N/A
- **Anticipated date of completion:** 06/06/2023
- **Anticipated Cost:** \$131,000

Action Step 3: Implementation

- **Action Step Description:** Through the use of Google's education suite, allowed Ed Law 2D Compliant Software, our 1:1 iPad/Chromebook initiative, teachers will create opportunities in the classroom for students to use these digital tools.
- **Responsible Stakeholder:** Classroom Teacher
- **'Other' Responsible Stakeholder:** N/A
- **Anticipated date of completion:** 06/06/2024
- **Anticipated Cost:** \$306,840

Action Step 4: Evaluation

- **Action Step Description:** Analytics/ feedback collected from staff through surveys and digital learning platforms monthly.
- **Responsible Stakeholder:** Director of Technology
- **'Other' Responsible Stakeholder:** N/A
- **Anticipated date of completion:** 06/06/2024
- **Anticipated Cost:** \$0

Section IV - Action Plan - Goal 2

The district will provide staff with yearly professional development opportunities for new and existing technology. This will ensure district staff are technologically literate and able to motivate and challenge students of diverse learning styles/abilities. The professional development will be aligned with hardware, software, and other technology tools provided by the district to maximize student achievement.

NYSED goal that best aligns with this district goal:

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

Target Student Population(s)

- All Students

Additional Target Population(s).

- Teachers/Teacher Aides
- Administrators

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.

- Yearly google form surveys for staff and students to gather feedback on software and implementation
- Monthly Department Meetings Feedback
- Summer Professional Development Opportunity Attendance
- Teacher Observations
- Data analyzed from software use across all learning environments

Goal 2 Action Steps

Action Step 1: Research

- **Action Step Description:** Use analytics gathered from digital learning platforms and surveys to collect data about software/strategies most commonly used in the district. Pilot programs each spring to gather information for new ideas and purchases.
- **Responsible Stakeholder:** Director of Technology
- **'Other' Responsible Stakeholder:** N/A
- **Anticipated date of completion:** 06/06/2023
- **Anticipated Cost:** \$0

Action Step 2: Planning

- **Action Step Description:** Use district conference days, half days, faculty meetings, department meetings, summer curriculum work, and encourage workshop attendance to help assist teachers in the integration of new technological software.
- **Responsible Stakeholder:** Building Principal
- **'Other' Responsible Stakeholder:** N/A
- **Anticipated date of completion:** 06/06/2024
- **Anticipated Cost:** \$21,000

Action Step 3: Implementation

- **Action Step Description:** Identify, arrange, and deliver appropriate professional development opportunities in technology integration to staff members.
- **Responsible Stakeholder:** Director of Technology
- **'Other' Responsible Stakeholder:** N/A
- **Anticipated date of completion:** 06/06/2024
- **Anticipated Cost:** \$0

Section IV - Action Plan - Goal 3

The district will provide equitable learning resources and digital tools to all staff/students in order to further progress the integration of technology into the classroom environment, while continuing to purchase, support, and maintain devices for the schools 1:1 initiative. Specifically continuing the purchasing/support of chromebooks in grades 3-12, re-evaluating the use of iPads in grades K-2, increased purchasing of district-wide software to benefit all grade levels and subjects, and providing WiFi hot spots for families in need of at-home connectivity.

NYSED goal that best aligns with this district goal:

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

Target Student Population(s)

- All Students

Additional Target Population(s).

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community

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.

- Yearly Staff/Student/Parent surveys
- Monthly Technology Staff Updates
- Software Data/Analytics from digital platforms
- Student data collected and analyzed from software across all learning environments
- District-Wide Inventory reports from IT Software

Goal 3 Action Steps

Action Step 1: Research

- **Action Step Description:** Evaluate the district's 1:1 initiative, while determining the use and level of integration of technology in the classroom through staff surveys, administration meetings, and IT Committee meetings.
- **Responsible Stakeholder:** Director of Technology
- **'Other' Responsible Stakeholder:** N/A
- **Anticipated date of completion:** 06/06/2025
- **Anticipated Cost:** \$0

Action Step 2: Planning

- **Action Step Description:** Research and pilot new digital tools and resources with volunteer staff/students each spring.
- **Responsible Stakeholder:** Director of Technology
- **'Other' Responsible Stakeholder:** N/A
- **Anticipated date of completion:** 06/06/2025
- **Anticipated Cost:** \$5,000

Action Step 3: Purchasing

- **Action Step Description:** Purchase new/continuing software, and other digital software at the end of each year based on feedback from pilot programs and surveys.
- **Responsible Stakeholder:** Director of Technology
- **'Other' Responsible Stakeholder:** N/A
- **Anticipated date of completion:** 06/06/2025
- **Anticipated Cost:** \$131,000

Action Step 4: Purchasing

- **Action Step Description:** Annual budgeting for renewals/upgrades to hardware, including, but not limited to, iPads, chromebooks, desktop computers, laptops, WiFi hotspots, and interactive classroom panels.
- **Responsible Stakeholder:** Director of Technology
- **'Other' Responsible Stakeholder:** N/A
- **Anticipated date of completion:** 06/06/2025
- **Anticipated Cost:** \$156,840

Section IV - Action Plan - Goal 4

The district will continue working on ensuring the secure use and handling of all district data, computer systems, and computer equipment by all students, patrons, and employees. Supporting secure network systems, processes, procedures, and to protect all personally identifiable or confidential information that is stored, on paper or digitally, in district facilities or on district-maintained servers, computers and networks. This district supports efforts to mitigate threats that may cause harm to the district, its students, or its employees.

NYSED goal that best aligns with this district goal:

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

Target Student Population(s)

- All Students

Additional Target Population(s).

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community

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.

- Data Collected/Managed from IT Software

Goal 4 Action Steps

Action Step 1: Data Privacy

- **Action Step Description:** Restrict all non-compliant Ed Law 2d software being used in the district.
- **Responsible Stakeholder:** Director of Technology
- **'Other' Responsible Stakeholder:** N/A
- **Anticipated date of completion:** 12/01/2022
- **Anticipated Cost:** \$0

Action Step 2: Data Privacy

- **Action Step Description:** Implement yearly password changes for all staff and students two times a year.
- **Responsible Stakeholder:** Director of Technology
- **'Other' Responsible Stakeholder:** N/A
- **Anticipated date of completion:** 06/06/2024
- **Anticipated Cost:** \$0

Action Step 3: Cybersecurity

- **Action Step Description:** Research and look to purchase more endpoint security to protect all devices used by staff/students in the district.
- **Responsible Stakeholder:** Director of Technology
- **'Other' Responsible Stakeholder:** N/A
- **Anticipated date of completion:** 06/06/2024
- **Anticipated Cost:** \$30,000

Section V - NYSED Initiatives Alignment

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

The district is committed to continuing its 1:1 initiative, but our main goal is to see sustained student engagement and that in turn will allow for greater student achievement. Over the past 8 years, increased technology has resulted in greater student engagement, not only because of the increased capabilities with each student having a device, but because the device has become transparent in teaching and learning while allowing for students to create authentic pieces of work to showcase their understanding of the content and standards.

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 district plans to maintain the 1:1 initiative that began 8 years ago by providing all students with access to devices during and outside of school hours. In the last few years, students in K-12 have all been assigned devices and allowed to take the devices home daily. Along with computing devices like iPads and Chromebooks, the district plans to provide WiFi hotspots for families needing connectivity at home. Increasing the on-campus infrastructure by adding wireless access points, updating servers, and increasing the internet speed will continue based on data collected.

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.

The Director of Technology and IT Department work closely with the Special Education Department, Counselors, Administration, and Teachers to ensure adequate access to devices and services. Technology for these students includes access to iPads, touch screen monitors, and chromebooks. Purchasing and supporting software like Boardmaker, Read and Write, Kami, News 2 You, Edmentum (Reading Eggs), Starfall, chromebook accessibility features and any recommendations that may be specific to a student's IEP. This software is used by AIS and Special Education teachers during regular instruction, as well as, 1:1 and small group pull out.

How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?

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

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.

- 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

How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments?

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class websites or learning management systems).
- 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

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: In the 5 most spoken languages in the district

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.

- 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

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?

- 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.
- 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.
- Adjust assignments/to be completed successfully using/only/the/resources students have available./

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

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

Section VI - Administrative Management Plan

Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	1.00
Technical Support	1.00
Totals:	3.00

Investment Plan

- End User Computing Devices
 - Estimated Cost: \$156,840
 - Annual Cost
 - Potential Funding
 - BOCES Co-Ser purchase
 - District Operating Budget
- Professional Development
 - Estimated Cost: \$21,000
 - Annual Cost
 - Potential Funding
 - District Operating Budget
 - Grants
- Instructional and Administrative Software
 - Estimated Cost: \$131,000
 - Annual Cost
 - Potential Funding
 - BOCES Co-Ser
 - District Operating Budget
- Computer Services Hardware/Software
 - Estimated Cost: \$45,000
 - Annual Cost
 - Potential Funding
 - BOCES Co-Ser
 - District Operating Budget

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

YES

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.schuylervilleschools.org/technology/>

Section VI - Sharing Innovative EdTech Programs

Please choose one or more topics that reflect an innovative/educational technology program that has been implemented for at least two years at a building or district level.

- 1:1 Device Program
- Instruction and Learning with Technology
- Professional Development/Professional Learning
- Technology Support

The response to this question is designed to provide one contact point for all innovative program(s) checked in Question 1.

- Jason Mehan: Director of Technology
 - email: mehanj@schuylerville.org
 - Innovative Programs
 - 1:1 Device Program
 - Instruction and Learning with Technology
 - Professional Development/Professional Learning
 - Technology Support