

2018-2021 Instructional Technology Plan - Annually - 2018

I. District LEA Information

Section I - District LEA Information

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

Lily Gionet

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

Other (please identify in Question 2a, below)

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

Classroom Teacher

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

2018-2021 Instructional Technology Plan - Annually - 2018**II. Strategic Technology Planning****Section II - Strategic Technology Planning****1. What is the overall district mission?**

The Alexandria Central School exists to provide a comprehensive educational experience that will permit each student, regardless of sex, race, creed, religion or handicapping condition to achieve maximum fulfillment physically, mentally, and emotionally.

It is important that we as board members, administrators, teachers and support staff, parents, and adults support and encourage each child/student as an individual. Remember the children we deal with today become those that preserve and perpetuate our way of life in the future. We believe this is best accomplished when school personnel:

Maintain high expectations for all students • Create a positive school climate • Ensure a safe and orderly school environment • Monitor students' progress on a frequent basis • Promote effective home/school communications This purpose is expressed in the following statement of goals adopted from the Alexandria Central School "Needs Assessment" completed by students, staff, and community members: 1. Provide a general education with greater emphasis on reading skills and their practical use. 2. Develop more self-respect for others, and pride in work. 3. Stimulate a desire for learning now and in the future. 4. Place more emphasis on providing information and developing skills in job-related fields. 5. Emphasize the rights and responsibilities of being a good citizen. 6. Expose students to the skills and responsibilities of managing money and property. 7. Continue to improve and expand health education, including the skills of family living. 8. Develop a program to foster the use of leisure time and life-long appreciation of culture and beauty. 9. Stimulate an awareness and understanding of the changes that take place in the world. Our society is constantly changing. We at Alexandria Central School must keep constantly abreast of changes in our society and adjust our aims and processes to meet these changing needs.

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

The Alexandria Central School District (ACS) is dedicated to preparing students to be successful in our constantly changing society. It is therefore important that students can incorporate present and future technologies into their lives. It is our goal that each student has the opportunity to acquire transferable skills that will enable them to be lifelong learners.

Advances in technology continually change and impact the way we obtain, process, present, evaluate, and use information. Therefore, the district's will implement a comprehensive staff development program to ensure appropriate and effective use of technology; integrate technology within and across all curriculum areas; provide access to technological equipment and materials for all students and staff; promote technology as way of gathering, organizing, and synthesizing information for instruction, management and evaluation; ensure access of high speed telecommunication lines to enhance the process of educational technology; provide sufficient funds, within the budgetary constraints of the district, for the implementation, maintenance, and development of technology. The intent of technology in education is to improve instruction, increase student achievement, and make our students technologically literate.

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

	List Goals
Goal 1	Alexandria Central School District will implement a one to one program for all students in grades Pre-K through grade 12 by September 1, 2019, in order to provide students with learning experiences that will prepare them for their next level of education and to assist them in being college and career ready by providing daily opportunities for online learning.
Goal 2	Alexandria Central School District will upgrade all interactive screens in all instructional spaces by June 30, 2021, in order to support instruction, engage learners, and to provide students and teachers access to current technology.
Goal 3	Alexandria Central School District will implement advanced school security measures, which will include obtaining new security doors at the main entrance way, enhancing closed-circuit television, and implementing visitor management software by June 30, 2021, in order to provide a safe school environment for all students and staff.

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

No

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

No

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II. Strategic Technology Planning

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

To successfully implement a comprehensive technology plan Alexandria Central School District formed several stakeholder groups. Monthly a team consisting of the Alexandria Central School District Superintendent, Secondary Principal, Elementary Principal, Business Manager, Network Administrator, Instructional Technology Teacher, and Special Education Teacher met. Quarterly a team consisting of selected members of the aforementioned team, identified technology leaders from the district, and parents met to discuss the technology needs within the district met. Additionally, feedback was sought on technology needs in the district through the use of faculty meetings and electronic surveys.

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

ACS will provides professional development training that will aid in teachers in the proficient use of technology.

TYPES OF TRAINING

One-on-one Training: Instructional support leader, library media specialist, or other identified technology leader meets with teacher to discuss specific computer application.

Consultation Method: Instructional support leader, library media specialist, other identified technology leader meets with teacher to discuss technology options for upcoming projects. Either classroom support or one-on-one support for the teacher can be provided.

Peer to Peer Method: Technology leaders throughout the building are identified and provide support to a peer or peer team related to a specific technology concept.

District run workshops: The district administration, instructional support leader, library media specialist, or other identified technology leader identifies an area in which additional mass instruction is needed. Such training will be provided during school days.

After school / summer workshops: The district administration, instructional support leader, library media specialist, or technology leader identifies an area in which additional mass instruction is wanted. This training will be provided outside of the school day and is voluntary.

Model Schools Workshops, BOCES workshops: Teachers and administrators will be given advance knowledge about all technology workshops offered as a part of Model Schools and BOCES. Teachers will be encouraged to attend other off-site workshops.

ACS has identified the following elements as key to the professional development process to ensure the accomplishment of the district's technology goals:

- New teachers will receive training in order to orient them to the ACS network and email, how to create a district web page, student management system, and use of district network software and hardware resources.
- Instructional support leader, library media specialist, or other identified technology leader will work with teachers to set up projects that will integrate technology into the curriculum.
- A needs assessment will be completed each school year to determine professional development needs.
- Throughout the year time will be allocated for teachers to access new technologies, receive training, and to work collaboratively in teams in order to further integrate technologies into their curriculum.
- Instructional support leader, library media specialist, or other identified technology leader will be trained in order to effectively meet the needs of the teachers and staff in using technology in the classroom.

Topics identified for 2018-2019 school year to include

Professional Development Workshop	Target Attendees	Workshop format
Google Suite	All staff members	District run workshops
Google Classroom	All staff members	District run workshops and After school / summer workshops
Enhancing Reading & Writing Instruction with Technology	K-12 teachers	District run workshops
Online Assessments	K-12 teachers	District run workshops
Curriculum Software	K-12 teachers	District run workshops
Technology Integration Work Sessions	All staff	After school / summer workshops

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- 8. How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.**

The technology goals set by Alexandria Central School District will be measured through a variety of metrics. Use of electronic devices as a part of the one to one program will be measured by usage visible in network reports, surveys, and building principal observation. Completion of the whiteboard project will be assessed. Usage of whiteboard will be measured through surveys and building principal observation. Completion of increased security measures will be measured by completion of the project.

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

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III. Action Plan - Goal 1

Section III - Action Plan

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

1. Goal #1

Alexandria Central School District will implement a one to one program for all students in grades Pre-K through grade 12 by September 1, 2019, in order to provide students with learning experiences that will prepare them for their next level of education and to assist them in being college and career ready by providing daily opportunities for online learning.

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

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

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

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Planning	Create a plan for 1:1 implementation for Chromebooks with take home policy grades 7-12, non-take home 3-5, and non-take home iPads PreK-2. To include insurance policy, parent/student agreement, and initial pick up.	Building Principal	N/A	Dec. (12)	2018	N/A
Action Step 2	Budgeting	Determine how many devices are needed to move to 1:1, including cycling plan, and replacement cost.	Director of Technology	N/A	Dec. (12)	2018	N/A
Action Step 3							

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Purchasing	Purchase devices to bring grades 5-12 1:1 and yearly cycling and replacement plan for Pre-K through 12.	Director of Technology	N/A	June (06)	2021	\$70,00
Action Step 4	Implementation	Implement 1:1 Program for students in grades PreK-12.	Building Principal	N/A	September (09)	2019	N/A

5. This question is optional.

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Professional Development	Provide professional development for all staff on Google Suite, Google Classroom, Flipped Classroom, Online Assessments, and Instructional Software to support 1:1 program.	Building Principal	N/A	June (06)	2021	\$10,000
Action Step 6							

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Evaluation	Evaluate 1:1 policy, implementation and device use through network statistics, staff/ student surveys, and building principal observation.	Building Principal	N/A	June (06)	2021	N/A
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 2

Section III - Action Plan

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

1. Goal #2

Alexandria Central School District will upgrade all interactive screens in all instructional spaces by June 30, 2021, in order to support instruction, engage learners, and to provide students and teachers access to current technology.

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

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

3. Target Student Population(s)

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

4. List the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Planning	Identify instructional spaces in district, research and evaluate interactive whiteboard models and software, identifying one - two models for district use.	Director of Technology	N/A	June (06)	2019	N/A
Action Step 2	Budgeting	Create a budget plan that will allow all instructional spaces to be fitted for a new interactive whiteboard display over a three year period.	Superintendent	N/A	April (04)	2019	N/A
Action Step 3	Purchasing	Purchase interactive whiteboards each school year until replacement is complete.	Director of	N/A	June (06)	2021	\$150000

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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
			Technology				
Action Step 4	Professional Development	Provide all users of interactive whiteboards professional development throughout implementation process.	Building Principal	N/A	June (06)	2021	\$2000

5. This question is optional.

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Evaluation	Evaluate the use of interactive whiteboards and evaluate feedback from interactive whiteboard users.	Building Principal	N/A	June (06)	2021	N/A
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 2

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

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III. Action Plan - Goal 3

Section III - Action Plan

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

1. Goal #3

Alexandria Central School District will implement advanced school security measures, which will include obtaining new security doors at the main entrance way, enhancing closed-circuit television, and implementing visitor management software by June 30, 2021, in order to provide a safe school environment for all students and staff.

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

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

3. Target Student Population(s)

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Research	Complete pricing, feature research, and bidding on new security doors, enhanced CCTV, and visitor management software.	Superintendent	N/A	March (03)	2019	N/A
Action Step 2	Budgeting	Create a budget plan that allows for the purchase of new security doors, enhanced CCTV, and visitor management software.	Superintendent	N/A	April (04)	2021	N/A
Action Step 3	Planning	Create implementation timeline for the new security features that allows for the project to completed in stages from 2019-2021.	Superintendent	N/A	May (05)	2020	N/A

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 4	Purchasing	Purchase new security features on an yearly basis in accordance with implementation timeline.	Superintendent	N/A	June (06)	2021	\$30,000

5. This question is optional.

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	Professional Development	Provide training on visitor management software to district office staff.	Superintendent	N/A	June (06)	2021	\$1,000
Action Step 6	Evaluation	Evaluate project completion and evaluate yearly implementation schedule.	Superintendent	N/A	June (06)	2021	N/A
Action Step 7	(No Res)	(No Response)	(No Res)	(No Respons)	(No Res)	(No Res)	(No Respons)

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III. Action Plan - Goal 3

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

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IV. NYSED Initiatives Alignment

Section IV - NYSED Initiatives Alignment

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

The Alexandria Central School District is dedicated to preparing students to be successful in our constantly changing society. It is therefore important that students understand how to incorporate present and future technologies into their lives. It is the district's goal that each student has the opportunity to acquire transferable skills that will enable them to be lifelong learners. This will be accomplished by providing all students access to high quality digital resources and a technology rich learning environment. Student learning will be supported through the use self-selected / self-paced learning through technology. Student learning will be supported through collaboration fostered through technology. Student learning will be supported through differentiated instruction using various software, technology, and assistive technology.

2. **Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

Differentiated instruction using technology to support the individualized learning needs of students with disabilities is a priority at Alexandria Central School District to ensure all students have equal access to general education curriculum and technology. Students and staff incorporate technology in instruction and learning in the following ways:

- Google Read & Write
- Text to speech
- Speech to text
- Word Prediction
- Electronic Highlighting
- Electronic Organizers using Highlight collection
- Language Translation
- Picture Dictionary
- PDF Readers
- e-Books
- Bookshare
- Touch Screen technology
- Magnification Instrument
- Interactive Whiteboards
- Collaborative Documents
- Behavior Documentation Logs
- Responses in Alternative Manner including Audio and Video Response
- Computerised Testing
- Data Collection/Analysis
- Google Classroom
- Reading A-Z
- Raz-Kids
- Learning Games

3. **How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 3a, below)

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IV. NYSED Initiatives Alignment

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

- | | |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology to increase options for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 4a, below) |

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

- Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system)
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL/MLL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify, in Question 5a, below)

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

Alexandria Central School District does not have any ELL students.

6. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

No

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IV. NYSED Initiatives Alignment

- 7. Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

- | | |
|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Technology to support writers in the Secondary classroom | <input type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Research, writing and technology in a digital word | <input type="checkbox"/> Promotion and model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Enhancing Children's Vocabulary Development with technology | <input type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input type="checkbox"/> Helping students connect with the world |
| <input type="checkbox"/> Reading strategies for English Language Learners | <input type="checkbox"/> The interactive whiteboard and language learning |
| <input type="checkbox"/> Moving from learning letters to learning to read | <input type="checkbox"/> Use camera for documentation |
| <input type="checkbox"/> The power of technology to support language acquisition | <input checked="" type="checkbox"/> Other (please identify in Question 7a, below) |
| <input type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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

Alexandria Central School District does not have any ELL students.

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

- The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- The district uses instructional technology to facilitate classroom projects that involve the community.
- The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- The district does not use instructional technology to facilitate culturally responsive instruction.
- Other (please identify in Question 8a, below)

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

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V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	0.00
Instructional support	0.20
Technical Support	1.00
Totals:	1.20

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	70,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Other (please identify in next column, to the right)	Security doors and close circuit television	25,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools	N/A

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	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Instructional and Administrative Software	Visitor Management Software	5,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Peripheral Devices	N/A	150,000	One-Time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
Totals:			250,000			

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V. Administrative Management Plan

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

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

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

The district has a public website.

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

<https://www.alexandriacentral.org/>

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

Yes

- 5a.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

Robert Wagoner

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

Yes

- 6a. If 'Yes' was selected in Question 6 above, please identify the responsible person's title.

Robert Wagoner

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

Yes

- 7a. If 'Yes' was selected in Question 7 above, please identify how often a security and/or privacy audit has been performed?

Yearly

- 7b. If 'Yes' was selected in Question 7 above, please indicate whether the audit(s) was/were performed by an independent 3rd party contractor.

Yes - all audits were performed by a 3rd party contractor

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

Yes

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

Yes

10. Does the district have an Internet Safety Policy?

Yes, and I will provide the URL to the policy.

- 10b. Please provide the URL to the district's Internet Safety Policy.

<https://www.alexandriacentral.org/site/handlers/filedownload.ashx?moduleinstanceid=1293&dataid=1809&FileName=ACS%20AUP%2010182017.pdf>

11. Does the district have a Cyberbullying Policy?

Yes, and I will provide the URL to the policy.

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11b. Please provide the URL to the district's Cyberbullying Policy.

<https://www.alexandriacentral.org/domain/142>
See page 16

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

Yes, and I will provide the URL to the Parents' Bill of Rights for Data Privacy and Security.

12a. What year was the Parents' Bill of Rights for Data Privacy and Security policy first posted?

2015

12b. Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.

<https://www.alexandriacentral.org/cms/lib/NY01913499/Centricity/Domain/4/Parents%20Bill%20of%20Rights%2014.15.pdf>

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

No. The district does not have such a policy.

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

<https://www.alexandriacentral.org/Page/835>
2015-2018

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

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VI - Sharing Innovative Educational Technology Programs

Sharing Innovative Educational Technology Programs

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

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

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

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

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

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

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

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

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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