

2018-2021 Instructional Technology Plan Update - 2019 Optional Tech Plan Update

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?**

Patrick Jensen

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

Superintendent

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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II. Strategic Technology Planning

Section II - Strategic Technology Planning

1. What is the overall district mission?

The mission of the Southern Cayuga Central Schools shall be to enhance, improve, engage and stimulate the learning environment for all students to advance their educational experience and skills in order to prepare them to live and work in a global community. Therefore, the challenge of educators is to equip students with knowledge, skills, and values that will enable them to live effectively, productively, and enjoyably in our continuously changing world. Inherent is the intent to help each student reach his/her full potential as a human being.

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

The technology vision for Southern Cayuga is to provide the students in our schools with the tools and technical knowledge to achieve academic and personal success.

Technology is a vital source of information and communication linking school, home, community, and the world. Our district's goals will:

- Increase students' engagement in learning, both individually and collectively
- Develop active, constructive, inquiry based lessons and opportunities for students
- Enable students additional, varied access to the curriculum based on their individual need
- Provide differentiated and individualized instruction
- Enable assistive technology
- Integrate technology within the community by sharing district, school, and student goals, progress, projects and data
- Collect and analyze data

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

	List Goals
Goal 1	<p>Southern Cayuga's primary goal is to provide all students and teachers access to technology tools and the training to ensure their success.</p> <p>Our technology plan provides students an individual chromebook that serves as a conduit to the Chrome/Cloud-based Platform for students in grades 3-12. The current platform is Google for Education and all teachers and students have access.</p> <p>The current chromebook deployment is a 1:1 ratio within the district. The supported lifespan of a chromebook is four to five years. In September 2019, all chromebooks and charges in grades 7-12 were replaced. Our next goal is to replace all chromebooks in grades 3-6 during the summer of 2020.</p> <p>In addition, our goal is provide all students access to student devices within their prekindergarten through second grade classrooms. Apple iPads are deployed on a 2:1 ratio in grades PK-2.</p> <p>Apple iPad support varies based on model and iOs release. Historically, Apple supports an iPad between three and four years. SCCSD currently uses two models, the iPad Air and Air 2. While the iPad Air is not slated for replacement until 2022. Barring any changes to the 2:1 deployment strategy, iPad replacements will occur every four years.</p> <p>The plan also accounts for additional charging solutions, accessories such as headphones, and a refresh of teacher laptops / chromebooks.</p>
Goal 2	<p>Southern Cayuga's second goal is to provide robust wireless coverage throughout our entire complex. Maintaining an up-to-date wireless system is critical to supporting student learning and the district will continue to monitor current capacity and future needs.</p> <p>The district recently installed an additional 30 Meraki access units and will continue to monitor current capacity. The district anticipates additional upgrades in approximately 3 years.</p>
Goal 3	<p>Southern Cayuga's third goal is to provide interactive projection systems in all learning spaces.</p> <p>As a portion of the current projector inventory is approaching five years in age, the goal is to establish a multi-year replacement plan for the 65 instructional spaces that have been identified.</p>

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

Yes

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II. Strategic Technology Planning

4a. List Goal #4

Southern Cayuga's fourth goal is to replace the remaining analogue security cameras, along with another DVR server and cameras. A new system was installed in the summer of 2019 which includes 55 cameras and a new server.

The district will utilize SSBA funding to expand the surveillance system to include a second DVR server in order to accommodate an additional 20 cameras.

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

No

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.

Southern Cayuga has a technical working group (TWG) in place that deliberates on a regular basis throughout the year. The tech working group is comprised of district leaders, principals, teachers, and staff. The Superintendent and Director of Technology report to the Board of Education on a yearly basis.

The committee agenda is consistent and structured. More specifically, in sequential order, the committee moves through the following process:

- Review minutes from the prior meeting
- Discuss previous meeting action items and verify progression and/or completion
- Open the meeting with feedback from stakeholders related to what is and isn't working
- Brainstorm solutions that may or may not have a technology component
- Review technology options and align identified gaps with appropriate offerings
- Work with vendors and manufacturers to obtain evaluation equipment or software for piloting prior to purchase
- Review findings with the technical steering committee and amend the current Instructional Technology Plan
- Implement post-pilot solution that has been vetted for functionality
- Monitor and report on progress of eliminating gaps
- Post Technology Plan to school website and review in public forum Board of Education Meeting

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

The Southern Cayuga Tech Working Group has identified and prioritized the key tech skills that all staff members are required to prove proficiency.

At the beginning of the process, all staff members completed a self assessment of these tiered skills. In addition, the tech staff developers completed a similar independent rating for all staff members.

The results of both surveys were compared and individualized professional development plans were developed for each staff member. Each staff member met with a trainer, either on an individual basis or small group, to learn the specific skill required.

After 1-2 weeks, the trainer visited the staff members' classrooms to observe the actual use of the skill and reassessed their progress to date, and to identify any additional need. Required skills vary by assignment and all staff members were required to prove proficiency at tier 1 & 2 skills appropriate to their assignment and the needs of their students.

Examples of skills at each tier include:

Tier 1- How to use a chromebook offline; uploading, managing, sharing documents through Google Classroom; use of Go Guardian; a range of specific skills related to creating documents; and creating and sharing a calendar on Google.

Tier 2- Adding hyperlinks, tables, images, and text boxes. Additional Go Guardian training, specific to online chats and scenes. The use of Google slides, sheets, adding apps and extensions, and the creation of online surveys.

Tier 3- Use of Google Hangout, text, voice, and video chat; Google Maps; and website creation.

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.

All skills identified in the three tiers were tracked on a shared spreadsheet. Individual training session dates and reassessments were documented.

The document was shared with the entire tech staff in order to coordinate their efforts and to ensure all staff acquired proficiency in the required skills. Our goal is for all teachers to acquire proficiency in Tier 1 & 2 skills in year one and required Tier 3 skills during their second year of employment.

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II. Strategic Technology Planning

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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

Southern Cayuga's primary goal is to provide all students and teachers access to technology tools and the training to ensure their success. Our technology plan provides students an individual chromebook that serves as a conduit to the Chrome/Cloud-based Platform for students in grades 3-12. The current platform is Google for Education and all teachers and students have access. The current chromebook deployment is a 1:1 ratio within the district. The supported lifespan of a chromebook is four to five years. In the summer (2019), the district replaced all chromebooks in grades 7-12 and anticipates replacing all units in grades 3-6 next summer (2020). In addition, our goal is provide all students access to student devices within their prekindergarten through second grade classrooms. Apple iPads are deployed on a 2:1 ratio in grades PK-2. Apple iPad support varies based on model and iOs release. Historically, Apple supports an iPad between three and four years. SCCSD currently uses two models, the iPad Air and Air 2. While the iPad Air is not slated for replacement until 2021, the iPad Air will be refreshed in 2020. Barring any changes to the 2:1 deployment strategy, iPad replacements will occur every four years. The plan also accounts for additional charging solutions, accessories such as headphones, and a refresh of teacher laptops / chromebooks.

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). 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	The SCCS Tech Working Group (TWG) conducts comprehensive needs assessment focused on current functioning inventory, the replacement /	Director of Tec	N/A	Sept (09)	2019	0

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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
		refreshment equipment cycle, and current and projected technology for students and staff. The TWG is a core team of district leaders, principals, teachers, and staff that meet regularly to discuss need, action planning, and solutions. Assess professional development needs of faculty and staff. Update current TECH PD chart to reflect need.	Technology				
Action Step 2	Budgeting	Develop budget to secure required equipment. Process includes contacting vendors to determine estimated costs for equipment. Submit SSBA investment plan to NYSED upon approval of updated technology plan update. A subsequent investment plans would be submitted in 2021/2022 school year. for year three purchases.	Director of Technology	N/A	Sept (09)	2019	0
Action Step 3	Purchasing	Upon approval of SSBA investment plan, the district will purchase required equipment for 2019-2020 and 2020-2021 in the summer of 2020.	Director of Technology	N/A	July (07)	2020	97500
Action Step 4	Implementation	Inventory and deploy equipment when received.	Director of Technology	N/A	July (07)	2020	0

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.

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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
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
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

Southern Cayuga's second goal is to provide robust wireless coverage throughout our entire complex. Maintaining an up-to-date wireless system is critical to supporting student learning and the district will continue to monitor current capacity and future needs. The district recently installed an additional 30 Meraki access units and will continue to monitor current capacity. The district anticipates additional upgrades in approximately 3 years.

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)

- 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 #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	The SCCS Tech Working Group (TWG) reviewed comprehensive needs assessment conducted by our technology director focused on current wireless capacity, shortcomings in the current deployment of access points, and projected need for students and staff into the future. The TWG is a core team of district leaders, principals, teachers, and staff, that meet regularly to discuss need,	Director of Technology	N/A	Sept (09)	2019	0

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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
		action planning, and solutions.					
Action Step 2	Planning	Reassess current wireless capacity and determine any unmet need.	Director of Technology	N/A	July (07)	2020	0
Action Step 3	Planning	Reassess current wireless capacity and determine any unmet need.	Director of Technology	N/A	Jan. (01)	2021	0
Action Step 4	Planning	Reassess current wireless capacity and determine any unmet need.	Director of Technology	N/A	July (07)	2021	0

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.

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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
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
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

Southern Cayuga's third goal is to provide interactive projection systems in all learning spaces. As a portion of the current projector inventory is approaching five years in age, the goal is to establish a multi-year replacement plan for the 65 instructional spaces that have been identified.

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)

- 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 #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	Planning	The SCCS Tech Working Group (TWG) conducts comprehensive needs assessment focused on current functioning inventory, unmet need for projectors within educational spaces, and projected technology for students and staff. After the initial year's purchases have been made, the team will focus on an equipment replacement cycle. The TWG is a core team of district leaders, principals, teachers, and staff, that meet regularly to discuss need,	Director of Technology	N/A	Sept (09)	2019	0

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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 planning, and solutions. Assess professional development needs of faculty and staff. Update current TECH PD chart to reflect need.					
Action Step 2	Budgeting	Develop budget to secure required equipment. Process includes contacting vendors to determine estimated costs for equipment. Submit SSBA investment plan to NYSED once the updated district technology updated plan has been approved.	Director of Technology	N/A	Sept (09)	2019	0
Action Step 3	Purchasing	Upon approval of SSBA investment plan, purchase required equipment for 2020-2021.	Director of Technology	N/A	July (07)	2020	11450
Action Step 4	Implementation	Inventory and deploy equipment when received.	Director of Technology	N/A	Sept (09)	2020	0

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.

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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
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
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 4

Section III - Action Plan

Copy Goal # 4, which you listed in Section II by responding "Yes" to Question 4, and respond to all questions below.

1. Goal #4

Southern Cayuga's fourth goal is to replace the existing analogue security cameras, along with the DVR server. A new system was installed in the summer of 2019 which includes 55 cameras and a new server. The district will utilize SSBA funding to expand the surveillance system to include a second DVR server in order to accommodate an additional 20 cameras.

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)

- | | |
|---|--|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All students <input checked="" type="checkbox"/> Pre-K-2 <input checked="" type="checkbox"/> Grades 3-5/6 <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> ELL/MLLs | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Migrant students <input checked="" type="checkbox"/> Homeless students <input checked="" type="checkbox"/> Economically disadvantaged students <input checked="" type="checkbox"/> Students between the ages of 18-21 <input checked="" 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 #4 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	<p>Planning</p> <p>The SCCS Tech Working Group (TWG) worked with vendor, Day Automation, to review the deployment of security cameras and projected need. The review process also included working with our SRO to determine ideal locations for mounting and viewing cameras. Recent upgrades included installing digital cameras with greater capacity, the elimination of the analogue system, and installation of a new DVR. As we move ahead, the district will</p>	Director of Technology	N/A	Sept (09)	2019	0

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III. Action Plan - Goal 4

	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
		purchase a second DVR server as we are already at capacity with the first server, along with an additional 20 cameras. The TWG is a core team of district leaders, principals, teachers, and staff that meet regularly to discuss need, action planning, and solutions.					
Action Step 2	Budgeting	Develop budget to secure required equipment. Process includes contacting vendors to determine estimated costs for equipment. Submit SSBA investment plan to NYSED once the updated district technology update plan has been approved.	Director of Technology	N/A	Sept (09)	2019	0
Action Step 3	Purchasing	Upon approval of SSBA investment plan, purchase required equipment for 2019-2020 for immediate installation.	Director of Technology	N/A	May (05)	2020	46,000
Action Step 4	Implementation	Inventory and deploy equipment when received. Adjust cameras as needed.	Director of Technology	N/A	June (06)	2020	0

5. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

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III. Action Plan - Goal 4

	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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
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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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 district plan for technology in the classroom includes a number of technologies to support 21st century learning in a collaborative environment, specifically through the use of interactive projection systems. 1:1 initiatives to get technology in the hands of the students, anytime access to lesson and curricular materials, and moderating/monitoring formative assessment tools for teachers. Teachers will have the ability to track progress and encourage collaborative contribution in an all-inclusive classroom setting with sustainable state-of-the-art instructional technologies.

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.

The needs of students with disabilities are met through the use of technology available to each student within a classroom. Individual assessments are applied and customized to ensure students with disabilities flourish in an all-inclusive classroom environment. Supporting technologies and resources are provided to meet daily curriculum objectives while considering any additional needs that may require additional learning tools albeit technology related hardware or software. The equipment supports multiple learning modalities, anytime access of lesson and curricular materials from home and school, and allows students to progress and review materials at their own pace.

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)

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.

- | | |
|--|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom <input checked="" type="checkbox"/> Research, writing and technology in a digital world <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Using technology to increase options for students with disabilities to demonstrate their knowledge and skills <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology <input checked="" type="checkbox"/> Electronic communication and collaboration <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world <input type="checkbox"/> Other (please identify in Question 4a, below) |
|--|---|

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IV. NYSED Initiatives Alignment

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)

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.

Yes

6a. If Yes, check one.

In the 5 most spoken languages in the district

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

(No Response)

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

2018-2021 Instructional Technology Plan Update - 2019 Optional Tech Plan UpdateIV. NYSED Initiatives Alignment

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	1.00
Instructional support	1.00
Technical Support	1.00
Totals:	3.00

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	108,950	One-Time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <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	Network and Infrastructure	N/A	46,000	One-Time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools	N/A

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V. Administrative Management 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."
					<input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	N/A	N/A	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	N/A
4	N/A	N/A	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	N/A
Totals:			154,950			

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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?

Yes

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.

http://www.southerncayuga.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.

Mike Fall, Director of Technology

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.

Mike Fall, Director of Technology

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 upload the policy.

10a. Please upload the district's Internet Safety Policy.

Policy 8271.pdf
SCCS Policy Book Updated June~2018.pdf

11. Does the district have a Cyberbullying Policy?

Yes, and I will upload the policy.

2018-2021 Instructional Technology Plan Update - 2019 Optional Tech Plan Update**V. Administrative Management Plan**

11a. Please upload the district's Cyberbullying Policy.

cyber bullying policy.pdf
SCCS Policy Book Updated June-2018.pdf

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?

2014

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

<http://www.southern cayuga.org/789>

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

Yes, and I will upload the policy.

13a. Please upload the policy that addresses the district's planned response to an information breach.

7244.pdf

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

<http://www.southern cayuga.org/tfiles/folder894/TP%202018%2D21%2Epdf>

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 checked="" 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.	Mike Fall	Director of Technology	fallm@southerncayuga.org	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" 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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VI - Sharing Innovative Educational Technology Programs

	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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VI - Sharing Innovative Educational Technology Programs

	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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VI - Sharing Innovative Educational Technology Programs

	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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