

# Schenectady City School District

108 Education Drive  
Schenectady, NY 12303-1238



## ◆ BOARD OF EDUCATION

John Foley, President   Mark Snyder, Vice President

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### I. District LEA Information

Schenectady City School District

Aaron Bochniak, Ed. D.

District Director of Planning and Accountability/Chief Information Officer

108 Education Drive

Schenectady, NY 12303

518-881-3405

### II. Strategic Technology Planning

a. Overall District Mission:

Race, economics and disability will not serve as predictors for student achievement.

b. Vision:

Schenectady City School District believes technology is a tool for learning that is student-centered and empowers teachers to meet the curricular needs of all students.

Therefore, every classroom will be equipped with diverse technologies to support teaching and learning. Every teacher will be knowledgeable and skilled in using technology as an integral part of instruction. District and school staff will use technology to effectively help students attain high standards that prepare them for college and career.

c. Goals:

i. **Digital Equity:**

SCSD will implement and sustain a robust, secure network to ensure sufficient, reliable, high-speed connectivity to students and staff centered around the Cisco Meraki product suite by updating every school's building network and wireless infrastructure. This refresh will provide stable ground to build upon for enhanced classroom technology and an increased device count to staff and students. The expected completion date for such an upgrade is June, 2019.

SCSD will increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences by ensuring that students are having similar technology experiences, regardless of the classroom or teacher. This will be done through culturally relevant, curriculum-based technology projects that measure continuous development of technology skills and usage of technology to problem solve. Standard technology that supports this target within the classroom includes: digital document cameras, interactive projectors, Windows-based computers

and a teacher-assigned Chromebook. The expected completion date for such an upgrade is June 2020, pending the approval of the districts Smart Schools Bond Act.

Through evaluation of District digital curriculum, tools and device types, SCSD will expand its distribution of individual student Chromebooks to 1:1 to conclude in September of 2020. For the first 3-year plan, these devices will be hosted and maintained within the schools. The next 3-year plan will see the District implement a take-home program which includes procedures to ensure acceptable use policies are being met and student online safety is achieved at the highest levels possible. Similar to the standard classroom experience referenced in the previous paragraph, the ability to implement this initiative to the fullest will be dependent upon funding.

ii. **Digital Age Skills:**

SCSD will provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning.

Students at SCSD will have a strong foundation in technology. This foundation will be supported through the ongoing development of communication, collaboration, and creative thinking skills. The district will explore, pilot, and implement programs to leverage student expertise in the support of students and teachers in the development of their digital age skills. To accomplish this, SCSD will develop a student-led help desk, and embed technology enrichment opportunities that will be extended beyond just the school day. The curriculum for technology will follow those standards as established by the International Society for Technology in Education (ISTE). Integrating the ISTE standards as a part of our grade-level expectations will further allow SCSD to emphasize its partnerships with students, parents and the other key stakeholders in identifying priorities in regard to digital age skills and emerging trends. In order to accomplish this, SCSD will work to further the digital skills that support 21st century learning through the use of technology with both students and faculty. This includes supporting staff to integrate technology-rich solutions into instruction at higher levels of SAMR Model (Substitution, Augmentation, Modification and Redefinition Model). Staff and students will work to evaluate, select and utilize new and existing technology tools.

iii. **Professional Development:**

All staff at SCSD will have opportunities to expand their teaching through the use of technology by being part of a supportive culture of engaging professional development activities. SCSD will provide ongoing professional development opportunities to ensure technology is an integral part of instruction both inside and outside the classroom and increase their pedagogical knowledge surrounding the use of technology as a part of instruction. SCSD will support teachers in making shifts in their pedagogical strategies that allow students to be leaders of their learning. This will allow the use of technology in ways that can support the mission and goals of the district. SCSD will work tirelessly to provide the professional development, training,

and support to students, teachers and parents that supports this vision. This will be enacted through a phased process over the course of three years.

In the first phase, the goal is to increase awareness of the functionalities of the tools available, while beginning to build the training and support structure to help with continued integration of technology. The second phase is dedicated to building capacity to support teachers in their ongoing modification, redefinition and use of instructional technology through the development of a core group of instructional technology professional developers. The third phase focuses on increasing the reach and depth of instructional technology integration that empowers both teachers and students to be technological leaders on a daily basis.

d. Planning Process:

A steering committee was developed to research and formulate a technology plan. This group was responsible for identifying the mission, vision, and direction to contribute to this overall plan. Over the course of several months, the assembled group discussed the devices, skills, and professional development needed to provide an effective, equitable and technology-rich experience for any student in the district. The technology plan was developed with stakeholders including teachers and administrators who provided feedback before this plan was put in front of the SCSD Board of Education for review and approval. The plan was then posted for public review to receive further feedback from stakeholders. This plan is part of the district's strategic planning, making it an ongoing process.

e. Professional Development:

Professional development within this plan has been outlined in such a way so that it will be facilitated throughout the district as a multi-year, multi-prescriptive approach. A baseline will be established initially by surveying teachers and evaluating current levels of equipment and integration. From there, the district will develop a plan that will allow for the influx of new technology and changes in technological advances in response to teacher and student needs. All professional development efforts will be in effort to advance technology integration and ultimately enhance and accentuate student learning. In addition, professional development, in and of itself, has been called out as a major priority within this plan and is interwoven throughout.

f. Measurement and Evaluation

SCSD will work to utilize a platform such as BrightBytes Clarity to provide insight and analytics into the successful integration of instructional technology as outlined in this plan which is also aligned to the ISTE standards. As it pertains to teachers in particular, SCSD utilizes the NYSUT Teacher Practice Rubric to evaluate and capture the growth and areas of improvement necessary for teachers. As a result, specific to the integration and effective use of

technology, the following elements will be monitored as a district for both formal and informal evaluations:

I.6 Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

II.6 Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

III.4 Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.

III.5 Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

IV.4 Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.

VI.1 Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

VII.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

### III. Action Plan

### 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.**

Our district will ensure equitable access to technology for all students. This includes similar technology experiences for all students and the professional development for staff to acquire and integrate digital age skills into their pedagogical practices. This allows for the development of a digital-age curriculum for the entire PK-12 spectrum, and a cycle of evaluation that informs continuous improvement of those skills which in return order support rigorous academic standards attainment and performance improvement for students through instructional 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.**

Our district differentiates instruction for all students by using technology to dynamically diagnose individual student needs and assess student proficiency. Technology is used as a tool, for students with disabilities, to provide additional access to key content, provide a variety of

options for students to demonstrate knowledge and skill, as well as assess their learning of core competencies in the general curriculum.

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

- Class lesson plans, materials, and assignment instructions are available to students and families for “anytime, anywhere” access (such as through 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.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.

**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.**

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Enhancing children's vocabulary development with technology
- Reading strategies through technology for students with disabilities
- Choosing assistive technology for instructional purposes in the special education classroom
- Using technology to differentiate instruction in the special education classroom
- Using technology to increase options for students with disabilities to demonstrate their knowledge and skills
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students with disabilities to connect with the world

**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?**

- 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.
- 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.

**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.**

Schenectady City School District actively works to develop and adapt its English as a New Language Program to meet the diverse needs of ELL students. The district must work to provide this same level of commitment to ELL students as it pertains to Instructional Technology -- especially in regard to the number of native languages of students and their families.

**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.**

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Writing and technology workshop for teachers
- Enhancing children's vocabulary development with technology
- Writer's workshop in the Bilingual classroom
- Reading strategies for English Language Learners
- Moving from learning letters to learning to read
- The power of technology to support language acquisition
- Using technology to differentiate instruction in the language classroom
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students connect with the world
- The interactive whiteboard and language learning
- Use camera for documentation

**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.

**V. Administrative Management Plan**

1. Staff

<u>Title</u>	<u>Full Time Equivalent</u>
District Technology Leadership	2.0
Instructional Support	12.0
District Support	12.0

2. Investment Plan

Anticipated Item or Service	If You Chose “Other” Anticipated Item or Service in the Column to the left, please identify here. Otherwise 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 sources in the column to the left, please identify here. Otherwise, please write “N/A”.

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.

Yes

<http://www.schenectady.k12.ny.us>

5. Please indicate whether the district has assigned a specific person with responsibility for Information Security.

Yes - District Director of Planning and Accountability

6. Please indicate whether the district has assigned a specific person with responsibility for Information Privacy.

Yes - District Director of Planning and Accountability

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 /or privacy audit has been performed: Options: Once, Yearly, Every Two Years, Every years, Irregularly/Sporadically.

Sporadically

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

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?

No

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

No

10. Does the district have an Internet Safety Policy?

Choose one: • Yes, and I will upload the policy. • Yes, and I will provide the URL. Please ensure that the URL provided links directly to the policy. • No. The district does not have such a



policy.

Yes

10a. Please upload the district's Internet Safety Policy. Appears if the district answers that they will upload the Cyberbullying Policy.

10b. Please provide the URL to the district's Internet Safety Policy. Appears if the district answers that they will provide the URL.

<http://www.schenectady.k12.ny.us/cms/one.aspx?portalId=412336&pageId=779297>  
and [http://www.schenectady.k12.ny.us/students/student\\_code\\_of\\_conduct](http://www.schenectady.k12.ny.us/students/student_code_of_conduct)

11. Does the district have a Cyberbullying Policy? Choose one: • Yes, and I will upload the policy. • Yes, and I will provide the URL. Please ensure that the URL provided links directly to the policy. • No, the district does not have such a policy.

Yes

11a. Please upload the district's Cyberbullying Policy. Appears if the district answers that they will upload the Cyberbullying Policy.

11b. Please provide the URL to the district's Cyberbullying Policy. Appears if the district answers that they will provide the URL.

<http://www.schenectady.k12.ny.us/cms/one.aspx?portalId=412336&pageId=779297>  
and  
[http://www.schenectady.k12.ny.us/students/student\\_code\\_of\\_conduct](http://www.schenectady.k12.ny.us/students/student_code_of_conduct)

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

Yes

Choose one:

• Yes, and I will provide the URL for the Parents' Bill of Rights for Data Privacy and Security. Please ensure that the URL provided links directly to the policy.

<http://www.schenectady.k12.ny.us/common/pages/DisplayFile.aspx?itemId=628755>

• Yes, the district does have a Parents' Bill of Rights for Data Privacy and Security, but it is not posted online. I will upload it.

• No, the district does not have a 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? Appears if the district chooses to provide the URL. May choose 2014 through 2021. The option to choose dates in the future is provided in case the district decides to update the plan at a later date when the Bill of Rights has been posted.

12b. Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security. Appears if the district answers yes, they will provide the URL. Please ensure that the URL provided links directly to the policy.

12c. Please upload the district's Parents' Bill of Rights for Data Privacy and Security. Appears if the district answers that they will upload the Parents' Bill of Rights.

12d. What year was the Parents' Bill of Rights for Data Privacy and Security policy first made available to the public? Appears if the district answers that they will upload the Parents' Bill of Rights.

13. Does the district have an information breach policy that addresses the district's planned response to an information breach? Choose one: • Yes, and I will upload the policy. • Yes, and I will provide the URL to the policy. Please ensure that the URL provided links directly to the policy. • No, the district does not have such a policy.

Yes

13a. Please upload the policy that addresses the district's planned response to an information breach. Appears if the district states that they will upload the policy.

13b. Please provide the URL to the policy that addresses the district's planned response to an information breach. Appears if the district states that they will provide the URL.

<https://www.boarddocs.com/ny/schenectady/Board.nsf/Public/#5672>

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

[http://www.schenectady.k12.ny.us/UserFiles/Servers/Server\\_412252/Image/TechnologyPlan.pdf](http://www.schenectady.k12.ny.us/UserFiles/Servers/Server_412252/Image/TechnologyPlan.pdf)

VI. Sharing Innovative Educational Technology Program (optional): An opportunity to share the district's innovative projects and practices with other districts.