

I. District LEA Information

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

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

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II. Strategic Technology Planning

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1. What is the overall district mission?

Hartford Central School, a community of educators, students, parents, and friends, dedicated itself to developing citizens who are productive and compassionate, and who, through their creativity and responsibility, will be assets to the greater community.

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

The Hartford Central School District has adopted three district-wide goals, which were approved and supported by the Board of Education. The second goal is specifically related to instructional technology:

- The Hartford Central School District will ensure that technology is used to support instructional goals and students will be proficient at using technology tools for information gathering, processing, and knowledge construction.

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

The development of the overall instructional technology goals were developed through the district's shared decision making committee. This committee included members from the district administration, building principals, faculty members, and parents. The group began by reviewing the 2022-2025 Instructional Technology Plan Information and Guidance document to inform us of the changes to the tech plan requirements. We then examined each goal and action step. The group discussed progress, barriers, evaluation data and discussed how events like covid changed the focus of the plan. We outlined "next steps" for goals and actions determined to still be relevant/ important. We reviewed the connection of these goals to the state initiatives, district strategic curriculum planning, the smart school investment plan, and the results of the NIST evaluation. All of these plans have influenced the development of this plan and are described in each section.

Once the overall goals were revised to reflect the progress and events of the past three years, a smaller committee consisting of the Superintendent, Building Principals, and faculty representatives used available data to develop "targets" for each goal. These targets have been adopted as the goals that will drive the instructional technology vision.

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

The goals identified in the technology plan align with state initiatives. These are broad, high reaching goals. We identified the need for equity, student achievement and engagement through the seamless use of technology, and a strong school to community connection. Because of the breadth of these goals and the targets are moving, these goals and many action steps are still relevant and we will continue to monitor/ assess, adjust/revise the steps and focus, and improve. We also established new action steps which built upon those areas of success, and revised/ fine tuned those steps that were not completed to reflect our current reality.

II. Strategic Technology Planning

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

As our focus was equity, student achievement and engagement, and a strong community connection, Covid had a significant impact on our school, goals, and actions.

The district had been moving toward a 1:1 model which became expedited. We embraced a hybrid learning model with instruction being split between in-person and virtual. Shared carts were taken apart and devices were assigned to each student. Scheduling and room re-assignment were necessary to meet the directives from the local, state, and federal guidelines. The district entered a lease agreement for chromebooks ahead of schedule to ensure the arrival of devices that were to replace those at end of support as lead times were long for delivery due to production and shipping issues. We deployed a new inventory system to track devices and improve workflow and troubleshooting.

We polled families about broadband access and expedited an order for Mifis that students could use at home. Many homes in the town and surrounding areas simply did not have broadband access as there was no fiber or copper to connect to. Some of these homes were not located in areas where the mifis would function. The school applied for and received a grant for exterior access points and purchased equipment that would allow internet access at the local courthouse for students and in parking lots surrounding the school.

We analyzed our bandwidth and increased it to improve performance and access. The school deployed software that would filter chromebooks off campus.

School staff were provided training on a variety of tools, including Google Classroom, to provide a structured virtual environment for collaboration/ instruction with and between students. These were recorded and offered through the PDP portal as resources.

Temperature scanners and a digital attestation form were purchased and implemented.

We upgraded our phone system to VoIP for greater functionality and communication with the community. We also began utilizing the school website and call system to keep the community informed of events and changes. We utilized funds through the ECF grant to supply teachers and staff with laptops for remote work. We transitioned to digital meetings, including staff, board, and community and parent conferences and forums, allowing us to gather feedback and input on planning. We began broadcasting school events more such as graduations, athletic events, and open house. We integrated Edlaw 2D vetting, policy, and procedures to keep student data secure.

6. Is your district currently fully 1:1?

Yes

7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.

The district's Instructional Technology Committee meets monthly to review and discuss instructional technology. As part of these discussions the committee members review any available data to determine if any progress had been made toward achieving the approved instructional technology goal and the corresponding targets.

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III. Goal Attainment

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Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.

The district has met this goal:

Significantly

2. Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.

The district has met this goal:

Significantly

3. Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.

The district has met this goal:

Fully

4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

The district has met this goal:

Fully

5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.

The district has met this goal:

Significantly

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Improve student academic achievement through the use of technology.

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

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

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

- ☒ All students
- ☐ Early Learning (Pre-K -3)
- ☐ Elementary/intermediate
- ☐ Middle School
- ☐ High School
- ☐ Students with Disabilities
- ☐ English Language Learners
- ☐ Students who are migratory or seasonal farmworkers, or children of such workers
- ☐ Students experiencing homelessness and/or housing insecurity

4. Additional Target Population(s). Check all that apply.

- ☐ Teachers/Teacher Aides
- ☐ Administrators
- ☐ Parents/Guardians/Families/School Community
- ☐ Technology Integration Specialists
- ☐ Other
- ☐ Economically disadvantaged students
- ☐ Students between the ages of 18-21
- ☐ Students who are targeted for dropout prevention or credit recovery

programs

☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence

☐ Students who do not have internet access at their place of residence

☐ Students in foster care

☐ Students in juvenile justice system settings ☐ Vulnerable

populations/vulnerable students ☐ Other (please identify in Question

3a, below)

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

Goal number one focuses on improving student achievement through instructional technology. This is an ongoing/fluid goal. The district will continue to provide professional development for staff through BOCES Model Schools and lead teachers. These PD offerings will work to expand knowledge and adoption of the SAMR model. Additionally, twice per year, all staff will continue to be asked to complete a survey designed to identify proficiency in select initiatives, tools, and methods of technology use and integration. The survey will also include cybersecurity and data privacy questions. This survey will allow lead teachers and BOCES trainers to customize learning. Each professional development offering will include an "exit ticket" style of evaluation to help identify staff that would like follow up/ individual training. The tech committee will also meet monthly to review PD and other technology needs.

6. List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

Action Step	Action	Step - Description Responsible	Stakeholder: 'Other' Responsible	Stakeholder Anticipated	date of completion Anticipated Cost
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Action Step 1 Collaborative Helping students, Superintendent N/A 06/30/2022 20,000 07/19/2022 09:13 AM Page 5 of 26

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IV. Action Plan - Goal 1

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Action Step	Action	Step - Description Responsible	Stakeholder: 'Other' Responsible	Stakeholder Anticipated	date of completion Anticipated Cost
				resources and collaboration tools. School Website G suite for education (drive, classroom, Meet, sites, groups, etc.) ent 025	
		n teachers, and parents interact, anytime and anywhere through the use of digital			

	phonetic awareness, vocabulary development, reading comprehension, and spelling.			
Action Step 4	Curriculum	Superintendent		
	Continue to evaluate and utilize mathematics software, particularly programs that promote			N/A 06/30/2025 15,000 20,000
Action Step 2	Curriculum	Utilize experimentation and technology to provide equitable access to resources and as an extension/enhancement for the students with special needs.		
	problem solving, enabling students to embrace key mathematical concepts that are otherwise difficult to grasp.	Superintendent		
Action Step 3	Curriculum		N/A 06/30/2025	
	Continue to evaluate and utilize software that supports the acquisition of early literacy skills, including	7. This question is optional. Superintendent		20,000
			N/A 06/30/2025	

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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IV. Action Plan - Goal 1

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Action Step	Action	Step - Description Responsible Stakeholder:	"Other" Responsible Stakeholder Anticipated	date of completion Anticipated Cost
Action Step 5	Curriculum	scientific visualization tools have been shown to result in students' increased understanding of core concepts. Superintendent		
	Continue to evaluate and utilize scientific simulations, digital/ hybrid learning platforms, and		N/A 06/30/2025 15,000	

				(No Response) (No
Action Step 7	(No Response)	(No Response)	(No Response)	
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)
	(No Response)	(No Response)	(No Response)	
	(No Response)	(No Response)	(No Response)	
Action Step 6	(No Response)	(No Response)	(No Response)	

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Ensure that all educational buildings have the capacity, infrastructure, staffing, and equipment to meet academic and business needs for effective and efficient operations.

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

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). Check all that apply.

- ☐ All students
- ☐ Early Learning (Pre-K -3)
- ☐ Elementary/intermediate
- ☐ Middle School
- ☐ High School
- ☐ Students with Disabilities
- ☐ English Language Learners
- ☐ Students who are migratory or seasonal farmworkers, or children of such workers
- ☐ Students experiencing homelessness and/or housing insecurity

4. Additional Target Population(s). Check all that apply.

- ☐ Teachers/Teacher Aides
- ☐ Administrators
- ☐ Parents/Guardians/Families/School Community
- ☐ Technology Integration Specialists
- ☐ Other
- ☐ Economically disadvantaged students
- ☐ Students between the ages of 18-21
- ☐ Students who are targeted for dropout prevention or credit recovery programs

- ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- ☐ Students who do not have internet access at their place of residence
- ☐ Students in foster care
- ☐ Students in juvenile justice system settings
- ☐ Vulnerable populations/vulnerable students
- ☐ Other (please identify in Question 3a, below)

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

Goal evaluation will be ongoing and through multiple methods. Each goal was developed to be fluid and adaptive. Goal #1 is largely dependent on the hardware/ software audit results with ongoing monitoring and feedback. The audit has provided a clearly defined status of technology. The district has implemented a series of tools for virtual learning, inventory, and some monitoring, but still needs to implement better tools to provide live data on devices and network performance. Ongoing evaluation of goal #1 will be necessary to ensure effective and efficient academic and business operations.

6. List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

Action Step	Action	Step - Description	Responsible Stakeholder:	Stakeholder	Anticipated date of completion	Anticipated Cost
		assess technology status for proactive replacement	Superintendent		025	
Action Step 1	Evaluation Continually	N/A	06/30/20			

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IV. Action Plan - Goal 2

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Action Step	Action	Step - Description	Responsible Stakeholder:	Stakeholder	Anticipated date of completion	Anticipated Cost
		and anticipated need. Develop/revise the sustainable replacement/ upgrade plan for infrastructure and all instructional technology based on ongoing technology assessment.	Superintendent		N/A	06/30/2025
Action Step 2	Planning	Infrastructure	ongoing technology assessment. Including local funds, BOCES	Superintendent	N/A	06/30/2025
		Utilize multiple funding sources to revise/update infrastructure and all instructional technology based on	Coser and aid, categorical aid, e-rate, grants, and smart schools funding.		400,000	
Action Step 3						

multiple funding sources to

7. This question is optional.

maintain/update software for infrastructure and all instructional technology based on ongoing technology assessment. Including local funds, BOCES Coser and aid, and categorical aid.

Superintendent
N/A 06/30/2025
200,000

Action Step 4 Budgeting Utilize

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	Action	Step - Description Responsible	Stakeholder: "Other" Responsible	Stakeholder Anticipated	date of completion Anticipated Cost
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Action Step 5 (No (No Response) (No (No Response) (No (No Response) 07/19/2022 09:13 AM Page 9 of 26

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Action Step	Action	Step - Description Responsible	Stakeholder: "Other" Responsible	Stakeholder Anticipated	date of completion Anticipated Cost
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Response) Response) 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. Action Plan - Goal 3

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1. Enter Goal 3 below:

Ensure that all educators are proficient in the use and integration of technology.

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

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

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

- | | |
|--|--|
| <input type="checkbox"/> All students | <input type="checkbox"/> Elementary/intermediate |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Middle School |

- ☐ High School
- ☐ Students with Disabilities
- ☐ English Language Learners
- ☐ Students who are migratory or seasonal farmworkers, or children of such workers
- ☐ Students experiencing homelessness and/or housing insecurity

- ☐ Technology Integration Specialists
- ☐ Other
- ☐ Economically disadvantaged students
- ☐ Students between the ages of 18-21
- ☐ Students who are targeted for dropout prevention or credit recovery programs
- ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- ☐ Students who do not have internet access at their place of residence
- ☐ Students in foster care
- ☐ Students in juvenile justice system settings
- ☐ Vulnerable populations/vulnerable students
- ☐ Other (please identify in Question 3a, below)

4. Additional Target Population(s). Check all that apply.

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

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

The district will continue to provide professional development for staff through BOCES Model Schools and lead teachers. These PD offerings will work to expand knowledge and adoption of the NYS Computer Science & Digital Fluency & revised district standards. Additionally, twice per year, all staff will continue to be asked to complete a survey designed to identify proficiency in select initiatives, tools, and methods of technology use and integration. The survey will also include cybersecurity and data privacy questions. This survey will allow administrators, lead teachers and BOCES trainers to customize learning. Each professional development offering will include an "exit ticket" style of evaluation to help identify staff that would like follow up/ individual training. The shared decision making team will also meet monthly to review PD and other technology needs.

6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

Action Step	Action	Step - Description	Stakeholder: Responsible	Stakeholder: Anticipated	date of completion	Anticipated Cost
		and district curriculum/standards Superintendent				
		N/A 06/30/2025				
Action Step 1	Evaluation	Evaluate				

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IV. Action Plan - Goal 3

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Action Step	Action	Step - Description	Fluency Standards. Responsible	Stakeholder: Responsible	Anticipated date of completion	Anticipated Cost
		with NYS Computer Science & Digital				

curriculum/standards
with NYS Computer
Science & Digital
Fluency Standards.
Superintendent

N/A 12/29/2023

Action Step 2 Curriculum Align district

Superintendent
N/A 06/30/2025

Further develop new
technology
instructional
methodology that
incorporates
NYS/district standards
and innovative use of
instructional spaces/
tools.

7. This question is optional.

Action Step 3 Collaboration 025

Continue to utilize district
staff tech leaders to develop
best practice in instructional
education.

Superintendent
N/A 06/30/2025
30,000

Action Step 4 Curriculum

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	Action	Step - Description Responsible	Stakeholder: "Other" Responsible	Stakeholder Anticipated	date of completion Anticipated Cost
			(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 5	(No Response)		(No Response)		
		(No Response) (No Response)	(No Response) (No Response)		
Action Step 6	(No Response)		(No Response)		
		(No Response) (No Response)			
Action Step 8	(No Response)	(No Response)	(No Response)		

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IV. Action Plan - Goal 3

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Action Step	Action	Step - Description Responsible	Stakeholder: "Other" Responsible	Stakeholder Anticipated	date of completion Anticipated Cost
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Response) Response) Response)
nse)

8. Would you like to list a fourth goal?

No

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V. NYSED Initiatives Alignment

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

The District Technology Plan is viewed as being a living document by key stakeholders within the school community. This plan focuses on evaluating, developing, supporting, and enhancing technology instruction not in isolation, but by connecting to the district strategic and professional development plans. The main goal of the District's Technology Plan is to have a positive impact on student achievement, by enhancing, personalizing and strengthening student information and communication technology (ICT) skills. The goals were created to target access to technology and resources, enhance student achievement through integration, provide rich and sustained professional development, and employ on-going evaluation to adjust the plan to be as successful as possible.

The shared decision making team will analyze technology needs in educational materials, software, and hardware and district systems/network options. The team will keep a close eye on infusing the district standards with the NYS CS&DF standards to ensure that all students have the 21st Century Technology Skills needed to compete in today's ever changing global society.

2. Explain the strategies the district plans to implement to address the need to provide equitable learning “everywhere, all the time” (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.

All of the district's technology goals align to meet this objective. The district will continually evaluate infrastructure and student and community access to technology and resources. Through audits, surveys, community forums, events, digital communication, and various data gathered (participation, exit surveys, requests, social media interaction, ect.) the district will continuously adjust the action steps for all three goals to support equitable learning.

3. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.

The district believes that technology should be used to lead the way in which teaching and learning is improved within the district. The use of instructional technology changes the structure of the classroom as we move from the traditional lecture style of teaching to a more interactive approach. Through the use of technology, the teacher becomes more of a facilitator who helps guide the students, which will allow the district to maintain, and further develop, an environment that is conducive to teacher exploration and the use of the computer technology for the purpose of supporting student learning and completing I.E.P.s for students. The mission is to assist with providing every student with the opportunity to utilize hardware, software, and network resources to support and enhance learning in the least restrictive environment. The district has worked with our CSE Office to review classroom technology equipment and to determine which innovations will allow for the effective use of technology specific to each student. Through these conversations, the district is committed to ensuring that those students with disabilities will have equal access to the purchased learning devices. To that end, and in accordance with the district's core beliefs for educational technology, we believe that the use of technology allows for greater engagement and increased learning, technology supports differentiated instruction and learning, and active participation and contributions to the learning process, project based learning and inquiry all increase through technology. In addition, all E.L.L. students will have equitable access to all purchased learning devices.

4. How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- ☐ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ☐ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☐ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☐ Assistive technology is utilized.
- ☐ Technology is used to increase options for students to demonstrate knowledge and skill.
- ☐ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (please identify in Question 4a, below)

5. Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- | | |
|--|---|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Reading strategies through technology for students with disabilities | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input 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 type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 5a, below) |

6. How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- ☐ 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 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 6a, below)

7. The district's Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

7b. If 'Other' was selected in 7a, above, please explain here.

(No Response)

V. NYSED Initiatives Alignment

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- 8. Please select the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- | | |
|--|--|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | language classroom |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Writing and technology workshop for teachers <input type="checkbox"/> | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| Enhancing children's vocabulary development with technology | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom <input type="checkbox"/> | <input type="checkbox"/> Web authoring tools |
| Reading strategies for English Language Learners <input type="checkbox"/> | <input type="checkbox"/> Helping students connect with the world <input type="checkbox"/> The interactive whiteboard and language learning <input type="checkbox"/> Use camera for documentation |
| Moving from learning letters to learning to read <input type="checkbox"/> | <input type="checkbox"/> Other (please identify in Question 8a, below) |
| The power of technology to support language acquisition | |
| <input type="checkbox"/> Using technology to differentiate instruction in the | |

V. NYSED Initiatives Alignment

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9. How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- | | | |
|--|--|---|
| <input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | effectively and/evaluate their needs. |
| <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input type="checkbox"/> Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate | <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. |
| <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in person/enrollment. | | <input type="checkbox"/> Provide/students/experiencing |
| <input type="checkbox"/> Set enrollment forms to | | |

- | | | |
|---|---|---|
| <p>homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. <input type="checkbox"/> Replace devices that are damaged or stolen/as needed. <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. <input type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. | <ul style="list-style-type: none"> <input type="checkbox"/> Have/resources/available to/get/families and students step by-step instructions on how to/set up and/use/their districts Learning Management System or website. <input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/ <input type="checkbox"/> 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. <input type="checkbox"/> Conduct regular educational check ins with all students experiencing | <p>homelessness and/or housing insecurity and secure any help needed to keep up with course work.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ <input type="checkbox"/> Provide online mentoring programs. <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. <input type="checkbox"/> Offer a technology/support hotline during flexible hours. <input type="checkbox"/> Make sure technology/support is offered in multiple languages. <input type="checkbox"/> Other (Please identify in Question 9a, below) |
|---|---|---|

environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- ☐ a) 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.
- ☐ b) The district uses instructional technology to facilitate classroom projects that involve the community.
- ☐ c) 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.
- ☐ d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- ☐ e) 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.
- ☐ f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups. ☐ g) Other (please identify in Question 10a, below)

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email

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VI. Administrative Management Plan

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1. Staff Plan

Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

District Technology Leadership 0.10

Full-time Equivalent (FTE)

Instructional Support 0.20

Technical Support 1.00

Totals: 1.30

2. Investment Plan

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

Provide a three-year investment plan to support the vision in Section II and goals in Section IV. A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question. All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

Anticipated Item or	Service "Other" Anticipated Item or Service	Estimated Cost Is Cost Potential Funding One-time, Annual, or Both?	Source "Other" Funding
¹ End User Computing Devices		<input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A <input type="checkbox"/> N/A 30,000 Annual BOCES Co	

² Instructional and Administrative Software <input type="checkbox"/> N/A 150,000 Both BOCES Co N/A 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	N/A Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public
--	---

VI. Administrative Management Plan

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Anticipated Item or Service "Other" Anticipated Item or Service	Estimated Cost Is Cost One-time, Annual, or Both? Potential Funding Source Bond	<input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional <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 type="checkbox"/> N/A <input type="checkbox"/> N/A 27,000 Annual BOCES Co	Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A <input type="checkbox"/> N/A 27,000 Annual BOCES Co
--	---	---	---

³ Network and Infrastructure

⁴ Internet Connectivity
☐ N/A 90,000 Both BOCES Co
 N/A
 Ser purchase
☐ District
 Operating
 Budget
☐ District Public
 Bond
☐ E-Rate
☐ Grants

N/A
 Ser purchase
☐ District
 Operating
 Budget
☐ District Public
 Bond
☐ E-Rate
☐ Grants
☐ Instructional Materials Aid

VI. Administrative Management Plan

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Anticipated Item or Service "Other" Anticipated	Item or Service Estimated Cost Is Cost One-time, Annual, or Both? Potential Funding	Source <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 type="checkbox"/> N/A "Other" Funding Source
--	---	--	---	---

Totals: 297,000

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

4. Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.

<https://www.hartfordcsd.org/Page/1183>

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email

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VII. Sharing Innovative Educational Technology Programs

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- 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 topic that is not on the list.**

- | | | |
|--|--|---|
| <input type="checkbox"/> 1:1 Device Program | <input type="checkbox"/> Digital Fluency Standards | <input type="checkbox"/> Personalized Learning |
| <input type="checkbox"/> Active Learning Spaces/Makerspaces | <input type="checkbox"/> Engaging School Community through Technology | <input type="checkbox"/> Policy, Planning, and Leadership |
| <input type="checkbox"/> Blended and/or Flipped Classrooms | <input type="checkbox"/> English Language Learner Instruction and Learning with Technology | <input type="checkbox"/> Professional Development / Professional Learning |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input type="checkbox"/> Infrastructure | <input type="checkbox"/> Special Education Instruction and Learning with Technology |
| <input type="checkbox"/> Data Privacy and Security | <input type="checkbox"/> OER and Digital Content | <input type="checkbox"/> Technology Support |
| <input type="checkbox"/> Digital Equity Initiatives | <input type="checkbox"/> Online Learning | <input type="checkbox"/> Other Topic A |
| | | <input type="checkbox"/> Other Topic B |
| | | <input type="checkbox"/> Other Topic C |

- 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 Email Address Innovative Programs Please ☐

complete all

columns Andrew Cook Superintendent acook@hartfordcsd.org 1:1 Device Program

- ☐ Active Learning Spaces/Makerspaces
- ☐ Blended and/or Flipped Classrooms
- ☐ Culturally Responsive Instruction with Technology
- ☐ Data Privacy and Security
- ☐ Digital Equity Initiatives
- ☐ Digital Fluency Standards
- ☐ Engaging School Community through Technology
- ☐ English Language Learner
- ☐ Instruction and Learning with Technology
- ☐ Infrastructure
- ☐ OER and Digital Content
- ☐ Online Learning
- ☐ Personalized

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VII. Sharing Innovative Educational Technology Programs

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Name of Contact Person Title Email Address Innovative Programs

- ☐ Learning
- ☐ Policy, Planning, and Leadership
- ☐ Professional Development / Professional Learning
- ☐ Special Education Instruction and Learning with Technology
- ☐ Technology Support
- ☐ Other Topic A

- ☐ Other Topic B
☐ 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 to obtain more information about the innovative program(s) at your district.

Name of Contact Person	Title	Email Address	Innovative Programs	Please complete all
columns Jason LaMora	Coordinator for Data Privacy & Network	Technology	and Security	
jlamora@wsweboces.org			<input type="checkbox"/> Digital Equity	
			Initiatives	
<input type="checkbox"/> Active Learning			<input type="checkbox"/> Digital Fluency	
Spaces/Makers			Standards	
paces			<input type="checkbox"/> Engaging	
<input type="checkbox"/> Blended and/or			School	
Flipped			Community	
Classrooms			through	
<input type="checkbox"/> Culturally			Technology	
Responsive			<input type="checkbox"/> English	
Instruction with			Language	
Technology			Learner	
<input type="checkbox"/> Data Privacy			<input type="checkbox"/> Instruction and	

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VII. Sharing Innovative Educational Technology Programs

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Name of Contact Person Title Email Address Innovative Programs

- Learning with
Technology
☐ Infrastructure
☐ OER and Digital
Content
☐ Online Learning
☐ Personalized
Learning
☐ Policy, Planning,
and Leadership
☐ Professional
Development /
Professional
Learning
☐ Special
Education
Instruction and
Learning with
Technology
☐ Technology
Support
☐ Other Topic A
☐ Other Topic B
☐ Other Topic C

Please complete all



columns (No Response) (No Response) (No Response) 1:1 Device Program

- ☐ Active Learning
Spaces/Makers

- ☐ paces
- ☐ Blended and/or Flipped Classrooms
- ☐ Culturally Responsive Instruction with Technology
- ☐ Data Privacy and Security
- ☐ Digital Equity Initiatives
- ☐ Digital Fluency Standards
- ☐ Engaging School Community through Technology
- ☐ English Language Learner
- ☐ Instruction and

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VII. Sharing Innovative Educational Technology Programs

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Name of Contact Person Title Email Address Innovative Programs

- ☐ Learning with Technology
- ☐ Infrastructure
- ☐ OER and Digital Content
- ☐ Online Learning
- ☐ Personalized Learning
- ☐ Policy, Planning, and Leadership
- ☐ Professional Development / Professional Learning
- ☐ Special Education Instruction and Learning with Technology
- ☐ Technology Support
- ☐ Other Topic A
- ☐ Other Topic B
- ☐ Other Topic C

Please complete all

columns (No Response) (No Response) (No Response) 1:1 Device Program



- ☐ Active Learning Spaces/Makers paces

- ☐ Blended and/or Flipped Classrooms
- ☐ Culturally Responsive Instruction with Technology
- ☐ Data Privacy and Security
- ☐ Digital Equity Initiatives
- ☐ Digital Fluency Standards
- ☐ Engaging School Community through Technology
- ☐ English Language Learner
- ☐ Instruction and

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VII. Sharing Innovative Educational Technology Programs

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Name of Contact Person Title Email Address Innovative Programs

- Learning with Technology
- ☐ Infrastructure
- ☐ OER and Digital Content
- ☐ Online Learning
- ☐ Personalized Learning
- ☐ Policy, Planning, and Leadership
- ☐ Professional Development / Professional Learning
- ☐ Special Education
- Instruction and Learning with Technology
- ☐ Technology Support
- ☐ Other Topic A
- ☐ Other Topic B
- ☐ Other Topic C

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