

## CITES Framework Overview, Practices, and Essential Questions

Practice	Overview	Practices	Essential Questions
<b>Leadership</b>	The leadership practices help ensure that access to inclusive technology is built into the decision-making processes at the highest levels of a school district.	<ul style="list-style-type: none"> <li>• <a href="#">Create vision &amp; goals</a></li> <li>• <a href="#">Develop a strategic plan</a></li> <li>• <a href="#">Measure progress</a></li> <li>• <a href="#">Develop a PL system</a></li> <li>• <a href="#">Engage families in leadership</a></li> </ul>	<ul style="list-style-type: none"> <li>• Do various levels of leadership across the district take part in leading, developing, and maintaining vision and goals central to inclusive technology?</li> <li>• Does leadership integrate a professional learning system for all educators and staff based on the individual needs of the students and educators?</li> <li>• Does leadership engage families in the decision-making process for inclusive technology systems?</li> </ul>
<b>Infrastructure</b>	An inclusive technology infrastructure includes safe access to assistive technologies and accessible content to support all students, including those with disabilities.	<ul style="list-style-type: none"> <li>• <a href="#">Personalize learning devices</a></li> <li>• <a href="#">Unify tech decisions</a></li> <li>• <a href="#">Integrate AEM/AT</a></li> <li>• <a href="#">Ensure privacy &amp; security</a></li> <li>• <a href="#">Engage families in infrastructure</a></li> </ul>	<ul style="list-style-type: none"> <li>• Does the district and schools ensure that student privacy and security are a priority and monitored?</li> <li>• Are personalized student learning devices included in infrastructure including the consideration of maintenance, training, and replacement?</li> <li>• Are accessible materials provided to and shared between students, educators, and families?</li> </ul>
<b>Teaching</b>	When districts set expectations for educators to create learner-centered experiences using technology, including accessible educational materials (AEM) and assistive technologies (AT), they <a href="#">meet</a> the needs of all students.	<ul style="list-style-type: none"> <li>• <a href="#">Develop tech competencies</a></li> <li>• <a href="#">Design learner-centered experiences</a></li> <li>• <a href="#">Enhance technology skills</a></li> <li>• <a href="#">Engage families in teaching practices</a></li> </ul>	<ul style="list-style-type: none"> <li>• Are there measurable technology competencies established with embedded growth and networking opportunities for educators?</li> <li>• Does the district provide training opportunities for educators, students, and families in accessible educational materials and assistive technologies?</li> <li>• Does the district provide opportunities for educators to collaborate in the design and delivery of learning experiences through technology?</li> </ul>

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**Learning**

Established district expectations should ensure that all learners use technology to develop agency and autonomy to support the development of self-determined, young adults. This includes agency and autonomy to engage in the workforce and postsecondary education.

- [Learners actively engage](#)
- [Independent choices](#)
- [Empower families to support student learning](#)

- Does the district encourage and prioritize assistive technology, accessible educational materials, and various instructional and educational technologies to individualize and improve student progress?
- Are students provided opportunities, guidance, and training to select, learn, and master technology skills to support accommodations across various settings?
- Does the district provide resources for families and students to take part in learning at home including how to support transition programming (e.g., postsecondary education, employment, and independent living skills)?

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**Assessment**

A comprehensive assessment system that includes accessibility and assistive technology balances multiple assessment approaches to make sure that students, families, educators, and policymakers have sufficient information to make decisions that support individual learners and the educational process.

- [Procure accessible assessment systems](#)
- [Design accessible assessments](#)
- [Collaborate with state testing officials](#)
- [Analyze data for decision making](#)
- [Engage families in assessment practices](#)

- Does the district proactively procure accessible assessment systems to monitor individual student progress?
- Does the district, including schools and educators, design and implement accessible informal and formal assessments?
- Does the district collaborate with state testing officials to ensure accessibility of assessments?
- Does the district use formal and informal assessment data collected from educators, families, and students to drive instructional, programmatic, and systematic decisions?