2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 03/03/2022

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

    Wenwei Hsu

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

    Director of Technology

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1. **What is the overall district mission?**

    The mission of the Port Byron CSD is to prepare each student for a future of fulfillment, purpose, and productive citizenship by providing educational experiences that address their individual interests, social emotional needs and academic goals.

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

    The Port Byron CSD will be a leading educational organization where students are excited to learn, innovation is cultivated, collaboration is fostered, and the community is engaged as an essential partner. Students will be provided with necessary resources to develop the skills they need to succeed in a technology-driven, media-centric, and global society.

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 District Curriculum Council was created in Spring 2022. This group represents a cross-section of teachers and administrators throughout the district. The council convenes once a month to consider areas of the technology and professional development plans. The Board of Education, which is comprised of community members and parents also review the plan on a quarterly basis.

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

    The district is now using a collective group of teachers to review and reflect upon the plan. Our strategic planning process illuminated the fact that our students need opportunities to be innovative, and one way to do this is through the use of the technology we have in the district.

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

    Our plan considers taking technology to the next level. We have been 1:1 for several years prior to the pandemic. We will continue with device purchases for staff and students on a 2 to 3-year replacement cycle. We have also started purchasing higher-end model devices that have better processors, more memories/storages, and higher quality cameras/microphones.
    At the high school level, we rolled out a new LMS (Canvas) during school year 2021-2022 that replaced Google Classroom. The goal is to provide consistent and engaging content to all of our students using a platform that can be easily navigated.
    We are also in the process of rolling out a new communication platform that will streamline and strengthen how the district communicates with our parents and community.

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.**

    Throughout the year we hold "Bite-Sized" PD sessions from 2:30-3:00 for all teachers to come to. These sessions always have a tech piece to them that is aligned to our goals for the district. We also use our monthly faculty meetings to infuse a new technology skill for teachers. Throughout the summer, we will hold sessions for teachers that align to technology initiatives.

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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:

   Fully

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:

   Fully

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:

   Fully

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1. **Enter Goal 1 below:**

Enhance and provide access to digital citizenship lessons for students. Explore and implement computer science and digital fluency learning standards in classroom, makerspace, and library lessons.

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

Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved 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
- ☐ 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
- ☑ Technology Integration Specialists
- ☐ Other

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.**

This goal will be accomplished through many avenues, but will stem from the work of our Director of Curriculum and Instruction and Technology Integration Coach. They will provide professional development on the new standards to staff in order to plan and deliver meaningful lessons in the classroom, library and makerspace. Evidence will be collected by attendance sheets for professional development sessions, teacher sign-ups for coaching from our technology specialist as well as tracking the schedules of makerspace usage, lego kit usage, and digital application usage. We will know that the goal has been accomplished by walkthrough evidence of classroom experiences as well as usage of tools and spaces throughout the building.

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
Action Step 1	Professional Developme	Teachers will receive PD on digital fluency	Curriculum and	Technology Integration Specialist &	06/30/2023	5,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	nt	and computer science standards.	Instruction Leader	Curriculum Council		
Action Step 2	Planning	Planning with teachers and library media specialist, regarding how to implement the standards in their classrooms will take place in 1:1 coaching sessions, team meeting planning meetings and department meetings.	Curriculum and Instruction Leader	Technology Integration Specialist & Curriculum Council	06/30/2024	0
Action Step 3	Implementation	Teachers will implement standards throughout their units across the district.	Curriculum and Instruction Leader	Technology Integration Specialist & Curriculum Council	06/30/2025	0
Action Step 4	N/A	N/A	N/A	N/A	06/30/2021	N/A

7. **This question is optional.**
    If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
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)	(No Response)	(No Response)
Action Step 7	(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)

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1. **Enter Goal 2 below:**

Commit to using technology and understand it is central to how we operate, which includes students' classroom experiences, teacher collaboration, staff access, administrative functions, data collection and standardization and community communication.

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	☐ Economically disadvantaged students
☐ Early Learning (Pre-K -3)	☐ Students between the ages of 18-21
☐ Elementary/intermediate	☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Middle School	
☐ High School	☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students with Disabilities	
☐ English Language Learners	
☐ Students who are migratory or seasonal farmworkers, or children of such workers	☐ Students who do not have internet access at their place of residence
☐ Students experiencing homelessness and/or housing insecurity	☐ 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
☑ Technology Integration Specialists
☐ Other

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.**

This goal will be measured by using the following tools:
1. mClass data (benchmark data - fall, winter, spring)
2. Canvas usage - usage of tools, parent linked accounts (quarterly)
3. Mastery Connect data (fall, winter, spring)
4. Parent Square usage and participation (quarterly)
5. Classlink participation data

Data that is collected will tell the story of how the platform is being used by teachers, parents and students. Data will be compared yearly to show trends over time. The goal will be accomplished when all district platforms are being used with intentionality by consumers.

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.**

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Purchasing	The district will purchase Parent Square	Director of Technology	N/A	06/30/2022	5,000
Action Step 2	Professional Development	PD sessions will be provided for Mastery Connect and Parent Square	Curriculum and Instruction Leader	Technology Integration Specialist & Professional Learning Coach	09/01/2022	5,000
Action Step 3	Communications	Communication will be sent to parents and also communicated during family engagement events regarding linking to their child's Canvas account and also regarding Parent Square.	Superintendent	Building Principals & Director of Curriculum, Instruction and Assessment	09/01/2022	0
Action Step 4	Collaboration	Staff and administration will collaborate around the district platforms to ensure proper usage and integration into classroom lessons.	Curriculum and Instruction Leader	Technology Integration Specialist & Professional Learning Coach	06/30/2025	0

7.   **This question is optional.**
      If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Quarterly evaluations of the classroom technology platforms, data collection software, and parent communication platform will take place in order to ensure proper implementation.	Curriculum and Instruction Leader	Technology Integration Specialist & Professional Learning Coach	06/30/2025	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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

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1. **Enter Goal 3 below:**

Continuous investment into maintaining and upgrading existing network infrastructure in order to support all instructional technology related goals and initiatives.

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

☐ 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
☑ Technology Integration Specialists
☐ Other

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.**

We will utilize network monitoring tools to continously measure and evaluate the network infrastructure's usage and 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	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Evaluate the needs for infrastructure upgrade.	Director of Technology	N/A	01/01/2023	0
Action Step 2	Planning	Design and plan for upgrades determined necessary.	Director of Technology	N/A	03/01/2023	0
Action Step 3	Purchasing	Work with BOCES to	Director of	N/A	05/01/2	100,000

2022-2025 Instructional Technology Plan - 2021

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
		finalize on purchasing for the following year.	Technology		023	
Action Step 4	Implementation	Complete upgrade over the summer for the upcoming school year.	Director of Technology	N/A	08/01/2022	0

7.   **This question is optional.**
       If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
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)	(No Response)	(No Response)
Action Step 7	(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)

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.**

Technology is integrated within all teaching and learning facets throughout our district. Students in all classrooms UPK-12 have a 1:1 device that they bring home with them daily in order to access learning materials. Teachers have established google classrooms and canvas courses for all students in order to house materials for each grade level/course. Students in grades 7-12 use the Canvas LMS to submit all assignments for their courses. Assessments are also delivered using the Canvas Quizzes feature. This coming school year teachers will begin to use Mastery Connect in order to deliver and analyze common benchmark assessments for their courses. This platform integrates with Canvas and all data is accessible using this platform. Teachers in grades UPK-6 use Seesaw and Google Classroom for their LMS. Teachers post lesson materials and assignments for students to access in and out of school.

 Teachers also have access to our Technology Integration Specialist and Professional Learning Coach 3 days a week in order to enhance their use of technology in the classroom. Professional development sessions that incorporate instructional practices tied to technology platforms are built into monthly faculty meetings and also are offered throughout the month from 2:30-3 for all teachers to attend. Professional development topics include use of Makerspace tools, Canvas next steps, Flocabulary, Nearpod, etc.

 Technology is beginning to be used by some teachers to provide multiple pathways to participate in learning. Special education teachers use technology for students to access modified materials, use the text-to-speech and speech-to-text features of their device, and also interact with lesson materials in their own way. Teachers also use the Canvas Mastery Pathways in order to build personalized paths for their students to access the materials they need based on mastery of concepts. Teachers also use centers in their classroom in order to structure learning in a way that incorporates technology into each core content area. This daily practice enables students to become fluent with their devices and applications.

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.**

District has a robust wired/wireless network infrastructure that will be upgraded and maintained continuously. The wireless network covers majority of the areas inside and outside around the whole campus. All of our buses are equipped with SmartBus WiFi solution. We also have a fleet of Verizon mobile hotspots available for those in need of Internet access at home. The mobile solutions (buses and hotspots) are funded through BOCES and/or grants (i.e. ECF funding currently).
We will also continue our support in our 1:1 device program to ensure all students have access to a device in and out of school.

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.**

Students with disabilities are provided with devices and also provided with speech-to-text and text-to-speech software for their device if warranted. Teachers also use Canvas and Google Classroom to post modified materials for students who receive that accommodation. Many special education teachers use Kami to modify classroom materials so that the look of the material matches their peers. Students have access to make video recordings on the platform in order to demonstrate their understanding. Teachers also use the mClass data collection system to progress monitor and collect data on their students with disabilities. Goals are set with students based on these goals. Mastery Pathways in Canvas are also used in order to give students a personalized pathway based on mastery of a skill or concept. Videos of each lesson are also posted in order for students to access them at home or at school. Platforms are used across the district to enhance the classroom learning materials. Some examples are: Khan Academy, iXL, ReadWorks, Seesaw, Edpuzzle, Nearpod, Flocabulary, Zearn, Lightsail.

V. NYSED Initiatives Alignment

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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.**

☑ 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 as a way 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

☐ 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)

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

District currently does not have any ELL students.

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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.**

No

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.**

- ☐ 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
- ☐ Web authoring tools
- ☐ Helping students connect with the world
- ☐ The interactive whiteboard and language learning
- ☐ Use camera for documentation
- ☑ Other (please identify in Question 8a, below)

8a. **If 'Other' was selected in Question 8 above, please explain here.**

District currently does not have any ELL students.

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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.**

☑ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☐ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☑ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☐ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☑ 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 effectively and/evaluate their needs.

☐ 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.

☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

☑ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☐ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☑ 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.

☐ 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.

☑ Class lesson plans, materials, and assignment instructions are available to students and families for

☑ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ 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.

☐ Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.

☑ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☐ Provide online mentoring programs.

☐ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☐ Offer a technology/support hotline during flexible hours.

☐ Make sure technology/support is offered in multiple languages.

☐ Other (Please identify in Question 9a, below)

V. NYSED Initiatives Alignment

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10. **How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- ☑ 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.
- ☐ Other (please identify in Question 10a, below)

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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.

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.60
Technical Support	1.00
Totals:	**2.60**

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 One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Network and Infrastructure	N/A	300,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	End User Computing Devices	N/A	300,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	N/A

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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	"Other" Funding Source
					Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Staffing	N/A	600,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Professional Development	N/A	300,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	N/A

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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	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**1,500,000**			

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?**

   No

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.pbcschools.org/domain/27

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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.**

☑ 1:1 Device Program	☐ Engaging School Community through Technology	☐ Policy, Planning, and Leadership
☐ Active Learning Spaces/Makerspaces	☐ English Language Learner	☑ Professional Development / Professional Learning
☐ Blended and/or Flipped Classrooms	☑ Instruction and Learning with Technology	☐ Special Education Instruction and Learning with Technology
☐ Culturally Responsive Instruction with Technology	☑ Infrastructure	☑ Technology Support
☐ Data Privacy and Security	☐ OER and Digital Content	☐ Other Topic A
☑ Digital Equity Initiatives	☐ Online Learning	☐ Other Topic B
☐ Digital Fluency Standards	☐ Personalized Learning	☐ 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	Wenwei Hsu	Director of Technology	whsu@pbcschools.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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	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	Katie Naples	Director of Curriculum, Instruction, and Assessment	knaples@pbcschools.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

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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/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

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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/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

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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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