

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 11/09/2021

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

Alex Goldberg

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

Director of Technology

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2022-2025 Instructional Technology Plan - 2021II. Strategic Technology Planning

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1. What is the overall district mission?

The mission of the Plainview-Old Bethpage Central School District is to prepare civic-minded students to productively participate in a diverse and ever-changing world as self-directed, confident, curious, respectful and empathetic learners.

We do this by providing the necessary resources and support to:

- create a safe, inclusive environment where all students feel a sense of belonging;
- meet each student's social, emotional, academic, and physical needs; and,
- engage our learning partners in active collaboration and communication.

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

The fundamental vision of the Plainview-Old Bethpage Central School District's use of instructional technology is to support student engagement and achievement so as to improve learning for "all students." Our vision guides the use of instructional technology to support our learning community with the ability to effectively research, manage resources and information, to communicate, to work with systems of technology, to be entrepreneurs and to think critically and creatively solve problems. The work our children do – the data they collect, the ideas they generate, the stories they write, the art they create, the music they compose and perform, the real world problems they solve – will have a profound impact on their future. We accomplish this by extending the uses of technology to enhance our students' educational experiences by introducing new transformative structures of learning through the efficacy of technology; hence, addressing our students' present and future needs while recognizing that the world and technology are rapidly changing. In alignment with our overarching focus on how technology affects the life, education, health and safety of our students in the 21st century - identifying and meeting the diverse needs of students and staff to inform our instructional technology goals is the foundational activity in all technology plan development, budgeting, implementation and seamless curricula integration.

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 districts Instructional Technology plan was created collaboratively through the efforts of the district technology committee over the course of the 21-22 school year. The districts Instructional Technology plan was created collaboratively through the efforts of the district technology committee. The committee is made up of multiple stakeholder groups including parents, teachers, administrators, board members, and other district stakeholders. The committee met four times during the year to review the technology plan, identify new goals and create action steps to meet these goals.

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

The committee reviewed the goals and action steps from our previous plan and revised the goals that were not fully met. The committee reviewed the previous plan, identifying areas where we have met our goals and targets as well as areas that need improvements. Additionally, the committee updated the goals to be current in our new 1:1 environment with a lens looking forward in a post pandemic world.

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

The technology plan considers what our new learning environment looks like with 1:1 devices, remote learning, and a proliferation of digital tools. In response to the pandemic, the district is now fully 1:1 with Chromebooks, all teachers are utilizing digital tools to deliver instruction, and we have increased our network capacity to meet the needs of our digital learners. During the pandemic, we provided teachers and staff with extensive PD on a variety of digital instruction tools based on their instructional areas. The district also established web-based resources to teachers to support their instruction as well. The pandemic afforded the district to become adept with remote and blended learning options, which we have leveraged in-lieu of traditional snow-days. Parents were provided with digital resources on our website, a "support" e-mail account which was then upgraded to a help desk portal which was routed to the appropriate resource.

The technology committee which is composed of parents, teachers, administrators, and other stakeholders carefully considered the impact the pandemic has had on instruction and learning and the impacts it has had on the classroom. These changes are reflected in updates to our goals and action plans.

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 leverages a combination of BOCES Model Schools professional development, vendor based professional development, our Director of K-12 of Art & Digital instruction, and digital coaches to provide professional development to our staff. Through our professional development process, we provide our staff with rich meaningful experiences that align with our district learning goals and targets. We strive for on-going embedded professional development throughout the year to provide our teachers and staff with the knowledge they need to use the technological tools available to them.

Professional development needs are identified and addressed by department chairs, our Director of K-12 Art & Digital Instruction, and our Assistant Superintendent for curriculum. These stakeholders respond to teacher and staff requests as well as develop offerings based on curricula needs and initiatives. We have seen teachers increasing their requests for new and innovative software which is reflective of their success in utilizing new technological tools in their instruction. This is an indicator of the success of the new digital programs and associated professional development being rolled out throughout the district.

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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:

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:

Fully

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IV. Action Plan - Goal 1

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1. **Enter Goal 1 below:**

The district will continue to upgrade its network infrastructure and cybersecurity posture to future proof our network and systems.

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.**

- | | |
|---|--|
| <input checked="" type="checkbox"/> All students | <input checked="" type="checkbox"/> Economically disadvantaged students |
| <input checked="" type="checkbox"/> Early Learning (Pre-K -3) | <input checked="" type="checkbox"/> Students between the ages of 18-21 |
| <input checked="" type="checkbox"/> Elementary/intermediate | <input checked="" type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input checked="" type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input checked="" type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input checked="" type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input checked="" type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input checked="" type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input checked="" type="checkbox"/> Vulnerable populations/vulnerable students |
| <input checked="" type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> 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.**

The district will monitor and assess its utilization of current technology resources, as well as review emerging industry standards. We will also gather feedback from the technology committee and other district stakeholders. Utilizing this feedback will assess any challenges that stakeholders are facing utilizing the network. Additionally, working with a Cybersecurity consultant we will review our district alignment with the NIST-CSF and other relevant industry standards. As part of our network and systems analysis, we identify equipment that is approaching end of supported life and best practices in the industry to identify new and enhanced measures for protecting our environment.

We will use these findings to continue forward planning enhancements to our systems.

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IV. Action Plan - Goal 1

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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	Infrastructure	Continue to upgrade our network firewalls, switches, WAPs, and other infrastructure.	Director of Technology	BOCES Technicians	06/30/2025	2,000,000
Action Step 2	Cybersecurity	Implement NAC and other tools to further secure our network. Identify additional hardware and other tools to protect our network.	Director of Technology	BOCES Technicians	06/30/2025	500,000
Action Step 3	Purchasing	Purchase equipment and software identified as critical to maintaining, upgrading, and protecting our environment.	Director of Technology	BOCES Technicians	06/30/2025	3,000,000
Action Step 4	Infrastructure	Rewire and move network closets.	Director of Technology	BOCES Technicians	06/30/2025	2,000,000

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)

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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 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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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Sustain a robust WiFi enabled student and teacher 1:1 mobile device program to support curricular goals and grade-level needs throughout the district that meet the needs of the future. These mobile devices should support curricular and grade-specific needs, able to support remote instruction, and new technologies such as virtual reality.

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

Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

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

- | | |
|---|---|
| <input type="checkbox"/> All students | <input checked="" type="checkbox"/> Economically disadvantaged students |
| <input checked="" type="checkbox"/> Early Learning (Pre-K -3) | <input checked="" type="checkbox"/> Students between the ages of 18-21 |
| <input checked="" type="checkbox"/> Elementary/intermediate | <input checked="" type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input checked="" type="checkbox"/> Middle School | <input checked="" type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input checked="" type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input checked="" type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input checked="" type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input checked="" type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input checked="" type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> 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.

The district will survey staff to identify tools and resources that they view as critical to supporting instruction. The district will utilize a variety of tools such as Classlink Analytics Plus, Linewize, GoGuardian, and other resources to monitor usage. Programs with low usage, will be identified for enhanced review, and the district will compare current tools in place for overlap or areas where we may need further investment. The district will continue to hold technology committee meetings to review the effectiveness of current tools in place and discuss the needs for additional resources to support learning and instruction.

6. List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must

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IV. Action Plan - Goal 2

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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 current curricular goals and infrastructure to determine what types of devices are needed to meet our requirements.	Curriculum and Instruction Leader	Director of Art and Digital Instruction, Curriculum supervisors, Building Administrators, and parents	12/31/2022	0
Action Step 2	Planning	Based upon our infrastructure and curriculum goals, we need to evaluate what devices we have/what we don't have and plan accordingly to meet those goals.	Director of Technology	District Administrators	02/28/2023	0
Action Step 3	Research	Research needed devices by demoing products with teachers and students.	Director of Technology	Instructional Technology Staff, Teachers, and Administrators	06/30/2023	500,000
Action Step 4	Implementation	Properly deploy new devices within our asset inventory tool and implement devices in the classroom.	Director of Technology	BOCES Technicians, District Administrators	06/30/2025	50,000

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	Professional Development	Provide adequate and appropriate professional development to teachers.	Curriculum and Instruction Leader	Director of Technology, Director of Art and Digital Instruction, BOCES Model Schools,	06/30/2025	50,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
				Teachers		
Action Step 6	Purchasing	Purchase equipment based on findings of stakeholders	Director of Technology	(No Response)	06/30/2025	2,000,000
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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IV. Action Plan - Goal 3

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1. **Enter Goal 3 below:**

Prepare future-ready learners by developing a foundational technology skill set so students can apply technology to innovate, create content, develop critical thinking skills, and collaborate to enhance post-graduate outcomes.

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.**

- | | |
|---|---|
| <input checked="" type="checkbox"/> All students | <input checked="" type="checkbox"/> Economically disadvantaged students |
| <input checked="" type="checkbox"/> Early Learning (Pre-K -3) | <input checked="" type="checkbox"/> Students between the ages of 18-21 |
| <input checked="" type="checkbox"/> Elementary/intermediate | <input checked="" type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input checked="" type="checkbox"/> Middle School | <input checked="" type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input checked="" type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input checked="" type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input checked="" type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input checked="" type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input checked="" type="checkbox"/> Vulnerable populations/vulnerable students |
| <input checked="" type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> 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.**

In order to achieve this goal, the District Director of Art and Digital Instruction will work with district Administrators and teachers to evaluate current programs in place. The director will work with the various stakeholder groups to identify new and innovative programs that can be developed leading to the development of future-ready technology skills. Success in this program can be measured via the adoption of additional programs, increased enrollment in Middle School and High School technology courses, and finally via surveys of current students and graduates to gauge their perceived technology readiness.

6. **List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must**

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IV. Action Plan - Goal 3

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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	Planning	Ensure every POB graduate meets the requirement computer science courses	Curriculum and Instruction Leader	Director of Art and Digital Instruction, District Administrators and Teachers	06/30/2025	0
Action Step 2	Evaluation	Align our practices to Profile of a Graduate	Curriculum and Instruction Leader	Director of Art and Digital Instruction, District Administrators and Teachers	06/30/2025	0
Action Step 3	Curriculum	Identify needs and develop foundational technology skills set	Curriculum and Instruction Leader	Director of Art and Digital Instruction, Director of Technology, District Administrators, Technology Coaches	06/30/2025	0
Action Step 4	Purchasing	Purchase additional software and materials that support developing critical technology skills.	Director of Technology	District Administrators, Business Office, Teachers	06/30/2025	75,000

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	Professional Development	District will provide PD to staff on implementing additional resources in their instruction that supports our goal of creating future-ready learners.	Curriculum and Instruction Leader	Director of Art and Digital Instruction, Director of Technology, BOCES PD Staff	06/30/2025	50,000
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No)	(No Response)

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
					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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2022-2025 Instructional Technology Plan - 2021V. 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.

All students and teachers in our district are provided with a Chromebook, which allows them access to instructional technology applications and platforms that enhance their learning experience across all curricula and grade levels. These tools are available during and outside of the school day. This 24x7 access to tools allows students and teachers to leverage technology to augment and support learning. The district has invested in multiple online applications and tools that support these initiatives. The utilization of technology is also embedded directly in to our curriculum planning process as well.

Some instructional technology programs currently utilized within our instructional program include:

- Office 365
- Google Enterprise Suite
- Classlink
- Online Textbooks
- Online learning tools such as: WeVideoQuizletIXLThink CentralKidOYOCastle LearningReflexMath

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.

In order to ensure that all families have access to technology, we ensure that every student and staff member is provided with a device. These devices are accessible to students and staff 24x7 and can be connected to any Wi-Fi hotspot. In the event that a family does not have access to the internet, we provide them with support and direction for low cost access to internet services. The district provides students, teachers, staff, and families with a robust set of resources that supports their utilization of technology. This includes online resources, professional development, access to outside learning opportunities, conferences, webinars, parent bootcamps, and a variety of other resources. We continue to leverage local and state partnerships to enhance our utilization of instructional technology through networking, professional organization memberships, and conferences.

The districts continuous investment in our network infrastructure ensures that it meets the needs of our district technology. This includes continued investment in Firewalls, WAP's, wiring, etc. to ensure that our end users have reliable and consistent access to the internet.

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V. NYSED Initiatives Alignment

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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 Plainview-Old Bethpage Central School District is committed to providing assistive technology devices that have the capability to enhance and differentiate the teaching and learning process to meet the diverse needs of our students where by students of varying learning abilities and modalities are required to work in the least restrictive environment. These devices include AAC tools, iPads, Chromebooks, Dynavox's, proloQuo2Go, screen readers, Kurzweil, etc.

Ongoing evaluation and acquisition of assistive technology devices to support classified students with disabilities is comprised of selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, and/or replacing such assistive technology devices; coordinating and using other therapies and intervention services with assistive technology; training and providing technical assistance for professionals, employees, or other individuals who provide services. The ongoing expansion of instructional technology in all schools K-12 students has enhanced ubiquitous access to these and other mobile assistive technology devices in addition to the prioritization of all Special Education technical support calls related to all instructional technology and assistive technology devices requiring network access.

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)

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V. NYSED Initiatives Alignment

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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 checked="" type="checkbox"/> Technology to support writers in the elementary classroom	<input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills
<input checked="" type="checkbox"/> Technology to support writers in the secondary classroom	<input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology
<input checked="" type="checkbox"/> Research, writing and technology in a digital world	<input checked="" type="checkbox"/> Electronic communication and collaboration
<input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology	<input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility
<input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities	<input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas
<input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom	<input checked="" type="checkbox"/> Helping students with disabilities to connect with the world
<input checked="" 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)

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V. NYSED Initiatives Alignment

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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.

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)

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

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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.

<p><input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.</p> <p><input checked="" type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.</p> <p><input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.</p> <p><input checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity</p> <p><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 effectively and/evaluate their needs.</p> <p><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</p>	<p><input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.</p> <p><input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.</p> <p><input checked="" type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.</p> <p><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.</p> <p><input checked="" 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.</p> <p><input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</p> <p><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)/.</p>	<p><input checked="" type="checkbox"/> 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.</p> <p><input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./</p> <p><input type="checkbox"/> Provide online mentoring programs.</p> <p><input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.</p> <p><input type="checkbox"/> Offer a technology/support hotline during flexible hours.</p> <p><input checked="" type="checkbox"/> Make sure technology/support is offered in multiple languages.</p> <p><input type="checkbox"/> Other (Please identify in Question 9a, below)</p>
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<p>clarify enrollment instructions.</p> <p><input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.</p> <p><input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.</p>	<p><input checked="" 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.</p>
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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.

- 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 edtech@nysed.gov.

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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.

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.50
Technical Support	8.00
Totals:	9.50

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	Switches, Cabling, Network Equipment	7,580,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column,	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
					to the right) <input type="checkbox"/> N/A	
2	End User Computing Devices	Chromebooks, Laptops, iPads, Desktops, etc.	2,000,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
3	Instructional and Administrative Software	Software and instructional tools	545,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional	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
					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	
4	Professional Development	BOCES Model Schools, Internal Staff	100,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
Totals:			10,225,000			

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?

Yes

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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.pobschools.org/domain/45>

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

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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"/> Engaging School Community through Technology	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> English Language Learner	<input type="checkbox"/> Professional Development / Professional Learning
<input type="checkbox"/> Blended and/or Flipped Classrooms	<input type="checkbox"/> Instruction and Learning with Technology	<input type="checkbox"/> Special Education
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Infrastructure	<input type="checkbox"/> 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"/> Digital Fluency Standards	<input type="checkbox"/> Personalized Learning	<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	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted 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	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development /

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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