

2022-2025 Instructional Technology Plan Information and Guidance

Overview

This document is intended to provide guidance for districts on the creation and submission of the District Instructional Technology Plan Survey.

Regulation

Per Part 100.12 of Commissioner's Regulations, all New York State public school districts are required to develop and maintain instructional technology plans. Plans must cover three school years, and key components of the Plans must be submitted to NYSED for approval every three years. The method by which NYSED collects information on District Instructional Technology Plans is a survey through the [SED Monitoring and Vendor Reporting System](#).

NYSED Vision for District Instructional Technology Plans

District Instructional Technology Plans, required by Commissioner's Regulation 100.12, will support the mission of the NYS Board of Regents, which is to ensure that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide effective instruction aligned to the state's standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship.

NYSED Goals

Through District Instructional Technology Plans*, districts will address how they are meeting the Educational Technology expectations of the Board of Regents, as articulated in the [Statewide Learning Technology Plan](#).

Districts will identify how they will:

- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
- Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
- Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and
- Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

*And related data collection efforts

Submission Process

1. As in years past, public school district superintendents, or their designees, will submit essential information about the District Instructional Technology Plan through a survey issued through the [SED Monitoring and Vendor Reporting System](#).
2. Districts will complete the sections and enter answers into the survey. Districts are encouraged to work with local technology committees, Regional Information Center (RIC) and/or BOCES Model Schools staff, as appropriate and applicable.
3. For Rest-of-State districts, once the District CEO submits the survey, the survey will be sent to your local RIC, where NYSED-certified RIC Reviewers will review the submitted plans for thoroughness and completeness. Once the RIC Reviewer and the District are in agreement that the answers are complete, the RIC Reviewer will submit the plan to NYSED.
 - Buffalo, New York City, Rochester, Syracuse, and Yonkers (the Big Five) will work directly with NYSED staff for certification and approval.
4. NYSED will review plans and may communicate with RIC Reviewers or the Big 5 Districts if answers are not complete or thorough. The RIC Reviewer may be required to communicate with the District for clarification or additional information. Once any concerns are addressed, plans will be approved.

Access to the Survey

To access the SED Monitoring and Vendor Performance System:

1. Go to the [NYSED Business Portal](#);
2. Click on the “Log In” button;
3. Enter your username and password;
4. Click on “SED Monitoring and Vendor Performance System” under My Applications;
5. Select “View Surveys for Ed Tech;”
6. Find the 2021-2024 Instructional Technology Plan
7. Click on ‘view’ to begin/continue to input information.

The superintendent will have automatic access to the plan. The superintendent will need to delegate access to the person or persons completing the plan through SEDDAS, the SED Delegated Account System, which manages access to SED web-based applications through the Application Business Portal. Granting these permissions will NOT provide access to any other information in the portal. The superintendent is the only individual that has submit/certify rights and will therefore need to submit the plan when it is ready to be reviewed. For questions regarding the entitlement process, please see the [SEDDAS mini guide](#) for entitling users to SED Monitoring.

Changes to District Instructional Technology Plan Survey for 2022-2025

The format of the District Instructional Technology Plan Survey remains the same. The following changes have been made from the 2018 plan:

- Question added about how this plan builds upon the previous three-year Instructional Technology Plan.
- Question added about how this plan has changed from the previous plan in response to the COVID pandemic.
- A new section III has been added titled “Goal Attainment.” This section adds questions about District-level attainment of the goals laid out in the 2010 Statewide Learning Technology Plan. All subsequent sections have been renumbered.
- Goals will now be introduced in Section IV and only listed once, removing the necessity of copying and pasting goal information from one section to another.
- Additional emphasis has been placed upon the detailing of evaluation metrics used by the district related to goal achievement and has been moved to Section IV, question 5.
- Additional target populations have been added as an option for each goal.
- Question added to explain the strategies the district plans to implement to address the need, where practicable, to ensure equitable learning “everywhere, all the time”.
- Question added about how districts plan to utilize technology to address the needs of students experiencing homelessness and/or housing insecurity.
- Questions five through thirteen that were located in Section VI, Administrative Management Plan, have been removed.

The survey questions are organized into the following categories:

- I. District LEA Information:** Name and title of administrator responsible for entering the data.
- II. Strategic Technology Planning:** Mission, vision, planning process, changes from previous years plan, professional development, and measurement and evaluation.
- III. Goal Attainment:** District-level attainment of the goals laid out in the 2010 Statewide USNY technology plan .
- IV. Action Plan:** Goals, alignment of district goals with NYSED goals, target populations, additional target population (optional), action steps, stakeholders, anticipated completion date.
- V. NYSED Initiatives Alignment:** Meeting academic standards, strategies to ensure equitable learning “everywhere, all the time”, serving students with disabilities, serving English as a New Language /Multilingual learners, serving students experiencing homelessness and/or housing insecurity, and facilitating culturally-responsive instruction.
- VI. Administrative Management Plan:** Staffing plan, investment plan, link to information for parents and school communities related to technology for students and families posted on district website.

VII. Sharing Innovative Educational Technology Programs (optional): An opportunity to share the district’s innovative projects and practices with other districts.

Timeline

The three-year plan covers July 1, 2022 to June 30, 2025.

The deadline to submit the plan to NYSED is June 30, 2022. Interim deadlines will be set by the District’s Regional Information Center.

Structure of the Guidance

The following pages outline the specific information that districts will be required to enter into the SED Monitoring system survey. Guidance is provided in italics below each question.

Instructional Technology Plan Overview

The Districts Instructional Technology Plan should reflect a shared vision of the district stakeholders, and demonstrate how teaching and learning will be impacted equitably and in alignment with state and local standards through strategic planning, implementation, and evaluation of the plan.

The questions below provide a framework for comprehensive technology planning and provide relevant information to support the development of programs and policy for school districts and NYSED. Responses should be thorough, as they can be used as a framework for a comprehensive District Instructional Technology Plan. The information collected through the SED Monitoring meets the requirement for compliance with Commissioner's regulations part 100.12; however, a more comprehensive plan is a best practice that will serve districts well for planning and implementation with stakeholders. Districts are encouraged to work with local technology committees, Regional Information Center (RIC), and/or BOCES Model Schools staff as appropriate and applicable to develop more comprehensive technology plans. It is a requirement that districts post a link to their technology plan for parents and the school community.

Section I – District LEA Information

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

NYSED will consider this person to be the point of contact for questions about the plan.

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

Please select one from drop down menu:

- Superintendent
- Director of Technology
- Chief Information Officer
- Deputy Superintendent
- Assistant Superintendent
- Other (please identify in Question 2a, below)

2a. If 'Other' was selected in Question 2 above, please identify the title.

Section II – Strategic Technology Planning

1. What is the overall district mission?

The district mission is usually approved by the district board of education and can be located in the district strategic plan.

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

The vision statement for the use of instructional technology in the district answers the following question: What is the aspiration for the use of instructional technology in the district?

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 instructional technology planning process should align with the district's strategic planning process. The district level technology committee should include multiple stakeholder participants in order to build advocacy for district programs and financial plans.

Responses should include a description of the following:

- *The stakeholder groups that worked on this plan*
- *A timeline of the planning process*
- *The frequency of meetings*
- *The outcomes of the plan development*
- *Any additional aspects of the planning process that the district wishes to share.*

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

Responses should include a description of the following:

- *How this planning process was different than previous years*
- *How the planning committee identified strengths and areas of improvement based upon implementation of the previous three-year plan*
- *How this plan intends to address any goals from the previous plan that may not have been fully met*

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

Responses should include a description of the following, where applicable:

- *Online or blended learning options (changes or additions)*
- *Need to address internet connectivity, to the extent practicable, at students' places of residence*
- *Device purchases (any increases, changes in quantity or type, etc.)*
- *Device deployment (changes, if applicable)*
- *Professional development related to technology use, integration, and instructional design (any changes in quantity, delivery method, audience, and/or content)*
- *Instructional changes (Such as to ensure that students are more technologically proficient, use of technology to engage students)*
- *Parent and community stakeholder engagement (Degree of input they have on the Instructional Technology Plan)*

6. **NEW:** Is your district currently fully 1:1? Yes or No.

For the purposes of this survey, "1:1" implies that each student enrolled in the district, grades K-12 (as applicable), has a dedicated device provided by the District for their use both in school and their place of residence.

If no, the following questions appear:

- a. What are your plans to become a fully 1:1 District? (Covers all grades K-12 as applicable)

Short answer:

- b. When will the District become fully 1:1?

School year 2022-2023

School year 2023-2024

School year 2024-2025

Year 2026 or beyond

Unknown

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.

If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to

any related question(s) in the SSIP, specifically question 8 in the Classroom Technology Section.

As a best practice, the instructional technology professional development plan should be a subset of the district Professional Development Plan for Teaching and Learning (PDP).

Resources:

Office of Teaching Initiatives: Professional Development Standards

<http://www.highered.nysed.gov/tcert/resteachers/pd.html>

Professional Learning and Growth: Resources for Teaching Standards, Professional Development Standards and Toolkits

<http://www.nysed.gov/educator-quality/professional-learning-and-growth>

Responses should include a description of the following:

- *How the technology professional development aligns with the district's overall goals to improve learning and instruction*
- *How the district determined the current capacity of educators*
- *How the district will provide targeted, needs-based, and personalized professional development based on each teacher's capacity and interest*
- *How the effectiveness of the professional development plan will be evaluated*
- *Plans for implementation support or follow-up, if any*

Section III – Goal Attainment

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.

Response: The district has met this goal

Minimally

Moderately

Significantly

Fully

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

Response: The district has met this goal:

Minimally
Moderately
Significantly
Fully

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

Response: The district has met this goal:

Minimally
Moderately
Significantly
Fully

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

Response: The district has met this goal:

Minimally
Moderately
Significantly
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.

Response: The district has met this goal:

Minimally
Moderately|
Significantly
Fully

Section IV – Action Plan

Overview: In this section the district is required to list a minimum of three goals. The plan allows up to five goals. This section also requires specific action steps that will be taken to achieve each of the goals. Instructional technology goals should align with district curriculum and instruction goals. Districts are encouraged to use effective methods to create goals such as the SMART approach. Each goal will have its own page in the plan. The district will answer the following questions about each goal:

- Which NYSED goal best aligns with the district goal?

- *What is the target student population(s)?*
- *What are the additional target populations, if any?*
- *How will the goal be measured and evaluated?*
- *What are the action steps necessary to attain the goal?*
- *What is the timeline for attainment of the goal?*
- *What stakeholder type will be responsible for ensuring that the action steps are complete?*

Action Plan:

1. Goal #1
2. Select the NYSED goal that best aligns with this district goal.
This is a drop-down list of NYSED goals that allows for only one choice.
 - Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
 - Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
 - Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
 - Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and
 - Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.
3. Target Student Population(s). Check all that apply.
 - 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)

3a. If 'Other' was selected in Question 3 above, please identify target student population(s).

4. **NEW** Additional Target Populations. Check all that apply. (*optional*)

- 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.*

Responses should include a description of the following:

- *The evidence and/or data to be collected, how it will be collected, and which benchmarks will be utilized.*
- *How the evidence will be analyzed and utilized.*
- *How you will know if the goal has been accomplished.*

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.

The responsible stakeholder is the single individual in the district accountable to ensure that the action step is completed. The individual in this role may or may not be responsible for the entire goal. The list of action steps may extend across the three-year time frame of the technology plan.

Action Step Number	Action Step - Select one category from the drop-down menu	Action Step - Description	Responsible Stakeholder: Select one from the drop-down menu	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated date of completion (Drop-down)	Anticipated Cost
1						
2						
3						
4						

For Action Step Categories Dropdown:

Categories can be: Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other (please identify in Column 3, Description), N/A

For Stakeholder Dropdown: Role types can be Superintendent, Assistant

Superintendent, Business Official, Building Principal, Assistant Principal, Director of Technology, Curriculum and Instruction Leader, Teacher on Special Assignment, Instructional/PD Coach, Instructional Technology Coach, Library Media Specialist, Classroom Teacher, Other (please identify in Column 5), 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.

List up to four additional action steps. It is not necessary to complete all four rows of this table, as the entire table is optional.

Action Step Number	Action Step - Select one category from the drop-down menu	Action Step - Description	Responsible Stakeholder: Select one from the drop-down menu	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated date of completion (Drop-down)	Anticipated Cost
5						
6						
7						
8						

Action Plan: Goal 2

This page will be the equivalent to the above page, but for Goal 2.

Action Plan: Goal 3

This page will be the equivalent to the above page, but for Goal 3 with an additional question giving the option to include a fourth goal.

8. Would you like to list a fourth goal?
- Yes
 - No

Action Plan: Goal 4 (optional)

If yes from previous page, this page will be the equivalent to the above page, but for Goal 4 with an additional question giving the option to include a fifth goal.

9. Would you like to list a fifth goal?
- Yes
 - No

Action Plan: Goal 5 (optional)

If yes from previous page, this page will be the equivalent to the above page, but for Goal 5.

Section V – NYSED Initiatives Alignment

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. *If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to any related question(s) in the SSIP, specifically question 4 in the School Connectivity Section.*

Responses should include a description of the following:

- *How technology is integrated into teaching and learning throughout the district*
 - *Explain the extent to which technology is used by teachers to facilitate their practice*
 - *The extent to which technology is used by students to demonstrate understanding of skills and concepts*
 - *The extent to which technology is used to provide multiple pathways to access and participate in learning.*
2. **NEW** 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.
 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.

If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to any related question(s) in the SSIP, specifically question 6 in the Classroom Learning Technology section.

This question is referring to the intentional application of technologies and instructional strategies that are specifically used for students with disabilities. The response should address specifically the various technologies and instructional strategies that are used.

Example: A district who has a 1:1 program should include how those devices are specifically being used with students with disabilities; not simply that they have access to the same devices as all students.

Response should include a description of the following:

- *Specific technology, applications, and/or devices that the district uses to serve students with disabilities.*

- *How teachers use technology to address accessibility and to differentiate, modify, and accommodate the instruction of students with disabilities.*

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.

If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to any related question(s) in the SSIP, specifically question 6 in the Classroom Learning Technology section.

- 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)

4a. If 'Other' was selected in Question 4 above, please explain here.

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)

5a. If 'Other' was selected in question 5 above, please explain here.

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.

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/No.

7a. If Yes, check one:

- In the 5 languages most commonly spoken in the district
- In the 10 languages most commonly spoken in the district
- In the 15 languages most commonly spoken in the district
- Other (please explain in Question 7b, below)

The response “5 languages most commonly spoken” includes districts with 1-5 spoken languages. The response “10 languages most commonly spoken” includes districts with 6-10 spoken languages. The response “15 languages most commonly spoken” includes districts with 11-15 spoken languages.

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

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.

9. **NEW** 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 “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, 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)

9a. If 'Other' was selected in Question 9 above, please explain here.

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)

10a. If 'Other' was selected in Question 10 above, please explain here.

Please use the 'Other' choice to describe in full any additional ways that instructional technology is used to facilitate culturally responsive instruction. Narrative responses in paragraph format are acceptable.

Section VI – Administrative Management Plan

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.

Title	Full-time Equivalent (FTE)
District Technology Leadership	
Instructional Support	
Technical Support	

Enter the FTE for each title, even if it is zero. Responses limited to two decimal points.

Relevant staff would include:

- **District Technology Leadership** – Examples of roles in this category include district level positions such as Director/Coordinator of Technology, Chief Technology Officer, Director of Innovation, Director/Coordinator of Instructional Technology, etc.
- **Instructional Support** – Examples of roles in this category include staff whose primary responsibility is in the integration of technology in curriculum to support teachers and students
- **Technical Support** – Examples of roles in this category include network engineers, system administrators, computer support and repair, computer aides whose primary role is technical support, etc.

If the same individual staff member supports multiple categories, such as leadership, technology integration, and/or technical support, they should allocate their time between the functions. Total FTE count for any one individual should not exceed 1.0. Do not include contractors unless paid as an FTE.

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.

Anticipated Item or Service Drop Down Menu. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."

Provide a three-year investment plan to support the vision in Section II and goals in Section III.

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.

The anticipated item or service column offers a drop-down menu of options. Select one category for each of the district's top four anticipated purchases in priority order – 1= first priority, 2 = second priority, and so on. The anticipated categories should be planned instructional technology purchases beginning within the three (3) year cycle of this technology plan. Anticipated purchases do not necessarily need to be completed within the three (3) year cycle of this instructional technology plan

If the district anticipates purchasing an item or service not included as an option on the drop-down list, select "Other" and specify it/them.

Next, select whether the purchase of the anticipated item or service is expected to be a one-time or annual expenditure or both (e.g. initial purchase of new software AND annual payments for subscription licenses). Then, identify the funding source(s) the district anticipates using to pay for the expected purchases. If the district has identified

a source not included in the check box options or at, the time of plan submission, has not identified a discrete funding source for the anticipated item or service expected to be purchased, select “Other” from among the available check boxes in the Funding Sources column and specify it/them.

Please note this question relates to funding sources, NOT funding mechanisms.

Example: An Install-Purchase agreement (IPA) is a funding mechanism. The source of the money to make the payments under the IPA is the funding source. For the purposes of this plan, infrastructure is considered an instructional technology investment.

Drop down list of items: Select one per row

- *End User Computing Devices*
- *Instructional and Administrative Software*
- *Internet Connectivity*
- *Network and Infrastructure*
- *Peripheral Devices*
- *Professional Development*
- *Staffing*
- *Other (please identify in next column, to the right)*
- *N/A*

Check box list of funding sources: Can check more than one

- *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*

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?

Select Yes/No/Not Applicable. Only select ‘Not Applicable’ if there are no non-public schools in the district.

4. NEW(revised) 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.

Section VII – Sharing Innovative Educational Technology Programs

NYSED is exploring a way to facilitate the sharing of district innovative educational technology projects and practices. If your district wants to share information with other districts based on implementation of an educational technology program, please check the topics below. Check only those that have been implemented for at least two years at a building or district level.

The questions in this section are optional and do not require a response. The responses will be entered into a database in order to share, upon request, the topics and contact names with other districts interested in learning about your innovative program(s). Contact information will not be posted publicly.

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
 - 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 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

These sub-questions will only appear if you chose "Other Topic"

1a. If you selected 'Other Topic A' above, please describe in a few words the topic of your district's innovative program.

1b. If you selected ‘Other Topic B’ above, please describe in a few words the topic of your district's innovative program.

1c. If you selected ‘Other Topic C’ above, please describe in a few words the topic of your district's innovative program.

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.

The response to this question is designed to provide one contact point for all innovative program checked in Question 1. If you want to provide individual contact points for each program, skip this question and only reply to Question 3.

Contact Information Please complete all columns.	Name of Contact person	Title	E-mail Address	Innovative Programs. Check all that apply for each contact name.

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.

Contact Information Please complete all columns.	Name of Contact person	Title	E-mail Address	Innovative Programs. Check all that apply for each contact name.