2016 SURVEY GUIDANCE

Introduction:

2015 was the first year districts submitted their required Instructional Technology Plans (ITP) via an online survey in NYSED's Business Portal. Since then, several enhancements have been made to the survey submission and review process. These include:

- Combined questions 1 and 2 in section A – LEA information - and pre-populated LEA Information (Student enrollment) with existing 2014-2015 BEDS data –thus alleviating any data entry for these questions. Data includes Pre-K and ungraded enrollments.
- Removed some questions, modified some others and added a few new ones in response to feedback from the field and newly-identified data needs at NYSED.
- Created the ability for districts to "rollover" responses from their 2015 approved ITP into the 2016 ITP Survey Update. This feature allows districts to import the answers to survey questions from last year's approved plan into the 2016 update. This feature applies only to questions that have not been modified. The rollover option allows districts to focus their efforts on answering only the new questions and those questions requiring updated answers.
- New and revised questions in the survey will now contain direct hyperlinks to the relevant section in this guidance document that will open in a new window providing easy reference for users without leaving the portal environment.
- Eliminated the previous manual process that required districts to submit initial ITP surveys in PDF format to their RICs. With the 2016 ITP Update, districts can now submit their surveys directly to their RIC for review and feedback in the Business Portal. RICs can conduct their review, provide feedback and certify plans in the portal. This review process should streamline the submission and approval of 2016 ITP Updates.
- **Note**: Big 5 districts will continue to submit their surveys directly to NYSED via the Business Portal.

District and RIC personnel should closely review this guidance document prior to working on surveys in the portal. New content in this guide will be highlighted and labelled "**New for the 2016 Update"** or, if substantial revisions to a question have been made, **"Revised for the 2016 Update"** to draw your attention to changes from the 2015 ITP submission and approval process.

Purpose of the ITP survey:

This survey is intended to compile information about the current status and future plans for the use of technology in the district. Once approved by the New York State Education Department (NYSED), it will be considered the district's instructional technology plan.

Please work with your certified Regional Information Center (RIC) reviewer to enter the required components of your plan into the online survey. **New for the 2016 Update -** Once completed, surveys should be certified and submitted by the district superintendent via the Business Portal directly to your assigned RIC. RIC Reviewers will review district-submitted surveys and certify them as ready for NYSED final approval or, if changes need to be made, notify the district and work with district staff to make any necessary modifications. Comments and question-specific notes from the RIC Reviewer will be entered directly into the survey for easy review by district staff.

NYSED will review the final RIC-certified survey submission. Once the NYSED review has been completed, the plan will either be approved by NYSED, or, the district's RIC reviewer will be notified that it has not been approved and the survey will be unsubmitted and sent back to the district for revisions. Upon final approval, the district will have met the requirement for the submission of an instructional technology plan as outlined in the Education Commissioner's Regulations part 100.12. http://www.p12.nysed.gov/part100/pages/10012.html.

Buffalo, New York City, Rochester, Syracuse, and Yonkers (The Big Five) will enter their plans into the online survey and submit responses directly to NYSED for review.

A system-generated email from NYSED will be sent to the district when a district's ITP has been approved. This email message will serve as the district's official notification of approval. No formal letter will be sent. This proof of an approved instructional technology plan may be utilized when a district applies for any educational technology-related funding from State or Federal sources, including applications for Smart Schools Bond Act (SSBA) funds.

It is expected that plans will be updated by the district at least once per year. The approved instructional technology plan survey is not intended to negate the need for districts to compile a more detailed and comprehensive technology plan.

Access to the survey:

ITP surveys are submitted via a multi-purpose online system titled State Education Department (SED) Monitoring or SEDMON. A link to access SED Monitoring becomes visible once you are logged in to the NYSED business portal.

The superintendent will have automatic access to the survey via the following link.
http://portal.nysed.gov/portal/page/pref/PortalApp

S/he will need to delegate access to the person or persons completing the survey through SEDDAS, the SED Delegated Account System, which manages access to web-based applications through the State Education Department's Business Portal.

Before the superintendent delegates access to the survey, s/he needs to ensure that the delegated individual has SEDDAS permissions to enter the portal. The superintendent will then need to use his/her SEDDAS permissions to grant users Data Entry and Data View to the ITP survey listed under "Ed Tech" in SEDMON. The district's Delegated/Entitlement Administrator (DA/EA) may also provide this access.

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 survey before it can be reviewed and certified by the RIC reviewer for submission to NYSED. Please check with your RIC reviewer prior to entering the plan into SEDMON, as there may be regional variations to this process.

Note: Should NYSED not approve the RIC-certified ITP survey submission, it will be unsubmitted back to the RIC or the district. If it is unsubmitted to the district, the superintendent will be required to re-certify/submit a revised ITP to the RIC for their review.

Here is the link to the SEDDAS mini guide for entitling users to SED Monitoring: http://www.p12.nysed.gov/seddas/guides/monitoring-vendor-performance-system-mini-guide.pdf .

Below are the steps, also shown in the mini-guide, to grant access to the survey:

1. Click "Entitlements"
2. Search for the desired user by last name or user name
3. Select the desired user and click "Select to Entitle"
4. Select "SED Monitoring & Vendor Performance System" and click "Start Entitling"
5. Select "Data Access" in the Role drop down if it not already selected
6. Select Ed Tech in the Data Entry section to give the user the ability to fill out the Tech Plan or in the Data View to give them read only
7. Click "Next".

General information:

The LEA name and BEDS code have been automatically linked to this survey based upon SEDREF data and your SEDDAS permissions. (This was covered earlier.)
The district's completion of the survey should represent the information in the latest district-approved comprehensive technology plan. To ensure the timeliness, accuracy and alignment of

the survey submission with the district's comprehensive technology plan, superintendents may wish to consult the following district staff members when completing this survey: Director of Technology, Director of Curriculum and Instruction, Director of Accountability, Business Manager, Data Coordinator, Network Administrator, Director of Pupil Personnel Services, and Library Media Specialists.

Submitting the District's Instructional Technology Plan

While districts are encouraged to include multiple stakeholders in the instructional technology survey completion process, only the superintendent of the district is able to submit the final plan to their RIC via SED Monitoring in the Business Portal.

Districts should follow the process outlined below for submitting their instructional technology plan. **Please consult with your RIC reviewer prior to beginning this process.** The Big 5 Districts should contact their NYSED reviewer prior to proceeding.

STEP 1 Upon gaining access to the 2016 ITP Update survey in the portal, staff completing the survey should immediately click "Rollover Answers from 2015 Survey." Then click "SAVE." This will automatically pre-load the district's responses from the 2015 survey to all unchanged questions in the 2016 update. Note: District responses to questions that have changed from 2015 will **not be rolled over** in to the new 2016 ITP survey update.

STEP 2 Review all 2016 ITP survey update questions and rolled-over 2015 ITP survey district responses and determine:

- Which district answers have not changed from the 2015 survey submission
- Which district answers must be changed for the 2016 Update and
- Which questions are new or substantially revised and will require new responses from the district.

To assist with this effort, the following summary table should help district staff complete their initial analysis. NOTE: Some questions listed as unchanged may not roll over because of a minor wording change or change to the instructions that are embedded in the survey.

Summary NYSED Changes to 2015 ITP Survey

2016 ITP Survey Section	(A) Questions unchanged from 2015 ITP Survey	(B) Revised 2015 ITP Questions	(C) New 2016 ITP Update Survey Questions
A – LEA Information	#2, 3, 3a		#1
B – Instructional Technology Vision & Goals	#1-4	5	
C – Technology & Infrastructure Inventory	#3, 8-10,12, 14-17	#1, 2, 4-7, 11, 13	#18, 18a
D – Software & IT Support	#1-4, 6-9a	#5, 10	
E – Curriculum & Instruction	#1-3		#4
F – Professional Development	#2	#1	
G – Technology Investment Plan	#1a	#1	
H – Status of Technology Initiatives & Community Connectivity	#1, 1a, 3a	#2-3	
I – Instructional Technology Plan Implementation	#1		
J – Monitoring & Evaluation		#1-2	
K – Request for Feedback	#1-5		

STEP 3 District staff should complete all questions requiring new or updated responses. In some cases, this may require editing an existing "rolled over" response or inputting a new response.

The District may also want to copy and paste some responses from the 2015 survey that did not roll over due to minor modifications to the question or instructions. The district may access its 2015 plan in SED Monitoring. To access the 2015 survey in the Business Portal, click on SED Monitoring and Vendor Performance System, then click on Dashboard, and then click on Outbox.

To submit additional supporting documentation, go to the Appendices section of the 2016 ITP Survey Update and upload the documents. See instructions at the end of this guidance document. **Submitting additional documentation does NOT substitute for completing all required fields**.

STEP 4 The district will receive formal feedback from their RIC certified reviewer via the Business Portal. Overall survey comments from the RIC reviewer will be available in the left hand navigation bar. These will direct the district to the questions needing additional attention. Explanatory notes will be visible under any survey questions/responses identified by the RIC reviewer as needing additional work. A district's instructional technology plan is only considered "final" for purposes of submitting to NYSED once certified by the RIC reviewer. Districts will need to contact their RIC certified reviewer to unsubmit the plan if the district needs to make any changes after the superintendent has hit the "Certify/Submit" button. The Big Five districts should contact NYSED directly if they need to unsubmit the plan.

STEP 5 Once the RIC reviewer certifies the district's instructional technology plan, the RIC will submit the certified ITP Survey to NYSED for final review and approval.

STEP 6 NYSED reviews the RIC-certified ITP Survey submission and either approves the submission or, in consultation with the RIC reviewer, unsubmits the ITP to the district for further revisions. If the ITP is unsubmitted and further revisions are needed, RICs will work with the district to make changes, the RIC will review the re-submission from within SED monitoring, the district superintendent will re-submit/re-certify the ITP, and the RIC will certify and re-submit it to NYSED for final approval.

Once approved by NYSED, the district will receive a system-generated email acknowledging approval of their 2016 ITP Survey Update.

If you have questions about the survey or are having technical issues when entering your data:

Please contact your Regional Information Center (RIC). Big 5 school districts should contact NYSED directly. You may also utilize the help feature from within the SEDMON application.

Timeline:

The 2016 ITP Survey Update is intended to modify the district's approved 2015 ITP for the three-year plan period from July 1, 2015 to June 30, 2018.

The deadline to submit the 2016 ITP Survey Update in SEDMON is September 1, 2016. For all districts other than the Big 5, the Regional Information Centers will set interim deadlines to ensure that plans are reviewed and certified prior to submission to NYSED.

Glossary of Terms:

Acceptable Use Policy

A standard document that allows a school district to outline: rights, responsibilities, and authority of its network. It is a code of conduct governing the behavior of users while connected to the Network/Internet. AUPs often include an acceptable uses section, an unacceptable uses section, and a violations/sanctions section. Users must agree to this code to have access to the network. AUPs must be signed by the users and their parents (if applicable).

Assistive technology

Any tool that helps a student with a disability complete an academic, social or functional task with increased independence.

BYOD – Bring Your Own Device

A technology model where students bring personally owned device(s) to school to be used for educational purposes under the direction of a teacher. Devices commonly included are smartphones, tablets, iPod touches, and any other electronic personal devices.

Cyberbullying

Cyberbullying is harassment or bullying that occurs through any form of computing device including computers, cellphones, smartphones and tablets. It can take place anywhere or anytime. It is forbidden by the 2013 New York State Dignity Act http://www.p12.nysed.gov/dignityact/rgsection8.html.

Cybersecurity

Cybersecurity, also referred to as information technology security, focuses on protecting computers, networks, programs and data from unintended or unauthorized access, change or destruction. http://www.umuc.edu/cybersecurity/about/cybersecurity-basics.cfm

Document Camera

A document camera is a visual presentation device/ tool that captures the image of an object in real-time and displays it on a vertical surface or displaying device to a large

audience or in a classroom. It is able to magnify, as well as project images of objects and transparencies.

Internet Access – Revised for the 2016 Update

This is the circuit that connects the district network hub to the external network such as the BOCES Regional Information Center (RIC) or Internet Service Provider (Time Warner, Comcast, Verizon, etc.).

Interactive Projectors

Interactive projectors combine the capability of a standard projector with the functionality of a traditional interactive whiteboard on which users can write, draw, and interact with content using a finger, pen, or stylus.

Internet Safety Policy

A document each district has adopted and will enforce to ensure the use of technology protection measures (such as filtering or blocking of access to certain material on the Internet) on all district computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. An Internet Safety Policy is required by the Children's Internet Protection Act (CIPA) for any school or library to receive federal funding for Internet access (E-Rate). http://www.fcc.gov/guides/childrens-internet-protection-act .

Local Area Network (LAN) – Within Buildings - Revised for the 2016 Update

This is the bandwidth of the internal circuits from your school building wiring/network closet and the devices within that school building (may include campus environments).

Learning Management System (LMS) – Revised for the 2016 Update

A software application for the administration, documentation, tracking, reporting, and delivery online and blended learning courses.

Multi-function Printer

A high-speed printer that combines printing, faxing, scanning, and copying.

Network Bandwidth

Network bandwidth is the primary measure of computer network speed. It refers to the data rate supported by a network connection or interface. Bandwidth represents the capacity of the connection. The greater the capacity, the greater the performance that would follow. It is commonly expressed in bits per second or multiples (Bit/s, Kilobit/s, Megabit/s, Gigabit/s, etc.).

Parent Bill of Rights for Data Privacy and Security

As part of the 2014 Common Core Implementation Reform Act, New York State now requires every "educational agency" operating in the state to develop a Parents' Bill of Rights for Data Privacy and Security. Each District must adopt this document to ensure student data privacy. Elements of the document include the following information: that the student's personally identifiable information (PII) cannot be sold or released for commercial purposes; that parents have the right to inspect/review education records; the State and Federal laws along with industry standards/best practices that protect the confidentiality of PII; a list of student data elements collected by the State available for public review; and parents have the right to review complaints regarding breaches. http://www.p12.nysed.gov/docs/parents-bill-of-rights.pdf .

Parent Portal

A secure communication tool connecting parent, teachers, and students. A parent portal provides web-based access to attendance, homework, grades, schedules etc. It is a common feature on Student Management Systems (SMS) such as SchoolTool, eSchoolData, and PowerSchool. Teacher web pages are **not** defined as a parent portal.

Virtualized Machine (VM)

A virtualized machine (VM) is an operating system OS or application environment that is installed on software which imitates dedicated hardware. The end user has the same experience on a virtual machine as they would have on dedicated hardware.

Wide Area Network (WAN) - Revised for the 2016 Update

This is the bandwidth of the circuit that connects from each building within your district to your district network hub or district data center (non-campus environments).

Wireless Access Point

A device that allows wireless devices to connect to a wired network using Wi-Fi or related standards. A wireless access point connects to a router (via a wired network) as a standalone or managed device. It can also be an integral component of the router itself.

Wireless Controller

A device or application that directs or regulates traffic on the wireless network. A wireless controller is used to manage light-weight access points in large quantities by a network administrator or network operations center.

Wireless Protocols

A set of specifications for implementing wireless, local area, network computer communications. The 802.11 international wireless standard and its subsequent amendments (A, B, G, N, AC, AD, and AF) are established by the Institute of Electrical and Electronics Engineers (IEEE).

SECTION A:

A. LEA INFORMATION

Question 1: **New for the 2016 Update**
2014-2015 student enrollment.

	Total enrollment	Pre-K Enrollment	K-2 Enrollment	3-5 Enrollment	6-8 Enrollment	9-12 Enrollment	Ungraded Enrollment
Student Enrollment							

Guidance: This pre-populated data includes ungraded students and pre-k students. Districts do not need to complete this question as data will be pre-populated from 2014-2015 approved BEDS data. Total student enrollment includes ungraded students, but does not include pre-k students. Pre-K includes students in district-run and district-funded programs.

Question 2:
What is the name of the district administrator entering the technology plan survey data?

Guidance: This should be the name of the person who compiled and input the plan into the survey and will be available to respond to feedback from the RIC plan reviewer.

Question 3:
What is the title of the district administrator entering the technology plan survey data?

Guidance: Provide the title of the person who compiled and submitted the plan on behalf of the district superintendent and will be available to respond to feedback from the plan reviewer. Select from the drop down options including: Superintendent, Director of Technology, Chief Information Officer, Deputy Superintendent, Assistant Superintendent and Other.

3.a: If the response to question 3 was "Other," please provide the title.

SECTION B:

B. Instructional Technology Vision and Goals

All districts are required to have a technology plan which aligns to the district mission. In this section, districts will be asked to provide the District Mission Statement and the Executive Summary of the Technology Plan. Districts will also be asked to describe the planning process used to develop the instructional technology plan (ITP).

Question 1:
Please provide the district mission statement.

> **Guidance:** If the district has an instructional technology mission statement, it should also be included. Response is limited to 100 words.

Question 2:
Please provide the executive summary of the instructional technology plan, including vision and goals.

> **Guidance:** The goals should be related to instructional technology. Response to this question is limited to 500 words.

Question 3:
Please summarize the planning process used to develop the instructional technology plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.

> **Guidance:** This section is necessary, in part, to document stakeholder involvement in the development of the plan. It is recommended that the district hold a minimum of three stakeholder meetings. Stakeholders provide valuable insights and the process of involving stakeholders offers the district the opportunity to communicate the goals and objectives of the instructional technology plan and secure critical feedback. NYSED recommends that instructional technology staff, curriculum directors, directors of pupil personnel services, teachers, and library media specialists participate in the development of the technology plan.
>
> Please keep in mind that consultation with stakeholders, including a public hearing and the public posting of the Smart Schools Investment Plan (SSIP), is required to apply for Smart Schools Bond Act funds. The Smart Schools Bond Act Investment Plan requires engagement with the following stakeholders before submission of the Smart Schools Investment Plan: “Parents, Teachers, Students, Community Members, and Nonpublic

Schools within the district, if applicable." Please see Smart Schools Bond Act Implementation Guidance, pp. 1, 18 http://www.p12.nysed.gov/mgtserv/smart_schools/docs/Smart_Schools_Bond_Act_Guidance_04.27.15_Final.pdf.
Note: Your response is limited to 500 words; however, if you would like to present this information in a table, tables can be copied and pasted. They can also be created within the survey itself by clicking on the table icon in the text editor.

Example:

Technology Plan Development Meetings			
Date	**Purpose**	**Participants**	**Outcome**
EXAMPLE			
April 2016	Gather Input from High School Parents on Technology Needs	High School Parents	Provided District Leadership with Clear Picture of Parent Perception of District Technology Needs

Question 4:
Please provide the source(s) of any gap between the current level of technology and the district's stated vision and goals.

Guidance: Please review the district's instructional technology vision and goals and choose the factors that need to be addressed in order to meet these goals. Check all that apply:
Access points, Cabling, Connectivity, Device Gap, Network, Professional Development, Staffing, Other and No Gap Present.
If you answer No Gap Present, please do not check any other options.

Please note "Staffing" as a gap in this question is defined only in terms of technical support staffing and/or technology integration staffing, not overall teaching or administrative staff in a district.

4.a: Please specify if "Other" was selected in question four.

Question 5: Revised for the 2016 Update
Based upon your answer to question four, what are the top three reasons causing the gap? If you chose "No Gap Present" in question four, please enter N/A.

Guidance: In 2015 this question said "..top three challenges". It has been changed to read "reasons" in order to obtain better data in 2016. The sources of the technology gap are not the same as the symptoms resulting from the gap – i.e. the reason for a "Staffing" gap is not a lack of staff. It may be caused because the district cannot raise additional funds from its local tax base to hire additional staff because other expenses are a higher priority or the district is unable to exceed the 2% property cap threshold. "Connectivity" may be the identified factor contributing to the gap but its "cause" may be a lack of affordable internet access because the district is located in an isolated area not served very well by existing providers, etc.

Response is limited to 100 words.

SECTION C:

C. TECHNOLOGY AND INFRASTRUCTURE INVENTORY

Question 1: Revised for the 2016 Update
Please identify the capacity of the telecommunications line coming into the district network hub. The district's Regional Information Center can provide the district with this information if needed. (Answers are radio buttons)

- Greater than 10 Gbps
- 10 Gbps
- 1 Gbps – < 10 Gbps
- 100 Mbps – < 1Gbps
- 50 Mbps - < 100 Mbps
- 10 Mbps– < 50 Mbps
- Less than 10 Mbps

Guidance: Choose one answer. Please make sure that this is the most current information available and use the radio button to select the individual response that most closely reflects your district's telecommunications line capacity. This question refers to the district's network broadband bandwidth. Please note network broadband bandwidth may be different than the district's contracted Internet access bandwidth. The contracted Internet access bandwidth is requested in question two below.

Question 2: Revised for the 2016 Update
What is the total contracted Internet bandwidth access for the district? Choose one.

- Greater than 10 Gbps
- 10 Gbps
- 1 Gbps – < 10 Gbps
- 100 Mbps – < 1Gbps
- 50 Mbps - < 100 Mbps
- 10 Mbps– < 50 Mbps
- Less than 10 Mbs

Guidance: Please use the radio button to select the individual response that most closely reflects your district's contracted Internet access bandwidth.

Internet Access –
This is the circuit that connects the district network hub to the external network such as the BOCES Regional Information Center (RIC) or Internet Service Provider (Time Warner, Comcast, Verizon, etc.).

The total contracted Internet access bandwidth is the speed configured from your district hub to the Internet. As noted in question one, your district's contracted Internet access bandwidth may be different from the network broadband bandwidth.

For example, your district may use a 1 Gbps telecomm line to transport Internet access bandwidth of 40 Mbps. For Question 2, you would choose the range of "10 Mbps– < 50 Mbps"

If your district utilizes multiple connections to the Internet (for example, for redundancy or for segmenting student from administrative Internet access), you should respond to this question with the range or individual response that most closely reflects your district's **total** of combined Internet access bandwidth.

Question 3:
What is the name of the agency or vendor from which the district purchases its primary Internet access bandwidth service? See guidance document for further clarification and example.

Guidance: Your district's Internet Service provider is the organization or vendor from which your district purchases Internet access bandwidth service. Your district's Internet Service Provider is not necessarily the same company that provides the telecommunications line (Question 1 above) connection over which this Internet service is delivered.

For example, your district may purchase its Internet service from its local Regional Information Center, but this service is delivered through a network telecommunications line leased from a commercial network provider. In this example, districts should indicate their local RIC when answering this question.

Response is limited to 50 words.

Question 4: Revised for the 2016 Update
Please identify the capacity of the telecommunications line coming into the district's school building(s) from the district hub or district data center. The district's Regional Information Center can provide this information if needed: (All answers are radio buttons)

	Speed in Gbps or Mbps
Minimum Capacity	• Greater than 10 Gbps • 10 Gbps • 1 Gbps – < 10 Gbps • 100 Mbps - < 1Gbps • 50 Mbps – < 100 Mbps • 10 Mbps – < 50Mbps • Less than 10 Mbps
Maximum Capacity	• Greater than 10 Gbps • 10 Gbps • 1 Gbps – < 10 Gbps • 100 Mbps – < 1Gbps • 50 Mbps - < 100 Mbps • 10 Mbps– < 50 Mbps • Less than 10 Mbps

Guidance: Choose one response for each row. Select the speed or range that most closely represents the existing minimum and maximum capacity of the telecommunications line <u>from the district hub or data center to the district's school buildings</u>.

Question 5: Revised for the 2016 Update
Please identify the minimum and maximum circuit speeds at which the classrooms in the district are connected to the school building wiring/network closet. Please note: The buildings with the minimum and/or maximum circuit speeds may be two different buildings within the school district.

	Please provide the speed at which classrooms are connected to building wiring/network closet.
Minimum Circuit Speed within a School Building	• Greater than 10 Gbps • 10 Gbps • 1 Gbps – < 10 Gbps • 100 Mbps – < 1Gbps • 50 Mbps - < 100 Mbps • 10 Mbps– < 50 Mbps • Less than 10 Mbps
Maximum Circuit Speed within a School Building	• Greater than 10 Gbps • 10 Gbps • 1 Gbps – < 10 Gbps • 100 Mbps – < 1Gbps • 50 Mbps - < 100 Mbps • 10 Mbps– < 50 Mbps • Less than 10 Mbps

Guidance: Choose one response for each row. Select the speed or range that most closely represents your existing minimum and maximum circuit speed <u>within</u> a school building.

Question 6: Revised for the 2016 Update
What are the minimum and the maximum port speeds of the switches that are less than five years old in use in the district? Unit of measurement in Gbps or Mbps. Response must be a numeric value.

	Port speed of switches	Mbps or Gbps
Minimum Capacity of Switches		☐ Mbps ☐ Gbps
Maximum Capacity of Switches		☐ Mbps ☐ Gbps

Please respond with 0 if not applicable. For example, if all switches are five years old or older, the response would be zero.

Guidance: Check the appropriate speed for each response if not "0."

Question 7: New for the 2016 Update –replaces 2015 question (#4) about all wireless protocols in use in the district.

What percentage of the district's wireless protocols are less than 802.11g? Answer must be a numeric value. For example, if 20% of the district's wireless protocols are less than 802.11g, the answer is 20.

Numerical value only

Question 8:
Do you have wireless access points in use in the district? Drop Down Answer: Yes or No.

8.a: If yes, what percentage of your district's instructional space has wireless coverage? Answer must be a numeric value. (i.e. if you have 90 % coverage the answer is 90)

Guidance: Please calculate wireless coverage for instructional space ONLY. Locations such as business offices or bus garages should **not** be included in the calculation for your district.

Question 9:
Does the district use a wireless controller? Drop Down Answer: Yes or No.

Guidance: The controller does not necessarily need to be located in the district. The question relates to use of a controller not where it is located.

Question 10:
How many computing devices, less than five years old, are in use in the district?

	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop Computers / Virtual Machine (VM)		
Laptops / Virtual Machine (VM)		
Chromebooks		
Tablets less than nine (9) inches with access to an external keyboard		
Tablets nine (9) inches or greater with access to an external keyboard		
Tablets less than nine (9) inches without access to an external keyboard		
Tablets nine inches or greater without access to an external keyboard		
Totals		

Note: Include only devices used for instructional purposes. See guidance document for additional details.

Guidance: Please do *not* include any devices that are five years old or older unless they have been modernized within five years through a virtualization process. Include all devices used for instructional purposes, not just devices that are located in a classroom. Note: Refurbished devices of **any** age should **not** be included in the device count unless they have been updated through the virtualization process. When the answer is none, please use a zero.

Tablets with or without access to a keyboard: This question is designed to determine if there are enough keyboards available for use with tablets that are utilized for computer-based testing. Example: If the district's survey response lists 100 tablets less than nine inches with access to a keyboard, this means that the district has 100 keyboards available for use with those 100 tablets.

Question 11: Revised for the 2016 Update (reworded for clarity)
What percentage of students with disabilities in the school district, as of the submission date of this technology plan, have assistive technology documented on their Individual Education Plan (IEP)?

Example: If there are a total of 150 students with disabilities in the school district and 27 students with disabilities have assistive technology documented on their IEP, the percentage of students with documented assistive technology would be 18%. Therefore, the correct response would be 18.
Note: This information should be available within the district's Special Education Student Management System.

Question 12: Revised for the 2016 Update (reworded for clarity)
Please describe any additional assistance or resources that, if provided, would enhance the district's ability to improve access to technologies for students with disabilities.

Response is limited to 250 words.

> **Guidance:** Some examples might be**:** Funding for specialized professional development for teachers and IT staff in order to make full use of available assistive technologies or funding for a comprehensive assistive technology needs assessment, on an individual basis, for all students identified as disabled.

Question 13: Revised for the 2016 Update
How many peripheral devices are in use in the district? Note: It is now acceptable to include devices older than five years of age, as long as they are in use. Including these additional devices is optional. The district may use the same device counts as last year, provided any new purchases made since the last plan was submitted are included.

Please give the number of the following:

	Number of devices in use
Document Cameras	
Flat Panel Displays	
Interactive Projectors	
Interactive Whiteboards	
Multi-function Printers	
Projectors	
Scanners	
Other Peripherals	

Guidance: Include only peripherals used for instructional purposes.
Other peripherals might include, for example, video conferencing devices, cameras, or probes.

Question 14:
If a number was provided for "Other Peripherals" please specify the peripheral device(s) and quantities for each.

Question 15:
Does your district have an asset inventory tagging system for district-owned equipment? Yes or No.

Question 16:
Does the district allow students to Bring Your Own Device (BYOD)? Question refers to students only. Yes or No.

16.a: If answered yes to question 16: On an average school day, approximately how many student devices access the district's network?

Guidance: Question appears only if answer to Question 16 is yes.

Question 17:
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. Please select "Not Applicable" if the question does not apply to the district because there are no nonpublic schools in the district.

Question 18: NEW for the 2016 Update
What barriers may prevent the district from testing 100% of its grade 3-8 students and NYSAA students on computers by the year 2020?
Please check **all** that apply. If you choose option 6, do not choose any other options.

1. Insufficient number of devices meeting testing requirements
2. Lack of reliable Internet service
3. Insufficient broadband access
4. Inadequate staffing levels
5. Insufficient testing spaces
6. District does not foresee any barriers

7. Other

18.a: Please provide details if response to Question 18 was Other.

Guidance: If you selected option 7 (Other) you will be asked to provide a description of the barrier(s).

SECTION D

D. SOFTWARE AND IT SUPPORT

Question 1:
What are the operating systems in use in the district?
Please select "Yes" if the operating system is currently in use. Please select "No" if the operating system is not currently in use. This includes all operating systems in use throughout the district.

Question 2:
Please provide the name of the operating system if the response to Question 1 included "Other."

Question 3:
What are the web browsers, both available and supported, for use in the district? Please select "Yes" if the web browser is both available and supported for use in the district. Please select "No" if the web browser is not available and supported for use in the district.

> **Guidance:** Check all the web browsers that apply. Although all PCs come with installed web browsers, only respond yes to those browsers your district is using **and** supporting.

Question 4:
Please provide the name of the web browser if the response to question three included "Other."

Question 5: Revised for the 2016 Update (Revised definition)
Please provide the name of the Learning Management System (LMS) most commonly used in the district. A Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of online and blended learning courses.

If a district uses a locally developed LMS, please indicate. If the district does not use a learning management system, please reply "None used".

Examples are provided here:
http://www.p12.nysed.gov/technology/TechPlans/ITP_SampleSLMS.html

> **Guidance:** This information is necessary in order to inform NYSED and entities that are conducting regional technology planning, such as Boards of Cooperative Educational Services (BOCES) and Regional Information Centers (RICs), to maximize cost

effectiveness, to plan for regional and statewide software procurement, and to plan for professional development opportunities around the most commonly utilized software.

For purposes of this survey, Google Classroom is not considered a Learning Management System (LMS). Google has stated that, at present, they do not consider Google Classroom to be an LMS. For examples of LMSs, please see http://www.p12.nysed.gov/technology/TechPlans/ITP_SampleSLMS.html. Google Classroom could be included in the response to Question 6, "Please provide the names of the five most commonly used software programs that support classroom instruction in the district."

Question 6:
Please provide the names of the five most commonly used software programs that support classroom instruction in the district.

Guidance: This list should include *a maximum* of five programs that are used district-wide. This information is necessary in order to inform NYSED and entities that are conducting regional technology planning, such as Boards of Cooperative Educational Services (BOCES) and Regional Information Centers (RICs), to maximize cost effectiveness, to plan for regional and statewide software procurement, and to plan for professional development opportunities around the most commonly utilized instructional software.

Some examples of categories of software programs that support classroom instruction include:

- Content management systems
- Supplemental reading programs
- Supplemental math programs
- Diagnostic and formative assessment systems
- Digital curriculum software systems
- Digital content creation software

Some examples of categories of software programs that **do not directly** support classroom instruction include:

- Student information systems
- Financial management systems
- Transportation management systems
- Cafeteria management systems
- Professional development tracking systems

Question 7:
Please provide the names of the five most frequently used research databases if applicable. (Optional question) See list of common statewide research databases. (Link to website) http://www.p12.nysed.gov/technology/TechPlans/ITP_SampleSLMS.html#swDBS

Guidance: Responding to this question is optional. If the district uses research databases, the following are common examples.
World Book Online

- Britannica School Edition
- Infobase Issues and Controversies
- ProQuest Culturegrams
- PebbleGo Animals
- Cengage Biography in Context
- Cengage Student Resources in Context
- ABC CLIO Databases
- Britannica Image Quest

Question 8:
Does the district have a Parent Portal? Yes or No

> **Guidance:** The Parent Portal is specific to student information systems such as SchoolTool, eSchoolData, and Power School. Teacher web pages are not defined as parent portals per this question.

8.a: Check all that apply to the Parent Portal if the response to Question 8 is "Yes." (Appears if answer to 8 was yes)

> **Guidance:** Check-boxes appear only if you answered “Yes” to Question 8. Options include: Attendance, Homework, Student Schedules, Grade Reporting, Transcripts, Other

8.b: If ”Other” was selected in Question 8 (a), please specify the other feature(s).

> **Guidance:** If you have more than one additional feature, please list all.

Question 9:
What additional technology-based strategies and tools, besides the Parent Portal, are used to increase parent involvement? Check all that apply.

> **Guidance:** Options include: Learning Management System, Emergency Broadcast System, Website, Facebook, Twitter, Other

9.a: Please specify if the response to question nine was "Other."

Guidance: Response is limited to 200 words

Question 10: Revised for the 2016 Update
Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is providing technical support. Does not include instructional technology integration FTE Time.

Title	Number of Current FTEs

Guidance: Relevant staff would include the Director of Technology, IT support staff, and any other staff that assist with computer-based testing, troubleshooting, etc. Please note the survey will ask for similar information about staff assisting with instructional technology integration training and support for teachers in a later question (Section F, Question 2)

Response is limited to 500 words.

Additional Guidance: FTE calculation: Districts should include FTE staff employed directly by the district and/or subcontracted through an outside organization (such as a BOCES, RIC, or private vendor). Technology support services that do not identify specific FTEs should not be included in responses to this question.

SECTION E

E. CURRICULUM AND INSTRUCTION

Question 1: Revised for the 2016 Update – added SSBA
What are the district's plans to use digital connectivity and technology to improve teaching and learning?
If the district plans to apply for Smart Schools Bond Act (SSBA) funds for School Connectivity, the answer to this question must be aligned with the district's Smart Schools Investment Plan (SSIP). Response is limited to 250 words.

Question 2: Revised for the 2016 Update – added SSBA
Does the district's instructional technology plan address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?
If the district plans to apply for Smart Schools Bond Act funds for Classroom Learning Technology, the answer to this question must be aligned with the district's Smart Schools Investment Plan (SSIP).
Yes or No

2.a: If "Yes", please provide detail. Response is limited to 500 words. In your answer, please explain how the district's technology plan addresses the accessibility of educational materials for students with disabilities.

Note: Please review the guidance document prior to responding to question 2. (a) This guidance has been revised in 2016.

> **Guidance:** The accessibility needs of students with disabilities within the school district must be considered when planning for the implementation of educational technology consistent with the principles of a universal design for learning. Additionally, districts must understand the specific requirements for accessible instructional/educational materials for students with disabilities pursuant to federal and State laws and regulations. Section 200.2(b)(10) of the Regulations of the Commissioner of Education indicates that school districts must establish a plan to ensure that all instructional materials to be used in the schools of the district are available in a usable alternative format, which shall meet the National Instructional Materials Accessibility Standard (NIMAS). Furthermore, districts must ensure that preference in the purchase of instructional materials is given to those publishers who agree to provide such instructional materials in alternative formats. Some students with disabilities are eligible to receive accessible materials sourced in accordance with NIMAS, and other students with disabilities not eligible for NIMAS-sourced materials may still require accessible

materials pursuant to the regulations implementing the Individuals with Disabilities in Education Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1973.
Districts should understand that the terms "digital" or "electronic" do not necessarily mean "accessible" for all students. Schools must ensure that they have systems and structures in place to support the timely provision of educational materials in accessible formats.

Question 3: **Revised for the 2016 Update – added SSBA**
Does the district's instructional technology plan address the provision of assistive technology specifically for students with disabilities to ensure access to and participation in the general curriculum?
If the district plans to apply for Smart Schools Bond Act funds for Classroom Learning Technology, the answer to this question must be aligned with the district's Smart Schools Investment Plan (SSIP). Yes or No.

3.a: If "Yes", please provide detail.
Response is limited to 500 words. Please explain how the district's instructional technology plan supports access to and participation in the general curriculum for students with disabilities through the use of assistive technology.
Note: Please review the guidance document prior to responding to question 3(a).

Guidance (Revised in 2016): For many students with disabilities, assistive technology facilitates access to the general education curriculum in both the general education and the special education classroom environments. Moreover, the assistive technology recommended on the individualized education programs (IEPs) of some students with disabilities may be the same as or similar to the technologies available to all students schoolwide or in select classrooms (e.g., mobile devices, netbooks, text-to-speech software, etc.). Effective implementation of assistive technology for many students with disabilities should involve coordination between the Committee on Special Education and other school/district administrators. Issues including (but not limited to) connectivity, technology support, maintenance, program installation and customization, operating systems, platforms, classroom management strategies, and device management strategies have an impact on the implementation of assistive technology for many students with disabilities. Schools should ensure that they have systems and structures in place to support the use of students' required assistive technology devices in both instructional and assessment environments.

Question 4: **NEW for the 2016 Update**
Does the district's instructional technology plan address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Yes or No.

4.a: If "Yes," please provide details. If the district plans to apply for Smart Schools Bond Act funds for Classroom Learning Technology, the answer to this question must be aligned with the district's Smart Schools Investment Plan (SSIP).

Guidance: Response is limited to 500 words.

SECTION F

F. PROFESSIONAL DEVELOPMENT

Question 1: Revised for the 2016 Update – added SSBA, and standards to be used as reference.
Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience, and method of delivery within your summary. Please use the New York State Professional Development Standards as a reference.
http://www.highered.nysed.gov/tcert/resteachers/pd.html
If the district plans to apply for Smart Schools Bond Act funds for Classroom Learning Technology, the answer to this question must be aligned with the district's Smart Schools Investment Plan (SSIP).

Response is limited to 500 words.

> **Guidance:** This section can include professional development offered within and by the school district and training that teachers are utilizing through a regional Model Schools program. This information should come from the district's approved Professional Development Plan.
>
> This question might best be answered in the form of a table. You may create a table within the survey or copy and paste one from an existing document.

Question 2
Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is delivering technology integration training and support for teachers. Does not include technical support.

Title	Number of Current FTEs

> **Guidance:** Added the word "delivering" to further clarify the question. Added information about the calculation of FTE. Relevant staff would include the Director of Technology, curriculum integration teacher-coaches, and any other staff that assist with instructional technology implementation. Select "Add Row" to list additional titles and FTE's.
> **Note:** Guidance document clarifies how to determine FTE count. Do not double-count staff time already accounted for in Section D, Software and IT support. If the same

individual staff member supports both technology integration and provides general tech support, allocate their time between the two functions. Total FTE count for any one individual should not exceed 1.0. Do not include contractors unless paid as an FTE.

Response is limited to 500 words.

Additional Guidance: FTE calculation: Districts should include FTE staff employed directly by the district and/or subcontracted through an outside organization (such as a BOCES, RIC, or private vendor). Technology integration and support services that don't identify specific FTEs should not be included in responses to this question.

SECTION G:

G. TECHNOLOGY INVESTMENT PLAN

Question 1: Revised for the 2016 Update

Please list the top five planned technology investments in priority order over the next three years. Infrastructure is considered an instructional technology investment.

	Anticipated Item or Service Drop Down menu	Estimated Cost	Is Cost one-time, Annual, or both?	Potential Funding Source: (May choose more than one source per item.) (Text Boxes)
1			□ One time □ Annual □ Both	
2			□ One time □ Annual□ Both	
3			□ One time □ Annual□ Both	
4			□ One time □ Annual□ Both	
5			□ One time □ Annual□ Both	

Guidance: The Anticipated Item or Service column offers a drop-down menu of options as shown below. Select one category of item or service for each of the district's top five anticipated purchases in priority order – 1= first priority, 2 = second priority and so on. Selected Anticipated Items or Services 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 in Question 1.a.

Next, select whether or not 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 survey 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 in Question 1.a.

This plan can include staffing directly related to implementing the instructional technology plan and related professional development.

Infrastructure is considered an instructional technology investment.
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.

Drop down list of items: Choose one per row

3D Printers
Broadband
Chromebooks
Desktops
Interactive Displays/Projectors/Whiteboards
Instructional Software
Laptops
Network Cabling
Office/Productivity Software
Printers
Professional Development
Servers
Server/Network Software
Staffing
Switches
Tablets
VOIP
Wi-Fi
Other

Check box list of funding sources: (Can choose more than one)
BOCES Co-Ser purchase
District Operating Budget
District Public Bond
eRate
Grants
Instructional Materials Aid
Instructional Resources Aid
Smart Schools Bond Act

Other

1.a: If “Other" was selected in Question 1 for items purchased or for a funding source, please specify.

Response is limited to 250 words.

SECTION H:

H. STATUS OF TECHNOLOGY INITIATIVES AND COMMUNITY CONNECTIVITY

Question 1:
Please check any developments, since your last instructional technology plan, that affect the current status of the technology initiatives.
Please check all that apply.

> **Guidance:** If you check "Other", you will be asked to specify in Question 1 (a). Changes in enrollment, staffing or funding can be an increase or a decrease.

1.a: Please specify if response to Question 1 was "Other."

Question 2: **Revised for the 2016 Update:**
In this section, please describe how the district plans to increase student and teacher access to technology, at home and in the community.
Response is limited to 250 words.

> **Guidance:**
> Removed reference to school. The response should address how the district will increase access at home and in the community, not in school. If your district does not have specific plans to increase access at home and/or in the community, please state that in your response. Some examples might be working with local government to provide internet access in other public buildings that are accessible during non-school hours, providing Wi-Fi on school buses with long commutes or assigning laptops or tablets to students to take home during the school year.

Question 3: **Revised for the 2016 Update**

Please check all locations where internet service is available to students within the school district's geographical boundaries.

- ☐Home
- ☐Community
- ☐None

Check all that apply.

> **Guidance:** Removed school. The survey has already addressed internet service at school. This question is related to home and community only. This question refers to

ALL internet service available at home and in the community, not just internet service provided at these locations by the school district. If there is no internet service available for homes or in the community, check the “None” box.

3.a: Please identify categories of available internet locations within the community. (Appears if community is checked). Community can include, for example, local businesses, public libraries, non-profits and governmental entities. Response is limited to 250 words.

Guidance: It would be helpful to include numbers of locations within each category such as one public library and five local businesses. Districts do not need to provide a detailed list of locations providing internet service in the community.

SECTION I:

I. INSTRUCTIONAL TECHNOLOGY PLAN IMPLEMENTATION

Question 1:
Please provide the timeline and major milestones for the implementation of the technology plan, as well as the action plan to integrate technology into curriculum and instruction to improve student learning.
Please list the dates, actions, and desired outcomes. Response is limited to 500 words.

> **Guidance:** The timeline must include dates, actions, and desired outcomes. Dates may be indicated as, for example, "Fall 2015, 2016, and 2017." Please include all three years of the plan. It is acceptable to list all three school years as the time frame and list actions and desired outcomes for each year. Districts are not required to break it down into shorter time frames.
>
> It is recommended that your answer be formatted as a table. You should be able to copy and paste Word tables or information from Excel spread sheets into the plan. You may also create tables within the survey.

Example:

Action Plan				
Goal 1: Communication between parents and staff will be enhanced.				
Actions Needed to Achieve Goal	Staff Development	Person(s) Responsible	Date Each Action Will Be Completed	Indication of Success

SECTION J:

J. MONITORING AND EVALUATION

Question 1: Revised for 2016 Update:
Please describe the proposed strategies that the district will use to evaluate, at least twice a year, whether the district's instructional technology plan is 1) meeting the vision and goals as outlined in the plan and 2) making a positive impact on teaching and learning in the district. Please list the dates, actions, and desired outcomes. Response is limited to 500 words.

> **Guidance**: Now asks the district to outline the methods to be used to evaluate how well the goals are being met and how the plan is positively impacting teaching and learning.It is important to include dates, actions, and desired outcomes.

Question 2: Revised for 2016 Update –date of the public forum no longer required in the table.
Please fill in all information for the policies listed below.
There is a public forum requirement for the Internet Safety/Cyberbullying Policy. The date of the public forum and the date of board approval should be listed within the Internet Safety/Cyberbullying policy document*. Districts do not need to have a public forum for the Acceptable Use Policy (AUP) or Parents' Bill of Rights.

Please use N/A if the question does not apply.

Policy	URL	Year Policy Adopted
Acceptable Use Policy-AUP		
Internet Safety/Cyberbullying*		
Parent's Bill of Rights for Data Privacy and Security		

SECTION K:

REQUEST FOR FEEDBACK

At the end of the survey, please continue to the Feedback Page and respond to all applicable questions.

> **Guidance**: It is important that users provide feedback on this survey so that we can continue to improve its usefulness. Please address the content and the functionality of the system and be as specific as possible. We value your input.

Appendices Instructions

If you would like to upload a document or documents as appendices to your plan, you may do so here. You are limited to uploading no more than five documents.

Please note that you may **not** upload documents in lieu of completing the required questions in the survey. All required questions must be answered fully within the body of the survey. This may require you to summarize sections of your existing comprehensive technology plan in order to submit the information within the parameters of the survey.