SURVEY GUIDANCE

Purpose of the 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.

A NYSED-certified reviewer will review the plan. Once the review has been completed, the plan will either be submitted to NYSED for approval or sent back to the district for revisions. Upon 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.

The requirement to submit the survey also applies to districts with a current NYSED-approved technology plan for E-rate.

Please work with your certified Regional Information Center (RIC) reviewer to enter the required components of your plan into the electronic collection tool. Plans should not be submitted via the electronic collection tool until the district has been notified by its certified reviewer that it is complete and ready for NYSED approval.

Buffalo, New York City, Rochester, Syracuse, and Yonkers (The Big Five) will work with NYSED staff to enter their plans into the electronic collection tool.

Approved plans may be utilized when a district applies for any educational technology-related funding from State or Federal sources. 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 comprehensive technology plan.

Access to the electronic collection tool:

Plans are collected through a multi-purpose online system titled State Education Department (SED) Monitoring. 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 web 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 Ed Tech survey. 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 after it has been reviewed and certified by the RIC reviewer.

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.

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.

We suggest for the initial submission that you copy and paste the narrative information, as appropriate, from the district's existing technology plan. The district's completion of the electronic collection tool should represent the information in the latest district-approved comprehensive technology plan.

NOTE: **If you are having trouble copying and pasting,** please use Control V or open the survey using a different browser. You may also try saving your word document as .txt and then copying and pasting from the .txt document.

If you would like to submit additional supporting documentation, go to the appendices section and upload the documents. See instructions at the end of this guidance document. **Submitting additional documentation does NOT substitute for completing all required fields**.

Submitting the District's Instructional Technology Plan

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

Districts should follow the process outlined below for submitting their instructional technology plan:

1. The district must first submit a draft instructional technology plan to its RIC certified reviewer.
2. The district will receive formal feedback about the completeness of its draft instructional technology plan from their RIC certified reviewer. A district's instructional technology plan is only considered "final" once certified by the RIC reviewer.
3. Once the district receives written confirmation that its instructional technology plan is certified, the district can submit the final plan to NYSED via the SED Monitoring Portal. **Superintendents should only hit the "Submit" button in the SED Monitoring Portal after the district's RIC certified reviewer has officially certified the plan**.
4. Districts will need to contact their RIC certified reviewer to unsubmit the plan if the district needs to make any changes after hitting the "Submit" button. The Big Five districts should contact NYSED directly if they need to unsubmit the plan.

Once you have submitted the survey answers, you are able to export the results as a PDF at any time. The option to print either a blank version or your completed survey appears on the survey welcome page.

Districts are strongly encouraged to post their final, RIC or NYSED (Big 5) certified, SED-approved plan on their website.

If you have questions about the electronic collection tool or are having technical issues when entering your data:
Please contact your Regional Information Center (RIC). Big 5 schools should contact NYSED directly.

Timeline:

The initial three-year plan submission covers July 1, 2015 to June 30, 2018. **The deadline to submit the initial three-year plan to NYSED is October 16, 2015.** For all schools 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. NYSED may set interim deadlines for the Big 5 schools.

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.

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) – Between Buildings

This is the bandwidth of the circuit that connects from each building within your district to your district network hub or district data center.

Local Area Network (LAN) – Within Buildings

This is the bandwidth of the internal circuits between the network data closets and the computers within individual school buildings.

Learning Management System (LMS)

A software application for the administration, documentation, tracking, reporting, and delivery of e-learning, education courses, or training programs.

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)

A computer network that spans a relatively large geographical area. It is the circuit that connects the district network hub to the external Network /Internet Service Provider.

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, AF) are established by the Institute of Electrical and Electronics Engineers (IEEE).

SECTION A:

A. LEA INFORMATION

Question 1:
What is the total student enrollment based on the most recent BEDS Day submission?

Guidance: Please make sure that this information matches the data submitted for the most recent BEDS day. This information is necessary because, at the present time, the system that collects this survey data cannot interact directly with the system that collects enrollment data from the district. Note: Requires a numeric value.

Question 2:
What is the student enrollment by grade band based on the latest BEDS Day submission?

Guidance: Please make sure that this information matches the data submitted for the most recent BEDS day. Grade bands are K-2, 3-5, 6-8 and 9-12.
Note: Requires a numeric value.

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

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

Question 4:
What is the title of the district administrator entering the tech plan 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. The drop down includes Superintendent, Deputy Superintendent, Assistant Superintendent, Chief Information Officer, Director of Technology, and Other. If other, please provide the actual 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 with the stakeholders around the goals and objectives of the instructional technology plan. 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 Investment Plan, will be required 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: 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 tool itself by choosing the option "insert table".

Example:

Technology Plan Development Meetings			
Date	Purpose	Participants	Outcome
EXAMPLE			
September 2013	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 other, you will be asked to elaborate.
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.

Question 5:
Based upon your answer to question four, what are the top three challenges that are causing the gap? If you chose none in question four, please enter N/A.

Response is limited to 100 words.

SECTION C:

C. TECHNOLOGY AND INFRASTRUCTURE INVENTORY

Question 1:
What is the available network broadband bandwidth? Please express speed in Mb (Megabits) or Gb (Gigabits). If the district has multiple school buildings, the minimum and maximum capacity between and within school buildings should not be an average. Please list the minimum capacity at the school building with the lowest capacity and the maximum capacity at the school building that has the highest capacity.

Guidance: Please make sure that this is the most current information available.

Please note the different bandwidth categories are defined as follows:

Network Bandwidth: Incoming connection TO district schools (WAN). This is the bandwidth of the circuit that connects from your district network hub out to your external Internet/Network Service provider.

Internal Network Bandwidth: Connections BETWEEN school buildings (LAN). This is the bandwidth of the circuit that connects from each building within your district to your district network hub.

Bandwidth: Connections WITHIN school buildings (LAN). This is the bandwidth of the circuits between the network data closets and the computers within individual school buildings.

Please note network broadband bandwidth is different than the district's contracted Internet access bandwidth. The contracted Internet access bandwidth is requested in question two below.

Question 2:
What is the total contracted Internet access bandwidth for your district? Please express speed in Mb or Gb.

Guidance: 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 is different than the network broadband bandwidth.

For example, your district may use a 1 Gb network broadband circuit to transport Internet access bandwidth of 40 Mb. For this question, you would answer "40 Mb."

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 **total** of your combined Internet access bandwidth.

Question 3:
What is the name of the agency or vendor that your district purchases its primary Internet access bandwidth service from?

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 network broadband/telecommunications WAN 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 broadband / WAN connection leased from a commercial network provider. In this example, districts should indicate their local RIC when answering this question.

Question 4:
Which wireless protocols are available in the district? Of these, which are currently in use? Check all that apply.

Guidance: Check *all* that are currently utilized by **or** available to your LAN. Please make sure that this is the most current information available.

Question 5:
Do you have wireless access points in use in the district? (Yes or No)

5. (a) If yes, what percentage of your district's instructional space has wireless coverage?

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 6:
Does the district use a wireless controller? (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 7:
What is the port speed of the switches that are less than five years old in use in the district?

Guidance: Please respond with "0" if not applicable. Otherwise, respond in Gb or Mb.

Question 8:
How many computing devices less than 5 years old are in use in the district? How many of these devices are connected to the LAN?

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 plan 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.

Computing Devices

- Desktop Computers/Virtual Machine (VM)
- Laptops / Virtual Machine (VM)
- Chromebooks
- Tablets less than nine inches with access to an external keyboard
- Tables nine inches or greater with access to an external keyboard
- Tablets less than nine inches without access to an external keyboard
- Tablets nine inches or greater without access to an external keyboard

Question 9:
Of the total number of students with disabilities in your district, what percentage of these students are provided with assistive technology as documented on their Individualized Education Programs (IEPs)?

Guidance: Please enter the percentage as a numeric value. This information should be available within the district's Special Education Student Management System.

Example: If there are 100 students with disabilities in the district, and 25 of them have assistive technology needs documented on their IEPs, the answer would be 25 %. It is based upon the percentage of all students with disabilities that have assistive technology needs documented in their IEP.

Question 10.
From your technology needs assessment, please describe any additional assistance or resources that, if provided, would enhance the district's ability to improve access to technologies, including assistive 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 11:
How many peripheral devices less than five years old are in use in the District?

Peripheral Devices

- Document Cameras

- Projectors
- Interactive Projectors
- Interactive Whiteboards
- Multi-function Printers
- Scanners
- Flat Panel Displays
- Other Peripherals

Guidance: Please do *not* include any devices that are five years old or older. Refurbished devices should not be included in the device count. When the answer is none, please use a zero. Only include peripherals that are used for instructional purposes.
Examples of "Other Peripherals" might include video conferencing devices, cameras, or probes.

Question 12
If a number was provided for "Other Peripheral devices", please specify the peripheral device or devices and quantities for each as specified in question 11.

Guidance: If you have more than one category of "Other" peripherals, please list each one with a quantity.

Question 13:
Does your district have an asset inventory tagging system for district-owned equipment? Choose yes or no.

Question 14:
Does the district allow students to Bring Your Own Device (BYOD)?

Guidance: Question refers to students only. (Yes or No)

Question 14a. If answered yes to question 14: On an average school day, approximately how many student devices access the district's network? Question appears only if answer to question fourteen is yes.

Question 15:
Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, Section 754? Choose yes, no, or not applicable.

Guidance: Please select "not applicable" if this question does not apply to your district. Example: There are no nonpublic schools within your district boundaries.

SECTION D

D. SOFTWARE AND IT SUPPORT

Question 1:
What are the operating systems in use in the district?

Guidance: Please select yes if the operating system is currently in use. Please select no if the operating system is not currently in use.

Question 2:

Please provide the name of the operating system if the response to question one was "Other."

Question 3: What are the web browsers both available and supported for use in the district?

Guidance: Check all the web browsers that apply. 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. Although all PCs come with installed web browsers, only respond yes to those browsers your district is using **and** supporting. This includes all web browsers available **and** supported for use throughout the district.

Question 4:

Please provide the name of the web browser if the response to question three was "Other."

Question 5:
Please provide the name of the learning management system (LMS) most commonly used in the district. 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 the present, they do not consider Classroom to be an LMS. For examples of LMSs, please seehttp://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."

If your district does not utilize an LMS, please respond with N/A.

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)

- List of most commonly used statewide research databases: 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.

Question 8 (a): Check all that apply to your Parent Portal if the response to question eight is "Yes."

(Check-boxes appear only if you answered YES to question eight)

Question 8 (b):

If 'Other' was selected in 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?

Please check all that apply:

☐ Learning Management System
☐ Emergency Broadcast System
☐ Website
☐ Facebook
☐ Twitter

☐ Other

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

Response is limited to 200 words

Question 10:
Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technical support.

Title	Current FTE's

Guidance: Relevant staff would include the Director of Technology, IT support staff, and any other staff that assists with computer-based testing, troubleshooting, etc.
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.

Please note the survey will ask for similar information about staff assisting with instructional technology training and support for teachers in a later question (Section F, Question two)

Response is limited to 500 words.

SECTION E

E. CURRICULUM AND INSTRUCTION

Question 1:
What are the district's plans to use digital connectivity and technology to improve teaching and learning? Response is limited to 250 words.

Guidance: If you have a current instructional technology plan, please use information from the appropriate section to answer this question.

Question 2:
Does the district's instructional technology plan address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?
Yes | No

2.a If "Yes", please specify. Response is limited to 250 words.

> **Guidance:** This question addresses the students with disabilities served within the school district in both general education and special education classroom environments. This question combines the technology considerations for a universal design for learning (for all students, including students with disabilities) and the requirements for assistive technology and accessible instructional materials (both specific to students with disabilities).

Question 3:
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?

3. a. If "Yes", please provide detail. Response is limited to 250 words.

> **Guidance:** This question brings the district's focus to all students with disabilities for whom they have Committee on Preschool Special Education (CPSE)/Committee on Special Education (CSE) responsibilities.
>
> School districts are responsible for assistive technology needs of the students with disabilities served in the public school setting in both general and special education classrooms. (See Regulations of the Commissioner of Education in New York State sections 200.4(d)(2)(v)(b)(6), 200.4(d)(3)(v) and 200.4(e))
>
> School districts are also responsible for the assistive technology needs of students with disabilities placed by their parents in nonpublic (e.g. parochial, private) schools within school district boundaries in accordance with their Individualized Education Services Programs (IESPs). (See New York State Education Law section 3602-c)
>
> State-approved private and State-operated/State-supported schools may provide and implement assistive technology specified on a student's Individualized Education Program (IEP). When an assistive technology device is not available at a State-approved private, State-operated/State-supported school, the public school district where the student resides is responsible for providing that device. (See VESID memo on assistive technology: http://www.trecenter.org/appendixc.htm)

Although the provision of assistive technology devices and services is the school district's responsibility, BOCES are responsible for providing assistive technology services to students as part of their instructional program in programs administered by BOCES. School districts and BOCES should work collaboratively to plan and implement procedures to provide assistive technology in their region. (See VESID memo on assistive technology: http://www.trecenter.org/appendixc.htm)

Section F

F. PROFESSIONAL DEVELOPMENT

Question 1:

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 align these offerings to the NYSED Professional Development Standards found at: http://www.highered.nysed.gov/tcert/resteachers/pd.html

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 electronic collection tool or copy and paste one from an existing document.

Response is limited to 500 words.

Question 2:

Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technology integration training and support for teachers.

Title	Current FTE's

Guidance: Relevant staff would include the Director of Technology, curriculum integration teacher-coaches, and any other staff that assists with instructional technology implementation. 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.

Response is limited to 500 words.

Section G:

G. TECHNOLOGY INVESTMENT PLAN

1. Please list the top five planned instructional technology investments in priority order over the next three (3) years.

	Anticipated Item or Service	Estimated Cost	Is Cost one-time or Annual?	Potential Funding Source (Can list more than one source per item)
1			□ One time □ Annual	
2			□ One time □ Annual	
3			□ One time □ Annual	
4			□ One time □ Annual	
5			□ One time □ Annual	

Guidance: The anticipated item or service offers a drop-down menu as shown below. Please consider this plan a "wish list". If you do not have any funding source identified, you may state: funding source not yet identified. This plan can include staffing directly related to implementing the instructional technology plan and professional development. Infrastructure is considered an instructional technology investment. When listing more than one funding source for an item, please separate them with a semi-colon.

Anticipated items or services should begin within the three (3) year cycle of this technology plan. They do not necessarily need to end within the three (3) year cycle of this instructional technology plan.

Drop down menu:

Broadband
Desktops
Interactive Whiteboards
Instructional Software
Laptops

Network Cabling
Office/Productivity Software
Professional Development
Printers
Servers
Server/Network Software
Staffing
Tablets
Wi-Fi
Other

2. If “Other" was selected in question one, please specify.

Guidance: 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 one (a). Changes in enrollment, staffing or funding can be an increase or a decrease.

Question 2:
In this section, please describe how the district plans to increase access to technology in school, at home, and in the community, for students and teachers.

Guidance: Some examples might be working with local government to provide wireless access in other public buildings that are accessible during non-school hours, assigning laptops or tablets to students to take home during the school year, or providing all teachers with laptops/tablets for use at home.
Response is limited to 250 words.

Question 3:

Please check all locations where Wi-Fi service is available to students within the school district geographical boundaries.

Guidance: This question refers to ALL Wi-Fi service available, NOT only to Wi-Fi service provided by the school district.

3a. Please identify categories of available Wi-Fi locations within the community. Appears if community is checked.

Guidance: Community can include, for example, local businesses, public libraries, non-profits, and governmental entities. An appropriate answer might be, for example, local businesses, public libraries, and governmental offices. It would be helpful to include numbers within each category such as one public library and five local businesses.

Section I:

I. INSTRUCTIONAL TECHNOLOGY PLAN IMPLEMENTATION

Question 1:
Please provide the timeline and major milestones for the implementation of the technology plan and action plan to integrate technology into curriculum and instruction to improve student learning.
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. You 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 electronic collection tool.

Section J:

J. MONITORING AND EVALUATION

Question 1:

Please describe the proposed strategies that the district will use to evaluate, at least twice a year, the effectiveness of the implementation of the district's technology plan to improve teaching and learning.

> **Guidance**: It is important to include dates, actions, and desired outcomes. Response is limited to 500 words.

Question 2:
Please fill in all information for the policies listed below.

> **Guidance:** You are asked to provide the date of public forum, URL and the year the policy was adopted for your Acceptable Use Policy, Internet Safety/Cyberbullying Policy, and Parent's Bill of Rights for Data Privacy and Security Policy. Please use N/A if the question does not apply.
> Note: The only requirement for a public forum date is for Internet Safety/Cyberbullying Policy. Districts do not need to have a public forum date for the Acceptable Use Policy (AUP) or Parents' Bill of Rights for Data Privacy and Security.

QUESTION 3:
Does the district have written procedures in place regarding cybersecurity? Answer Yes or No.
Note: Here are some resources for districts that are in the process of creating and/or revising cybersecurity policies and procedures. NYSED neither recommends nor endorses specific cybersecurity procedures.

http://ptac.ed.gov/

http://www.its.ny.gov/eiso/policies/security

http://www.its.ny.gov/resources

http://www.sans.org/security-resources/

http://en.wikibooks.org/wiki/Information_Security_in_Education/Security_Regulations

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 online submission tool.