

2022-2025 NYSED Instructional Technology Plan Poland Central School District

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Guidance about this document and the pages that follow:

In each section the blue text indicates the district's short answer response or the choices selected from a list of responses that have been provided by the State Education Department. A blue background field indicates that the district has chosen to display information in a table to add clarity.

Section I - District LEA (Local Education Agency) Information

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

[Laura Dutton](#)

2. What is the title of the district administrator responsible for entering the Instructional Technology Plan data? Please select one from drop down menu:

[Superintendent](#)

Section II Strategic Technology Planning

1. What is the overall district mission?

By establishing a broad, challenging program and a variety of opportunities, Poland Central School will develop prepared, productive, and proud citizens.

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

Poland Central School District must be responsive to the changing needs of the individual, the group, and society. The District will provide opportunities for students to gain the knowledge and values necessary to be productive members of society and will use a variety of methods to measure learning. Instructional technology and the use of instructional technology will support these vision statements.

3. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or the district comprehensive instructional technology plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.

Planning Process:

The purpose of the Poland Central School District's Technology Committee is to support the Board of Education goals with respect to the overall role of technology in support of teaching and learning as well as district operations and management as aligned with national, state, and regional initiatives and IT industry standards.

Stakeholder Groups:

The district technology committee members include the superintendent, building principals, the technology leader, teachers, and a community member/parent.

Outcomes:

The district technology committee and/or a subgroup of the committee met three times during the fall, winter, and early spring to revise and develop the 2022-25 NYSED Instructional Technology Plan. The Technology Committee continues to meet regularly to review, evaluate, and adapt the district's Instructional Technology Plan and to set new goals and action plans based on district instructional and management priorities.

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

The district's Instructional Technology Plan builds upon and continues the work of the recent three-year plan by identifying areas that the school district exceeded their intended vision in light of the COVID-19 pandemic as well as identifying ongoing areas to support teacher and student access needs related to digital learning shifts. The district plans to build on the previous three-year goals by developing and implementing a solid sustainability plan, supporting equitable access to learning via technologies, and implementing ongoing, timely professional development and coaching support for technology integration aligned with new standardized technology hardware and software.

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

As a result of the COVID pandemic, the district deployed 1:1 Chromebooks for students as well as hotspots for Internet access to support virtual connections to learning. Additionally, the district leveraged existing platforms such as the G Suite for Education environment to ensure that teachers and students had a secure space to facilitate and/or participate in virtual courses focused on standards-based instruction and enable asynchronous and synchronous learning opportunities. Finally, the district is implementing a streamlined approach to standardized hardware and software applications for a cohesive, district-wide learning experience.

6. Is your district currently fully 1:1?

Yes we are fully 1:1; we do not typically send devices back and forth with our PK-1 students, though we have devices assigned for in-class use and in the event of home use needs.

7. Please describe the professional development plan for building capacity of educators and administrators in the attainment of the instructional technology vision as stated in question 2.

Poland CSD develops an annual district-wide Professional Development Plan that includes technology needs. The district plan includes professional development offerings at various levels to support the beginner, intermediate, and advanced user. Professional development sessions are delivered to staff via asynchronous and synchronous learning such as superintendent conference days. Throughout the calendar year, faculty and staff also participate in Model Schools workshops and training initiatives offered by the Mohawk Regional Information Center (MORIC) and local BOCES. District focus topics are noted in the following table and identify audience and learning model.

Professional Development Topic	Primary Audience	Delivery Model
G Suite for Education	Teachers	Virtual, Face-to-Face
Interactive Displays and Best Practice	Teachers/Administrators	Virtual, Face-to-Face
Digital Learning Proficiency	Teachers	Virtual, Face-to-Face
Data and Instructional Planning	Teachers/Administrators	Virtual, Face-to-Face
STAR Benchmark Assessment Software	Teachers/Administrators	Virtual, Face-to-Face
Integration and Best Practices	Teachers/Administrators	Virtual, Face-to-Face
Assessment Best Practices	Teachers/Administrators	Virtual, Face-to-Face
Data Privacy and Security	All Staff	Virtual, Face-to-Face

Section III - Goal Attainment

Directions: In this new section the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan. Please mark only one.

1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners. The district has met this goal:

- Minimally
- Moderately
- Significantly
- Fully

2. Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning. The district has met this goal:

- Minimally
- Moderately
- Significantly
- Fully

3. Digital Capacity and Access The District's technology infrastructure supports learning and teaching in all of the District's environments. The district has met this goal:

- Minimally
- Moderately
- Significantly
- Fully

4. Leadership - The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision. The district has met this goal:

- Minimally
- Moderately
- Significantly
- Fully

5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life. The district has met this goal:

- Minimally
- Moderately
- Significantly
- Fully

Section IV - Action Plan

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

1. Enter Goal 1 in the space provided.

Students and educators will have access to a robust and reliable infrastructure throughout the district in support of teaching and learning initiatives.

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

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

3. Target Student Population(s): Choose all that apply.

- All students
- Early Learning (Pre-K -3)
- Elementary/intermediate
- Middle School
- High School
- Students with Disabilities
- English Language Learners
- Students who are migratory or seasonal farmworkers or children of such workers
- Students experiencing homelessness and/or housing insecurity
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs

- Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- Students who do not have internet access at their place of residence
- Students in foster care
- Students in juvenile justice system settings
- Vulnerable populations/vulnerable students
- Other (if selected, please identify below)

4. Additional Target Population(s): Choose all that apply.

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

The district will regularly review existing technology in order to assess their reliability in support of teaching, learning, and operational needs. Specific administrative team, in partnership with the MORIC Managed IT Team, will review the Instructional Technology Plan goal(s) annually to review sustainability and expanded access plans regarding the district's network and infrastructure. Tools to evaluate this goal may include multiple strategies such as needs assessments, site surveys, usage reports, etc.

6. List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table provided for you must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2025 in the date columns for all unneeded rows in the table.

Action Step Choose one category from the drop-down menu	Action Step Description	Responsible Stakeholder: Choose one from drop-down	If "Other" Responsible Stakeholder is in column to the left, identify here, or choose "N/A."	Anticipated completion (month/year)	Anticipated Cost
Evaluation	Update site survey to evaluate existing infrastructure and district network closet locations and physical security needs.	Other	Managed Instructional Technology Team	July 2022	N/A
Planning	Create a sustainability plan for existing infrastructure and future needs.	Other	Managed Instructional Technology Team	Dec 2022	N/A
Budgeting	Develop a budget strategy for existing and future infrastructure needs and identify other funding sources as necessary.	Other	Managed Instructional Technology Team	June 2023	50,000
Implementation	Infrastructure and physical security items prioritized and placed in accordance with industry standards.	Other	Managed Instructional Technology Team	June 2025	N/A

1. Enter Goal 2 in the space provided.

The district will design and implement a cohesive approach to instructional technology in the classroom with district-wide tools such as interactive displays, modernized (speed, memory, etc.) teacher workstations and student Chromebooks.

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

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

3. Target Student Population(s): Choose all that apply.

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

4. Additional Target Population(s): Choose all that apply.

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

The district will regularly review existing technology in order to assess efficacy in support of teaching, learning, and operational needs. Specifically, the administrative team, in partnership with the MORIC Managed IT Team, will review the Instructional Technology Plan goal(s) annually to review sustainability and expanded access plans regarding the district's classroom technologies and end user devices. Tools to evaluate this goal may include multiple strategies such as needs assessments, site surveys, device-age reports, application reports, etc.

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6. List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table provided for you must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2025 in the date columns for all unneeded rows in the table.

Action Step Choose one category from the drop-down menu	Action Step Description	Responsible Stakeholder: Choose one from drop-down	If "Other" Responsible Stakeholder is in column to the left, identify here, or choose "N/A."	Anticipated completion (month/year)	Anticipated Cost
Evaluation	Complete site survey to evaluate existing end-user devices and classroom technology needs.	Other	Managed Instructional Technology Team	July 2022	N/A
Planning	Create a sustainability plan for existing end-user devices and classroom technology needs.	Other	Managed Instructional Technology Team	Dec 2022	N/A
Budgeting	Develop a budget strategy to address end-user devices and classroom technology needs and identify other funding resources as necessary.	Other	Managed Instructional Technology Team	June 2023	450,000
Implementation	Prioritize and distribute new technologies and end user devices.	Other	Managed Instructional Technology Team	June 2025	N/A

1. Enter Goal 3 in the space provided.

The district will develop a collaborative professional development plan that includes a focus on providing teachers with access to continuous and sustainable technology integration support.

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

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

3. Target Student Population(s): Choose all that apply.

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

4. Additional Target Population(s): Choose all that apply.

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

The district will regularly review existing technology in order to assess their reliability. in support of teaching, learning, and operational needs. Specifically, the district administrative team will review the Instructional Technology Plan goal(s) bi-annually to evaluate the effectiveness of professional development for technology integration in the classroom. Tools to evaluate this goal may include multiple strategies such as device usage, professional development evaluations, principal observation data, student assessments, etc.

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6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table you have been provided must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2025 in the date columns for all unneeded rows in the table.

Action Step Choose one category from the drop-down menu	Action Step Description	Responsible Stakeholder: Choose one from drop-down	If "Other" Responsible Stakeholder is in column to the left, identify here, or choose "N/A."	Anticipated completion (month/year)	Anticipated Cost
Evaluation	Identify teacher professional development needs.	Building Principal	N/A	July 2022	N/A
Curriculum	Align needs to grade level and department instructional initiatives.	Building Principal	N/A	July 2022	N/A
Collaboration	Partner with MORIC, BOCES, and independent vendor partners to support curriculum and instruction initiatives.	Building Principal	N/A	June 2025	N/A
Implementation	Schedule professional development across the annual school year using a variety of delivery models.	Building Principal	N/A	June 2025	15,000

Section V NYSED Initiatives Alignment

1. Explain how the district's use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.

The district technology committee structure and the district comprehensive goals within this plan allow ongoing evaluation and data collection. Technology resources will serve as a mechanism to strengthen collective instructional capacity (knowledge, skills, and dispositions), curriculum alignment, and assessment resources Teachers have access to and integrate technology into teaching and learning every day. The district intends to support rigorous academic standards and attain performance improvement for students by maintaining a primary focus on learning and aligning technology intentions with instructional intentions. The level of alignment to provide this support applies consistent, planning, policies and purposeful review of other district initiatives such as the Smart Schools Investment Plan.

2. Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.

The district will address equitable learning "everywhere, all the time" that were accelerated during the COVID pandemic by implementing short-term and long-term solutions and regularly evaluating needs.

Short-term solutions for the district include purchasing and distributing Wi-Fi hotspots to staff and families, designating best access points to high-speed connectivity within the school parking lot including moving routers to the periphery of classrooms, and evaluating use of school buses equipped with Wi-Fi hotspots.

Long-term solutions for the district include examining sustainability (i.e. predictable device replacement cycles), infrastructure (i.e. the kind of internet access the school has, transmission speeds, device capacity), and how teachers and students use the technologies available to them and how this use is consistent across different student populations.

3. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.

The district expanded use of technology to differentiate and support individual learning needs of students with disabilities at a more accelerated rate than noted in the district's last technology plan. All devices are equipped with speech-to-text and text-to-speech capabilities. Touchscreen features, wired cursor ("mouse") options, and larger keyboards are part of the district equipment inventory. As noted in question 2, an essential component of supporting access to curriculum is examining and supporting how teachers who provide instruction to students with disabilities are using technology and have knowledge and training to optimally use hardware and software applications.

4. How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website resource or a learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 4a, below)

5. Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Enhancing children's vocabulary development with technology
- Reading strategies through technology for students with disabilities
- Choosing assistive technology for instructional purposes in the special education classroom
- Using technology to differentiate instruction in the special education classroom
- Using technology to increase options for students with disabilities to demonstrate knowledge and skills.
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students with disabilities to connect with the world
- Other (Please identify, below)

6. How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website resource or a learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL/MLL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify below)

7. The district's instructional technology plan addresses needs of English Language Learners/ Multi-lingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages. Respond Yes or No.

Yes

If "yes" was selected, check one:

- In the 5 most spoken languages in the district
- In the 10 most spoken languages in the district
- In the 15 most spoken languages in the district
- Other (Please explain below)

At this time the need for instruction, materials, and assessments to be delivered in multiple languages is not necessary due to the current understanding of English Language by the ELL population and family. If this would change during the length of this adopted plan, the 5 most spoken languages would be prioritized to respond to student needs.

8. Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Enhancing children's vocabulary development with technology
- Reading strategies for English language learners
- Moving from learning letters to learning to read
- The power of technology to support language acquisition
- Using technology to differentiate instruction in the language classroom
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students connect with the world
- The interactive whiteboard and language learning
- Use camera for documentation

9. How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- McKinney-Vento information is prominently located on the school website, as well as the district website. (<https://www.polandcs.org/Page/1222>)
- If available, online enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. Offer phone enrollment as an alternative to in-person enrollment.
- Set enrollment forms automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity.
- Create a survey to obtain information about students' living situations, contact information, access to the internet and devices for all students in the enrollment processes so the district can communicate effectively and evaluate their needs.
- Create simple videos in multiple languages, with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment.
- Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.
- Provide students experiencing homelessness and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.
- Provide students a way to protect and charge any devices they are provided with by the district. Replace devices that are damaged or stolen as needed.
- Assess technology skills before disseminating devices to students experiencing homelessness and/or housing insecurity.
- Create individualized plans for providing access to technology and internet on a case-by-case basis for students experiencing homelessness and/or housing insecurity.
- Have resources available to get families and students step-by-step instructions on how to set-up and use their districts Learning Management System or website.
- Class lesson plans, materials, and assignment instructions are available to students and families for any student experiencing homelessness and/or housing insecurity.
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD, or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.
- Adjust assignments to be completed successfully using resources students have available.
- Provide online mentoring programs.
- Create in-person, web-based tutoring programs and/or live chats to assist with assignments and technology issues.
- Offer a technology support hotline during flexible hours.
- Make sure technology support is offered in multiple languages.

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

- The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- The district uses instructional technology to facilitate classroom projects that involve the community.
- The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- The district uses instructional technology to enable students to communicate and collaborate with students in different schools/districts in New York State, the United States, or with different countries.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- The district does not use instructional technology to facilitate culturally responsive instruction.

Section VI Administrative Management Plan

1. Staff Plan: Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training support and/or technical support for teachers in the table provided.

Title	Full-time Equivalent (FTE)
District Technology Leader	.5
Instructional Support Leader	.6
Technical Support Personnel	1.0

2. Investment Plan: Provide a three-year investment plan to support the vision and goals. 1= first priority, 2 = second priority, and so on. The anticipated categories should be planned instructional technology purchases beginning within the three (3) year cycle of this technology plan. Anticipated purchases do not necessarily need to be completed within the three (3) year cycle of this instructional technology plan.

Anticipated Item or Service	Estimated Cost	Is the Cost One-Time, Annual, or Both?	Potential Funding Source; Choose more than one, if applicable.
Network and Infrastructure	50,000	Both	<ul style="list-style-type: none"> ● BOCES CoSer Purchase ● District Operating Budget ● E-Rate ● Grants ● Smart Schools Bond ● District Public Bond ● Instructional Materials Aid ● Other (if marked, explain)
Classroom Technologies	185,000	Both	<ul style="list-style-type: none"> ● BOCES CoSer Purchase ● District Operating Budget ● E-Rate ● Grants ● Smart Schools Bond ● District Public Bond ● Instructional Materials Aid ● Other (if marked, explain)
End User Device Replacement	250,000	Annual Cost	<ul style="list-style-type: none"> ● BOCES CoSer Purchase ● District Operating Budget ● E-Rate ● Grants ● Smart Schools Bond ● District Public Bond ● Instructional Materials Aid ● Other (if marked, explain)

Anticipated Item or Service	Estimated Cost	Is the Cost One-Time, Annual, or Both?	Potential Funding Source; Choose more than one, if applicable.
Professional Development	15,000	Annual Cost	<ul style="list-style-type: none"> ● BOCES CoSer Purchase ● District Operating Budget ● E-Rate ● Grants ● Smart Schools Bond ● District Public Bond ● Instructional Materials Aid ● Other (if marked, explain)

3. Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?

Answer: No. The district has loaned computer hardware to students in other circumstances; however, there are no non-public schools within the district boundaries.

4. Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.

Answer: <https://www.polandcs.org/Page/3391>