



Proposed Project 2 Smart Schools Bond Act Planning Post COVID-19

September 2022 - June 2025

Public Communication & Summary February 17, 2022
Notice of the Meeting in Media and on Website
Public Agenda in full posted February 14, 2022



Classroom Learning Technology & Infrastructure

The district currently has a 1GB incoming line, as provided through our contract agreement with the Mohawk Regional Information Center and Time Warner.

In addition, switches were recently replaced and the existing platforms (as well as the most dates electrical, HVAC needs) were addressed in district's "Capital Project 2020" or will be remediated with the ARPA funds.

The district will ensure classroom capabilities support interactive whiteboards by purchasing new devices where whiteboards are placed. This is further detailed in the next detailed budget slide.



Classroom Learning Technology - Budget & Purchases

Expenditure	Item to be Purchased	Quantity	Cost/Item	Total Cost
Desktop Computer	Per system specs/teacher assignment	30	668.00	20,040.00
Tablet Computers	Computers for per-diem staff use	5	132.20	661.00
Other Costs	Mounting Equipment	57	1,000.00	57,000.00
Laptop Computers	Per system specs/teacher assignment	26	668.00	17,368.00
Interactive Whiteboards	ViewBoard 86	44	3,675.00	161,700.00
Interactive Whiteboards	SMART panel	7	7,500.00	52,500.00
Interactive Whiteboards	ViewBoard 75	3	2,799.00	8,397.00
Interactive Whiteboards	ViewBoard 98	3	8,295.00	24,885.00



Classroom Learning Technology & Student Needs

District technology purchases reflect much of what was learned during COVID. Planned expenses will:

- > enhance differentiated instruction;
- > expand student learning inside and outside the classroom;
- > benefit students with disabilities and English language learners; and
- > contribute to the reduction of other learning gaps that have been identified within the district.

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.

Future slides highlight how important 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.



Classroom Learning Technology & Specialized 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.

In addition, technology will be implemented for SWD and ELL students using best practice strategies 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, assistive technology, and flexible options for students to demonstrate knowledge and skill.



Classroom Learning Technology & Communications

Classroom Learning Technology is expected to have a secondary benefit of increased communication with parents and other stakeholders.

COVID-19 teaching and learning experiences strengthened partnerships with families and community as we collectively tried to navigate the challenges of the pandemic. Areas of communication grew when

- Instructional staff utilized the ParentSquare platform and other communication resources.
- Parents, caregivers, and other stakeholders came to expect more frequent check-ins from the school nurse and support staff.
- Parents and guardians became more aware and knowledgeable about the grade level curriculum(s) as a result of needing to be more actively engaged in learning materials and work completion.
- The pandemic highlighted ways school and home could work together on issues of connectivity (the digital divide) and the need for digital literacy instruction and media literacy instruction.
- Administrative communication about COVID outbreaks and changes in school protocols occurred weekly.



Classroom Learning Technology & PD

Technology PD is embedded in the 2022-2025 NYSED Instructional Technology Plan for PCS and the annual professional development plan. The intentional emphasis seeks to build capacity of educators and administrators in the attainment of the instructional technology vision.

Planned PD dates (i.e. Superintendent Conference Days), planned grade level and department needs, and informal conversations all are essential to collective capacity building.

The district publishes Model Schools workshops and training initiatives offered by the Mohawk Regional Information Center (MORIC) and our three regional BOCES within our online professional development catalogue. The district will utilize PD delivery models that include on-demand and flexible learning options. The District uses the support of an instructional integration specialist from the Mohawk Regional Information Center (MORIC) with a predictable, in-person assignment.

The very next slide shows topics for address as planned for the next several years.



PD Focus Areas

Professional Development Topic	Primary Audience	Delivery Model
G Suite for Education	Teachers	Virtual, Face-to-Face
Interactive Displays & Best Practice for Instruction	Teachers & Administrators	Virtual, Face-to-Face
Digital Learning Proficiency	Teachers	Virtual, Face-to-Face
Data and Instructional Planning for Instruction	Teachers & Administrators	Virtual, Face-to-Face
STAR Assessment Software	Teachers & Administrators	Virtual, Face-to-Face
Integration & Best Practice for Instruction	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



Classroom Learning Technology & PD

The district seeks to implement Classroom Learning Technologies across grade level and content strands to strengthen the impact of administrative, teacher, and staff Professional Development (“PD”).

PD in the District’s Instructional Technology Plan (last submittal and the current plan) intends to acknowledge that teachers value useful guidance that is aligned with daily instructional needs and quality over quantity, as aligned to the findings of Kathleen Lynch of the Annenberg Institute at Brown University and Heather Hill, Kathryn E. Gonzalez, and Cynthia Pollard of the Harvard Graduate School of Education. These four researchers conducted a meta-analysis of instructional improvement efforts and published findings in the Educational Evaluation and Policy Analysis, September 2019, Vol. 41, No. 3, pp. 260–293 indicating:

“PROGRAMS SAW STRONGER OUTCOMES WHEN THEY HELPED TEACHERS LEARN TO USE CURRICULUM MATERIALS; FOCUSED ON IMPROVING TEACHERS’ CONTENT KNOWLEDGE, PEDAGOGICAL CONTENT KNOWLEDGE, AND/OR UNDERSTANDING OF HOW STUDENTS LEARN; INCORPORATED SUMMER WORKSHOPS; AND INCLUDED TEACHER MEETINGS TO TROUBLESHOOT AND DISCUSS CLASSROOM IMPLEMENTATION.”



Questions, comments regarding Proposed Project 2 ?

If you were not present for the original hearing during the February 2022 board meeting and have comments, questions or suggestions, please contact the superintendent or business officials by calling the District Clerk, Mrs. Wellington, at 315-826-0203 in the District Offices.