

2022-2025 NYSED Instructional Technology Plan West Canada Valley Central School District

Completing the Draft

All Draft Answers in Blue

Highlight in Blue the Answers to be Selected in Dropdowns

Section I – District LEA Information

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

Answer: DJ Shepardson

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

Please select one from drop down menu:

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

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

Answer:

Section II – Strategic Technology Planning

1. What is the overall district mission?

Answer: Through a cooperative effort, parents, community, and the West Canada Valley Central School District are committed to preparing responsible, caring, and productive citizens. With a commitment to excellence, we will provide an atmosphere in which all students can reach their fullest potential as life-long learners.

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

Answer: West Canada Valley Central School District will provide students, faculty, staff, and the community with an environment that utilizes technology to:

- Aid students in becoming independent and self-directed learners.
- Provide students with individualized instruction, opportunities for cooperative learning, and inquiry-based learning.
- Provide teachers, administration, and staff with professional development opportunities that support data analysis, classroom management, and instructional support.
- Open doors to new opportunities to experience, explore, and participate in diverse global environments
- Assist students with disabilities to perform at higher levels and experience success.
- Provide equal access to information resources, experiences, and educational opportunities.
- Prepare students for the world of work, higher education, and global citizenship

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

Answer:

Planning Process: The purpose of the West Canada Valley Central School District 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, district-level leaders, building principals, the technology leader, community members.

Outcomes: The district technology committee and/or a sub-group of the committee met three times during the fall, winter, and early spring to revise and develop the 2022-25

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

Answer: The district's Instructional Technology Plan builds upon, and continues the work of the three-year plan by identifying areas that the school district exceeded their intended vision in light of the COVID-19 pandemic as well as identified 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 instructional softwares.

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

Answer: 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?

Answer: Yes

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

Answer: West Canada Valley CSD has a comprehensive, district-wide Professional Development Plan that includes a focus on technology. We will offer professional development at various levels identified for the beginner, intermediate, and advanced users. Professional development sessions will be available for all staff via asynchronous and synchronous learning such as superintendent conference days. Faculty and staff also participate in Model Schools and other training initiatives offered by the Mohawk Regional Information Center (MORIC) and the local BOCES.

PD Chart Below – Topic, Audience, Method of Delivery

| Topic | Audience | Method of Delivery |
|---|-------------------------|---------------------------|
| G Suite for Education | Teachers | Virtual, Face-to-Face |
| Interactive Displays | Teachers/Administrators | Virtual, Face-to-Face |
| Developing Digital Learning Proficiency | Teachers | Virtual, Face-to-Face |
| Using Data to Inform Instruction | Teachers/Administrators | Virtual, Face-to-Face |
| Utilizing Technology for Assessments | Teachers/Administrators | Virtual, Face-to-Face |
| Google Classroom | Teachers/Administrators | Virtual, Face-to-Face |
| Instructional Technology | Teachers/Administrators | Virtual, Face-to-Face |
| Integration Planning | Teachers/Administrators | Virtual, Face-to-Face |
| Google Certified Educator Boot Camp | Teachers/Administrators | Virtual, Face-to-Face |
| Data Privacy and Security Awareness | All Staff | Virtual, Face-to-Face |

Section III – Goal Attainment

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

1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.
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 – Goal 1

Action Plan: Goal 1

1. Enter Goal 1 below:

Answer: Expand and upgrade network capacity in order to support ongoing and future instructional and operational initiatives.

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

This is a drop-down list of NYSED goals that allows for only one choice.

- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
- Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
- Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders.
- 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 (please identify in Question 3a, below)

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

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

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

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

Answer: The district will regularly review existing technology in order to assess their reliability 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 network and infrastructure. Tools to evaluate this goal may include multiple strategies such as needs assessments, site surveys, usage reports, application reports, etc.

6. List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 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 the drop-down menu | If you chose "Other" Responsible Stakeholder in the column to the left, please identify here. Other wise, please write "N/A." | Anticipated date of completion (Drop-down) | Anticipated Cost |
|---|---|---|---|--|------------------|
| Planning | District will conduct a site survey to evaluate existing infrastructure, devices, and new needs. | Other: Managed IT | N/A | July 2023 | N/A |
| Budgeting | District will develop a budget strategy to address existing needs and identify funding streams to support implementation. | Other: Managed IT | N/A | June 2023 | N/A |
| Implementation | District will implement new infrastructure technologies based on site survey outcomes and industry standards. | Other: Managed IT | N/A | June 2025 | 125,000 |

| | | | | | |
|------------|--|-------------------|-----|-----------|-----|
| Evaluation | District will create new protocols for evaluating infrastructure, and devices to remain current. | Other: Managed IT | N/A | June 2025 | N/A |
|------------|--|-------------------|-----|-----------|-----|

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

Answer: No Answer Required

Section IV – Action Plan – Goal 2

Action Plan: Goal 2

1. Enter Goal 2 below:

Answer: Design and implement a cohesive approach to instructional technology in the classroom with district-wide tools such as interactive displays, modernized teacher workstations and student Chromebooks, and professional development on related best practices.

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

This is a drop-down list of NYSED goals that allows for only one choice.

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

3. Target Student Population(s): 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 (please identify in Question 3a, below)

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

4. Additional Target Population(s): Choose all that apply.
 - Teachers/Teacher Aides
 - Administrators
 - Parents/Guardians/Families/School Community
 - Technology Integration Specialists
 - Other
5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

Answer: The district will regularly review existing technology in order to assess their reliability in support of teaching, learning, and operational needs. Specifically, the district will create a replacement cycle for all hardware to ensure that the equipment is meeting the standards of current technology. Tools to evaluate this goal may include multiple strategies such as device usage, new or ongoing instructional needs.

6. List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 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 the drop-down menu | If you chose "Other" Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated date of completion (Drop-down) | Anticipated Cost |
|---|--|---|--|--|------------------|
| Evaluation | District will create new protocols for evaluating infrastructure, devices, and professional development to remain current. | Curriculum and Instructional Leader | N/A | June 2023 | N/A |
| Planning | Utilizing assistance from MORIC gather quotes for the purchase of classroom technology | Business Official | N/A | July 2022 | N/A |
| Budgeting | District will develop a budget strategy to address existing needs and identify funding streams to support implementation | Curriculum and Instructional Leader | N/A | August 2022 | N/A |

| | | | | | |
|--------------------|---|--|-----|-------------|-------|
| Implementat ion | Provide classroom teachers and staff direction and instruction on implementati on of new technology | Curriculum and Instructional Leader | N/A | August 2023 | 5,000 |
|--------------------|---|--|-----|-------------|-------|

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

Answer: No Answer Required

Section IV – Action Plan – Goal 3

Action Plan: Goal 3

1. Enter Goal 3 below:

Answer: Develop a collaborative, district wide technology professional development plan, in order to provide teachers with access to continuous and sustainable technology integration support every year.

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

This is a drop-down list of NYSED goals that allows for only one choice.

- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
- Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
- Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and 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 (please identify in Question 3a, below)

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

4. Additional Target Population(s): Choose all that apply.
 - Teachers/Teacher Aides
 - Administrators
 - Parents/Guardians/Families/School Community
 - Technology Integration Specialists
 - Other

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

Answer: The district will regularly review existing technology in order to assess their reliability in support of teaching, learning, and operational needs. Specifically, the District Leadership Team will review the Instructional Technology Plan goal(s) quarterly 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, instructional walks data, student assessments, etc.

6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you

must enter N/A into columns two, three, four, five, and seven, and choose June 30, 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 the drop-down menu | If you chose "Other" Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated date of completion (Drop-down) | Anticipated Cost |
|---|--|---|--|--|------------------|
| Curriculum | Align professional development with curriculum and instruction initiatives. | Curriculum and Instruction Leader | N/A | July 2022 | N/A |
| Collaborate | Connect with the Utica Teacher Center, MORIC, BOCES, and vendor partners to develop workshops for instructional focus areas. | Curriculum and Instruction Leader | N/A | June 2025 | N/A |
| Implementation | Implement professional development using multiple methods of delivery such as PC's, Chromebooks, iPads, and switches. | Curriculum and Instruction Leader | N/A | June 2025 | 100,00 |

| | | | | | |
|-----------|--|-----------------------------------|-----|-----------|-----|
| Budgeting | Leverage grant resources, such as the “Learning Technology Grant” to support professional development. | Curriculum and Instruction Leader | N/A | June 2025 | N/A |
|-----------|--|-----------------------------------|-----|-----------|-----|

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

Answer: No Answer Required

Section V – NYSED Initiatives Alignment

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

Answer: The district will provide professional development along with hardware and software to enhance instruction and to provide additional methodologies for improving outcomes and standards achievement. In addition, the district will provide the funds and plan to upgrade hardware and software on a regular basis. The district has purchased several instructional programs that will assist in improving student outcomes. These include the Reading A- Z, Type to Learn, Test Wizard, Education City, IXL, and the Journeys (ThinkCentral) program for addressing Math, Reading, Science, Social Studies, and World Languages. The technology provided by the district includes Chromebooks, iPads, desktop computers, and laptops. Each of these devices are utilized to access these programs using webpages and/or apps on mobile devices. In addition, the district manages the accounts, creates classes within the programs, and provides secure connectivity.

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.

Answer: The West Canada Valley Central School District strives to ensure that learners have appropriate access to connectivity and devices for learning activities, as needed, when they leave school grounds, so that they are able to experience high-quality connected learning. Additionally, the district will explore off-campus Internet access options, in partnership with local connectivity vendors, in alignment with curriculum and instruction initiatives, outfitting school buses with wireless internet, and the possibility of connectivity at centralized community locations. Finally, the district continues to replace and expand outdated network and infrastructure to ensure a fully-connected learning experience while students are on-campus.

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.

Answer: Technology provides the teacher with a multi-pronged approach for differentiating instruction. Devices allow for various forms of multimedia to be incorporated into lessons, interactive formative and summative assessments, and an ability to address the specific needs of each student by incorporating these varied approaches. Teachers have access to equipment such as lavalier microphones and speakers to address hearing impaired students, Google Classroom with text-to-speech capabilities that are used with students that require a scribe, as well as, iPads and chromebooks for use with students that require a mobile device based on IEP specifications. The district has also modified laptops to be used with students that require the use of a device for test taking.

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

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

5. Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase 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 their knowledge and skills.
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students with disabilities to connect with the world
- Other (Please identify in Question 5a, below)

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

6. How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.
- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
 - Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
 - Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
 - Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
 - Home language dictionaries and translation programs are provided through technology.
 - Hardware that supports ELL/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 in Question 6a, below)

6a. If 'Other' was selected in Question 6 above, please explain here.

7. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Answer: No

7a. If Yes, check one:

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

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

8. Please select the professional development that will be offered to teachers of English language learners/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
- ☐ Writing and technology workshop for teachers
- ☐ Enhancing children's vocabulary development with technology
- ☐ Writer's workshop in the Bilingual classroom
- ☐ Reading strategies for English Language Learners
- ☐ Moving from learning letters to learning to read
- ☐ The power of technology to support language acquisition
- ☐ Using technology to differentiate instruction in the language classroom
- ☐ Multiple ways of assessing student learning through technology
- ☐ Electronic communication and collaboration
- ☐ Promotion of model digital citizenship and responsibility
- ☐ Integrating technology and curriculum across core content areas
- ☐ Web authoring tools
- ☐ Helping students connect with the world
- ☐ The interactive whiteboard and language learning
- ☐ Use camera for documentation
- ☐ Other (Please explain in Question 8a, below)

Answer: No EEL Students in District.

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 individual school websites, as well as the district website.

- If available, online enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. Offer phone enrollment as an alternative to in-person enrollment.
- Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity
- Create a survey to obtain information/about students' living situations, contact information, access to internet and devices for all students in the enrollment processes so the district can communicate effectively and evaluate their needs.
- Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. Provide students experiencing homelessness and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.
- Provide students a way to protect and charge any devices they are provided with by the district. Replace devices that are damaged or stolen as needed.
- Assess readiness-to-use technology skills before disseminating devices to students experiencing homelessness and/or housing insecurity.
- Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.
- Have resources available to get families and students step- by-step instructions on how to set-up and use their districts Learning Management System or website.
- Class lesson plans, materials, and assignment instructions are available to students and families for 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 only the resources students have available.
- Provide online mentoring programs.
- Create in-person and web-based tutoring programs spaces and/or live chats to assist with assignments and technology issues. Offer a technology support hotline during flexible hours.
- Make sure technology support is offered in multiple languages.
- Other (Please identify in Question 9a, below)

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

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

- The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- The district uses instructional technology to facilitate classroom projects that involve the community.
- The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- The district does not use instructional technology to facilitate culturally responsive instruction.
- Other (Please identify in Question 10a, below)

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

Section VI – Administrative Management Plan

1. Staff Plan

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

| Title | Full-time Equivalent (FTE) |
|--------------------------------|-----------------------------------|
| District Technology Leadership | 0.5 |
| Instructional support | 0.20 |
| Technical Support | 1.00 |

2. Investment Plan

Provide a three-year investment plan to support the vision and goals.

| Anticipated Item or Service Drop Down Menu. Choose one per row. | If you chose "Other" Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A." | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source. May choose more than one source per item. | If you chose "Other" Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A." |
|---|--|----------------|------------------------------------|---|---|
| Network and Infrastructure | N/A | 50,000 | Both | BOCES Co-Ser purchase District Operating Budget Smart Schools Bond Act | N/A |

| | | | | | |
|------------------------------------|-----|----------------|-------------|--|-----|
| Classroom Technologies | N/A | 225,000 | Both | BOCES Co-Ser purchase District Operating Budget | N/A |
| End User Device Replacement | N/A | 50,000 | Annual | BOCES Co-Ser purchase District Operating Budget | N/A |
| Physical Security | N/A | 25,000 | Both | BOCES Co-Ser Purchase District Operating Budget | N/A |

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

Answer: Yes

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.westcanada.org/domain/42>

Section VI – Sharing Innovative Educational Technology Programs – OPTIONAL

Answer: Answers Optional