

Instructional Technology Plan

2022-2025



Vestal Central School District
201 Main Street, Vestal, NY 13850

Board of Education

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John Hroncich, Vice President

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(open)

Superintendent of Schools

Jeffrey Ahearn

Deputy Superintendent

Clifford R. Kasson

Assistant Superintendent for Instruction

Patrick J. Clarke III

Directors of Instruction

Ingrid Constable-Clarke, Keliann Mazikewich

Mission Statement



The Vestal Central School District believes each student is unique and can learn. The District's mission is to provide instruction, programs, strategies and challenges in a caring, positive learning environment. Each student will become a critical thinker, a lifelong learner, and a responsible, contributing citizen in a changing global society. The Board of Education, staff, parents, students and community share a commitment to this mission.

District Goals

Challenge all Vestal students to meet ever-increasing standards of excellence in preparation for participation in the global society.

Support students' efforts to learn and grow by assuring all a positive educational environment.

Foster community pride in the Vestal schools by communicating openly and effectively about our students and the school program.

Invest fiscal resources responsibly and effectively to accomplish the District's mission.

International Baccalaureate: Mission Statement



The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Core Beliefs of Responsive Classroom®



In order to be successful in and out of school, students need to learn a set of social and emotional competencies -- cooperation, assertiveness, responsibility, empathy, and self-control – and a set of academic competencies – academic mindset, perseverance, learning strategies, and academic behaviors.

Instructional Technology Leadership Team

Ingrid Constable-Clarke (Director of Instruction)
Patrick Clarke (Assistant Superintendent for Instruction)
Clifford Kasson (Deputy Superintendent)
Keli Mazikewich (Director of Instruction)
Marissa McNamara (Instructional Technology Specialist)
Heather Pufky (Admin. for Managed Technology Services)
Travis Robinson (Information Technology Associate Coordinator)
Kyle Verspoor (Instructional Technology Specialist)

2022 Technology Plan Review Committee

Ingrid Constable-Clarke (Director of Instruction)
Patrick Clarke (Assistant Superintendent for Instruction)
Sara Cook (ARE 5th grade Teacher)
Gianni Cordisco (VHS Assistant Principal)
Tracey Cornwell (VMS, Library Media Specialist)
Kelly Hudock (VHE 4th grade Teacher)
Clifford Kasson (Deputy Superintendent)
Mallory Little (VHS Art Teacher)
Hilary Loyd (ARE ENL Teacher)
Keli Mazikewich (Director of Instruction)
Marissa McNamara (Instructional Technology Specialist)
Heather Pufky (Admin. for Managed Technology Services)
Travis Robinson (IT Associate Coordinator)
Kyle Verspoor (Instructional Technology Specialist)
Kelly Waterman (THE Kindergarten Teacher)

Instructional Technology Strategic Planning Committee

Kate Barney (ARE Math AIS K-5)
 Trevor Barney (VHE Kindergarten Teacher)
 Ingrid Constable-Clarke (Director of Instruction)
 Patrick Clarke (Assistant Superintendent for Instruction)
 Sara Cook (ARE 5th grade Teacher)
 Gianni Cordisco (VHS Assistant Principal)
 Tracey Cornwell (VMS Library Media Specialist)
 Amber Dennis (Assistant Director of Special Education)
 Karen Doolittle (VHS Social Studies Teacher)
 Ben Greene (VHS Special Education Teacher)
 Kelly Hudock (VHE 4th grade Teacher)
 Clifford Kasson (Deputy Superintendent)
 Andrew LaClair (VHS Student)
 Mallory Little (VHS Art Teacher)
 Hilary Loyd (ARE ENL Teacher)
 Amy MacDonald (Vestal Parent)
 Keli Mazikewich (Director of Instruction)

Marissa McNamara (Instructional Technology Specialist)
 Malinda Miller (GLE/VHE Library Media Specialist)
 Kelly O'Brien (VMS Social Studies Teacher)
 Ellen Perna (Vestal Parent)
 Heather Pufky (Administrator for Managed Technology Services)
 Travis Robinson (IT Associate Coordinator)
 Madison Shear (VHS Student)
 Scott Smith (VMS Computer Studies Teacher)
 Vanessa Snyder (CAE Music Teacher)
 Rosalie Sullivan (Director of Special Education)
 Patti Sweeney (VHS Library Media Specialist)
 Kara Talbut (THE 3rd grade Teacher)
 Tony Turnbull (Vestal BOE Member)
 Kyle Verspoor (Instructional Technology Specialist)
 Melissa Williams (VMS Assistant Principal)
 Dawn Young (VHS Principal)

**Specialized sub-committees created on as need basis*

Vestal Central School District’s Instructional Technology Plan 2022 – 2025

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Vestal Central School District's Instructional Technology Plan 2022 – 2025

I. District LEA Information

Our District

The Vestal Central School District is located in upstate New York serving roughly 3,350 students in grades K-12 at seven schools. The seven buildings are comprised of five elementary schools (African Road, Clayton Ave, Glenwood, Tioga Hills and Vestal Hills), one middle school and a high school. There are 300 professional staff and 150 support staff that service our students.

Introduction/History

On March 14, 1995, the Vestal Central School Board of Education adopted the District's first *Information Technology Plan*. That plan provided the foundation for introducing technology into the classroom. It also articulated a vision for instructional technology, provided an assessment of the current level of technology, and addressed a variety of technology issues including software, networking, building infrastructure, training, and funding.

In 1996, the *Information Technology Plan Advisory Committee* developed an amendment to the 1995 Plan. This amendment was approved by the Board of Education in June 1996. The following recommendations, included in the amendment, were accomplished during the first four years.

- Formation of a *Software Subcommittee* and modification of software acquisition procedures.
- Reaffirmation of technology staffing configurations.
- Stronger emphasis on providing continuous technology staff development opportunities.
- Development of a capital project proposal to address infrastructure needs within each building.
- Revision of the funding schedule

In January 2006 a new instructional committee was formed. The purpose of the committee was to develop a new technology plan to address current and future needs of staff and students.

In March 2006 the committee surveyed the professional staff to assess current levels of technology expertise and use, as well as current integration of technology into the curriculum. The information in the survey was used as a basis for an initial purchase agreement of \$300,000 to acquire technology equipment for the 06-07 school year. The committee communicated these survey results through staff meetings, the district webpage, and Board of Education meetings. The committee also provided input to Bearsch Compeau Knudson Architects for the \$55 million 3-year capital project.

During the spring of 2008, the Vestal School District purchased IT Management Service through BT BOCES to oversee network management and ongoing technical support. In the fall of 2011, the committee in conjunction with the BOCES MITS Service, met to look into the future and establish a new three year plan to support building level technology committees and shift from acquiring equipment to integrating technology into instructional practice. Some of the initiatives during this time period included the reading *The World is Flat* by Thomas Friedman, curriculum mapping and the adoption of Project Lead The Way.

During the 2013-2014 school-year, under the leadership of Dr. Laura Lamash, Assistant Superintendent for Instruction, and in collaboration with Dodie Ainslie, Coordinator of Instruction, a dynamic model for technology integration was set into place with the design of the Technology Liaison model. This model formalized a feedback process that allows the Technology Planning Team to pilot and trial hardware and software in the classrooms and receive pertinent feedback from instructional faculty to frame future technology decisions and purchases. A dynamic model of feedback recognizes that technology is developing at an increasingly more rapid pace, and that, consequently, informed decisions require knowledgeable feedback from trained educators. The Technology Liaisons functioned for 3 years and successfully transitioned the district from a district-wide to a building and classroom responsive model of technology integration. During this time, many new practices were piloted and processes refined. In addition, the stipend position of Technology Integration Specialist was created to oversee a model of technology integration as a tool for advancing instructional practices aligned to the Regents Reform Agenda (2010).

The 2013-2014 school year marked the first deployment of tablet technology for the Vestal School District. Classroom sets of iPad tablets were distributed to all Technology Liaisons. Significantly, all K-2 classrooms were outfitted with iPad learning centers. K-2 teachers received training on the instructional use of iPads, provided in part by the elementary Technology Liaisons. In addition, K-2 teachers received a teacher specific iPad for their instructional use. This was followed by the deployment of Chromebooks for grades 3-8 during the 2014-2015 school year. These initiatives mark the district's transition to using multiple devices as the portal to online creation, collaboration and communication tools. This requires a software and hardware management system that functions remotely. The first step

in this process was identifying online tools to best facilitate workflow. Managing devices continues to be a focus to assure the best deployment of applications that staff and students need. Chromebooks managed through our G Suite for Education Administrative Console have proved so far to give us the flexibility to meet those needs.

During the 2017-2018 school year the district transitioned from Technology Liaisons to an Instructional Technology Advisory Committee. This group now has representation from all levels and most content areas that gives us feedback throughout the year. Based on needs and established goals, sub-committees will be formed from this group with additional members as needed to address specific areas. This transition to the Instructional Technology Advisory Committee was in response to the needs expressed by all stakeholder groups that technology integration needed to be content and discipline specific. For example, a new media arts elective was created in response to the revised NYS Learning Standards for the Arts in Media Arts of 2017.

The 2018-2019 school year and the first half of the 2019-2020 school year (prior to the COVID-19 pandemic), afforded the Vestal Central School District the opportunity to begin implementing the initiatives set forth by the Instructional Technology Advisory Committee and subcommittees. Digital citizenship took center stage through multiple approaches including all K-12 library media specialists earning Common Sense Media certification, participation of district administrators and teachers in regional digital citizenship training, and the implementation of key digital citizenship and media literacy lessons in grades 3, 5, 8 and 10. Ongoing professional learning continued with GSuite and the introduction of Google expedition kits, as well as content-specific work such as alignment of library curriculum to the ISTE standards, development of computer studies curriculum, planning for a media arts elective, eDoctrina training for digital assessment and research and professional learning around assistive technology. Additionally, the 4 Shifts Protocol was introduced to the district leadership team to help facilitate conversations around higher-level thinking, student agency, authentic work and technology infusion in lesson planning. This introduction to the leadership team aimed to support the integration of technology at a higher level of the SAMR model. The Instructional Technology Advisory Committee also evaluated digital display options by visiting neighboring districts, participating in demos, and identifying pros and cons, which led to the purchase of Promethean ActivPanel interactive displays. The district also piloted touchscreen Chromebooks in Kindergarten and Grade 1. Finally, the district began the work of responding to Education Law 2-d. While much great work was in progress, the onset of the COVID-19 pandemic in early spring of 2020 caused some changes as well as new priorities in many areas. (See III.E Strategic Planning: Covid Impact)

II. Strategic Technology Planning

A. District Mission

The Vestal Central School District believes each student is unique and can learn. The District's mission is to provide instruction, programs, strategies and challenges in a caring, positive learning environment. Each student will become a critical thinker, a lifelong learner, and a responsible, contributing citizen in a changing global society. The Board of Education, staff, parents, students and community share a commitment to this mission.

B. Instructional Technology Vision

Vestal's vision for instructional technology is to:

Empower members of the school community to be ethical citizens who create, collaborate, and contribute to an ever-changing global society.

C. Planning Process

Overview: Beginning in the spring of 2021, the District convened an Instructional Technology Strategic Planning Committee. The purpose of this committee was to develop a vision and goals to support student achievement and engagement through integration of technology into teaching and learning. The committee consisted of district and building administrators, teachers, parents, students and a Board of Education member as well as technology integration specialists and an information technology associate coordinator. The committee reviewed data collected from surveys and reflected on the impacts of the COVID-19 pandemic in order to develop a relevant vision statement as well as timely and appropriate goals. From this committee a subcommittee was formed, led by the district's Technology Leadership Team. This subcommittee worked to finalize the District's 2022-2025 Instructional Technology Plan by reviewing and advising on drafts created by the Technology Leadership Team. This team evaluated and reviewed the District's 2018 - 2021 Instructional Technology Plan and the attainment of goals set forth in that plan, considered the impacts of the COVID-19 pandemic, and prepared drafts that considered these as well as aligned with the updated technology vision and goals.

Vestal Central School District Instructional Technology Strategic Planning Process & Timeline

Timeframe	Planning Component	Stakeholders
May & December 2020	Regional: Professional Learning and Innovation Center (PLIC) Professional Learning Needs Assessment put out to districts (twice) to survey stakeholders regarding professional learning and instructional technology	Vestal CSD shares the link for teachers and administrators to complete the survey. Review of data with Instructional Technology Leadership Team
January 2021	<p>Creation of outline of instructional technology strategic planning process rationale and outline to determine next steps</p> <p>Rationale: In the Spring of 2022, all districts in New York State will be required to submit a new instructional technology plan. This plan includes developing a vision and goals to support student achievement and engagement through integration of technology into teaching and learning. Vestal will be developing this plan through the work of an Instructional Technology Strategic Planning Committee.</p> <p>Phase 1: Mapping - Input and Data Collecting Phase 2: Preparation for Strategic Planning Phase 3: Strategic Planning Committee Phase 4: Action Planning for Priority Goals Phase 5: Continual Monitoring and Evaluation of Progress toward Goal</p>	Presented to superintendent and assistant superintendents by Administrator for Managed Technology Services for review and revision
March - April 2021	Listening Tour conducted by Administrator for Managed Technology Services	Vestal CSD administrators, teachers, parents, and students

May 2021	Implementation of Bright Bytes Modern Learning Survey and review of data	Vestal CSD administrators, teachers, parents, and students
May - June 2021	Planning for Session 1 and 2 of Instructional Technology Strategic Planning Committee	Administrator for Managed Technology Services and PLIC Assistant Director
June 2021	<p>Session 1 of Instructional Technology Strategic Planning Committee</p> <p>Outcomes:</p> <ul style="list-style-type: none"> ○ Develop an instructional technology vision ○ Begin drafting district technology goals aligned to the technology vision and district mission <p>Session 2 of Instructional Technology Strategic Planning Committee.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> ○ Finalize instructional technology vision ○ Continue drafting district technology goals aligned to the technology vision and district mission 	Instructional Technology Strategic Planning Committee Co-facilitated by Administrator for Managed Technology Services and PLIC Assistant Director
July - November 2021	Planning for NYSED Technology Plan developments and Session 3 of Instructional Technology Strategic Planning Committee	Instructional Technology Leadership Team, Administrators for Managed Technology Services (2 district collaboration), & PLIC Assistant Director
December 2021	<p>Session 3 of Instructional Technology Strategic Planning Committee.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> ○ Finalize district technology goals and clarify next steps (subcommittee work for tech plan) <p>Subcommittee Purpose: Review drafts of each portion of Vestal's 2022 - 2025 Instructional Technology Plan and provide critical feedback</p>	Instructional Technology Strategic Planning Committee Co-facilitated by Administrator for Managed Technology Services and PLIC Assistant Director

January - March 2022	Purpose: <ul style="list-style-type: none"> ○ Overview of new plan requirements in comparison to previous requirements ○ Evaluation of status of previous plan ○ Tech plan drafting ○ Continue review and revisions based on regional work sessions and subcommittee feedback 	Instructional Technology Leadership Team
January - March 2022	Participate in Regional District Technology Plan Work Sessions 1, 2 & 3	Administrator for Managed Technology Services
February - March 2022	Subcommittee reviews each draft. Technology Leadership Team collects feedback	Vestal CSD Instructional Technology Strategic Planning SubCommittee
April 2022	Subcommittee sharing out of district technology plan to full committee	Vestal CSD Instructional Technology Strategic Planning Committee
May 2022	Technology Plans due to NYSED Business Portal	Administrator for Managed Technology Services

D. Goal Attainment & Building on Previous Plan

Unlike planning in previous years, the process for developing the new 2022-2025 instructional technology plan required not just review of the previous plan, but also consideration of the impacts of the COVID-19 pandemic on both the attainment of the previous goals as well as the changing landscape of technology moving forward. The new plan provides an opportunity for continuity of and growth beyond the goals set forth in the previous plan.

Goal Attainment:

In review of the goals set forth in the 2018 -2021 district technology plan, the Vestal Central School District has achieved the 2010 Statewide Learning Technology goals to the extent shown below. (Minimally, Moderately, Significantly, or Fully)

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

The district has met this goal **Significantly**.

Rationale: Vestal CSD has developed a digital portfolio of software tools, applications and databases that provide teachers and students with access to a wide variety of digital content as well as platforms that allow teachers and students to create their own content. Available resources are always being revisited to continually update what we have available to support curricula for all learners as gaps and needs arise.

Digital Use: The District's learners, teachers, and administrators are proficient in the use of technology for learning.

The district has met this goal **Significantly**.

Rationale: With the explosion of technology use as a result of the pandemic, and the continuous professional learning opportunities provided to district teachers and administrators, Vestal CSD has made great strides towards proficiency in technology use for learning. Staff dedicated a tremendous amount of time and effort to improving proficiency in use of technology, and continue to advocate for technology needs (professional learning, resources, etc) to implement high-quality teaching and learning practices. However, the district recognizes that much technology was "learned" and used out of necessity during the crisis of the pandemic. Moving forward, the district plans to focus professional learning on purposeful integration of technology into curriculum and instruction as well as support for students, staff and families in the areas of technological competency and troubleshooting.

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 **Significantly**.

Rationale: Vestal CSD's transition to a fully 1:1 device model, and the infrastructure upgrades required to support this technology, led the district to a significant level of achievement in the area of digital capacity and access. However, evaluation of technological needs and updates/improvements in access to devices, tools and infrastructure, for diverse groups both in and out of school will be continued in the next plan to support equitable learning "everywhere, all the time".

Leadership: The District Instructional Technology Plan is in alignment with the [Statewide Learning Technology Plan vision](#).

The district has met this goal **Significantly**.

Rationale: The work of Vestal CSD across the previous plan, and in response to the COVID-19 pandemic, aligned with the vision of the Statewide Learning Technology Plan in multiple ways. The district provided additional applications and digital resources to allow students to access information that would broaden and deepen their knowledge about subjects. The 1:1 device initiative, infrastructure

upgrades, and deployment of wireless hotspots for families with insufficient connectivity allowed students to access learning resources anywhere, anytime. Professional learning was provided to increase teachers' ability to seamlessly integrate technology into teaching and learning. However, there is still much work to be done despite alignment and plans. For example, professional learning and implementation of the new Computer Science and Digital Fluency standards through the upcoming plan will support the achievement of “clear standards for what students should know and be able to do with technology” and “when various elements of technology will be taught”.

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 **Fully**

Rationale: The complete 2022-2025 Instructional Technology Plan has been posted on the district’s webpage so that it is easy to access and understand. The plan can be found here: <https://www.vestal.stier.org/DistrictPlansOtherInformation.aspx>

(See Section III Goal Attainment for explanation of attainment and opportunities to improve upon what was accomplished.)

Building On Previous Plan:

In terms of new goals, digital equity has come to the forefront. Firstly, while in the previous plan the focus was on improving infrastructure to provide equitable internet access across all seven buildings, the new plan expands to providing equitable access to internet connectivity beyond the brick-and-mortar of our district and into our students’ homes and the community. Data from multiple New York State Education Department Equity Surveys was used and will continue to be used to ensure students can learn anywhere, anytime.

Additionally, with the publication of the new [NYS Computer Science and Digital Fluency Standards](#) (K-12) in December of 2020, considerations of digital equity has expanded:

“Devices and internet access alone will not ensure digital equity, however.

Individuals must have an understanding of technology and the ability to use it effectively, safely, and productively, in order to pursue extended learning opportunities, including college and trades, enter the workforce, and fully participate in 21st Century life and citizenship.” p. 8

The focus of the district's 2022 - 2025 plan includes and stretches beyond integration of technology and digital citizenship, towards a broader goal of students' technological preparedness upon graduation. As described in the Introduction of the new standards, the vision is that *"Every student will know how to live productively and safely in a technology-dominated world. This includes understanding the essential features of digital technologies, why and how they work, and how to communicate and create using those technologies"*. It is with consideration of these two elements of digital equity, as well as those opportunities mentioned in Goal Attainment, that the district's 2022-2025 Instructional Technology Plan builds upon, continues the work of, and improves upon the previous three-year plan.

E. COVID Impact

With the arrival of March of 2020 and the closures brought forth by the COVID-19 pandemic, the latter portion of the 2019 - 2020 school year brought many unexpected impacts on teaching and learning at Vestal CSD. What was at first an exploratory committee evaluation of the Seesaw platform as a digital portfolio for students, quickly turned into an invaluable tool for teachers in primary classrooms to aid in asynchronous work and parent communication during remote-learning. Multiple new software platforms were acquired by the district during the closure to aid in teaching and learning practices in a landscape of remote-learning that had not been imagined prior to its onset.

The district took advantage of regional virtual professional learning opportunities through the Professional Learning and Innovation Center of Broome-Tioga BOCES with Vestal teachers participating in over one hundred different sessions. A sampling of sessions include titles such as:

Book Clubs in a Virtual Environment
Creating Choice Boards to Engage!
Creating Google Forms Quizzes
Creating Interactive Assignments using Jamboard
Creating Kami Assignments
Creating Websites Using Google Sites
Deep Dive into Google Drive
Engaging Students During the New Normal of Online Learning
Google Classroom 101
Intro to Google Docs and Slides
Utilizing Peer-to-Peer Feedback in the Virtual Classroom and Beyond
Zooming Into Distance Learning: The Ins and Outs of Zoom Meetings

Many of the professional learning sessions were structured to offer a series of workshops, provided follow-up support or consisted of virtual learning communities in which teachers participated to continue to grow their practice. Beyond an increase in software and urgent professional learning around some of the tools, the district also provided all staff and students with a district device on an as-requested basis. Other items purchased for staff or provided from stock upon request, included iPevo document cameras, webcams, keyboards and mice. Additionally, the district provided Universal Pre-Kindergarten programs and non-public schools in the attendance zone with district devices for the students, as needed.

For the 2020-2021 school year, the district invested heavily in increasing its technology capacity across information technology, instructional technology and data. The district brought on a shared administrator for technology as well as a shared instructional coach in the area of technology integration through Broome-Tioga BOCES. This increased the district's ability to respond to impacts of the COVID-19 pandemic as well as for proactive future planning in terms of leadership, coordination of services, provision of professional learning, and launching of new initiatives such as 1:1 student devices and responding to Education Law 2-d and the National Institute of Standards and Technology (NIST) Cybersecurity Framework. For the start of the 2020-2021 school year, Vestal CSD adopted a "hybrid" 1:1 device model for students to enable remote learning. This was accomplished with use of both previously and newly purchased district devices, as well as providing students the option to utilize their own personal device at school. The district developed a process for students to submit a form indicating their need for a district device and devices were deployed centrally. Additionally, some devices were deployed through the transportation department via school buses. The district installed new Promethean ActivPanel interactive displays and provided "getting-started" resources to teachers in classrooms receiving the new technology. In response to COVID-related disruptions to in-person schooling, the district also purchased new software, and used current software in new ways, to facilitate remote and hybrid learning. Because the hybrid schedule required certain cohorts of students to be in-person while peers were learning remotely, the district revamped scheduling and attendance-taking in their student management system (Schooltool). Students and teachers used Zoom for video conferencing so that remote students could participate in synchronous lessons virtually. Teachers were provided with multiple resources to facilitate hybrid learning. Such resources included "The Hybrid Teacher: Survival Guide" by Emma Pass, and a Zoom "Handbook" developed by Vestal CSD. These resources aimed to support consistent practices and protocols, and ensure student safety in the online learning environment. Zoom and Zoom Webinar was also used district-wide for a variety of virtual meetings such as for the Board of Education, Committee on Special Education, parent conferences, etc. The district identified common learning management systems (Seesaw K-2, Google Classroom 3-12) to deliver asynchronous instruction and provided continued professional learning to support high-quality technology integration. A committee was formed to review and evaluate platforms for digital assessment to ensure effective and accurate assessments measures of student learning and determined the continued use of eDoctrina for grades 6 through 12. The district also increased its use of Edgenuity for gap closing and supporting students with credit recovery. The Triple E Framework was introduced to the district leadership team through Lead Evaluator Training, and subsequent professional learning around specific

technologies was tied to the components of engaging, enhancing, and extending learning. Communication platforms (Seesaw, Remind, School Messenger and email) were also streamlined to support practices for effective family engagement. To further support families, the district offered multiple virtual parent information nights to provide basic training from the caregiver perspective on the major technology platforms used for asynchronous learning. The district also provided parents with information about how families and students could access the Service Now Help Desk through the South Central Regional Information Center in order to get immediate technical technology support. The district also worked to ensure “anytime, anywhere” access by supplying Kajeet wireless mobile access points to homes of families with insufficient at-home connectivity. Additionally, information about the Emergency Connectivity Fund was provided to families identified through the free and reduced lunch program to assist with at-home internet access. Finally, with the tremendous increase in technology usage caused by the pandemic, Vestal CSD invested significant time and resources into implementing a number of processes and systems for increasing cybersecurity and protecting student data. Such initiatives included creating a detailed inventory of current software, developing a software request and evaluation process, utilizing CatchOn technology to identify heavily-used applications, transitioning to iBoss web filtering and virus protection, implementing multi-factor authentication for administrators, providing district-wide staff training on Education Law 2-d, beginning the work of conducting a NIST gap analysis and detailing action-plans for addressing gaps in order to improve the district’s cybersecurity posture.

Beginning with the 2021-2022 school year, the district shifted to a fully 1:1 device model for Kindergarten through 12th grade with each student having access to their own, district-issued, tablet or Chromebook. This initiative required an expansion of purchases including tablets and Chromebooks as well as infrastructure upgrades such as the installation of access points to address areas of insufficient WiFi coverage in each building. WiFi was also added to athletic fields to allow for streaming capabilities. The Board of Education room was upgraded with high quality audiovisual technology to improve the streaming capabilities for families and the community to “attend” Board meetings virtually. The middle and high school auditoriums were outfitted with improved technology for streaming concerts and performances. The district continued to supply wireless mobile access points to homes of families with insufficient at-home connectivity. The district added a “virtual tutoring” option for students at all levels to provide academic support to students who were required to quarantine or isolate. The district also capitalized on a new regional opportunity by working with families to enroll some Vestal students (for which it was medically necessary) in the Virtual Learning Academy through Broome-Tioga BOCES to receive all their learning remotely. Also during this year, the district re-evaluated software purchases in order to differentiate between programs that were purchased as stop-gap measures to facilitate remote and hybrid learning during the pandemic, and those that can continue to promote high quality learning as schooling returns to something closer to its pre-pandemic state. Software continued to be evaluated for both instructional quality in consideration of the Triple E Framework as well as the ability to ensure Education Law 2-d compliance through the procurement process. The district brought in a second shared instructional technology coach to allow each specialist to focus on coaching and providing professional learning in their area of expertise (elementary and secondary). The district continued its work on the NIST Cybersecurity Framework by enlisting the support of the SCRIC Regional Data Security and Privacy Service to conduct a NIST

Requirements Review, continuing the gap analysis and action planning process, developing a cybersecurity incident response plan, continuing yearly and ongoing staff training across the organization, and incorporating technology leadership and cybersecurity into the work of the District-wide Safety Committee.

Vestal Central School District's 2022 - 2025 Instructional Technology Plan reflects the impact of the COVID-19 pandemic on teaching and learning. While some of the aforementioned reflect stop-gap measures implemented out of necessity, the majority of the work will continue to be important and is reflected in the overarching goals the 2021 Instructional Technology Strategic Planning Committee developed to support the district's technology vision. These goals are:

- Purposefully integrate technology into curriculum and instruction.
- Implement a K-12 digital citizenship program that embeds lessons and explicit instruction in online safety, digital and media literacy.
- Provide support options for students, staff and families in the areas of technological competency and troubleshooting.
- Continuously evaluate technological needs and update/improve access to devices, tools and infrastructure, for diverse groups both in and out of school.

Developed during the spring and fall of 2021 (as detailed in section II. Strategic Planning Process), these goals and the technology plan reflect the experiences of stakeholders during the COVID-19 pandemic.

F. 1:1 Information

Vestal Central School District provides 1:1 devices to all students and teachers. Students in Kindergarten are issued iPads whereas students in grades 1 - 12 are issued touch screen Chromebooks. In grades 1 - 4, these Chromebooks are 2-in-1 devices that fold flat to be used as tablets. Additionally, instructional staff are provided with district devices.

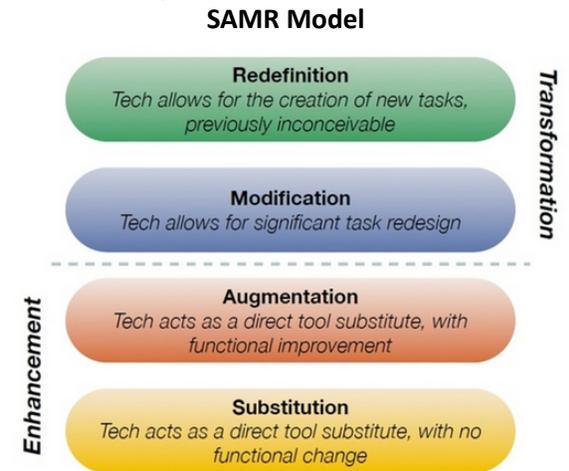
G. Professional Learning Plan

Vestal CSD Instructional Technology Vision:

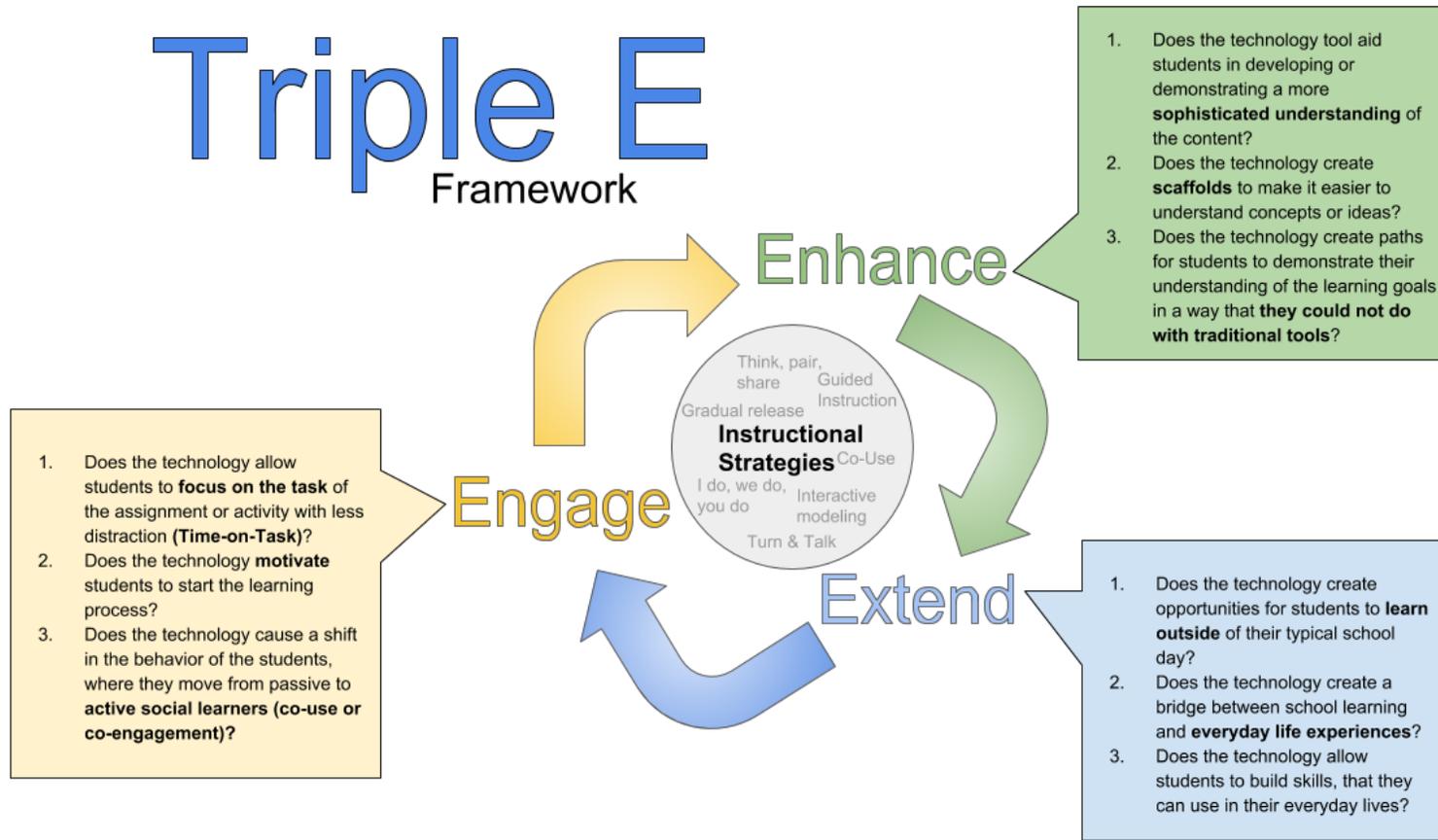
Empower members of the school community to be ethical citizens who create, collaborate, and contribute to an ever-changing global society.

In order to achieve this vision for instructional technology, the district has created a professional development plan to build the capacity of educators and administrators. This vision was developed in consideration of the district’s mission and vision, and aligns with the district’s goals to Challenge, Foster, Support and Invest in the school community. Just as the goals of the district include challenging students to “meet ever-increasing standards of excellence in preparation for participation in the global society,” our professional learning plan aims to grow the capacity of district teachers and administrators to expand their pedagogy and instructional leadership skills so as to empower students in this way. The professional learning plan will build on the SAMR model of the previous plan by incorporating the Triple E framework (see next page). Additionally, the plan builds on the district’s “2021-2022 Professional Learning Plan for Teaching and Learning.” That plan lists “Leveraging technology to promote engaging and socially connected learning” as one of three strategic focus areas. It aims to address the following questions:

- How can we leverage instructional technology to promote engaging and socially connected learning?
- How can we determine which technology (if any) is most appropriate for a given purpose or task?



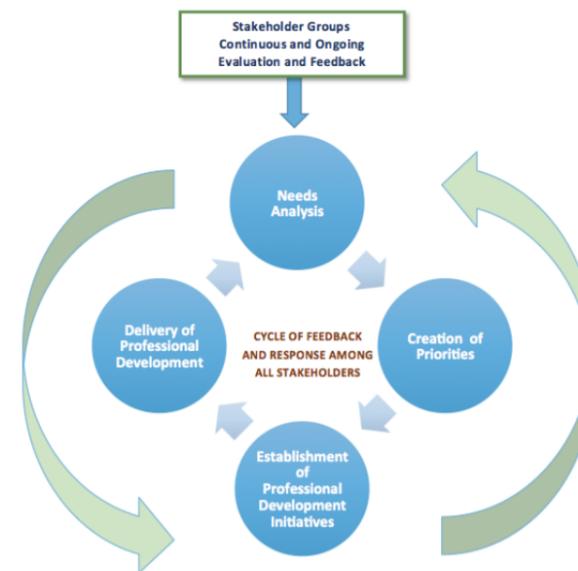
Triple E Framework



*Model available at <https://www.tripleeframework.com/framework-models.html>. For a short introduction to the Triple E Framework, see Kolb, L. (2019, February). Smart Classroom-Tech Integration. Educational Leadership, 76(5), 20-26. Retrieved from <https://www.ascd.org/el/articles/smart-classroom-tech-integration>. For a more in-depth explanation, see Kolb, L. (2017). Learning first, technology second: The educator's guide to designing authentic lessons. ISTE (International Society for Technology Education). For a rubric to evaluate lessons through the Triple E framework, see https://www.tripleeframework.com/uploads/2/2/8/7/2287991/educationaltechnologyvalueevaluation_2_1_.pdf

In creation of the district’s instructional technology professional learning plan, the district considered the current capacity of educators. Members of the Instructional Technology Leadership Team reviewed the Vestal CSD-specific results of the Broome-Tioga BOCES PLIC Needs Assessment survey conducted in June 2020, March 2021, and Spring of 2022. This is a regional survey utilized to collect feedback on professional learning experiences and future learning needs. The district also utilized the results of the BrightBytes Modern Learning Survey conducted district-wide in May of 2021. This survey collected input from administrators, teachers, secondary students and parents/guardians regarding experiences with technology during remote and hybrid learning. Finally, the district gathered anecdotal insight regarding capacity and needs from a variety of sources including instructional technology specialists, department chairs, and the Instructional Technology Strategic Planning Committee and Technology Plan Subcommittee.

In order to provide targeted, needs based, and personalized professional learning based on each teacher’s capacity and interest, we offer a variety of professional development opportunities. Professional learning needs are assessed in an ongoing process of feedback and design.



Professional learning around instructional technology for administrators, teachers and staff are provided through multiple means. The district subscribes to the following services offered by Broome-Tioga BOCES/South Central Regional Information Center:

- Managed Technology Service (Managed Information Technology, Managed Data Service, and Managed Educational Technology)
- Technology Integration Specialists (two full-time teachers shared between Vestal CSD and another local district)
- Model Schools
- Instructional Technology Plan Overview
- Media Library and Educational Communication
- School Curriculum Improvement
- Leaders Academy
- District Collaboratives

Additionally, the district utilizes district administrators, content specialists, and teacher leaders to provide professional development that incorporates effective instructional technology integration.

IV. Action Plan

Goal 1: Purposefully integrate technology into curriculum and instruction.			
Action Step	Description	Responsible Stakeholder	Anticipated Date of Completion
Professional Development	Integrate the Triple E Framework components within professional learning opportunities for administrators and teachers	Technology Leadership Team	Ongoing
Professional Development	Develop and implement ongoing professional learning opportunities regarding purposeful integration of technology across content areas and grade levels such as; <ul style="list-style-type: none"> ● Wise teaching practices with 1:1 tech ● Creating culturally responsive text sets utilizing digital resources ● Project Based Learning ● Authentic assessment ● Accessibility tools 	Technology Leadership Team	Ongoing
Professional Development	Develop and implement ongoing professional learning opportunities for content-specific, technology-related courses such as: <ul style="list-style-type: none"> ● Computer Science ● Media Arts/Graphic Design ● Sports & Media ● Music & Media 	Technology Leadership Team	Ongoing
Research	Unpack the Computer Science and Digital Fluency (CSDF) standards to develop expertise in their structure and K-12 implementation scope.	Technology Leadership Team	Summer 2022
Planning	Create a pilot team of K-12 representatives to explore robotics & coding to build off of Cyber Smart Start grant work.	Technology Leadership Team	Summer 2022

Professional Development	Develop the awareness of the CSDF standards for all instructional staff.	Technology Leadership Team	Fall 2022
Planning	Identify areas within the current Vestal CSD curriculum (across content areas, departments, courses etc) through which certain components of the CSDF standards will readily integrate.	Technology Leadership Team	Fall 2022
Planning	Provide planning time for staff of the identified areas to design methods of incorporating the appropriate CSDF standards into their curriculum.	K-12 Teachers	Spring 2023
Research, Implementation	Research, implement and evaluate technology and non-tech tools for integration of robotics and coding in the classroom. Evaluate expansion beyond the pilot team and develop next steps.	Robotics & Coding Pilot Team	Spring 2023
Planning	Incorporate relevant CSDF standards into lesson/unit planning during curriculum development planning sessions.	Technology Leadership Team K-12 Teachers	Spring 2023 through Spring 2025
Other, Evaluation	Compile K-12 scope and sequence to indicate at which grade level/course each CSDF standard is addressed (based on teacher-determined curriculum development) and utilize the product to identify gaps in full implementation of the standards.	Technology Leadership Team	Spring 2025
Evaluation	Analyze the results of stakeholder surveys (BrightBytes and Professional Learning and Innovation Center PL Needs Assessment) and professional learning feedback forms to identify areas of growth for improving purposeful integration of technology in instruction. All surveys are collected digitally.	Technology Leadership Team	Spring Biannually Annually Ongoing

Goal 2: Implement a K-12 digital citizenship program that embeds lessons and explicit instruction in online safety, digital and media literacy.

Action Step	Description	Responsible Stakeholder	Anticipated Date of Completion
Planning	<p>Create a digital citizenship task force to develop methods, topics, and resources for incorporating digital citizenship through multiple avenues such as;</p> <ul style="list-style-type: none"> ● whole group assemblies ● lesson development ● parent communication (ie Google Classroom, Seesaw, Remind, Infobytes) ● parent informational sessions ● community partnerships ● evaluation of students digital citizenship skills 	Technology Leadership Team Digital Citizenship Task Force	Summer 2023
Implementation	On-going implementation of task force initiatives	Digital Citizenship Task Force K-12 Teachers	Fall 2022 through Spring 2025
Evaluation	Implementation and analysis of a student survey/assessment (as developed by the task force) to gauge student growth in digital citizenship skills. The task force will detail the evidence to be collected, how it will be collected, benchmarks that that will be utilized, how the evidence will be analyzed and utilized, and how the committee will know if the goal has been accomplished.	Digital Citizenship Task Force	Annual

Goal 3: Provide support options for students, staff and families in the areas of technological competency and troubleshooting.

Action Step	Description	Responsible Stakeholder	Anticipated Date of Completion
Collaboration	Collaborate to provide technological support for students, staff and caregivers such as; <ul style="list-style-type: none"> ● IT staff and instructional technology specialists ● Communications Committee ● ENL admin, staff and resources (such as translators) 	Technology Leadership Team	Ongoing
Communications	Provide staff, students and caregivers support with technology and troubleshooting such as through; <ul style="list-style-type: none"> ● information on using the ServiceNow, Service Desk and ticketing system ● print and/or digital informational communications ● informational tools for caregivers ● in-person support for troubleshooting ● targeted communications/support for common issues 	Technology Leadership Team	Ongoing
Professional Development	Incorporation of support for building staff technological capacity into professional learning opportunities such as: <ul style="list-style-type: none"> ● creating and collaborating with colleagues using digital tools ● utilizing classroom devices (ie Promethean boards, displays, document cameras, etc) ● document management (ie Google Workspace) 	Technology Leadership Team	Ongoing
Evaluation	Analyze ServiceNow tickets to determine quantity of tickets by BOCES services, types of tickets, as well as common issues/requests submitted to inform collaboration, communication and professional learning.	Admin. for Managed Tech. Associate Coordinator (MITS)	Bi-Annually (January and end of June)

Goal 4: Continuously evaluate technological needs and update/improve access to devices, tools and infrastructure, for diverse groups both in and out of school.

Action Step	Description	Responsible Stakeholder	Anticipated Date of Completion
Infrastructure	Evaluate, maintain and upgrade District switches, servers, fiber, network lines and wireless access.	Deputy Superintendent Admin. for Managed Tech. Associate Coordinator (MITS)	Ongoing
Budgeting	Review and revise technology hardware and software budgets to reflect shift to 1:1 student devices and to meet the changing demands of technology.	Deputy Superintendent Admin. for Managed Tech. Associate Coordinator (MITS)	Annually
Collaboration	Collaborate with district staff to identify and implement technology tools/methods that meet the needs of diverse groups both in and out of school such as: <ul style="list-style-type: none"> • Accessibility tools (such as for students with disabilities, ELLs, etc) • Communication methods/tools that reflect the diverse needs and languages of families 	Technology Leadership Team	Ongoing
Evaluation	Use Vestal's SCRIC-provided Managed Information Technology (MITS) Assessment to identify necessary infrastructure upgrades	Deputy Superintendent Admin. for Managed Tech. Associate Coordinator (MITS)	Annually (February) Ongoing Review
Evaluation	Administration of the BrightBytes survey (administrators, teachers, students and caregivers) and Digital Equity survey (students/caregivers) to collect data regarding access to technology both in and outside of school.	Technology Leadership Team	BrightBytes: Spring 2023/25 Digital Equity: Ongoing

V. NYSED Initiatives Alignment

Standards, Curriculum and Instruction

Digital connectivity and technology devices don't, of themselves, ensure performance improvement for students. It is how these devices are used to enhance teaching and learning that has the greatest impact. Solid pedagogy is key for teachers to develop lessons that allow students to engage in the curriculum and therefore attain rigorous academic standards.

We use both the SAMR model and Triple E Framework (described in section II.G) to understand the connections between technology, pedagogy, and content (curriculum). We have embedded UDL (Universal Design for Learning) principles into our lesson planning. Teachers work to purposefully incorporate multiple means of representation, engagement and action/expression into their teaching. These principles allow all students to be successful. Technology adds more options to engage, enhance and extend learning, in support of these principles. With the shift to a 1:1 device initiative, the purposeful acquisition of software, and the use of Smart Schools Bond Act funds to improve infrastructure with cabling for access points, our students and teachers are better equipped to use instructional technology to support rigorous instruction and achievement.

As a district we believe that technology can, and should improve teaching and learning by doing the following:

Teaching

- Increase access to quality, and current resources (for students as well as keeping teachers up to date on discipline content)
- Enhance collaboration and communication between staff, colleagues, students and parents (both locally and globally)
- Provide immediate data to inform instruction and address specific, independent student needs.
- Provide tools that allow quality and efficient creation of units, projects, lesson plans and rubrics

Learning

- Provide multiple multimedia 'means of representation'
- Provide multiple 'means of engagement and action/expression' by giving students choice
- Provide authentic problems and projects that motivate students and improve quality of work
- Enhance publication possibilities through digital publishing and sharing of projects
- Increase collaboration opportunities for teamwork and perseverance
- Increase opportunities for interdisciplinary learning
- Provide faster feedback for students through digital data analysis
- Increase capacity to differentiate instruction to meet all students' learning needs

Equitable Learning “Everywhere, All the Time”:

Since we believe that all our children should be provided with equitable learning “everywhere, all the time,” we utilize a number of strategies that allow them to engage with learning outside of the “brick and mortar” of our schools. Each of our students (K - 12) is provided with a district-issued, individual device (iPads for Kindergarten, Chromebooks for grades 1 - 12). These devices are collected at the end of each school year and redistributed in the fall. Some students are provided devices over the summer for continued learning purposes such as summer school. The district utilizes the digital equity survey to collect information regarding students at-home access to internet connectivity. This survey, in combination with working with staff and families, enables the district to provide families with Kajeet wireless mobile access points to provide/improve at-home connectivity and thereby equitable learning opportunities. Finally, all district staff, students and families are provided with access to technology support in and outside of school through the ServiceNow Help Desk of the South Central Regional Information Center. The district’s administrative management plan and replacement cycle supports the continuation of the 1:1 student device initiative long-term as well as the ongoing provision of mobile access points to families lacking internet connectivity. The district plans to continue technological support for families through the Help Desk, and will continue to seek out additional ways to partner with the community to support equitable learning “everywhere, all the time.”

Students with Disabilities:

Since we believe that all our children should be engaged in learning, we support our students with special needs by allowing them to access curriculum content in multiple ways using UDL Principles and specialized technology as needed. Technology provides additional ways for students to access key content, support comprehension, and demonstrate their learning. Some of these ways include, but are not limited to, specialized software and hardware such as:

- Built-in Chromebook accessibility tools
- Read & Write Chrome Extension (text-to-speech/speech-to-text, word prediction, text/picture dictionaries, etc)
- eDoctrina assessment platform (grades 6 - 12) for accessibility tools to aid with test accommodations
- Bookshare site for providing customized reading experience for students with reading barriers
- Software applications (such as Proloquo2Go, GoTalk NOW Lite, SIPT, Sonoflex/Snap+Core First) for students with specific needs
- Talking calculators, light boxes, magnifiers, Mattingly Mouse and other tools for use with students with visual impairments
- FM systems to aid students with central auditory processing delays
- Picture Exchange Communication System and Big Mac Switches to assist with communication
- Closed-caption tvs and braille writers for students with visual impairments

- Adaptive utensils, adaptive keyboard/mouse, transport chairs, Rifton Chairs, compression/weighted vests and blankets, gait trainers etc for students with physical disabilities

Additionally, specialized formats of printed materials through audio books, large print and braille books are accessible for students who require these types of instructional materials.

Many of the aforementioned accessibility tools are available to all students at Vestal (such as Read & Write, Chromebook features, library resources, etc). However, at times individual students need specific assistive technologies to support their academic, physical, expressive and/or receptive needs. Student support teams, the Committee on Special Education, and technology staff work collaboratively to identify appropriate technology to support student needs. Often, a trial of an assistive technology device or software is implemented, and data is collected to evaluate the effectiveness of the technology in supporting the individual student. Individualized Education Plans are used to document the purpose of the technology in achieving individual goals and allow for flexibility in adjusting technology so as to better support students as new technologies emerge. Assistive technology is reviewed at least annually and updated as appropriate to support student learning.

Professional learning opportunities for teachers often incorporate instructional technology as an avenue to support students with disabilities. Examples of which are , using technology tools for accessibility, differentiation of instruction, and/or diverse methods of demonstrating learning and connecting students to the broader world. Professional learning is also provided for teachers supporting students with the use of specific individualized assistive technology as needed.

English Language Learners:

We understand the need to provide our ELLs with a rich language environment which includes exposure and immersion in a variety of listening, speaking, reading and writing experiences. The diverse applications and digital resources now available allow us to expand on these experiences.

We support the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments by:

- Providing iPods or iPads with Google Translate to reduce language barriers during instruction and assessment for Newcomer ELLs.
- Providing access to digital texts in a variety of languages through library databases, such as Sora.
- Utilizing applications, such as RazKids and Ellii (formerly ESL Library), that contain visuals and interactive multimedia which increases comprehensible input and assists with communication and language acquisition in all skill areas (reading, writing, listening, and speaking).

- Using technology to have students create digital stories, videos, and audio tracks for authentic language and cultural experiences.
- Providing annual professional learning for all staff regarding instructional practices to meet the needs of ELLs.
- Communicating with families in their preferred language via applications such as Remind and Seesaw.
- Connecting families with translation services through individually contracted translators as well as utilizing the Raland Translation organization for both in-person and remote interpretation

Students experiencing homelessness or housing insecurity:

We understand the need to provide our students that may be experiencing homelessness or housing insecurity with equitable access to instruction and learning. We utilize technology to address this need by:

- Supplying all students with 1:1 devices, and repairing/replacing these devices as necessary
- Conducting the NYS Digital Equity survey to obtain information about student/family access to internet outside of school
- Supporting individual students' connectivity needs outside of school through provision of Kajeet wireless mobile access points
- Utilizing student support teams as a method of checking-in on the needs of individual students to ensure ability to complete coursework successfully
- Offering the Service Now help line to students and families for technology support in and outside of school
- Leveraging technology to provide multiple opportunities and ways for students to access key content such as through Google Classroom and Seesaw, and the use of software that provides videos and other supplemental instruction
- Providing multiple methods for student enrollment including in-person, via phone, and through the use of Family ID (UPK)
- Posting McKinney-Vento information on the district website (<https://www.vestal.stier.org/KindergartenRegistration.aspx>) through the enrollment packet (https://www.vestal.stier.org/Downloads/StudentReg_2021-223.pdf - Housing Questionnaire, p. 1) as well as in Board of Education policy 7131 (<https://www.vestal.stier.org/BoardPolicies.aspx>)
- Connecting families with translation services through individually contracted translators as well as utilizing the Raland Translation organization for both in-person and remote interpretation

Culturally Responsive Instruction and Learning Environments:

We understand the need to provide our students with culturally responsive instruction and learning environments. One way in which we facilitate this work is through the use of instructional technology such as:

- Utilizing multiple methods of communication such as Remind, Seesaw, School Messenger, Youtube streaming, and email for strengthening relationships and connections with families
- Leveraging virtual conferencing and streaming technology (Zoom, YouTube, etc) to provide families and the community with virtual methods of connecting with the school community such as parent teacher conferences, orientations, concerts, Board of Education meetings, etc.
- Engaging students in communication and collaboration within our school community such as using Google Workspace for Education collaborative tools, as well as beyond (for example through our middle school German-American Exchange Program)
- Offering professional learning opportunities for teachers to develop their culturally responsive instructional practices through technology such as Building Culturally Responsive Text Sets using NewsELA
- Providing students with technology tools to accommodate language proficiencies such as Google Translate and library database language options

VI. Administrative Management Plan

Staffing Plan

Staffing is provided through the Regional Information Center and BOCES Managed Services Co-Ser (including Managed Technology Leadership, Instructional Technology Support, and Managed IT Services). Since not all of these services are FTE-based, the numbers below reflect average on-site staffing levels and do not include all of the resources providing support.

Title	Full-Time Equivalent
District Technology Leadership	1.0
Instructional Technology Support	1.0
Technical Support	4.0

Investment plan

Currently our three-year planned instructional technology investments are:

- Ongoing replacement, maintenance and upgrades of end user computing devices (Chromebooks, desktops, iMacs, MacBooks, iPads, Laptops, etc)
- Continued investment in instructional and administrative software
- Ongoing professional development to support technology integration
- Ongoing maintenance and upgrades for network, infrastructure and internet connectivity (Switches, Servers, AP's, Fiber, Network line, UPS, cabling, Kajeets, etc)
- Ongoing replacement, maintenance and upgrades for peripheral devices (Promethean Board/Displays, IPevo document cameras, student calculators, network printers, etc)

Anticipated Item/Service	Estimated Cost	Frequency	Potential Funding Source
End User Computing Devices	\$570,000	Annual	<ul style="list-style-type: none"> ● BOCES Co-Ser purchase ● ESSER ● E-Rate ● Instructional Resources Aid ● Instructional Materials Aid
Instructional/Administrative Software	\$240,000	Annual	<ul style="list-style-type: none"> ● BOCES Co-Ser purchase ● Instructional Materials Aid ● Instructional Resources Aid
Professional Development	\$40,000	Annual	<ul style="list-style-type: none"> ● BOCES Co-Ser purchase ● District Operating Budget ● ESSER
Staffing (on- and off-site) <ul style="list-style-type: none"> ● Managed IT Service* ● Managed Technology Leadership ● Instructional Technology Support 	\$1,180,000	Annual	<ul style="list-style-type: none"> ● BOCES Co-Ser purchase
Network and Infrastructure Internet Connectivity	\$77,000	Annual	<ul style="list-style-type: none"> ● BOCES Co-Ser purchase ● Smart Schools Bond Act
Peripheral Devices	\$49,000	Annual	<ul style="list-style-type: none"> ● BOCES Co-Ser purchase ● Instructional Materials Aid ● E-Rate

School Technology is Provided to Students Attending Non-Public Schools

The district provides for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754.

Public Website The District Public Website URL is: <https://www.vestal.stier.org/DistrictPlansOtherInformation.aspx>

New York State Board of Regents Statewide Learning Technology Plan

Mission

The education technology mission of the Board of Regents is to develop policies, recommend practices, advocate for resources, and create incentives for action that turn our vision into reality. Our mission, through the University of the State of New York (USNY)*, is to provide a user-friendly and seamless technology-enhanced learning environment that serves the increasing needs of our citizens.

Vision of Technology for Teaching and Learning

The Regents have an urgent need to raise the knowledge, skill and opportunity of all the people of the State of New York. New technologies have created powerful new learning tools which will transform the learning environment for students of all ages. Learning technologies will be seamlessly integrated into teaching and learning to increase student achievement. USNY will use technology to measure performance and communicate results to learners, teachers, leaders, and citizens. Through USNY, New York citizens will benefit from technology that brings information and knowledge to improve their lives.

USNY will provide learning technologies that change how students learn, what they learn, and why they learn. Students will access information to broaden and deepen knowledge about subjects in ways unimagined by prior generations.

All students will access learning materials in electronic form, including video, text, and other digital content related to the school curriculum. Students will create work, define and solve problems, and research and evaluate information using technology. Students will manage the flow of information and use technology to work with others from diverse backgrounds and locations. Our students will develop innovative approaches to communicate and collaborate.

Multiple environments will exist for teaching and learning, unbound by place, time, income, language or disability. The classroom, gymnasium, laboratory, library, theater, and museum will be a workspace for teachers and learners but will not always be a physical space. Students will access learning resources anywhere, anytime through the use of technology.

Technology is a path for teaching and learning, but it is also a body of practices, skill, and knowledge to be learned. All New York State learners will develop technological literacy to enter college, become productive members of the workforce, and succeed as citizens. Students, teachers, and leaders will have clear standards for what students should know and be able to do with technology; when various elements of technology will be taught; and how to embed technology in learning throughout the curriculum. These standards will be visible to the public to drive the standards even higher.

**The University of the State of New York (USNY) is the most complete, interconnected system of educational services in the United States. USNY includes 7,000 public and private elementary and secondary schools; 248 colleges and universities; 251 for-profit schools; nearly 7,000 libraries; 750 museums; the State Archives, Library and Museum; vocational rehabilitation services for adults with disabilities; State schools for the blind and for the deaf; 25 public broadcasting facilities; and more than half a million licensed professionals.*