Instructional Technology Plan 2018-2021





Vestal Central School District

201 Main Street, Vestal, NY 13850

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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.



Vestal Central School District

Vestal Central School District's Instructional Technology Plan 2018 – 2021

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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 the 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.

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 formalizes 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; 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 work flow. 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 has proved so far to give us the flexibility to meet those needs.

During the 2017-2018 school year we 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.

II. Strategic Technology Planning

Vision

Vestal's vision for instructional technology starts with an understanding of quality pedagogy. Technology should build on good teaching and learning, strengthen existing curricula, and enhance lessons to engage students in authentic learning opportunities. We also believe that embedded in all technology use comes a responsibility to our global world to be a contributing, positive digital citizen. This vision supports our district's mission that each student will become a critical thinker, a lifelong learner and a responsible contributing citizen in a changing global society.

Goals

- Deepen teacher and leader expertise through rich and diverse professional experiences to explore and plan for the integration of technology as a tool to advance achievement through promoting student engagement, a media rich learning environment, multiple literacies, and project-based learning.
- Increase teacher knowledge of digital citizenship elements and plan for the incorporation of these elements throughout K-12 curriculum.
- To provide continued support for infrastructure and device access to address on-going needs of increased technology use throughout the seven district school buildings.

Planning Process

Developing the Instructional Technology Plan is an ongoing process and involves getting feedback from stakeholders throughout the year. Feedback takes the form of informal verbal communication, as well as formal surveys. Our Technology Advisory Committee is a crucial part of this process. The Technology Advisory Committee is comprised of representatives from all instructional levels and programs who collaborate with the Coordinator of Instruction/Technology Specialist to provide feedback on existing and emerging technology to evaluate its instructional impact, usefulness, and areas of professional development. Members of the Technology Advisory Committee collaborate with their building communities to provide feedback to the professional development team and leadership groups throughout the district as well.

Emerging technology that we research and determine to be worth exploring involves a pilot the first year. A group of teachers will receive professional development, then implement the new technology (whether it be hardware or software). Throughout the pilot feedback is given and recommendations are made prior to full rollout of new technology.

The following meetings are involved in creating our plan:

Stakeholder Group	Outcomes
Instructional Technology Leadership Team	-Review current technology needs and allocate resources where needed
We meet twice a month throughout school year to	-Plan future pilots based on instructional and curriculum needs
	-Draft plan and receive feedback to revise as needed throughout the 3 year plan
District Leadership Team (Assistant Superintendent for Instruction, Coordinators of Instruction)	-Review instructional needs and plan needed professional development for support and professional staff.
	-Review 'Curriculum and Instruction' and 'Professional
	Development' sections to assure needs are met.
Leadership Council (District administration, Building	-Review replacement schedules and building needs for technology
Education Director)	-Determine building professional development needs for technology integration

	-Review Plan and determine whether district technology initiatives are addressing student and staff needs.
Technology Advisory Committee (Administration and	-Plan rollout of technology pilots and initiatives
Teachers)	-Provide feedback on district technology initiatives
Meet four times a year, 3 during the year and once over the summer.	-Plan and implement professional development at the building level
	-Revise 'Professional Development' section as needed
Technology Plan Review Committee (administrators and teachers)	-Final writing and revision of plan prior to submission
Board of Education	-Review Technology Plan and implementation process
Technology Focus Presentation 1-2 times a year	-Demonstrate student learning through technology spotlights
Stakeholder Group	Outcomes
District Planning Group (Building representatives for all	-Review Technology Plan and district technology initiatives
students)	-Receive feedback
Parent groups (PTOs and PTAs)	-Initiate discussions about the digital world and how we as a district can help
Present Digital Citizenship presentations to elementary and middle school parent groups.	world.
Vestal District Council Annual Technology Review (parent group representatives)	Review Technology Plan and initiatives

Professional Development Plan



In order to meet teachers and staff where they are on the SAMR model we offer a variety of professional development opportunities. Professional development needs are assessed in an ongoing process of feedback and design.

Moving forward we will be exploring the Trudacot (McLeod, Graber) protocol, now known as the 4 Shifts Protocol, that includes questions to help educators think and have conversations around higher-level thinking, student agency, authentic work and technology infusion as they plan lessons. Questions within this protocol focus on student creativity, initiative, metacognition, and the creation of authentic products. This protocol may help teachers integrate technology at a higher level of the SAMR model.

Professional Development offerings planned currently for the next 3 years are as follows (subject to change as needs arise and evolve):

Торіс	Audience	Method of Delivery
Apps for Everyone: Ways to provide multiple means of representation, action and expression (UDL)	K-12 teachers	Hands-on, both iOS and Chrome platforms, Half day workshop
Students as digital creators, not just consumers (programming, robotics, digital storytelling)	K-12 teachers	Hands-on afterschool or half day workshops as specific need dictates
G Suite for Edu Series: Google 101, Chrome Extensions for learning, Collaborative tools of Google Drive, Google Classroom, Infographics using Google Drawing, Google Expeditions: Where will you go?	2-12 teachers	Hands-on afterschool or half day during the summer and school year
Using multimedia to engage!	K-12 teachers	Hands-on afterschool or half day during the summer and school year
Using online tools for critical thinking	K-12 teachers	Hands-on afterschool or half day during the summer and school year
NYS Science Learning Standards: Designing lessons and units using the new shifts (and technology as it enhances the inquiry)	K-12 teachers	Hands-on afterschool or half day during the summer and school year
Designing units with authentic performances of understandings (and technology when it enhances)	K-12 teachers	Hands-on afterschool or half day during the summer and school year
Being a good citizenship: whether digital or not	K-12 teachers	Hands-on afterschool or half day during the summer and school year
Media literacy: How to determine fact from fiction	K-12 teachers	Hands-on afterschool or half day during the summer and school year
Being critical consumers of digital media	K-12 teachers	Hands-on afterschool or half day during the summer and school year

Monitoring and Evaluation

At Vestal we believe in continuous on-going monitoring and evaluation of our Technology Plan and Professional Development needed to support that plan. Below is a detailed action plan for that feedback.

Action	Person Responsible	Desired Outcomes	Date of Completion
Evaluate and update the Technology Plan	Assistant Superintendent of Instruction Coordinator of Instruction Technology Advisory Committee	 Review and revise existing document based on: Student achievement data Technology use and integration into curriculum, instruction, assessment and data analysis Staff Surveys (ie Brightbytes teaching and learning survey) Current research 	January and June of each year 2018-2021 June 2018
Revisit technology vision to determine future needs and resources	Assistant Superintendent of Instruction Coordinator of Instruction BOCES MITS Manager Technology Specialist	 Explore and implement emerging technology by: collaborating with regional initiatives through BOCES networking with other schools both locally and globally reading current literature 	January and June of each year 2018-2021

Action	Person Responsible	Desired Outcomes	Date of Completion
Evaluate and update district policies for use of instructional technology	Board of Education Board of Education Policy Committee Assistant Superintendent of Instruction Coordinator of Instruction	 personal exploration and sharing attending conferences online as well as in person conducting pilots using emerging technology Evaluate needs for additional technology policies to be drafted 	Biannual evaluation of technology policies
Receive on-going feedback from the buildings to determine needs	Coordinator of Instruction Building Principals Technology Advisory Committee	 -Feedback from Technology Advisory Committee meetings and Administrative Leadership meetings -Identify curriculum, instructional focus, professional development needed to address identified areas and update technology plan biannually 	Monthly

Action	Person Responsible	Desired Outcomes	Date of Completion
Communicate the district's	Board of Education	Communicate district goals by:	
expectations for the use of	Administrative Team	• District Webpage and Newsletter	Ongoing
technology to improve student	Faculty and Staff	Schoology Staff groups	Ongoing
achievement.	District Planning Group	Technology Advisory Committee meetings	Quarterly (October 2018, February 2019, June 2019, August 2019)
	Building Planning Teams	Professional Development	Regularly scheduled workshops
	Students	Faculty meetings	Monthly
		Administrative meetings and workshops	Monthly
		 Parent workshops and information sessions 	Bi-Annually
		BOE meetings	Annually
		Student lessons	Regularly schedule classes (Grades 3, 5, 6, 8, 10)

III. Action Plan

Goal 1: Deepen teacher and leader expertise through rich and diverse professional experiences to explore and plan for the integration				
Action		T	Date of Completion	
Embed Universal Design for Learning into professional development	Embed UDL into technology based professional development opportunities	Coordinators, Curriculum Specialists, Teachers	June 2020	
Introduce SAMR and the 4 Shifts Protocol to Leadership team What does technology integration look like?	Introduce the four levels of technology integration and 4 Shifts Protocol Help Leadership team have conversations around technology integration with teachers When does technology enhance and when does it detract from learning?	Assistant Superintendent for Instruction, Coordinators, Curriculum Specialists	August 2019	
Building based professional development	Develop a process to identify and implement building based professional development	Technology Advisory Committee	October 2018	

Goal 1 (continued): Deepen teacher and leader expertise through rich and diverse professional experiences to explore and plan for the integration of technology as a tool to advance achievement through promoting student engagement, a media rich learning environment, multiple literacies, and project-based learning.

Action			Date of Completion
Media creation (this was identified from our Brightbytes Technology Survey)	Create a subcommittee of Technology Advisory Committee to explore media creation tools Determine software needs Develop professional development embedding media creation into lessons	Technology Advisory Committee Coordinator, Technology Advisory Committee Coordinator, Teacher Trainers	September 2018 Fall 2018 Summer 2019
Technology Carousels	Identify teachers who want to share ways they integrate technology Offer Technology Integration Carousel workshops	Technology Advisory Committee Coordinator, Teacher Trainers	Spring 2019 Summer 2019; Summer 2020
Unit Planning	Incorporate technology integration ideas into unit planning	Faculty	Ongoing 2018-2021

Evaluation of GoalConduct follow-up Brightbytes Technology and Learning Surveys to teachers and students (grades 3-12)Discuss technology integration with leadership team and how to best support teachersReview professional development session evaluationsReview unit plans to identify how technology integration is embedded	Coordinator Teachers Assistant Superintendent for Instruction Coordinators Teacher trainers Coordinators Coordinators	May 2019 May 2021 On-going 2019-2021 On-going 2019-2021
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Goal 2: Increase teacher knowledge of digital citizenship elements and plan for the incorporation of these elements throughout K-12 curriculum.

Action	Description	Person Responsible	Date of Completion
Evaluate existing Digital	Evaluate current plan, which includes focus lessons	K -12 Librarians,	
Citizen Plan	and K- 12 lessons taught by librarians.	Coordinators	October 2018
	Identify gaps.		
Educating the Whole	Provide ongoing support for the development of a	K-12 Counselors, Faculty	March 2019
Child	student's strong self-concept in the social,		
	emotional, and intellectual domains.	Coordinators, Principals	Summer 2019 and
	Professional development will be made available to		ongoing.
	teachers to help them teach students digital health	K-12 Librarians	
	and wellness, including how to find balance, how to		
	be safe online, ways to prevent being a victim of	School Resource Officer	
	cyberbullying and how to interact responsibly and		
	respectfully in a global society.		
Develop Digital Citizen	Develop an aligned curriculum K-12 with digital	K-12 Librarians	September 2018 to June
Lessons/Units	citizenship lessons/units in the following topics:	K-12 Faculty	2019
	(From Common Sense Media)	K-12 Counselors	
	 Self-Image & Identity 		
	 Relationships & Communication 		
	 Digital Footprint & Reputation 		
	 Cyberbullying & Digital Drama 		
	 Information Literacy 		
	 Internet Safety 		
	 Privacy & Security 		
	 Creative Credit & Copyright 		
Personal Device Protocol	Continue evaluating our K-12 Personal Device	Personal Device Task	Summer 2019; Summer
	Protocol by bringing in the task force and	Force, Building	2020
	adjusting as needed.	Principals,	
		Coordinators	

Goal 3: To provide continued support for infrastructure and device access to address on-going needs of increased technology use throughout the 7 buildings.

Action	Description	Person Responsible	Date of Completion
Evaluate and upgrade	Evaluate wireless network in all buildings to assure	BOCES Managed IT	March 2018
wireless network	proper access for mobile devices.	Service (MITS)	Yearly in March
	Add and Redistribute wireless access as needed based on evaluation.		Summer
	During capital project cabling for wireless access throughout school buildings will be completed.		2020
Evaluate 1:1 in grade 5	Send survey out to fifth grade teachers to evaluate Chromebook cart use in their classrooms.	Coordinator	November 2018
Expand 1:1 to grade 4	Deploy 1:1 Chromebook carts to 4 th grade MITS classrooms. Coordinator		November 2018
	Send survey out to fourth grade teachers to evaluate Chromebook cart use in their classrooms.		Spring 2019
Maintain and expand	Evaluate use and add carts as needed	Assistant Superintendent	Annually: February
devices (6-12)	Replace Chromebooks as they reach end of life.	Coordinators	2019, 2020, 2021

Goal 3 (continued): To provide continued support for infrastructure and device access to address on-going needs of increased technology use throughout the 7 buildings.

Action	Description	Person Responsible	Date of Completion					
Restructure technology access in K-1 classrooms to enhance district curricular initiatives and intentional technology use.	Pilot touch Chromebooks in K-1 classrooms Evaluate Chromebook use to enhance initiatives	Classroom teachers	September 2018- December 2018 December 2018 January 2019					
	Decide the best technology for K-1 classrooms. Deploy technology Train teachers and provide professional	BOCES (MITS) Coordinators,	September 2019 Summer 2019					
	development	Curriculum Specialists	Throughout 2019-2020					
Upgrade classroom presentation technology and software.	Upgrade LED TVS; Alternative presentation software.	BOCES MITS	Fall 2019 On-going					

IV. 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 TPACK (Technology Pedagogical Content Knowledge) and SAMR (Substitution-Augmentation-Modification-Redefinition) models to understand the connections between technology, pedagogy, and content (curriculum). Throughout the past three years we have embed UDL (Universal Design for Learning) principles into our lesson planning. Teachers are starting 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 enhance and support these principles.



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' (visual aids, audio and video resources, image galleries, ways to model thinking, interactive lessons, diverse presentation options)
- 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, perseverance and the practice of social skills (both digitally 24/7 and face to face)
- 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

Special Education Students:

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. Some of these ways include, but are not limited to, specialized software such as:

- Learning Ally, Bookshare, Read Write for Google and text to speech applications to read specific novels and passages to our students with reading decoding, and reading comprehension delays
- Talking calculators for use with students who are visually impaired
- Access to a device with word processing software and predictive word software
- FM systems to aide students with central auditory processing delays
- Speech to text applications to aid in writing and note taking
- Picture Exchange Communication System applications to assist with communication

In addition there is access to specialized formats of printed materials through audio books, large print and braille books for students who require these types of instructional materials.

When students need additional assistance the RTI, and or the CSE, determine the needs of the student in order to align appropriate technology. A Consideration Guide may be completed to help address specific areas of needs. If determined appropriate a trial of an assistive technology device or software would be implemented, and data would be collected on the effectiveness of the technology on

supporting the student in accessing the curriculum. If the device or software is found appropriate the CSE would meet to review and adjust the IEP to include the specific device or software.

During the 2017-2018 school year we formalized our Assistive Technology Process which includes collaboration between teachers, parents, service providers and district special education and instructional administrators.

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 through the Internet allows 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 access to devices that have specialized applications available to increase comprehensible input and ensure content areas are assessed without language barriers. Applications include Google Translate, Easy Accents, Dictation, Text-Speech, among others.
 - 1:1 iPods with Google Translate are available for ELLs at the secondary level who need them.
- Providing access to digital text in a variety of languages.
- Utilizing Picture Exchange Communication System applications to assist with communication and vocabulary acquisition.
- Using technology to have students create digital stories, videos, and audio tracks for authentic language and cultural experiences.

V. Administrative Management Plan

Staff Plan

The District retains a Technology Integration Stipend Position to provide support for district-level software and hardware management, computer –based testing, and oversight of student learning management systems.

.2 FTE (Coordinator of Instruction) is assigned to technology integration.

Technology issues are submitted by staff through Service Now ticket system. Technicians are employed through BT BOCES and are included in our MITS (Managed IT Service). These technicians are responsible for the daily technology support for all our staff. 4.3 FTE are provided through this service.

Investment Plan

Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source
Professional Development	\$20,000	Annual	Model Schools
Internet Connectivity	\$246,000	One-Time	Smart Schools Bond Act
Peripheral Devices	\$100,000	Annual	BOCES Co-Ser Purchase
End User Computing Devices	\$250,000	Annual	BOCES Co-Ser Purchase

Currently our five planned instructional technology investments are:

- Professional Development to support technology Integration
- Increase shared Chromebook sets (2-12) and explore K-1 Chromebooks
- Wireless Access Upgrade (Internet Connectivity)
- Maintain technology replacement cycle (desktops, Chromebooks)
- Replace and upgrade equipment for classroom projection (Interactive LEDs)

Funding Sources:

Model Schools (Professional Development) Network Support Service/Instructional Technology Service Software and Hardware Funding E-Rate Reimbursement Smart Schools Bond Act

Policies

Internet Safety Policy: <u>http://www.vestal.stier.org/Downloads/8271%20-%20Internet%20Safety-Internet%20Content%20Filtering%20Policy.pdf</u>

Cyberbullying Policy: http://www.vestal.stier.org/Downloads/7541%20-%20Cyberbullying.pdf

Parents' Bill of Rights for Data Privacy and Security: <u>http://www.vestal.stier.org/Downloads/7243%20-</u>%20Parents%20Bill%20of%20Rights%20Relating%20to%20Student%20Data.pdf

Information Breach Policy: <u>http://www.vestal.stier.org/Downloads/5672%20-</u>%20Information%20Security%20Breach%20and%20Notification.pdf

Digital Citizenship:

We believe that Digital Citizenship is key for students and staff to understand, model and embed throughout curriculum and instruction. Although we have had a comprehensive plan for several years, this area is constantly evolving and continues to be a focus area for as we educate all stakeholders: administrators, staff, teachers, paraprofessionals, parents and students. Continued work in this area is noted in our goals and action plan.

Addendum A: Timeline and major milestones of implementation

Hardware:

2018-2019 School Year:

Continue supporting Chromebook shared sets at HS, MS and Elementary buildings (2-12) Conduct pilot for touch Chromebooks in K-1 Evaluate replacement schedule Continue to support 1:1 Chromebooks in Grade 5 Explore 1:1 Chromebooks in Grade 4 Support replacing elementary computer labs with multipurpose technology rooms

2019-2021 School Year:

On-going process of replacement of hardware

On-going evaluation of emerging technology and learning needs of our students

Online Workflow:

2018-2019 School Year:

Full G Suite for Education rollout grades 2-12

Embed the use of G Suite for Education throughout instructional and professional development sessions Support K-1 with using G Suite and Apps available through Chromebooks and Chrome Full Schoology support K-12 Classlink support for access to school network documents Support Office 365 for staff that prefers to use it

2019-2021 School Year:

On-going evaluation of online workflow needs for both students and staff

Software/Applications:

2018-2019 School Year:

Evaluate software applications and determine updates and upgrade as needed Continue training teachers using Google Expeditions Kit and integrate into curriculum Exploring software for interactive LED TVs Evaluate effectiveness and use of Splash Math (K-2) and IXL Math (3-5) Continue to support 3-5 teachers on Typing Club

2019-2021 School Year:

On-going evaluation and upgrade/replacement of software needs for student learning

Peripherals:

2018-2019 School Year:

Replace LCD projectors as needed Continue upgrade from SMARTBoards to Interactive LED TVs Support teachers with shift to Interactive LED TVs Review network printer needs throughout district Continue transition from Elmo document cameras to Ziggi-HD document cameras Support LED TV displays in each building for Hypersign communication

2019-2021 School Year:

On-going evaluation and upgrade of peripherals based on student and staff needs

Infrastructure:

2018-2019 School Year:

Evaluate and upgrade as needed wireless network (completed every 2-3 years) Continue replacement schedule of servers and switches as needed

2019-2021 School Year:

On-going evaluation and upgrade of infrastructure needs

Addendum B Technology Inventory

As technology becomes less about specific devices and more about Internet access and the purposeful integration of applications, the infrastructure also needs to include a solid wireless network. We embed into our planning a reevaluation of our wireless network every 2 years, and check access throughout our 7 buildings yearly.

We also currently support multiple devices including Chromebooks, iPads, laptops, Macbooks, mac and PC desktops. The purpose of learning dictates the technology, not the devices or operating systems.

(August 2018)	<u>HS</u>	<u>MS</u>	<u>THE</u>	<u>ARE</u>	<u>VHE</u>	<u>GLE</u>	<u>CAE</u>	<u>ADMIN</u>	<u>CJR/B&G</u>	<u>TRANS</u>	<u>Total</u>
SMARTBoards	39	31	21	20	22	21	19	0	0	0	173
IPADS/tablets	10	24	43	62	60	37	29	2	0	0	267
Desktop Computers	427	329	109	72	86	72	71	31	16	7	1220
Chromebooks	379	630	190	154	204	140	200	0	0	0	1897
Laptops	120	64	22	28	22	26	30	46	3	3	364
Projectors	47	39	32	28	26	24	23	3	0	1	223
TV's for Projection	20	8	2	2	2	2	2	9	0	0	47
Interactive TV	10	8	0	0	1	0	0	0	0	0	19
Total Per Building	1052	1133	419	366	423	322	374	91	19	11	

