I. District LEA Information

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

Janice E. Reid

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

Director of Technology

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1. **What is the overall district mission?**

   Our mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.

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

   Our vision is to integrate technology as we educate and empower all members of the Peekskill City Schools District community to strive for excellence as lifelong learners who embrace diversity and are contributing members of a global society.

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

   1. The stakeholder groups that worked on this plan are composed of school and district administrators, elementary and secondary staff, technology teaching assistants, the instructional technology coach, parents, and students
   2. The timeline for this planning process spanned from January 21, 2022 to April 15, 2022. January was used for organizing our committee and reviewing our previous technology plan. February was used for creating focus groups to gather insights to help us develop goals for our new plan. March was mostly dedicated to our stakeholder groups writing each section of the technology plan. April was used for the review of our plan by all stakeholder groups.
   3. During this process, our technology plan writing committee met on a bi-weekly basis as a full team. Individual stakeholder groups met on a weekly basis.
   4. The outcomes of the plan development were our technology plan goals that were generated as a result of focus groups, review and refinement of our vision, creation of sub-committees, outline of expectations and guidelines for stakeholder groups, progress monitoring document, timeline document, and overall technology plan.

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

   1. In our previous technology plan, our first goal was focused on ensuring compliance with WCAG 2.0 regulations under the Americans with Disabilities Act. Our new plan seeks to continue this work by resubscribing to our ADA compliance checking software and conducting regular ADA compliance checks. To build and improve upon this, we will facilitate professional development for our staff in ADA website compliance. Additionally, we will work to provide training for our students, their families, and members of the community on how to utilize the ADA compliant functionality of our district website.
   2. To build upon our work of ensuring all student data is protected and compliant with federal and local laws pertaining to data privacy and security, we plan to train students, staff, and administrators on the legalities and best practices surrounding student data privacy at set times throughout the school year. Our district would also like to create resources that outline what information can be shared by platform.
   3. We would like to continue the work that is being modeled by Peekskill High School's STEAM Innovation Center. This is a new learning space that is designed for engaging, hands-on student learning. The spaces, technology, furniture, and resources are specifically designed to bring the curriculum to life. To build and improve on this, we want to bring more dedicated STEAM spaces to all schools in the district, so students can engage with real-world applications of STEAM.

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

   1. 1-1 devices/student safety:
   • monitoring software (GoGuardian, Manage Methods)
   • Inventory software
   2. Document cameras
   3. Hotspots for families
   4. Increased use of educational software
   5. Bandwidth upgrade
   6. Need for instructional technology training Increase in professional development
   7. Access points more and back-end upgrades
   8. Increased need for family support

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6.   **Is your district currently fully 1:1?**

   Yes

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

1. Our district has hired an Instructional Technology Coach that will provide training for staff and administrators.
2. Training will be provided by trainers of the software and hardware that we subscribe to.
3. LHRIC will provide instructional technology training for staff.

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III. Goal Attainment

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

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

Moderately

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

Minimally

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

Moderately

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

Significantly

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

Moderately

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1. **Enter Goal 1 below:**

Provide ongoing, comprehensive Cyber Awareness training to all students and staff to develop skills in the appropriate use and integration of technology to increase proficiency, improve user behaviors, and reduce the number of security incidents.

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

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

3. **Target Student Population(s). Check all that apply.**

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

4. **Additional Target Population(s). Check all that apply.**

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

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

When Goal 1 has been achieved, we expect to see students and staff utilizing digital tools and resources appropriately and securely. Students and staff will demonstrate through their work and actions that they are knowledgeable digital citizens that will reduce the number of security incidents in the district. We will monitor our progress toward meeting this evaluation indicator by regularly (throughout the year) conducting classroom observations and student and teacher interviews. We will conduct annual student and teacher focus groups, data from our annual student and teacher technology surveys, and monitor incidents that go against our privacy and cybersecurity policies.

6. **List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Aligning needs with district visions and	Other (please	District Technology Committee	06/24/2022	$0

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		goals, creating structure for professional development to occur	identify in Column 5)			
Action Step 2	Budgeting	Figuring out necessary funding with provisions for continued support and sustainability in mind	Other (please identify in Column 5)	Director of Technology and Business Official	07/01/2022	$0
Action Step 3	Purchasing	Acquiring Infosec software needed for implementation of programs with fidelity.	Other (please identify in Column 5)	Director of Technology and Business Official	07/29/2022	$17,260
Action Step 4	Professional Development	Provide training to targeted stakeholder populations	Other (please identify in Column 5)	Director of Technology, Building Principals, Instructional Technology Coach	06/27/2025	$0

7.   **This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Implementation	Teachers will incorporate the concepts learned into their lessons with students	Classroom Teacher	(No Response)	06/27/2025	$0
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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1. **Enter Goal 2 below:**

Create a STEAM learning space in each school building throughout the district that will allow for robust STEAM opportunities

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

Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

3. **Target Student Population(s). Check all that apply.**

- ☑ All students
- ☐ Early Learning (Pre-K -3)
- ☐ Elementary/intermediate
- ☐ Middle School
- ☐ High School
- ☐ Students with Disabilities
- ☐ English Language Learners
- ☐ Students who are migratory or seasonal farmworkers, or children of such workers
- ☐ Students experiencing homelessness and/or housing insecurity

- ☐ Economically disadvantaged students
- ☐ Students between the ages of 18-21
- ☐ Students who are targeted for dropout prevention or credit recovery programs
- ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- ☐ Students who do not have internet access at their place of residence
- ☐ Students in foster care
- ☐ Students in juvenile justice system settings
- ☐ Vulnerable populations/vulnerable students
- ☐ Other (please identify in Question 3a, below)

4. **Additional Target Population(s). Check all that apply.**

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

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

When Goal 2 has been achieved, we expect to see students actively and fluently utilizing hands-on digital learning tools and resources in their STEAM learning spaces. Students will – through their own accounts and those of their teachers -- be media-literate, critical thinkers, who can clearly articulate the benefit that technology brings to their learning. We will monitor our progress toward meeting this evaluation indicator by regularly (throughout the year) conducting observations of STEAM learning spaces and student and teacher interviews. We will conduct annual student and teacher focus groups, and monitor data from our annual student and teacher technology surveys.

6. **List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Determine appropriate location for each building's STEAM learning space	Other (please identify in Column 5)	Superintendent, Building Principals, Director of Facilities, and Director of	09/30/2022	$0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
				Technology		
Action Step 2	Research	Determine infrastructure, hardware and software needs for the STEAM learning spaces	Other (please identify in Column 5)	Building Principals, Director of Facilities, and Director of Technology	11/30/2022	$0
Action Step 3	Budgeting	Allocate the funding for infrastructure, hardware and software needs for the STEAM learning spaces	Other (please identify in Column 5)	Director of Technology, Business Official	01/02/2023	$0
Action Step 4	Purchasing	Purchase infrastructure components, hardware and software needs for the STEAM learning spaces	Other (please identify in Column 5)	Director of Technology	02/14/2023	$100,000

7.   **This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Planning	Create STEAM curriculum and project timeline for each STEAM learning space	Other (please identify in Column 5)	Building Principals, Director of Facilities, and Director of Technology	02/28/2023	$0
Action Step 6	Infrastructure	Create STEAM learning space for each school building	Other (please identify in Column 5)	Director of Facilities and Subcontractors	06/27/2025	$0
Action Step 7	Professional Development	Provide professional development to teachers in STEAM learning spaces	Other (please identify in Column 5)	Director of Technology, Building Principals, Instructional Technology Coach	06/27/2025	$0
Action Step 8	Implementation	Teachers will incorporate the concepts learned into their lessons with	Classroom Teacher	(No Response)	06/27/2025	$0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		students.				

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1. **Enter Goal 3 below:**

Create a cohort of teachers in each school building that will become certified in educational technology tools and turnkey new skills.

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

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

3. **Target Student Population(s). Check all that apply.**

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

4. **Additional Target Population(s). Check all that apply.**

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

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

When Goal 3 has been achieved, we expect to see all students and teachers using educational technology learning tools throughout all subjects and grades in our district. All students will have the skills necessary to compete and thrive in college and careers and will be able to speak about how this technology has enhanced their learning. We will monitor our progress toward meeting this evaluation indicator by conducting classroom observations and student and teacher interviews quarterly. We will conduct annual student and teacher focus groups, and monitor data from our annual student and teacher technology surveys.

6. **List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Work with Principals to create each building's teacher cohort	Other (please identify in	Director of Technology, Building Principals	09/30/2022	$0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
			Column 5)			
Action Step 2	Professional Development	Provide professional development to all cohort teachers	Other (please identify in Column 5)	Instructional Technology Coach, Cohort teachers	06/27/2025	$0
Action Step 3	Budgeting	Budget for Google Certified Educator Exam cost	Other (please identify in Column 5)	Director of Technology, Business Official	10/31/2022	$0
Action Step 4	Purchasing	Purchase Google Certified Educator Exam vouchers	Other (please identify in Column 5)	Director of Technology, Business Official	11/30/2022	$1,050

7.   **This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Collaboration	Norm the classroom vision between schools and district	Other (please identify in Column 5)	Director of Technology, Instructional Technology Coach, Building Principals, Classroom teachers	01/31/2023	$0
Action Step 6	Professional Development	Cohort teachers will turnkey new skills to classroom teachers	Other (please identify in Column 5)	Building Principals, Cohort teachers, Director of Technology, Instructional Technology Coach, Classroom Teachers	02/14/2023	$0
Action Step 7	Implementation	Teachers will incorporate the concepts learned into their lessons with students	Classroom Teacher	(No Response)	06/27/2025	$0
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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8. **Would you like to list a fourth goal?**

    No

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V. NYSED Initiatives Alignment

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

   • Our district technology is integrated into teaching and learning throughout the district in a number of ways. Our entire district is currently 1:1 for all students and staff. As part of our Smart Schools Investment Plan (SSIP), our district updated our infrastructure and upgraded our bandwidth to support the increased use of technology in the district. Each classroom is outfitted with a Promethean panel, document camera, and desktop computer. Where necessary, there are additional computers and laptop carts to facilitate the specific outcomes of each course. We also offer assistive technology for our students with different learning abilities. Along with this hardware, our district also subscribes to a number of different educational online programs. These programs support the acquisition of skills, benchmarking, assessment, remediation, and enrichment in all content areas.

   • On a daily basis, teachers integrate technology into their lesson plans, lessons, activities, assessments, benchmarking, remediation, enrichment, and projects. Professional development is provided for teachers on the appropriate use of hardware and software in and out of the classroom. Teachers are encouraged to improve their pedagogy using the technology provided by the district. Using these acquired skills, teachers are given new ways to engage students and support their mastery of content standards.

   • Various types of technology are used by students to demonstrate understanding of skills and concepts through digital presentations, online assessments and benchmarks, and collaborative projects. Students can demonstrate mastery of content standards and skills using computers, Promethean panels, and STEAM tools such as robots and 3D printers. Students are educated in digital literacy and citizenship to ensure they engage with all of these types of technology.

   • Along with the student choice in technology indicated above, students are provided with additional pathways to access and participate in learning. We currently have students in our district that participate in distance learning

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

   We provide instruction using 1-1 technology within a secure and equitable digital environment. As we experience an increase in the use of technology throughout the district, it is important that we promote the safe and ethical use of technology through instruction and modeling by teachers and administrators while maintaining the privacy of our students and their data. Our district ensures that all families have access to high-speed internet through the use of wifi hotspots.

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

   Instruction is differentiated via use of technology for students with disabilities in the following ways: 1) Students can have access to supplement online instructional programs at their level 2) Technology can aid students with physical limitations i.e. access to chrome book book/typing in lieu of handwriting, talk to text and text to talk 3) Students with visual impairments and other disabilities may need different size font, background overlay etc. 4) Student need access to interactive technology to promote engagement 5) Students need technology to support reading i.e. Read Aloud/Microsoft Immersive Reader 6) Students with language needs need access to Apps and Programs to promote language. Technology is used in several other ways to differentiate and support students' individual learning needs.

V. NYSED Initiatives Alignment

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

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

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

☐ Technology to support writers in the elementary classroom	☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills
☐ Technology to support writers in the secondary classroom	☑ Multiple ways of assessing student learning through technology
☐ Research, writing and technology in a digital world	☐ Electronic communication and collaboration
☑ Enhancing children's vocabulary development with technology	☐ Promotion of model digital citizenship and responsibility
☑ Reading strategies through technology for students with disabilities	☐ Integrating technology and curriculum across core content areas
☑ Choosing assistive technology for instructional purposes in the special education classroom	☐ Helping students with disabilities to connect with the world
☑ Using technology to differentiate instruction in the special education classroom	☑ Other (please identify in Question 5a, below)

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

Special Education Teachers receive PD as needed for students with individualized Technology needs

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

- ☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☐ Home language dictionaries and translation programs are provided through technology.
- ☐ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- ☑ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- ☑ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (Please identify in Question 6a, below)

V. NYSED Initiatives Alignment

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7. **The district's Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.**

    Yes

7a. **If Yes, check one below:**

    Other (please explain in Question 7b, below)

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

    The predominant language spoken: Spanish, adding Arabic should be a consideration.

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

    - ☑ Technology to support writers in the elementary classroom
    - ☑ Technology to support writers in the secondary classroom
    - ☑ Research, writing and technology in a digital world
    - ☑ Writing and technology workshop for teachers
    - ☑ Enhancing children's vocabulary development with technology
    - ☑ Writer's workshop in the Bilingual classroom
    - ☑ Reading strategies for English Language Learners
    - ☐ Moving from learning letters to learning to read
    - ☑ The power of technology to support language acquisition
    - ☑ Using technology to differentiate instruction in the language classroom

    - ☐ Multiple ways of assessing student learning through technology
    - ☑ Electronic communication and collaboration
    - ☐ Promotion of model digital citizenship and responsibility
    - ☑ Integrating technology and curriculum across core content areas
    - ☐ Web authoring tools
    - ☐ Helping students connect with the world
    - ☑ The interactive whiteboard and language learning
    - ☐ Use camera for documentation
    - ☐ Other (please identify in Question 8a, below)

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

☑ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☐ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☐ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☐ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☐ Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.

☐ Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.

☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☐ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

☑ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☑ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☑ Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.

☑ Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.

☑ Class lesson plans, materials, and assignment instructions are available to students and families for

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./

☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

☑ Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.

☑ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☐ Provide online mentoring programs.

☑ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☐ Offer a technology/support hotline during flexible hours.

☑ Make sure technology/support is offered in multiple languages.

☐ Other (Please identify in Question 9a, below)

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

   ☑ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.

   ☑ The district uses instructional technology to facilitate classroom projects that involve the community.

   ☑ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.

   ☑ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.

   ☐ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

   ☑ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

   ☐ Other (please identify in Question 10a, below)

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	3.00
Technical Support	4.00
Totals:	**8.00**

2. **Investment Plan Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three. Provide a three-year investment plan to support the vision in Section II and goals in Section IV. A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.   All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.**

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Network and Infrastructure	N/A	1,151,000	Both	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	Professional Development	N/A	630,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	End User Computing Devices	N/A	415,000	Both	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☑ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Instructional and Administrative Software	N/A	253,930	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources	N/A

VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**2,449,930**			

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

   No

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

   https://www.peekskillcsd.org/Domain/24

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

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1. **Please choose one or more topics that reflect an innovative/educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a topic that is not on the list.**

☐ 1:1 Device Program
☐ Active Learning Spaces/Makerspaces
☐ Blended and/or Flipped Classrooms
☐ Culturally Responsive Instruction with Technology
☐ Data Privacy and Security
☐ Digital Equity Initiatives
☐ Digital Fluency Standards

☐ Engaging School Community through Technology
☐ English Language Learner
☐ Instruction and Learning with Technology
☐ Infrastructure
☐ OER and Digital Content
☐ Online Learning
☐ Personalized Learning

☐ Policy, Planning, and Leadership
☐ Professional Development / Professional Learning
☐ Special Education Instruction and Learning with Technology
☐ Technology Support
☐ Other Topic A
☐ Other Topic B
☐ Other Topic C

2. **Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.**

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning
				☐ Policy, Planning, and Leadership
				☐ Professional Development / Professional Learning
				☐ Special Education Instruction and Learning with Technology
				☐ Technology Support
				☐ Other Topic A
				☐ Other Topic B
				☐ Other Topic C

3.   **If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted to obtain more information about the innovative program(s) at your district.**

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program
				☐ Active Learning Spaces/Makerspaces
				☐ Blended and/or Flipped Classrooms
				☐ Culturally Responsive Instruction with Technology
				☐ Data Privacy and Security
				☐ Digital Equity Initiatives
				☐ Digital Fluency Standards
				☐ Engaging School Community through Technology
				☐ English Language Learner
				☐ Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner Instruction and

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VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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