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Section I - District LEA Information

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

    Michael Lee

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

    Chief Information Officer

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Section II - Strategic Technology Planning

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

The Putnam Valley Central School District, in partnership with our families and community, will ensure that all students are engaged in a challenging, student-focused educational program, understand and assume their responsibility for life-long learning, work to achieve their personal best and become productive citizens in a diverse global society.

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

The Putnam Valley Central School District has developed its technology plan scaffolding upon the successes of past plans. The ultimate goal of enhancing teaching and learning through the use of technology remains the foundation for our future growth. The plan builds on the District's Mission Statement and uses technology to enrich learning in our daily school programs while preparing our students for postsecondary education and the modern workplace. In order for us to best support this mission, for the past 10 years the district has built a successful one to one laptop program, where every student, K-12, is provided access to a district-owned device. Students in grades 6-12 have 24-7 technology access to support the integration on technology in the curriculum. Currently there is a district wide emphasis on the development of critical thinking and problem solving skills, students are being asked to collaborate and communicate effectively as they apply their learning to real world problems. Technology has been and will continue to be a tool that is used to help students develop and apply these essential skills. Technology provides students with a new dimension of opportunity and freedom to explore creative problem solving, within the given curricula. Additionally, the Technology Plan is designed to serve as a living document. As such, on-going review and modifications are essential if the plan is to effectively produce the intended outcomes.

3. **List three goals that will drive the attainment of the vision.**

	List Goals
Goal 1	**As a district we are committed to assuring that technology is being used in meaningful and engaging ways that modify or redefine our instructional strategies, while creating active, student centered learning opportunities. Technology use will be closely monitored and teachers will be asked to consider why technology is being used and how they can better use technology to modify or redefine our instructional practices instead of simply substituting for something they were already doing.**
Goal 2	**Technology will be used to raise global awareness through communication and collaboration tools with individuals and organizations outside of our schools and community. It is important that students build skills to effectively collaborate with individuals outside of their current classroom. Technology will be used as a tool for students to access information and apply learning through a more global perspective.**
Goal 3	**As a district we will improve our efforts to ensure that technology is being used in a safe and responsible fashion that supports student social and emotional health. Teacher professional development and lesson planning will occur to better prepare our teachers to support our students in the development of these important skills.**

4. **Do you want to list a fourth goal that will drive attainment of the vision?**

No

5. **Do you want to list a fifth goal that will drive attainment of the vision?**

No

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6. **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.**

Our planning process began with a meeting of the District Technology Committee where we discussed our current state of technology and began to develop some long term goals for technology integration within the Putnam Valley School District. The District Technology Committee is composed of administrators, teachers, students, technologists, and community members, each of these members has a voice in the goal setting process. The committee determined that it was appropriate to collect more information from our teachers and students to gain a better understanding of their perceptions of our current state of technology implementation. This information was than used to help guide the goals and measurable action items outlined in this technology plan. The decision was made to use the BrightBytes Clarity Survey tool to collect the information we needed.   This spring, students in grades 4-12 completed the survey in class. Teachers will be completing the survey this fall when they picked up their laptops. Another meeting of the District Technology Committee was held and the Clarity data was analyzed to help set our goals for the coming year. Draft goals were created by the District Technology Committee and shared with different constituent groups to elicit feedback and to further refine our goals. Ultimately we want these goals to receive the buy-in of all constituents groups, we believe this is an essential step if these goals are to be accomplished. The goals were shared with our Board of Education and our Citizens Advisory Committee as a way to gain further feedback and buy-in from the larger community.

7. **Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.**

The district's professional development plan is designed to support many of the same instructional approaches and pedagogical shifts identified in our long range technology plan. Aligned with our district vision, the goals outlined in our professional development plan strive to create student centered learning environments in which students actively participate in the learning opportunities. Equally important is our goal to make sure students are provided with the tools and support they need to effectively navigate the learning process within an emotionally and socially safe learning environment. The first goal of our professional development plan focuses on building a learning community that supports the social and emotional health of our students. This goal is closely aligned with the goal within our technology plan that seeks to improve our efforts to ensure that technology is being used in a safe and secure fashion that supports student social and emotional health. Both of these goals are designed to help educators create supportive learning spaces while preparing students with the knowledge they will need to safely navigate both physical and digital learning environments. Other goals within our professional development plan are designed to empower teachers to design engaging and rigorous student centered learning opportunities. These goals are closely aligned with the district's vision and technology plan with a focus of providing teachers with the resources, knowledge, and the skills they need to create student centered learning environments within their classroom. The deployment of technology resources accompanied by rigorous professional development helps prepare teachers and students to be successful within these types of learning environments. Technology serves as a tool that easily allows a teacher to differentiate their instruction to meet the needs of individual students while providing students with a variety of avenues they can use to ultimately solve a problem. This unifying goal of creating engaging and student centered learning opportunities requires the students to assume an active role in their own learning is supported by our professional development plan, long range technology plan, and our smart schools investment plan. Collectively, we are committed to making sure that teachers have the knowledge, training, support, and resources they need to create these learning spaces within their classroom and are empowered to effectively utilize these spaces to enhance student learning. Another universal goal in Putnam Valley is our commitment to student health and wellness. This goal is also supported through our professional development plan and technology plan as we strive to provide teachers and students the knowledge, skills, and resources they need to safely and effectively navigate the current digital landscape. Training begins with tools that help students recognize and regulate their emotions, followed by a multitude of assemblies and classroom lessons that ensure that students not only know how to effectively utilize digital resources but that they know how to do so safely while understanding the lifelong impact of their actions. Time is also dedicated to discussing the positive effect that technology use can have on a student's future.

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8. **How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.**

Clarity surveys will be issued yearly as a metric to track our growth across several indicators; including: Digital Citizenship, during the spring administration of the Clarity survey, students reported the following frequencies of learning digital citizenship.
- 26% of students reported being taught how to cite online information only every few months or never
- Our goal is to address this skill with more students and drop this level by 10%
- 29% of students reported infrequently being taught how to check that websites are safe.
- Our goal is to address this skill and reduce this percentage by 10%
- 36% of students reported that they are infrequently taught to evaluate the credibility of sources
- Our goal is to address this skill and reduce this percentage by 20%

Safe and Responsible Use of Internet, during the spring administration of the Clarity survey, student reported the following information regarding safe and responsible use of the Internet.
- 39% of students reported that they have never been taught how to share information about themselves online
- Our goal is to address this skill throughout the year and lower this percentage by 20%
- 23% of students reported never being taught how to respond to online bullying
- Our goal is to address this skill throughout the year and reduce this percentage by 10%
- 21% of students reported they are infrequently taught how to protect their identity online.
- Our goal is to address this skill throughout the year and reduce this percentage by 10%

Collaboration
- 72% of students reported that they are infrequently asked to collaborate with students from other schools
- Our goal is to address this skill throughout the year and reduce this percentage by 25%
- 66% of students reported that they are infrequently asked to collaborate with students from different communities and cultures
- Our goal is to address this skill throughout the year and reduce this percentage by 25%

The district technology team will continue to meet and discuss our progress, this will serve as a qualitative measure of our success. During our district technology committee meetings we will work to identify both our successes and struggles, revisions to our action plans will be discussed to address those areas of concern. Teacher perception data will be considered after the teachers complete the clarity survey in the fall and again next year. The district will again meeting with various constituent groups consisting of students, teachers, and community members to elicit feedback in the form of qualitative data as another metric to measure our success. Through the observation process, the district can track how well our teachers are performing on specific components, these components can serve as a measure of our success toward meeting our goals.

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Section III - Action Plan

Overview: This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

1.   **Goal #1**

   As a district we are committed to assuring that technology is being used in meaningful and engaging ways that modify or redefine our instructional strategies, while creating active, student centered learning opportunities. Technology use will be closely monitored and teachers will be asked to consider why technology is being used and how they can better use technology to modify or redefine our instructional practices instead of simply substituting for something they were already doing.

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

   1. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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

☑ All students	☐ Migrant students
☐ Pre-K-2	☐ Homeless students
☐ Grades 3-5/6	☐ Economically disadvantaged students
☐ Middle School	☐ Students between the ages of 18-21
☐ High School	☐ Students who are targeted for dropout prevention or
☐ Students with Disabilities	credit recovery programs
☐ ELL/MLLs	☐ Other (please identify in Question 3a, below)

4.   **List the action steps that correspond to Goal #1 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Curriculum	**Provide teachers with the time and resources necessary to design relevant and engaging curriculum that supports student-centered and active learning opportunities. Technology will serve as a tool that allows teachers to more easily differentiate instruction, access resources, and cultivate engagement among**	Assistant Superintendent	N/A	June (06)	2021	10,000

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		students.					
Action Step 2	Learning Spaces	**Teachers will be exposed to a variety of learning environments, each designed to support a specific learning style. Teachers will be asked to consider ways they can alter their classroom to create for a variety of learning spaces and allow students some choice in identifying and using learning spaces that meet their individual needs. Technology will serve as a tool for learning in many different learning spaces given its ability to support students who are working independently as well as students who choose to work collaboratively.**	Building Principal	N/A	June (06)	2019	0
Action Step 3	Professional Development	**Professional development is at the core of our goals, we must provide teachers with the knowledge they will need to create the student-centered learning experiences that the district is committed to providing.**	Assistant Superintendent	N/A	June (06)	2021	20,000
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	N/A

5.   **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.**

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III. Action Plan - Goal 1

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(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)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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Section III - Action Plan

Copy Goal #2, which you listed in Section II, Question 3,and respond to all questions below.

1. **Goal #2**

Technology will be used to raise global awareness through communication and collaboration tools with individuals and organizations outside of our schools and community. It is important that students build skills to effectively collaborate with individuals outside of their current classroom. Technology will be used as a tool for students to access information and apply learning through a more global perspective.

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

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

3. **Target Student Population(s)**

☑ All students	☐ Migrant students
☐ Pre-K-2	☐ Homeless students
☐ Grades 3-5/6	☐ Economically disadvantaged students
☐ Middle School	☐ Students between the ages of 18-21
☐ High School	☐ Students who are targeted for dropout prevention or
☐ Students with Disabilities	credit recovery programs
☐ ELL/MLLs	☐ Other (please identify in Question 3a, below)

4. **List the action steps that correspond to Goal #2 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Collaboration	**Teachers and will participate in collaborative projects with identified individuals/groups outside of our own schools. This collaborative work may include a partnership with a local resource or a shared experience with an educator or expert on the other side of the world. We want our students to use this distance learning opportunities as a vehicle to raise their global awareness.**	Classroom Teacher	N/A	June (06)	2021	5,000
Action Step 2	Com	**Communication will be essential to**	Dire	N/A	Jun	201	$10,000

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	munications	ensure the success of this goal. A variety of communications platforms will need to be explored and ultimately implemented.	ctor of Technology		e (06)	9	
Action Step 3	Curriculum	This work will need to be embedded within our existing curriculum and district initiatives. Current work in this area focuses on sustainability as the common thread through which the collaborative work is accomplished.	Curriculum and Instruction Leader	N/A	June (06)	2021	0
Action Step 4	Professional Development	Teachers will be introduced to a variety of platforms and resources that are available to support this work and provide access to individuals outside of our buildings.	Director of Technology	N/A	June (06)	2019	5,000

5. **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.**

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(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)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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Section III - Action Plan

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

1.   **Goal #3**

As a district we will improve our efforts to ensure that technology is being used in a safe and responsible fashion that supports student social and emotional health. Teacher professional development and lesson planning will occur to better prepare our teachers to support our students in the development of these important skills.

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

5. 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)**

☑ All students	☐ Migrant students
☐ Pre-K-2	☐ Homeless students
☐ Grades 3-5/6	☐ Economically disadvantaged students
☐ Middle School	☐ Students between the ages of 18-21
☐ High School	☐ Students who are targeted for dropout prevention or
☐ Students with Disabilities	credit recovery programs
☐ ELL/MLLs	☐ Other (please identify in Question 3a, below)

4.   **List the action steps that correspond to Goal #3 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Curriculum	**Teachers will identify lessons within their curriculum where they can embed the teaching of internet safety and security with a focus on student social and emotional health. Combined with existing lessons from common sense media and the Yale RULER program, teachers will have a variety of access points into their curriculum to prepare students with these important skills.**	Classroom Teacher	N/A	June (06)	2021	0

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 2	Professional Development	**Teachers will be trained on strategies to effectively recognize their own emotions and be provided with methods they can use to regulate their emotional responses. The same strategies will then be introduced to students who will be taught to recognize and regulate their own emotions. Also of importance is providing our teachers with knowledge regarding the safe and responsible use of the Internet. Teachers will then be able to embed these lessons within their existing curriculum to ensure that all students receive this information in a timely and accurate manner.**	Building Principal	N/A	June (06)	2019	0
Action Step 3	N/A	N/A	N/A	N/A	June (06)	2021	N/A
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	N/A

5. **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.**

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(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)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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Section IV - NYSED Initiatives Alignment

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

   Instructional technology is a tool that will be used, when appropriate, to provide our students with access to information resources or programs. Teachers will be asked to use technology in ways that modify or redefine their instructional strategies. As identified by the district vision statement, professional development plan, and SSIP; the creation of student centered and engaging learning opportunities is a primary goal of the district. Technology will be used to help make this vision a reality by allowing teachers to differentiate their instruction and by providing students with a multitude of resources and approaches to solve problems. Instructional technology will be used to individualize learning opportunities and to make sure that every student is successful. Our current 1:1 device deployment from K-12 allows us to utilize technology in a variety of ways to meet the needs of our students. This affords teachers the ability to use blended learning or "flipped classroom" instructional approaches to extend learning beyond the traditional school day while freeing up classroom time to apply knowledge and facilitate learning. Technology is also being used to support the diverse learning needs of our students, in many classrooms teachers provide students with choice on how they can complete the task at hand. These choices may include the use of physical texts or digital resources, students may create a project by hand or through a virtual resource and students may decide to work by themselves, with a partner, or collaborate with other students outside of their physical classroom. All of these options are only made available through the meaningful implementation of technology within the classroom.

2. **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 curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

   Putnam Valley takes great pride in providing all students, including those with disabilities with access to engaging and relevant instruction that is supported through the use of instructional technologies. Like all students in Putnam Valley, classified students are provided with their own device to help support their learning. This personal device does not always conform with the "typical" student device, instead we always aim to purchase whichever device will help equalize the learning opportunities for each student. We utilize a wide range assistive technologies and applications to support all students, especially those who are identified as a student with a disability.

3. **How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

   - ☑ Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system).
   - ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
   - ☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
   - ☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
   - ☑ Assistive technology is utilized.
   - ☑ Technology is used to increase options for students to demonstrate knowledge and skill.
   - ☑ Learning games and other interactive software are used to supplement instruction.
   - ☐ Other (please identify in Question 3a, below)

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4. **Please select the professional development that will be offered to teachers of Students with Disabilities that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

☑ Technology to support writers in the elementary classroom	☑ Using technology to increase options 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 4a, below)

5. **How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

☑ Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system)

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

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

☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

☑ Home language dictionaries and translation programs are provided through technology.

☑ Hardware that supports ELL/MLL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.

☑ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.

☑ Learning games and other interactive software are used to supplement instruction.

☐ Other (please identify, in Question 5a, below)

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

Yes

6a. **If Yes, check one.**

In the 5 most spoken languages in the district

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

(No Response)

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7. **Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

☑ Technology to support writers in the elementary classroom
☑ Technology to support writers in the Secondary classroom
☑ Research, writing and technology in a digital word
☐ 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 and 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 7a, below)

8. **How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?**

☑ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
☑ The district uses instructional technology to facilitate classroom projects that involve the community.
☑ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
☑ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
☑ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
☑ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
☑ The district does not use instructional technology to facilitate culturally responsive instruction.
☐ Other (please identify in Question 8a, below)

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Section V - Administrative Management Plan

1. **Staff Plan**

	Full-time Equivalent (FTE)
District Technology Leadership	2.00
Instructional support	1.20
Technical Support	6.20
Totals:	**9.40**

2. **Investment Plan**

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	Internet Connectivity	N/A	40,000	Annual	☑ 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	Network and Infrastructure	N/A	10,000	Annual	☑ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid	N/A

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	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	End User Computing Devices	N/A	400,000	Annual	☑ 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	Professional Development	N/A	40,000	Annual	☑ 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

V. Administrative Management Plan

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	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					☐ N/A	
Totals:			490,000			

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?**

   Not Applicable (There are no non-public schools in the district)

4. **Please indicate whether or not the district has a public website.**

   The district has a public website.

   4a.   **Provide the URL of the district's public website.**

   http://www.pvcsd.org

5. **Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.**

   Yes

   5a.   **If 'Yes' was selected in Question 5 above, please identify the responsible person's title.**

   Network Administrator and CIO

6. **Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.**

   Yes

   6a.   **If 'Yes' was selected in Question 6 above, please identify the responsible person's title.**

   Network Administrator and CIO

7. **Has a district-wide information security and/or privacy audit ever been performed in the district?**

   Yes

   7a.   **If 'Yes' was selected in Question 7 above, please identify how often a security and/or privacy audit has been performed?**

   Yearly

   7b.   **If 'Yes' was selected in Question 7 above, please indicate whether the audit(s) was/were performed by an independent 3rd party contractor.**

   Yes - all audits were performed by a 3rd party contractor

8. **Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?**

   Yes

9. **Does the school district provide for educating minors about cyberbullying awareness and response?**

   Yes

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10. **Does the district have an Internet Safety Policy?**

Yes, and I will provide the URL to the policy.

10b. **Please provide the URL to the district's Internet Safety Policy.**

https://www.boarddocs.com/ny/pvcsd/Board.nsf/files/A8JKAP4C7C60/$file/4526.1-InternetSafety-Policy-Adopted-03-17-16.pdf

11. **Does the district have a Cyberbullying Policy?**

Yes, and I will provide the URL to the policy.

11b. **Please provide the URL to the district's Cyberbullying Policy.**

https://www.boarddocs.com/ny/pvcsd/Board.nsf/files/A336G96C3872/$file/0115-StudentHarassmentBullyingPreventionIntervention-Policy-Adopted-08-2014.pdf

12. **Does the district have a Parents' Bill of Rights for Data Privacy and Security?**

Yes, and I will provide the URL to the Parents' Bill of Rights for Data Privacy and Security.

12a. **What year was the Parents' Bill of Rights for Data Privacy and Security policy first posted?**

2014

12b. **Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.**

http://www.pvcsd.org/parent_resources/pdf/legal_info_parents_bill_of_rights-data_privacy_security.pdf

13. **Does the district have an information breach policy that addresses the district's planned response to an information breach?**

Yes, and I will provide the URL to the policy.

13b. **Please provide the URL to the policy that addresses the district's planned response to an information breach.**

https://www.boarddocs.com/ny/pvcsd/Board.nsf/files/A684DQ704DB1/$file/8635-InformationSecurityBreach%20and%20Notification-Policy-Adopted-06-17-2010.pdf

14. **Provide a direct link to the district's technology plan as posted on the district's website.**

http://pvcsd.org/district/pdf/PVCSD_2016_Tech_Plan_from_NYSED.pdf

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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Sharing Innovative Educational Technology Programs

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 category that is not on the list.**

☑ Active Learning Spaces/Makerspaces	☐ Policy, Planning, and Leadership
☐ Culturally Responsive Instruction with Technology	☐ Privacy and Security
☑ Device Planning and Implementation (1:1; BYOD)	☑ Professional Learning
☑ Digital Citizenship	☑ Project-based Learning
☑ Infrastructure	☐ Other Topic A
☐ OER and Digital Curriculum	☐ Other Topic B
☑ Personalized Learning	☐ Other Topic C
☐ Pilots and Proof of Concept	

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	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	Dr. Jeremy Luft	Deputy Superintendent	jluft@pvcsd.org	☑ Active Learning Spaces/Makerspaces ☐ Culturally Responsive Instruction with Technology ☑ Device Planning and Implementation (1:1, BYOD) ☑ Digital Citizenship ☑ Infrastructure ☐ OER and Digital Curriculum ☑ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☑ Professional Learning ☑ Project-based Learning ☐ 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 in order to obtain more information about the innovative program(s) at your district.**

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum

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	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
				☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning

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	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
				Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning

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	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
				☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.