

A. LEA Information

1. **What is the total student enrollment based on the most recent BEDS Day submission?**

4,159

2. **What is the student enrollment by grade band based on the latest BEDS Day submission?**

	Enrollment
Grades K-2	821
Grades 3-5	891
Grades 6-8	1,021
Grades 9-12	1,286

3. **What is the name of the district administrator entering the technology plan survey data?**

Gregg Moyer

4. **What is the title of the district administrator entering the technology plan survey data?**

Director of Technology

4a. **If the response to question four was "Other", please provide the title.**

(No Response)

B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

"Quality Education for All"

The Mission of the Horseheads Central School Community is to provide a quality education for all within a nurturing environment which promotes excellence, growth, and a sense of civic responsibility.

2. Please provide the executive summary of the instructional technology plan, including vision and goals.

Overall Technology Strategy -

The Common Core Learning Standards and 21st Century Learning Fluencies require students to develop the knowledge and skills they will need to learn, work, and communicate successfully in the world of work. We must view information and communication technologies as a fundamental tool of education and commit to providing adequate, sustained, equitable access to carefully selected equipment and quality staff development opportunities.

To accomplish this most efficiently and effectively, we have developed an approach that supports our District's Ten Year Strategic Plan with all staff development efforts, along with equipment acquisition and replacement, to enable real integration into everyday teaching and learning.

3. Please summarize the planning process used to develop the instructional technology plan. Please include the stakeholder groups participating and outcomes of the instructional technology plan development meetings.

This technology plan was initially developed by the District Technology Committee using the DistrictViSTA process. This plan is intended to be an ever-evolving document that guides our efforts to provide our students, staff, parents, and community with access to appropriate technologies as we work to prepare all learners for future challenges and opportunities. This plan represents the "baseline" approach we intend to take.

This plan is designed to support the mission and beliefs of our District while recognizing our current and projected environment. The overall approach of the plan is described in the Summary. Twelve subsequent sections (A - L) describe our strategy and detailed intentions for student outcomes, staff development, access to technology, policies, personnel, communication, funding, implementation/planning, and assessment. Technology planning is a process, not just an event. Therefore, this plan is a "living document" which will be continuously updated as our plans mature, our understanding grows, and technology capabilities expand. The District is now in the process of working to refine, fund, and implement this plan. The technology plan was most recently presented to the Board of Education on May 28, 2015.

There are layers of stakeholder groups depending on the need. The core group comprises 22 people: 7 admin, 11 teachers and librarians, and 4 support staff and instructional support staff. In addition, 3 other groups routinely review certain issues due to district policy. These include: Administrative Council, Principal's Group, and Adhoc Groups. Most recently, the outcomes regarding student email policy and regulation required meetings at all levels (5/8/14, 10/9/14, 12/9/14). This is also true for data security on mobile devices relative to sensitive information including student data (9/11/14, 11/13/14), and technology funding methodology discussions, student outcome benchmarks, and strategic planning relative to student access (4/9/15, 6/4/15). Related outcomes respectively were: student email in grades 7-12, PIN passcodes on mobile devices sharing email access, and refinement of device replacement planning, planning to revise benchmarks, and ongoing BYOD and 1:1 feasibility discussions.

4. Please provide the source(s) of any gap between the current level of technology and the district's stated vision and goals.

Access Points (Checked)
Cabling (Checked)
Connectivity (Checked)
Device Gap (Checked)
Network (Checked)
Staffing (Checked)

4a. Please specify if "Other" was selected in question four.

(No Response)

5. **Based upon your answer to question four, what are the top three challenges that are causing the gap? If you chose "No Gap Present" in question four, please enter N/A.**

The top three gap challenges are: aging technology infrastructure, funding, and instructional technology support. The majority of the district infrastructure is from 1997-1998. Some switching equipment has been upgraded over the years, but far from the total switching inventory. The wiring, including wireless, is in the walls and difficult to upgrade using an annual technology budget. Technology funding has decreased over the past six years by over 30%. This has had a domino effect with regard to all planning. Support has been decreased due to budget. Instructional technology support, specifically, needs to be increased to see meaningful changes in the classroom.

C. Technology and Infrastructure Inventory

1. **What is the available network broadband bandwidth? Please express speed in Mb (Megabits) or Gb (Gigabits). ***

	Minimum Capacity (Expressed in Mb or Gb)	Maximum Capacity (Expressed in Mb or Gb)
Network Bandwidth: Incoming connection TO district schools (WAN)	10Gb	10Gb
Internal Network Bandwidth: Connections BETWEEN school buildings (LAN)	1Gb	10Gb
Bandwidth: Connections WITHIN school buildings (LAN)	1Gb	10Gb

2. **What is the total contracted Internet access bandwidth for your district? Please express speed in Mb (Megabits) or Gb (Gigabits).**

1Gb Shared Regionally

3. **What is the name of the agency or vendor that your district purchases its primary Internet access bandwidth service from?**

GST BOCES

4. **Which wireless protocols are available in the district? Of these, which are currently in use? Check all that apply.**

	Available/In Use
802.11a	Available (Checked) In Use (Checked)
802.11b	(No Response)
802.11g	Available (Checked) In Use (Checked)
802.11n	Available (Checked) In Use (Checked)
802.11ac	(No Response)
802.11ad	(No Response)
802.11af	(No Response)

5. **Do you have wireless access points in use in the district?**

Yes

5a. **What percentage of your district's instructional space has wireless coverage?**

80

6. **Does the district use a wireless controller?**

Yes

7. **What is the port speed of the switches that are less than five years old in use in the district?**

100Mb to 1Gb

8. **How many computing devices less than five years old are in use in the district?**

	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop computers/Virtual Machine (VM)	1,109	1,109
Laptops/Virtual Machine (VM)	1,456	1,456
Chromebooks	0	0
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	0	0
Tablets less than nine (9) inches without access to an external keyboard	4	4
Tablets nine (9) inches or greater without access to an external keyboard	120	120
Totals:	2,689.00	2,689.00

9. **Of the total number of students with disabilities in your district, what percentage of these students are provided with assistive technology as documented on their Individualized Education Programs (IEPs)?**

24

10. **From your technology needs assessment, please describe any additional assistance or resources that, if provided, would enhance the district's ability to provide improved access to technologies, including assistive technologies, for students with disabilities.**

Faster and more reliable infrastructure is essential. Most wired infrastructure is dated from 1997-1998. Wireless infrastructure is somewhat newer but still has many performance problems, particularly in any dense device settings. Some switching equipment has been upgraded, but with over 30 data rooms and over 120 individual switching devices, there are still many pockets and classroom locations being served by aging switches. Wireless coverage was designed to be 100%, but in reality that has not occurred. There are many dead spots including: classrooms, large group areas, hallways, building exteriors, and athletic fields. Covered areas can be slow performing which is frustrating for staff who have limited time in which to use technology resources during class periods. Student services would like more open access by teachers to load iPad APPs. The current process is a compromise with regard to district policy and software loading which is managed centrally. This includes Windows based software and iOS based software. More funds are desired for tablet purchases for students with disabilities.

11. **How many peripheral devices less than five years old are in use in the district?**

	Number of devices in use that are less than five years old
Document Cameras	71
Flat Panel Displays	12
Interactive Projectors	0
Interactive Whiteboards	82
Multi-function Printers	21
Projectors	122
Scanners	26
Other Peripherals	141
Totals:	475.00

12. If a number was provided for "Other Peripherals" please specify the peripheral device(s) and quantities for each.

Copier 41
Camera 70
ActivSlate 11
Responders 16
Analog TV 3

13. Does your district have an asset inventory tagging system for district-owned equipment?

Yes

14. Does the district allow students to Bring Your Own Device (BYOD)?

No

14a. On an average school day, approximately how many student devices access the district's network?

(No Response)

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

Yes

D. Software and IT Support

1. What are the operating systems in use in the district?

	Is this system in use?
Mac OS Version 9 or earlier	No
Mac OS 10 or later	No
Windows XP	No
Windows 7.0	Yes
Windows 8.0 or greater	Yes
Apple iOS 7 or greater	Yes
Chrome OS	No
Android	Yes
Other	No

2. Please provide the name of the operating system if the response to question one included "Other."

N/A

3. What are the web browsers, both available and supported, for use in the district?

	Web Browsers available and supported for use
Internet Explorer 7	No
Internet Explorer 8	No
Internet Explorer 9 or greater	Yes
Mozilla Firefox	Yes
Google Chrome	Yes
Safari (Apple)	Yes
Other	No

4. Please provide the name of the web browser if the response to question three included "Other."

N/A

5. Please provide the name of the learning management system (LMS) most commonly used in the district.

ToolBoxPro

6. Please provide the names of the five most commonly used software programs that support classroom instruction in the district.

ActivInspire
 Moby Max
 Microsoft Office
 Accelerated Reader
 Castle Learning

7. Please provide the names of the five most frequently used research databases if applicable.

Oposing Viewpoints in Context
 Biography in Context
 SIRS Issues Researcher
 Academic OneFile
 ProQuest (Multiple databases / DirectPlus / NYDirectPkg)

8. Does the district have a Parent Portal?

Yes

8a. Check all that apply to your Parent Portal if the response to question eight is "Yes."

Attendance (Checked)
 Homework (Checked)
 Student Schedules (Checked)
 Grade Reporting (Checked)
 Other (Checked)

8b. If 'other' was selected in question eight (a), please specify the other feature(s).

Contact Information

9. What additional technology-based strategies and tools, besides the Parent Portal, are used to increase parent involvement?

Learning Management System (Checked)
 Emergency Broadcast System (Checked)
 Website (Checked)
 Facebook (Checked)
 Twitter (Checked)
 Other (Checked)

9a. Please specify if the response to question nine was "Other".

Superintendent Online Chat

10. Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technical support.

Title	Number of Current FTEs
Network Tech Specialist	4.00
Technology Director	1.00
	5.00

E. Curriculum and Instruction

1. What are the district's plans to use digital connectivity and technology to improve teaching and learning?

- The District uses digital connectivity to internet based resources and resources residing on District and GST BOCES servers. This includes content to subscribed resources such as subject specific software, textbook supportive access, apps, and locally developed content.
- Software needs are periodically reviewed to maximize relevance. There is a conscious shift to web based tools. There is also a conscious effort to review free tools versus subscription based tools. The Instructional Technology Support Specialists have a large knowledge base of available tools that can be frequently used, and they continually research new tools.
- Included in these resources are new generation digital tools such as Safari Montage that can grow to include many types of digital content. The content will be available for all staff and students in Fall 2015. This includes IP based TV content. Extensive curriculum content will be available, and training and support will be available. Internally generated digital content, both curricular and staff development related, will be distributed district-wide via this tool.
- The intent is to provide a robust and easy to access set of tools that foster common capabilities or skills as described by multiple organizations/initiatives that define skills required for greater learning: ISTE Standards, 21st Century Learning skills, CCLS's, and most recently the use of technology strategies to achieve greater rigor and relevance as defined by the International Center for Leadership in Education.

2. Does the district's instructional technology plan address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?

Yes

2a. If "Yes", please specify.

In the regular annual technology budget, funds are reserved for adaptive or special needs that are identified in student IEPs and 504 plans. These funds can be applied to virtually any need: hardware, software, or subscriptions. The amount is reviewed each year to verify if needs are being met, and additional funds can be diverted if the need is identified.

In addition, all replacement planning of existing desktop, laptop, and tablet computers includes devices earmarked for students with disabilities so they will remain current. The District provides access to all instructional software tools to students with disabilities when systems are populated in the late summer/early September. Also, specific software, namely Fast ForWord and AIMSweb, is used for assessment collection for students with disabilities.

In addition, Student Services maintains funds that can be applied to specific student needs. Student Services seeks grants and funding sources to assist in acquiring technology related implementations and has sought consultant's assistance in determining technological solutions for students with disabilities. The primary technology being implemented are iPads. These funds have been outside the regular annual technology budget. They are not guaranteed from year to year, but have been the primary funding source for special needs iPad deployment. Assessments may be unique for students with disabilities. The iPad has proven to fill this specific need with visual and multimedia apps that fit the learning styles of students with disabilities.

3. Does the district's instructional technology plan address the provision of assistive technology specifically for students with disabilities to ensure access to and participation in the general curriculum?

Yes

3a. If "Yes", please provide detail.

In the regular annual technology budget, funds are reserved for adaptive or special needs that are identified in student IEPs and 504 plans. These funds assist in bridging the gap to allow participation in the general curriculum. Depending on the severity of the disability, solutions have been identified that complement regular education access. This includes mobile laptop carts and iPads which can be shared or in some special instances, be dedicated to individual students.

F. Professional Development

1. Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience, and method of delivery within your summary.

Our model is designed to provide continual support for teachers to successfully integrate technology within curriculum to increase students' learning through high levels of rigor, relevance, and student engagement. Delivery methods include the following essential components:

- Topics and methods for delivery are derived from faculty/staff/student survey results, classroom observational data, and alignment with district curriculum initiatives for continuous improvements in student achievement.
- Instructional Technology Specialists and Curriculum Mentors utilize coaching approaches designed to sustain job-embedded learning and incorporate adult learning theory through demonstrations, classroom guided-practice, reflective techniques, and specific feedback for encouragement and problem-solving support.
- Avenues are provided for adult learners to receive professional development through workshop settings, online courses, horizontal and vertical collaborative sessions, open labs, individual coaching, and peer mentoring.
- Electronic Tracker System promotes continual opportunity advertisements, along with easy access for individual registrations and tracking records.
- Formalized proposal process is utilized for faculty to request potential implementation of cutting edge Technology Pilot Programs within classroom settings, including providing essential professional development support.
- District In-Service Committee maintains an oversight approval process to accommodate individual teacher requests for participation in out-of-district In-Service Workshops & Conferences which often support further professional study through the use of technology resources to enhance instruction.
- District-established Curriculum Development Proposal process encourages faculty to collaboratively design lessons in which embedding technology hardware and software resources will intentionally enhance student learning.
- Regional Calendar is designed to offer various workshops addressing common initiatives, along with providing collegial opportunities to discuss and practice effective methods to maximize the use of technology within content curriculum.
- On-going training is provided for faculty utilizing online district-wide student data management tools, along with hardware and software associated with district-mandated curriculum programs.
- Instructional Technology Specialists purposefully recruit and support additional teacher leaders in technology across the district on an annual basis.

Topic	Audience	Delivery Method
Edivate Online New Faculty 30-Hour Orientation Program, including the following topics: Classroom Instruction That Works, Classroom Management, Thinking Strategies	New Faculty	Online
ASCD Online Common Core & District Initiative Courses, including the following topics: Common Core, The Core Six, Differentiated Instruction, Reflective Educator, STEM	PK-12	Online
Connected Curriculum Technology Conference Workshops with Peer Presenters and Follow-Up Mentoring Support, including: Flipped Classroom, Creating Instructional Videos, Fantastic ActivInspire Flipcharts, Developing WebQuests with Rigor/Relevance, Building Digital Literacy & Common Core Skills with Edmodo, Gamification	PK-12	Workshop Demonstration, Lesson Development, Peer Mentoring, Coaching
Regional Model Schools Technology PD Workshops Calendar, including the following topics: Office 365, Technologies to Support Close Reading, Toolbox Pro, Pizzazz with Prezi, SnagIt, PowerPoint	PK-12	Same as above
Regional School Improvement Program PD Workshops Calendar, including following topics: Examining Social Studies Framework & Toolkits, Integrating Literacy Standards, Cooperative Learning	PK-12	Same as above

HORSEHEADS CSD

Instructional Technology Plan - Annually - 2015

Professional Development

Status Date: 07/02/2015 03:26 PM

Open Lab Technology Sessions with Instructional Technology Specialists per teacher requests, including the following topics: Google Add-Ons, Toolbox, OneNote Classroom Creator, Twitter for PD, Appy Hour	PK-12	Workshop Demonstration, Coaching
Macmillan/McGraw-Hill Reading Treasures Program: Technology Applications	PK-6	Same as above
Go Math Program: Technology Applications	K-6	Same as above
Carnegie Math Technology Applications	7-12 Math	Same as above

2. Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technology integration training and support for teachers.

Title	Number of Current FTEs
InstrTech Supp Specialist	1.40
	1.40

G. Technology Investment Plan

1. Please list the top five planned technology investments in priority order over the next three years.

	Anticipated Item or Service	Estimated Cost	Is Cost One-time or Annual	Potential Funding Source (May list more than one source per item.)
1	Other	8,376,238	One Time	Capital Project
2	Other	857,451	One Time	Capital Project
3	Other	916,633	One Time	Capital Project
4	Other	361,044	One Time	Capital Project; Local Technology Budget; BOCES CoSer
5	Other	200,000	Annual	Local Technology Budget; BOCES CoSer
Totals:		10,711,366.00		

2. If "Other" was selected in question one, please specify.

The choices were not exactly matching up with capital project work or comprehensive replacement strategy so I am detailing individually here to explain. #1 -4 include design and construction contingencies. Our capital project is being planned two ways: all inclusive or phased approach depending on review of strategies and other initiatives going on in the district.

1. Infrastructure - capital project - this is to include the following - network cabling, wiring, switching equipment, data rooms, lighting, security
2. Infrastructure - capital project - wireless
3. Infrastructure - capital project - VOIP (voice over IP phone system)
4. infrastructure - capital project/annual budget - IP TV, media management - there are expansion modules above the initial investment that are desired and annual subscriptions which may also increase over time if added content and capabilities are desired
5. Desktop/Laptop/Tablet replacement and new acquisition - annual budget

H. Status of Technology Initiatives and Community Connectivity

1. **Please check any developments, since your last instructional technology plan, that affect the current status of the technology initiatives.**

Changes in Staffing (Checked)
Changes in Funding (Checked)
Computer-based Testing (Checked)
Catastrophic Event (Checked)
Developments in Technology (Checked)
Other (Checked)

- 1a. **Please specify if response to question one was other.**

Merger Study with Elmira Heights Central School District
Horseheads Central School District Reconfiguration Study

2. **In this section, please describe how the district plans to increase student and teacher access to technology, in school, at home, and in the community.**

Teacher laptops are available for take-home during the school year and during summer. This allows greater time to prepare for lessons and school related work. The laptops have DAC (direct access control) which permits access to their network resources mirroring on-site access.

The infrastructure upgrades that are planned will provide universal access from virtually anywhere; in any building. Planned infrastructure improvements will also provide the appropriate foundation for mass access endeavors such as 1:1 or BYOD initiatives. These initiatives, if undertaken, require a review of funding priorities and policy. They would, however, promote further equalization of access to Internet based resources. They could permit a broader access base outside the school to increase the opportunity for access.

The district will leverage all outside sources to realize this access such as SMART bond money, state aid hardware, and special education grants. Three District Strategic Plan surveys will be conducted to understand perceptions of three critical stakeholders. These surveys are held every 2-3 years as part of the Strategic Plan structure: CES - Community Engagement Scan, DPS - District Employee Performance Scan, and SV - Student Voice.

In addition, another survey tool called BrightBytes is anticipated to be used. This tool is specific to technology and can extract valuable information from stakeholders such as students, parents, teachers, and the community. That information can provide insight into strengths and weaknesses relative to existing and future instructional technology planning.

3. **Please check all locations where Wi-Fi service is available to students within the school district geographical boundaries.**

School (Checked)
Home (Checked)
Community (Checked)

- 3a. **Please identify categories of available Wi-Fi locations within the community.**

Libraries
Restaurants

I. Instructional Technology Plan Implementation

1. Please provide the timeline and major milestones for the implementation of the instructional technology plan as well as the action plan to integrate technology into curriculum and instruction to improve student learning.

All initiatives are ongoing and subject to annual review which will alter timelines.

Major milestones:

- The Instructional Technology Plan has a cycle to review activities which includes meeting in late June, twice in the fall, and twice in the winter/spring.
- Funding research begins in late fall and is reviewed at least twice in the winter/spring.
- Action plans are implemented during the summer months for large deployments of new and replacement physical technology.
- Curriculum work/staff development occurs during the summer months and during the school year through release time and after school.

Action plans:

- Instructional technology staff are participants in curriculum work to assist in embedding technology. There is follow-up curriculum work over the course of the school year, again with instructional technology staff participating. Detailed schedules are developed to include all buildings.
- Staff development action plans include strong participation in Model Schools activities which run in two strands: summer/fall and winter/spring. Model Schools courses are tailored to district technology related needs. In-district technology in-services are requested and reviewed monthly and supplement Model Schools offerings. They are implemented throughout the year.
- Instructional technology support and associated technical support occur all year long. Instructional technology support is available to individual teachers to reinforce and assist in lesson plan integration.
- Administrative Council meets monthly to follow through on review and approval of policy and regulation that are technology related. In addition, funding strategies are reviewed, usually in the late fall, winter, and spring.
- The District Strategic Plan/District Implementation Team has Goal/Key Initiative/Actions Steps for six key areas described below. The instructional technology plan is in support of this overall district effort that provides guidance in a ten year timeframe. The Strategic Implementation Team meets monthly, up to 8 months total, to review the key initiatives and action steps. The Technology Director is a part of this team as well as other members of the District Technology Committee and Administrative Council and can liaison with the instructional technology planning group where needed.
- Six Key Strategic Plan areas are: Building & Facilities, Professional Development & District Culture, Community Relations and Partnerships, Student Achievement, Character Education & Wellness, and Financial Planning & Development.
- Shifts in Strategic Plan implementation priorities can affect instructional technology planning and there is opportunity to make necessary adjustments.

J. Monitoring and Evaluation

- Please describe the proposed strategies that the district will use to evaluate, at least twice a year, the effectiveness of the implementation of the district's instructional technology plan to improve teaching and learning.**

The District Technology Committee will review the effectiveness of the implementation through meetings and Sharepoint discussions. The Committee may enlist feedback from the Administrative Council team as to the effectiveness of decisions made in the year. Traditionally this has been done in late spring. This information is used as guidance for the following year's activities. Modifications can be made to future planning based upon discussions. Another date, mid-year, can be formally added.

Through the District Strategic Plan Implementation Team, three survey scans (employee, community, and student) are conducted. These are completed every couple years, not twice per year, but they will provide insight into the effectiveness of overall technology integration. They are not dedicated to technology performance or its specific effectiveness. However, being included with all aspects of district operation provides the highest level of feedback. Effectiveness can be easily compared to other aspects of district operation such as safety, athletics, or overall governance to "know where technology stands."

The District is committing to implementing another tool called BrightBytes by Clarity. The product will permit detailed analyses through custom designed surveys to gauge relative technology strengths and weaknesses. The surveys will create evidence based analysis and can be conducted anytime. That will prove to be very powerful in gathering data to support our internal perceptions of technology integration effectiveness. Research can be conducted at many stakeholder levels. This includes students, staff, parents, and community.

All in-services and Model Schools courses have evaluation components. This information can be used to improve those courses. The evaluation information can also be used to provide a reflection opportunity where newly learned skills and ideas can be documented. The expectation is that those skills and ideas will be reviewed in the near future and integrated/embedded in classroom lessons.

- Please fill in all information for the policies listed below.**

	Date of Public Forum (If applicable)	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	(No Response)	http://boe.horseheadsdistrict.com/Board%20Policy%20Documents/Forms/AllItems.aspx	2007
Internet Safety/Cyberbullying	07/11/2013	http://boe.horseheadsdistrict.com/Board%20Policy%20Documents/Forms/AllItems.aspx	2013
Parents' Bill of Rights for Data Privacy and Security	(No Response)	http://boe.horseheadsdistrict.com/Board%20Policy%20Documents/Forms/AllItems.aspx	2014

- Does the district have written procedures in place regarding cybersecurity?**

Yes

K. Survey Feedback

Thank you for submitting your district's instructional technology plan (ITP) survey via the online collection tool. We appreciate the time and effort you have spent completing the ITP survey. Please answer the following questions to assist us in making ongoing improvements to the online survey tool.

1. Was the survey clear and easy to use

Yes

1a. If response was "No", please explain.

(No Response)

2. Was the guidance document helpful?

Yes

2a. If "No", please explain.

(No Response)

3. What question(s) would you like to add to the survey? Why?

More opportunity to expand in some instances would help. This is not a universal concern as many questions offer ample "space" to organize and present the information. Finding the balance of conciseness of questioning and thoroughness of answer is admittedly tricky.

4. What question(s) would you omit from the survey? Why?

Not sure if this is an omit request or other comment but Date fields sometimes show up as comma delimited numbers, section J (Monitoring and Evaluation).

5. Other comments.

Some entry was very clunky. Cutting and pasting was not seamless. For example, if an explanation had multiple paragraphs and you wished to add to the end, the system would automatically place the new information at the beginning. I could not get the system to stop this. Paragraph separation and formatting such as bullets do not appear to print out in the PDF version. In section E (Curriculum and Instruction) there are two questions related to students with disabilities that are very close in wording. It was difficult to provide the proper, and unique, language for these two sections without appearing to be repetitive. In section G (Technology Investment Plan) the drop down choices did not match up really well with the district's priorities. There were key components missing in drop down choices in trying to correlate them with our planning. To just use the generic word infrastructure to indicate work did not prioritize the work and it would not include some infrastructure choices that were presented as choices like cabling or wi-fi. In section H (Status of Technology Initiatives) if #1 Other is checked, no 1a appears to provide a place to supply "other" details. Also, #3 wi-fi service at home should be expanded to permit more explanation. The District has completed multiple surveys in the past which indicate high levels of hi-speed Internet access. An assumption is being made that it is wireless. While the availability is high, it is not necessarily 100% which someone could infer from Home being checked. The same can be said of access in the community. Some restaurants within the district boundaries offer wi-fi access, but not all. An assumption is being made that because some do, Community should be included. In section J (Monitoring and Evaluation) relevant information may be across more than one policy or regulation with each having different adoption dates. There was no way to detail this. To be totally inclusive of what policies address the criteria would require additional entry. There is no way to quantify/include services received from a BOCES. They are significant to the successful operation. On-site support was included but this is a small portion of the overall support arm needed to run things.

Appendices

1. Upload additional documentation to support your submission

Total Document-6.pdf