

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 06/22/2022

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

Marco Zumbolo

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

Assistant Superintendent

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2022-2025 Instructional Technology Plan - 2021II. Strategic Technology Planning

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1. What is the overall district mission?

The Broadalbin-Perth Central School District is dedicated to creating an environment that integrates technology as a natural part of the educational experience. Technology integration will provide all learners with the necessary 21st-century college and career readiness skills.

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

The Broadalbin-Perth Central School District views technology as a powerful tool for enhancing student learning while preparing them for college and careers within the 21st century. The district is dedicated to creating an environment that integrates technology as a natural part of the educational experience. The integration of technology will provide all learners with the necessary 21st-century skills for college and career readiness. The district plan is driven by the following guiding principles:

- Technology will become increasingly integrated into the educational program, transforming instructional practices and enabling teachers and students to achieve at their highest levels.
- Every classroom within the Broadalbin-Perth school district will have equivalent, age-appropriate instructional technology.
- Access to technology is becoming fundamental to success within schools, and the district should address inequities in student access to technology after school hours.
- Students will require more than technical skills; they also need the skills to use the Internet safely, securely, and responsibly.
- The district's technology program should be cost-effective and sustainable, with sufficient technical staff and ongoing professional development for all staff.
- Technology should enhance communication between and within schools and between schools and families, engaging parents in support of their student's learning.
- Community partnerships represent a significant resource in using technology to expand student learning opportunities.

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.

While the technology committee did not meet regularly as intended due to the COVID pandemic and a large capital project, the elements included in this technology plan were identified by the following stakeholder groups who participated in the planning activities for supporting re-entry from COVID and the capital project:

- District Leaders
- Building Leaders
- Elementary Teachers
- Secondary Teachers
- Special Education Teachers
- Support Staff (Teaching Assistants, OT/PT staff, Speech Therapist, Guidance counselors)

Broadalbin-Perth intends to rejuvenate the technology vision team (TVT) to help craft the next three-year technology plan. The TVT committee intends to meet in person quarterly while providing an online LMS to maintain consistent communication and a repository for information for the start of the 2022-2023 school year.

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

The planning process was similar to the previous three-year technology plan yet with significantly fewer in-person meetings with its stakeholders. The Broadalbin-Perth Central School District is currently working with a technology audit company that gathers information from all vested parties. The audit aims to collect data from faculty, staff, administration, and school board to provide feedback above and beyond the TVT suggestions and concerns regarding the technology plan. The survey data will drive the next technology plan and conversations for 2022-2023 and beyond.

2022-2025 Instructional Technology Plan - 2021**II. Strategic Technology Planning**

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

The global health pandemic highlighted various technology areas that needed to be addressed within the Broadalbin-Perth Central School District. The first concern within the technology plan after COVID was redundancy for internet connectivity. Several times throughout the year, the district experienced the loss of internet during instructional times. The school district is now working with our internet-hosted service provider for redundant internet access. The second concern was the lack of devices for students when schools had to transition to remote learning. Broadalbin-Perth utilizes a federal grant and BOCES installment purchasing plans to add enough devices to its fleet to meet the needs of the students. The technology plan guides the district toward sustainable funding streams that provide consistency in purchasing technology over the next decade. Finally, the technology plan helps with alternative delivery methods of professional developments and meetings after the COVID pandemic. The school district will utilize more professional online development (PODS) opportunities for faculty and staff, giving them 24/7 access to content that would otherwise interrupt their regular classroom instruction. Video conferencing helps address gaps within communication due to distance, health, work conflicts, or severe weather that would otherwise allow for in-person opportunities.

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.

The Broadalbin-Perth Central School District will be providing professional development opportunities derived from the instructional technology vision statement. The following list of opportunities for faculty, staff, and administrators will expand their educational technology skills while better serving the students they support.

- The district will provide professional development opportunities for all staff to help them effectively use technology in fulfilling their duties and responsibilities.
- The district will expect all instructional staff members to achieve competence in using classroom technology and its effective integration into instruction.
- The district will offer a range of professional development opportunities that allow individuals to begin where they feel comfortable and meet district expectations.
- Teachers will receive instruction that prepares them to teach confidently at all SAMR levels (substitution, augmentation, modification, and redefinition). They will also develop a repertoire appropriate to their teaching goals and students' needs and capabilities.
- Teachers will receive instruction that prepares them to employ technology across all Bloom's Taxonomy levels effectively: remember, understand, and apply; analyze, evaluate, and create.
- Staff development providers will model the effective use of technology in creating engaging learning environments, differentiating instruction, engaging higher-level thinking skills, and using data to monitor learner progress and improve education.
- The district will develop an annual plan for professional development related to technology based on an evaluation of staff interests and needs and an assessment of the continuing evolution of technology and best practices.
- Teachers will have opportunities to develop and apply their skills: time with devices to explore their possibilities and time to develop lesson plans that incorporate technology in new ways.
- The district will seek to remove obstacles to the effective use of technology in instruction, such as the limited availability of devices and applications to support individual use.
- The district will provide ongoing technical and pedagogical support to reinforce and enhance professional development activities.
- The district will encourage teachers to attend professional development training and conferences to develop their skills and understandings further.
- Teachers will have opportunities to share their learning with colleagues across the district and their schools.
- Teachers will have opportunities to collaborate with, and learn from, professional colleagues in other school districts.

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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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:

Significantly

- 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:

Significantly

- 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:

Significantly

- 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:

Significantly

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Integration of Technology to Support Instruction

- Technology will be integrated seamlessly into the curriculum at all grade levels, using developmentally appropriate devices and applications to support learning in all subject areas.
- Teachers will receive the encouragement, training, and ongoing support they need to teach confidently at all SAMR levels (substitution, augmentation, modification, and redefinition) and to achieve a mix of learning activities appropriate to their teaching goals and their students.
- The teachers will be supported by the educational technology specialist through professional development at least four times throughout the school year. The ed-tech specialist will continue communicating and providing provide online and on-demand training throughout the school year.
- Teachers will receive the ongoing support, training, and encouragement they need to utilize technology effectively.
- Teachers will use technology to increase the proportion of teaching and learning activities that utilize and further develop critical thinking skills.
- Teachers will use technology to explore alternative, best-practice approaches to engaging students in learning. Broadalbin-Perth will continue integrating STEAM (science, technology, engineering, the arts, and mathematics) into the curriculum.
- Students will exercise creativity and develop their talents, using technology to create, publish, perform, and share original work.
- Students will develop the collaboration skills they need to succeed in school and postsecondary education and careers.
- Students will use technology to help them to develop effective written and oral communication skills.
- Technology will provide students the ability to work effectively within diverse groups.
- Teachers will use technology as a tool in the implementation of evidence-based, student-centered instructional practices.
- Teachers will use technology to individualize instruction, challenging students to achieve at their highest level and enabling them to pursue personal interests, work at their own pace, and find their best learning style.
- Teachers will use technology to expand, adapt, and enhance learning opportunities for all students.
- Students will learn to use various devices and applications as they relate to the International Society for Technology in Education (ISTE). The district will research and adopt standards for a PKthru12 skills development sequence.

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

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.

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

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IV. Action Plan - Goal 1

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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.**

Integration of Technology to Support Instruction will be measured using the impact cycle tool. The education technology specialist will help guide teachers and students throughout a coaching cycle that evaluates the teachers' use of technology in instruction, learning about better practices, improving their lessons, and infusion of instructional technology into their classroom.

Identify:

- Teacher gets a clear picture of current reality by watching a video of their lesson or by reviewing observation data. (Video is best.)
- The Ed-Tech Specialist asks the identify questions with the teacher to identify a goal.
- The teacher identifies a student-focused goal.
- The teacher identifies a teaching strategy to use to hit the goal.

Learn:

- The Ed-Tech Specialist shares a checklist for the chosen teaching strategy.
- The Ed-Tech Specialist prompts the teacher to modify the practice if he or she wishes.
- The teacher chooses an approach to modeling that he or she would like to observe and identifies a time to watch modeling.
- The Ed-Tech Specialist provides modeling in one or more formats.
- The teacher sets a time to implement the practice.

Improve:

- The teacher implements the practice.
- Data is gathered (by the teacher or the Ed-Tech Specialist, in class, or while viewing the video) on student progress toward the goal.
- Data is gathered (by the teacher or the Ed-Tech Specialist, in class, or while viewing the video) on the teacher s implementation of the practice (usually on the previously viewed checklist).
- The Ed-Tech Specialist and teacher meet to discuss implementation and progress toward the goal.
- The teacher makes modifications until the goal is met.

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	Budgeting	Budget for Instructional Technology Coach	Assistant Superintendent	N/A	04/01/2023	85000
Action Step 2	Staffing	Hiring of Instructional Technology Coach	Director of Technology	N/A	07/01/2023	0
Action Step 3	Professional Development	Professional Development hosted by leaders, vendors, and instructional technology coach	Instructional /PD Coach	N/A	09/22/2023	0
Action Step 4	Evaluation	Completed by leadership team	Instructional /PD Coach	N/A	06/30/2024	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

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IV. Action Plan - Goal 1

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Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(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)
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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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Professional Development Opportunities

- The district will provide professional development opportunities for all staff to help them effectively use technology in fulfilling their duties and responsibilities.
- The district will expect all instructional staff members to achieve competence in using classroom technology and its effective integration into instruction.
- The district will offer a range of professional development opportunities that allow individuals to begin where they feel comfortable and meet district expectations.
- Teachers will receive instruction that prepares them to teach confidently at all SAMR levels (substitution, augmentation, modification, and redefinition) and develop a repertoire appropriate to their teaching goals and their students' needs and capabilities.
- Teachers will receive instruction that prepares them to employ technology across all Bloom's Taxonomy levels effectively: remember, understand, and apply; analyze, evaluate, and create.
- Staff development providers will model the effective use of technology in creating engaging learning environments, differentiating instruction, engaging higher-level thinking skills, and using data to monitor learner progress and improve instruction.
- The district will develop an annual plan for professional development related to technology based on an evaluation of staff interests and needs and an assessment of the continuing evolution of technology and best practices.

Ongoing Support

- Teachers will have opportunities to develop and apply their skills: time with devices to explore their possibilities and time to develop lesson plans that incorporate technology in new ways.
- The district will seek to remove obstacles to the effective use of technology in instruction, such as the limited availability of devices and applications to support individual use.
- The district will provide ongoing technical and pedagogical support to reinforce and enhance professional development activities.
- The district will encourage teachers to attend professional development training and conferences to develop their skills and understandings further.
- Teachers will have opportunities to share their learning with colleagues across the district and their schools.
- Teachers will have opportunities to collaborate with, and learn from, professional colleagues in other school districts.

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.

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

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IV. Action Plan - Goal 2

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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.**

The technology vision team recommends that the Broadalbin-Perth CSD provide professional development opportunities and ongoing support to help all staff members use technology effectively. The technology department will appoint an educational technology specialist to lead a high-quality and critical professional development district-wide. They will be responsible to provide evidence and collect data from the various professional development offerings. Current professional development is tracked via Frontline professional growth which includes the following:

- Details of the PD opportunity
- An internal approval process so the administration can determine if the PD is applicable
- How the PD will be delivered (in-person, online, hybrid)
- Specifies if the PD meets CTLE credit hours
- Requires feedback from the PD opportunity
- Tracks all PD by a specific person
- Completion of the PD will provide administration and attendee with completion of the opportunity and certificate if necessary

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	Budgeting	Budget for Instructional Technology Coach	Assistant Superintendent	N/A	04/01/2023	85000
Action Step 2	Staffing	Hiring instructional technology coach	Director of Technology	N/A	07/01/2023	0
Action Step 3	Professional Development	Professional Development hosted by leaders, vendors, and instructional technology coach	Instructional /PD Coach	N/A	09/22/2023	0
Action Step 4	Evaluation	Completed by leadership team	Instructional /PD Coach	N/A	06/30/2024	0

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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
					nse)	
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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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Access to Technology at School

The district will develop classroom technology standards that align with state and national standards. In addition to providing for equity across and within schools, these standards should recognize that:

- Access to devices and the Internet is an integral part of the curriculum at all grade levels;
- The reliability and speed of Internet connection are essential;
- Consistent access helps both students and teachers to develop competence with devices;
- Devices should be developmentally appropriate, and students who have special needs may require adaptive or other technologies to enable them to benefit from the classroom program.
- The district will prioritize allocating funds to move all classrooms toward these standards and seek outside funding to expedite that process.
- The district will periodically review and update these standards to ensure that technology and professional development resources continue to be used effectively.
- The district will periodically review and update its policies regarding the use of technology in schools and by students.

Access to Technology Outside School

- Teachers will consider home access to devices and the Internet when they make assignments.
- Schools will explore ways to provide before and after school access to technology for students who do not have consistent home access.
- The district will explore ways to fund and manage a program to loan devices to students who do not have consistent home access to technology and to the Internet.

Improving Communication between School and Home

- The district will use technology to facilitate consistent, timely, and meaningful communication from the school to the home and provide user friendly ways for parents to communicate with the school.
- Teachers will use a variety of technology options (e.g., the Student Information System (SIS), email, blogs, newsletters, webpages, images of student work, links) to (1) provide timely information about classroom activities and student progress and (2) establish meaningful two way communication. These efforts will supplement, rather than replace, face to face communications.

Empowering Families to Support Successful Learners

- The district will inform parents about the use of technology in each school, sharing the district's philosophy, addressing concerns about safety and security, describing the technology curriculum, and clarifying opportunities for the use of technology outside school.
- The district will offer opportunities for family technology training and use to support their students' learning. The district will consider scheduling and location options that may encourage participation.
- The district will provide information that communicates district and family responsibilities regarding the offsite use of district owned technology.
- The district website will inform families about community organizations supporting children and families well-being.

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

Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

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

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

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IV. Action Plan - Goal 3

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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.

The Broadalbin-Perth Central School District will maintain a living inventory of all devices and technology peripherals that all district members will utilize. The technology department working with the regional BOCES will provide consistent internet and infrastructure to support daily instructions and business with the help of monthly reports to keep systems functioning at optimal performance. The IT department is constantly working with building leaders and teachers to help support devices best suited for each student. It is recorded through inventory systems and school information systems (SIS). The technology vision team will work directly with the educational technology specialist to help deliver appropriate standards with the help of the ISTE national framework and SAMR model instruction. To address equitable access to technology, the IT department, administration, guidance counselors, teachers, and families communicate through the ParentSquare application. This communication tool retains evidence to provide all students with consistent technology and internet tools to succeed in the classroom.

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	Budgeting	Budgeting for instructional technology coach and professional development services	Assistant Superintendent	N/A	04/01/2023	100000
Action Step 2	Collaboration	Working with leadership team, instructional technology coach, and vendors to create a key stake holders group	Director of Technology	N/A	05/16/2023	7500
Action Step 3	Planning	Utilizing the key stake holders group to plan the professional development and purchase necessary tools for the plan	Instructional /PD Coach	N/A	06/07/2023	7500
Action Step 4	Communications	Communicate to staff of up coming professional	Instructional /PD Coach	N/A	09/05/2024	5000

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		development, gather data from the events, and report back to the key stake holders group				

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	(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)
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)

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.**

The Broadalbin-Perth Central School District just completed a three-year-long construction project designed to enhance classroom instructional technology as its significant focus. The entire infrastructure has been updated, including servers, network, WiFi, and classroom technology. Each classroom now has a mobile interactive LED monitor with video conferencing capabilities, presentation peripherals, and individual student devices (Chromebooks) from Pre-K through 12th grades. In addition to integrating technology hardware throughout the district, we plan to provide access to effective professional development programs for all staff members. This professional development will help integrate educational technology within the curriculum across all grade levels and subject areas. The district instructional technology coordinator will provide one-to-one professional development and support for teachers throughout the school year. The district will also utilize the ISTE standards and the SAMR model to help students, faculty, and administrators reach or exceed their fullest potential within this newly created educational technology environment.

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.**

Focus Area 3 under The Broadalbin-Perth Central School District technology plan incorporates "everywhere at all times" access to educational technology. Short-Term, the district received funding through the Emergency Connectivity Funding Program during the 2020-2021 school year, which allowed every student from grades Pre-K thru 12 to receive a device for educational purposes. The Broadalbin-Perth central school district recognizes that a long-term solution to support equitable learning requires the district to budget with the help of BOCES with installment purchasing plans. The installment purchasing plan allows the district to sustain its technology fleet while maintaining fiscal responsibility to its local taxpayers. Broadalbin-Perth internet access is hosted through BOCES, and we are working towards a redundant solution to reduce the possibility of outages in the future. The infrastructure for the Broadalbin-Perth Central School District has just been upgraded in the 2021-2022 school year. The long-term goal for the district is to utilize federal E-Rate funding along with BOCES installment purchasing programs to upgrade infrastructure every 5 - 6 years instead of waiting 9 to 10 years for a capital project.

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.**

Broadalbin-Perth utilizes the inclusion classroom method at our elementary grade levels. Students with special needs in these classrooms are provided specialized technology when addressed in the student's IEP. Examples of specialized technology include (but are not limited to) alternative keyboards, audiobooks and publications, personal FM listening devices, speech-recognition software, translation devices, and optical character recognition. The regular classroom teachers and a special education teacher in the inclusion classrooms partner to provide the services and support for all students in these classrooms, with the special education teacher facilitating the varied needs of the SWD population of the classroom. Students with more severe disability levels are often placed in out-of-district BOCES or private programs. The district ensures that these students have access to appropriate specialized technology to suit their needs.

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)

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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.

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

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)

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:

In the 5 languages most commonly spoken in the district

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

(No Response)

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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.**

- | | |
|--|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input type="checkbox"/> Helping students connect with the world |
| <input type="checkbox"/> Reading strategies for English Language Learners | <input type="checkbox"/> The interactive whiteboard and language learning |
| <input type="checkbox"/> Moving from learning letters to learning to read | <input type="checkbox"/> Use camera for documentation |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 8a, below) |
| <input type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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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.

- | | | |
|--|---|---|
| <input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input checked="" type="checkbox"/> 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. |
| <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | <input checked="" type="checkbox"/> 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. | <input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> 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. | <input type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input checked="" type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| <input checked="" type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | <input checked="" type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below) |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <input checked="" type="checkbox"/> 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. | |

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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.

- a) 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.
- b) The district uses instructional technology to facilitate classroom projects that involve the community.
- c) 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.
- d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- e) 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.
- f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- g) Other (please identify in Question 10a, below)

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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VI. Administrative Management Plan

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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	1.00
Technical Support	2.00
Totals:	4.00

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	End User Computing Devices	N/A	75,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Instructional and Administrative Software	N/A	136,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	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
					<input type="checkbox"/> Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Internet Connectivity	N/A	17,800	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Peripheral Devices	N/A	15,500	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid	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
					<input checked="" type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			244,300			

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?**

Yes

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.bpcsd.org/departments-services/instructional-technology>

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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VII. Sharing Innovative Educational Technology Programs

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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.

<input checked="" type="checkbox"/> 1:1 Device Program	<input type="checkbox"/> Engaging School Community through Technology	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> English Language Learner	<input checked="" type="checkbox"/> Professional Development / Professional Learning
<input checked="" type="checkbox"/> Blended and/or Flipped Classrooms	<input checked="" type="checkbox"/> Instruction and Learning with Technology	<input checked="" type="checkbox"/> Special Education Instruction and Learning with Technology
<input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology	<input checked="" type="checkbox"/> Infrastructure	<input checked="" type="checkbox"/> Technology Support
<input checked="" type="checkbox"/> Data Privacy and Security	<input type="checkbox"/> OER and Digital Content	<input type="checkbox"/> Other Topic A
<input checked="" type="checkbox"/> Digital Equity Initiatives	<input checked="" type="checkbox"/> Online Learning	<input type="checkbox"/> Other Topic B
<input type="checkbox"/> Digital Fluency Standards	<input type="checkbox"/> Personalized Learning	<input type="checkbox"/> 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	Marco Zumbolo	Assistant Superintendent	zumbolom@bpcsd.org	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning <input type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input checked="" type="checkbox"/> Special Education Instruction and Learning with Technology <input checked="" type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> 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	Stephen T Gennett	Director of Information Technology	gennetts@bpcsd.org	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and

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

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none">Learning with Technology<input type="checkbox"/> Infrastructure<input type="checkbox"/> OER and Digital Content<input type="checkbox"/> Online Learning<input type="checkbox"/> Personalized Learning<input type="checkbox"/> Policy, Planning, and Leadership<input type="checkbox"/> Professional Development / Professional Learning<input type="checkbox"/> Special EducationInstruction and Learning with Technology<input type="checkbox"/> Technology Support<input type="checkbox"/> Other Topic A<input type="checkbox"/> Other Topic B<input type="checkbox"/> Other Topic C

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