

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 11/17/2021

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

Jeffrey LaBenne

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

Director of 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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II. Strategic Technology Planning

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

District Mission:

Genesee Valley Central School shall champion education, a healthy lifestyle, and community involvement by incorporating resources to inspire and empower all to be successful in life.

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

Technology Vision:

We envision the creation of a technology-enriched environment and technologically oriented culture at Genesee Valley Central School that supports and fosters continuous learning through individual growth; a learning culture that enables our learners to become lifelong productive and innovative members of our democratic society.

Technology Mission:

Our mission is to effectively use technology to enable the Genesee Valley Central School District to attain and maintain the highest, broadest, and richest level of educational achievement possible. We strive to make our instructional technology plan indistinguishable from a best practices learning plan.

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II. Strategic Technology Planning

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- 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.

Technology Plan Development:

Genesee Valley utilizes a multifaceted, comprehensive and distributed approach to technology planning. Student outcomes drive the process, so technology planning is embedded in the curriculum planning process via the district curriculum council. Staff development is essential, so tech planning is integrated with the professional development steering committee team. Student and teacher feedback is vital to the process, so these two groups are directly involved in planning. Due to the small population of the district stakeholder input can be obtained from samples that approach 100% of certain stakeholder groups. Plan input was obtained through surveys, personal interviews, and meetings.

	Stakeholder(s)	Outcomes
		<ul style="list-style-type: none"> • Reviewed BOE Goals • Planning and execution of STEAM / Innovation • STEAM program analysis utilizing the AA • AIS & RTI process needs and opportunities services • Curriculum review of the WozEd engineering and A+ Virtual Learning for remote/quarantined students. • i-Ready / AIMSWeb Benchmark • Establishing priority standards & plans for • Updates on district mentoring program for • Identified the need to better communicate to students and parents. • Summer academic clinic technology needs • Progressed in the evaluation and selection series • Moving forward with implementation of New review of alignment with district software and programs such as e Learning, iReady, Superkids, etc.

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			<ul style="list-style-type: none"> • Professional development planning for nu Summer PD, Summer STEAM Event, Teacher Leader Development Day, New teacher Orientation, March Professi • Revisions of the district website, commun overhaul for better communication. • Results of the District Technology Survey • Evaluation of PD Steering committee feec • Book study on The Savvy Ally increasing
			<ul style="list-style-type: none"> • ELA reading series evaluation discussion • Feedback on the data being provided by i • AIS/RTI process and procedures • New Teacher Training and PD Needs • Review of community survey results • Discussion on quarantines / remote instru learning
			<ul style="list-style-type: none"> • Tech Liaison Coverage Needs • PD planning for STEAM (Jason Learning, • Identified local assessment training needs enVision Math) • Determine district needs and utilization of instructional software
		<p>Principals, Administrators, Teaching Staff</p>	<ul style="list-style-type: none"> • Digital literacy and fluency curriculum align • PD needs and results from benchmarking • Progress with 3-6 reading curriculum inve • Curriculum maps & pacing guides for all c with syllabi for parents / students to reference • Enrichment lessons needed for remote le recommendations for assignment modifications. • Summer PD needs to schedule • Tech Liaison recruitment needs and avail • Policy review including Acceptable Use P Schools, and software request process • Survey results for Technology and Digital

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			<ul style="list-style-type: none"> Established BOE Goals promoting STEAM and the need for a community program to technology resources. Review and approval of technology budget Focus on communication and awareness
			<ul style="list-style-type: none"> Reviewed instructional software requests ITP goals discussed Planning for revising the district software requirements
			<ul style="list-style-type: none"> Internet availability at home has increased surveys Additional PD for teachers on technology Improvements suggested in technology c
		Classroom Teachers, Director of Technology	<ul style="list-style-type: none"> Observed classroom technology in use d to identify strengths and weaknesses in te
		Curriculum Coordinator, STEAM & Instructional Technology Specialist	<ul style="list-style-type: none"> Ongoing needs for curriculum alignment v Science and Digital Fluency Learning Sta Assessment using the AASA STEM Rubr

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

In our previous plan, we had a goal to achieve a 1:1 program that would provide learning resources to students in all learning environments. All students in grades PK-12 have access to an assigned device. We recognize the need to refresh older equipment to ensure that students maintain access to effective and functional equipment. The addition of mobile hotspots along with software connecting students to learning at all times has helped with facilitating a standards-based curriculum and has created a learning ecosystem for learners of all levels Through a capital project Genesee Valley upgraded all wireless and network infrastructure to provide fast and reliable connectivity to the Internet. The work completed during the previous three-year plan has created a technology infrastructure that is sustainable and allows the district to evaluate and provide new opportunities for our teachers to learn and model digital literacy for students in both physical and virtual learning environments.

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

Prior to the start of the COVID-19 pandemic, Genesee Valley was providing laptops, Chromebooks, and iPads to students for classroom and project use mostly in the physical school building. Microsoft Teams was chosen as our student engagement platform and initial PD had been offered to teachers. As the pandemic went on it became clear that teachers and students would need access to modern 1:1 devices to facilitate learning from any place. iPads were initially made available to any students who needed a device and later an iPad was assigned to each individual student. Mobile Hotspots were provided to students and teachers unable to obtain reliable internet access. The move to remote learning highlighted professional development needs for teachers on instructional technology. Remote learning was also an opportunity to evaluate how we present learning opportunities to students and how we are preparing them for the use of technology in college and the workplace. Technical and instructional support staff took calls and worked one on one with teachers, students, and families to help with lesson delivery, device issues, and any other support issues creating a barrier to learning. The pandemic greatly increased the momentum of technology knowledge and use; capturing and building on this momentum is a key driver in our instructional technology plan.

6. Is your district currently fully 1:1?

Yes

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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.

Improving student learning is the highest priority at Genesee Valley Central School District. The New York State Learning Standards, assessments, and graduation requirements drive all GV student instructional programs. Additionally, teacher survey results and other data help make informed decisions regarding the professional development that must be provided in order to help students meet high standards. Because many of our district students are at risk of not meeting the standards, ongoing assessments are critical to helping inform decisions regarding changes in instructional delivery as well as curriculum modifications. Enriching instruction with technology and modeling the use of technology in the classroom creates experiences that will benefit students as they enter college and the workforce. Professional development will be provided to aid teachers in learning more about the changing population of students we serve so staff are well-equipped to support student success. It is anticipated that all instructional faculty, including long-term substitutes, will participate fully in scheduled Superintendent Conference Days and early release days for a minimum of 20 hours of district-provided professional development per year. Additional hours will be earned through participation in district-based workshops and professional development events as well as district-approved conferences, workshops, and action research in accordance with contractual requirements.

GVCS adheres to the 2017 ISTE standards for teachers and administrators - see <https://www.iste.org/standards>. Both TIM and SAMR are used as a contextual framework- see <http://www.schrockguide.net/samr.html> and <https://fcit.usf.edu/matrix/>. Job embedded professional learning development is the preferred model. Turnkey staff members are the primary implementors who model best practices and pass along their expertise to fellow professional learners. CA BOCES tech integrators make planned visits to the school to work directly with teachers in the classrooms. The district STEAM coach also provides PL and tech integration support. Classroom pilots are encouraged, as is attendance at state and national conferences. The district vigorously pursues grants and ensures that all grant applications have a strong PD component. GV participates in both the E1B BOCES CSLO and CA BOCES ISS professional learning communities and offerings. The district regularly visits other schools to observe best tech and STEAM learning practices and also hosts visiting schools that come to observe GV and provide idea exchanges. The district has a 5 year STEAM plan with instructional technology professional development components. District technology personnel actively participate in the NYSCATE and ISTE organizations.

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

1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.
The district has met this goal:
Moderately
2. Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.
The district has met this goal:
Moderately
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:**

Increase teacher and student access to technology in order to extend learning opportunities available through the district 1:1 device initiative, classroom technology, and district learning spaces.

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

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

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

- | | |
|--|--|
| <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.**

The accomplishment of this goal will be measured and evaluated by:

- Performing an annual inventory and review of all district technology to ensure 1:1 devices are meeting a 4-year replacement cycle and technology infrastructure is meeting a 5-year replacement cycle.
- The results of a technology survey will be conducted in order to collect feedback on the effectiveness of school technology and its use in the classroom. The survey will ask specific questions related to the frequency of use of existing classroom technology and provides the opportunity to make recommendations or requests for new and improved instructional technology. This data will be reviewed by the district technology committee and district administration to identify individuals to pilot new technology in the classroom. A pattern of similar responses will help identify that existing technology is meeting the needs of the district or provide an indication that there is an opportunity for improvement.
- The results of the digital equity survey conducted by the district will provide information on the number of devices and Internet access available to students. The results will provide an indication of where Internet access is still lacking and will help drive the decision on purchasing district hotspots and the type of Internet services that can be used to connect students to learning remotely.

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	Create an electronic inventory of district technology and budget for device replacement of district instructional technology.	Director of Technology	N/A	09/01/2023	645,000
Action Step 2	Communications	Promote learning opportunities and support resources for instructional technology to teachers.	Director of Technology	N/A	09/01/2022	0
Action Step 3	Professional Development	Provide professional development and model hardware and software to promote STEAM learning.	Instructional Technology Coach	N/A	09/01/2022	130,000
Action Step 4		Collect feedback and		N/A	09/01/2	0

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Evaluation	recommendations on district technology from teachers, staff, students, and families in an annual survey.	Director of Technology		022	

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(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:**

Implement a coordinated orientation program for new faculty and provide all teachers with quality training opportunities for learning and teaching with technology.

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 accomplishment of this goal will be measured and evaluated by:

- The district work order system will allow visibility into the number of work orders submitted related to various instructional technology areas. The number of work orders related to a particular software, piece of equipment, or other technology will provide data to the PD Steering committee on how to prioritize professional development needs that would benefit particular users or grade levels.
- The district will budget and use all model school days that are available to the district each year based on teacher requests and the recommendations of the PD Steering committee.
- Tech Liaisons are turn-key subject experts in various instructional technologies that will serve as a resource for teachers. The use of these individuals will be tracked to identify the frequency they are providing support, in particular to new teachers. A successful orientation of a new employee will involve interaction with all tech liaisons involved with technology in their subject area.
- A new teacher orientation will be conducted prior to the start of the school year and feedback from the participants will be shared with the PD Steering committee and district administration. This data will show the effectiveness of the orientation and identify improvements that can be made.

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	Professional Development	Schedule new teachers for PD at the start of the school year to introduce them to classroom technology in the district.	Curriculum and Instruction Leader	N/A	09/01/2022	\$130,000
Action Step 2	Policy/Protocols	Establish protocols for new teacher orientation.	Director of Technology	N/a	09/01/2023	0
Action Step 3	Professional Development	Identify teacher leaders to serve as technology liaisons in all areas of instructional technology who will provide basic training and classroom modeling of	Instructional Technology Coach	N/A	01/31/2023	\$5,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		technology for teachers.				
Action Step 4	Planning	Document classroom technology deemed essential for teachers to be familiar with and utilize in instruction.	Director of Technology	N/A	09/01/2023	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)
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:**

Increase the number of computer science related learning opportunities for students in alignment with the New York State K12 Computer Science and Digital Fluency Learning Standards.

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

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

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

- | | |
|--|--|
| <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 3

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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 accomplishment of this goal will be measured and evaluated by:

- The district will establish a rubric for detailing k-12 curriculum alignment with the NYS Computer Science and Digital Fluency Standards. This data will show curriculum stakeholders and the instructional cabinet, areas that may present opportunities to incorporate technology into the curriculum. Realization of this goal will involve growth in the number of opportunities to align technology with instruction as detailed in this document.
- Professional development will be conducted for the WozEd computer science curriculum. Completion of this training will indicate that teachers are ready to implement this program as a part of a new digital literacy program for the district.
- The guidance department will meet with students to discuss elective course opportunities that include computer science-related areas of interest. This data will allow curriculum and instructional cabinet members the opportunity to evaluate potential opportunities for students that may include new courses, BOCES programs, activities, or independent studies. Matching students with learning opportunities at current or increased numbers over the previous year will be indicative of a successful outcome of this goal.

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	Curriculum	Map the allignment of district technolog ywith NYS Computer Science and Digital Fluency Standard Alignment	Instructional Technology Coach	N/A	09/01/2022	0
Action Step 2	Curriculum	Implement a curriculum for K-6 students in digital literacy.	Classroom Teacher	N/A	09/01/2022	\$90,000
Action Step 3	Professional Development	Curriculum development to align with NY computer science and Next Generation standards	Curriculum and Instruction Leader	N/A	07/01/2023	\$10,000
Action Step 4	Policy/Protocols	Establish a formal protocol for requesting new technology for instructional use.	Director of Technology	N/A	09/01/2023	0

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IV. Action Plan - Goal 3

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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.**

Teaching and Learning with Technology at GVCS – building a sustainable pathway to academic rigor and high performance.

Meaningful and appropriate technology use starts at the early childhood (ages 3-6) level at GV and continues until the learner graduates. The approach at each level is guided by research and proven best practices. At each grade level, learners are viewed as unique individuals with their own best path to achievement and success. With only 25 to 60 students in each cohort, the process of forming relationships with learners, performing regular data-based academic skills diagnostics, and identifying individual learner needs and ways to meet those needs is very doable. Technology resources are only implemented if they are supported by quality research or directly support practices that are backed by proven research methods. A Learning Management System is being implemented to store, coordinate, distribute, and share academic resources and communicate academic progress to learners, parents, and the community at large. The LMS will also serve as PLC and curriculum map storage area. The district has grade level data teams that analyze performance trends based on state, diagnostic,

and classroom performance assessment data. Weak areas are identified and prioritized. Instructional technology platforms are then implemented based on their research-proven capacity to build learner strength in areas demonstrating subpar performance. The application of TIMS (or SAMR) coupled with the ISTE standards provides a systemic framework on which to create strategies for effective technology use by teachers and students to improve student engagement and learning. As Next Gen standards are implemented, complimentary technology will be introduced to allow learners to perform advanced experiments, build models, conduct simulations, and create useful artifacts. Computer Science is being taught K-12 in the district through the use of programmable robots, drones, and electronic kits. Advanced coursework is offered through virtual and blended learning opportunities as are courses that the district does not have the resources to provide independently. The effective use of technology is observed in professional evaluations and teachers are coached when lessons fall short. Effective home/school communication is a vital part of the academic success equation; multiple technology-based avenues are used for collaborative communication and information delivery at GV.

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.

Genesee Valley currently provides individual devices to all students in grades PK-12 through the district 1:1 device program. Continuing to invest in a sustainable network infrastructure and modern device refresh will be crucial in providing the foundation for providing equitable learning everywhere, all the time. During the initial remote learning period of the COVID-19 pandemic, there was an increase in broadband availability to families due to state and county initiatives for rural broadband access. To supplement connectivity the district has purchased and maintains a supply of mobile hotspot devices for teachers and students to borrow as needed. In addition to mobile hotspots, the district is expanding remote access capability by integrating Internet access on district school buses. Genesee Valley has been implementing a Tech Liaison Program that takes classroom teachers and uses their experience to provide training and turnkey solutions for commonly used district technology. As teachers become more comfortable with technology they will be able to use technology (such as PowerSchool, Microsoft Teams, EnVision Math, etc.) to provide online access to class materials and assignments to students.

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V. NYSED Initiatives Alignment

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- 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.**

At GV learners are viewed as unique individuals with their own best path to achievement and success; in that regard, the district views all of its learners as "special." In the case of those learners who have IEPs or specific learning disabilities, the district provides technology unique to each learner's situation. Based on expert analysis, personal learning devices with the appropriate applications are issued to all students with IEP plans that call for assistive technology to meet their specific learning needs. Where applicable, special education teachers and specialists, such as speech therapists are provided with technology to the needs of disabled populations. Professional learning is provided to teachers, aides, and specialists so that they can utilize the assistive technology effectively and train the target learner populations accordingly. More specifically, our District is currently a 1:1 District. As a result, several students with disabilities have access to text reading software, which includes the following Apps: BookShare, Learning Ally, Office Lens, Spoken Content, and Immersive Reader. In addition, students utilize Word Processor or speech-to-text software for writing assignments. In terms of students with a visual impairment/low vision/blindness, students can change the following settings on their iPad: Text Size, Wallpaper, Zoom, or Smart Invert Colors. In terms of physical and motor accessibility settings, students have the option to modify touch accommodations and voice control. In regards to students who are non-verbal, they have access to the Picture Exchange Communication System (PECS). The district follows a policy of maximum inclusion and least restriction in regards to its disabled student populations, and where technology supports this policy, it is obtained and implemented.

- 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 checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" 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)

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

Yes

7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

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

IF we had ELL students, how does the district plan to accomodate UP TO the 5 most spoken languages.

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 checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Web authoring tools |
| <input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom | <input checked="" type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input checked="" type="checkbox"/> The interactive whiteboard and language learning |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read | <input checked="" 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 checked="" 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.

<p><input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.</p> <p><input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.</p> <p><input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.</p> <p><input checked="" 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</p> <p><input checked="" 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.</p> <p><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</p>	<p><input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.</p> <p><input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.</p> <p><input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.</p> <p><input 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.</p> <p><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.</p> <p><input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</p> <p><input 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)/</p>	<p><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.</p> <p><input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./</p> <p><input type="checkbox"/> Provide online mentoring programs.</p> <p><input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.</p> <p><input type="checkbox"/> Offer a technology/support hotline during flexible hours.</p> <p><input type="checkbox"/> Make sure technology/support is offered in multiple languages.</p> <p><input type="checkbox"/> Other (Please identify in Question 9a, below)</p>
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- | | |
|---|--|
| clarify enrollment instructions. | <input checked="" type="checkbox"/> Technology is used to |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. |
| <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. | |

- 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	1.20
Totals:	3.20

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	215,000	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 checked="" 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,	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
					to the right) <input type="checkbox"/> N/A	
2	Instructional and Administrative Software	N/A	70,000	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 checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <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	N/A
3	Professional Development	N/A	45,000	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 checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional	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
					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	
4	Network and Infrastructure	N/A	50,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input checked="" 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
Totals:			380,000			

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

Not Applicable

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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.genvalley.org/site/default.aspx?PageID=1457>

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 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 type="checkbox"/> Professional Development / Professional Learning
<input type="checkbox"/> Blended and/or Flipped Classrooms	<input type="checkbox"/> Instruction and Learning with Technology	<input type="checkbox"/> Special Education
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Infrastructure	<input type="checkbox"/> Instruction and Learning with Technology
<input type="checkbox"/> Data Privacy and Security	<input type="checkbox"/> OER and Digital Content	<input type="checkbox"/> Technology Support
<input type="checkbox"/> Digital Equity Initiatives	<input type="checkbox"/> Online Learning	<input type="checkbox"/> Other Topic A
<input type="checkbox"/> Digital Fluency Standards	<input type="checkbox"/> Personalized Learning	<input type="checkbox"/> Other Topic B
		<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	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <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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VII. Sharing Innovative Educational Technology Programs

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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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<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 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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Spaces/Makerspaces <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 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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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/Makerspaces <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 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 /

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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

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