

# 2026-2029 Instructional Technology Plan (ITP) Survey

Beekmantown Central School District

*West Chazy, New York | Plan Period: July 1, 2026 – June 30, 2029*

## Timeline

The three-year plan covers July 1, 2026, to June 30, 2029.

The deadline to submit the plan to NYSED is June 30, 2026.

Interim deadlines will be set by the District's Regional Information Center.

## Section I – District LEA Information

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

[Gary Lambert](#)

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

Please select one from drop down menu:

- Superintendent
- Director of Technology
- Chief Information Officer
- Deputy Superintendent

- Assistant Superintendent
- Other (please identify in Question 2a, below) ✓

**2a. If "Other" was selected in Question 2 above, please identify the title.**

Director of IT, Communication & Security

## Section II – Strategic Technology Planning

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

*The district mission is usually approved by the district board of education and can be located in the district strategic plan.*

The mission of the district and its community is to educate every individual to be a quality contributor to society and self.

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

*The vision statement for the use of instructional technology in the district answers the following question: What is the aspiration for the use of instructional technology in the district?*

At Beekmantown Central School District, we envision technology as an essential tool that transforms learning into an engaging, personalized, and relevant experience for every student. We are committed to ensuring equitable access to current technology resources and innovative learning environments that support diverse learning styles and abilities. Through seamless integration of technology across all curricular areas, our students will develop the critical thinking, problem-solving, and collaboration skills necessary to thrive as lifelong learners and global citizens.

Technology empowers our learning community to transcend traditional classroom boundaries, enabling anytime, anywhere access to rich educational resources and opportunities for creativity and innovation. Our teachers will leverage state-of-the-art tools to deliver dynamic, student-centered instruction that meets New York State Learning Standards while preparing learners for the challenges of an information-based society. We will maintain robust infrastructure, provide comprehensive professional development, and sustain adaptive and assistive technologies to meet the needs of all learners.

Through effective communication networks and collaborative partnerships within our schools and community, technology will maximize productivity, enhance efficiency, and foster meaningful connections. Our students will graduate as confident users of technological tools, capable of creating, accessing, exchanging, and analyzing information from diverse sources while demonstrating responsible digital citizenship. Ultimately, we aspire to cultivate a dynamic learning community where technology serves as a catalyst for student success, engagement, and preparation for the evolving demands of college, career, and civic life.

### 3. NEW At the start of the 2026-27 school year, will the district provide a dedicated mobile device for every student in all grades?

*A "dedicated mobile device" is a device that is assigned to only one student, capable of running necessary software, AND portable enough to be sent home (even if only done in the case of an emergency closure for the purpose of conducting emergency remote instruction).*

Yes.

**3a. NEW Choose one device access option per grade level based on the district plan for supplying students with a dedicated mobile device at the start of the 2026-27 school year.**

| Grade Level | Device Access Option                                        |
|-------------|-------------------------------------------------------------|
| Pre-K       | Provide all students with a district-owned dedicated device |
| K           | Provide all students with a district-owned dedicated device |
| 1           | Provide all students with a district-owned dedicated device |
| 2           | Provide all students with a district-owned dedicated device |
| 3           | Provide all students with a district-owned dedicated device |
| 4           | Provide all students with a district-owned dedicated device |
| 5           | Provide all students with a district-owned dedicated device |
| 6           | Provide all students with a district-owned dedicated device |
| 7           | Provide all students with a district-owned dedicated device |
| 8           | Provide all students with a district-owned dedicated device |
| 9           | Provide all students with a district-owned dedicated device |
| 10          | Provide all students with a district-owned dedicated device |
| 11          | Provide all students with a district-owned dedicated device |
| 12          | Provide all students with a district-owned dedicated device |
| UGE         | Provide all students with a district-owned dedicated device |
| UGS         | Provide all students with a district-owned dedicated device |

## Section III – Goal Attainment

*Overview: In this 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.**

Response: The district has met this goal... Moderately – Some implementation across buildings or programs.

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

Response: The district has met this goal... Moderately – Some implementation across buildings or programs.

**3. Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.**

Response: The district has met this goal... Significantly – Broad adoption with measurable outcomes.

**4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**

Response: The district has met this goal... Moderately – Some implementation across buildings or programs.

**5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood.**

Response: The district has met this goal... Fully – Fully integrated districtwide with clear outcomes and sustainability.

## Section IV – District Technology Goals

*Overview: In this section, the district is required to list a minimum of three goals. The survey allows up to five goals. Instructional technology goals should align with district curriculum and instruction goals. Each goal will have its own page.*

### Goal 1: Instructional Technology Staffing (SMARTIE Goal)

#### **1. Instructional Technology Goal**

By June 2028, the district will hire two FTE Instructional Technology Coaches to increase high-level technology integration (at the "Modification/Redefinition" level) in 100% of K-12 classrooms, specifically prioritizing support for ENL and Special Education teachers to ensure equitable access to assistive and adaptive technologies for historically marginalized student groups.

#### **2. Alignment Topic**

Staffing

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

- ☒ All students
- ☒ Students with Disabilities
- ☒ English Language Learners
- ☒ Economically disadvantaged students
- ☒ Students who are targeted for dropout prevention or credit recovery programs

#### **4. Additional Target Populations**

- ☒ Teachers/Teacher Aides
- ☒ Administrators
- ☒ Technology Integration Specialists

#### **5. Estimated Cost (3-Year Plan)**

\$525,000 (Adjusted to include anticipated payroll and benefits over 3 years)

#### **6. Potential Funding Source(s)**

- ☒ District Operating Budget

#### **7. Action Plan (SMARTIE Aligned)**

| Step | Category                 | Description                                                                                                                                                          |
|------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Planning                 | Audit existing technology usage data, disaggregated by student subgroups, to identify equity gaps in tech access as well as staff competencies in various platforms. |
| 2    | Staffing                 | Recruit and hire two Tech Coaches with expertise in the NYS Computer Science & Digital Fluency Standards and UDL (Universal Design for Learning).                    |
| 3    | Professional Development | Coaches facilitate "Equity-Focused Tech Cohorts" to train staff on using digital tools for differentiation.                                                          |
| 4    | Implementation           | Launch a coaching cycle program where coaches spend 20% of their time specifically supporting Special Education and ENL students.                                    |
| 5    | Data Privacy             | Ensure all tools used by coaches and teachers are fully compliant with NYS Education Law 2-d and Part 121 regulations.                                               |
| 6    | Community Partnerships   | Host "Digital Equity" nights for families of students in target populations to demonstrate classroom tools.                                                          |
| 7    | Evaluation               | Measure progress using a district-wide rubric that evaluates both the frequency and the inclusivity of technology use.                                               |
| 8    | Policy/Protocols         | Review and update the District Instructional Technology Plan (DITP) based on coaching feedback to ensure long-term sustainability.                                   |

*Why this goal is SMARTIE: Strategic & Specific – focuses on two FTE coaches and NYS-specific standards. Measurable – aims for 100% classroom integration and specific proficiency levels. Inclusion & Equity – explicitly names Special Education and ENL groups to ensure integration is not limited to general education tracks.*

Since Goal 1 focuses on staffing (the "who"), Goal 2 focuses on Professional Development (the "how"). This goal ensures that the two new coaches have a structured framework to move the needle on teacher proficiency. In New York State, this is tied to the NYS Computer Science and Digital Fluency Standards, which became fully implementable in 2024.

## **Goal 2: Professional Development for Digital Fluency**

### **1. Instructional Technology Goal**

By the end of the three-year plan, 100% of instructional staff will complete a tiered professional development pathway, led by the new Technology Coaches, to master the NYS Computer Science & Digital Fluency Standards, ensuring that classroom technology is used to create inclusive, accessible, and high-level learning experiences for all students.

### **2. Alignment Topic**

Professional Development

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

- ☒ All students
- ☒ Students with Disabilities
- ☒ English Language Learners
- ☒ Economically disadvantaged students

### **4. Additional Target Populations**

- ☒ Teachers/Teacher Aides
- ☒ Administrators
- ☒ Technology Integration Specialists

### **5. Estimated Cost (3-Year Plan)**

\$75,000 (This covers stipends for summer work, external trainers/consultants, and micro-credentialing fees. Salaries for the coaches are accounted for in Goal 1.)

### **6. Potential Funding Source(s)**

- ☒ District Operating Budget
- ☒ Title Funds (Title IIA is the primary source for teacher PD)
- ☒ Instructional Resources Aid

### **7. Action Plan (Professional Development Focus)**

| Step | Category         | Description                                                                                                                |
|------|------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1    | Research         | Conduct a "Needs Assessment" survey to determine current teacher comfort levels with the NYS Digital Fluency Standards.    |
| 2    | Curriculum       | Map the NYS Digital Fluency Standards across grade levels (K-2, 3-5, 6-8, 9-12) to identify specific tech skills required. |
| 3    | Planning         | Design a "Tiered PD Pathway" (Beginner, Intermediate, Expert) that allows for differentiated learning for staff.           |
| 4    | Implementation   | Coaches launch "Lunch and Learns" and "After-School Tech Institutes" focused on Universal Design for Learning (UDL).       |
| 5    | Evaluation       | Implement a digital badge or micro-credentialing system to track and celebrate teacher progress through the PD tiers.      |
| 6    | Collaboration    | Create "Turnkey Trainer" cohorts where proficient teachers mentor their peers within their own grade-level teams.          |
| 7    | Data Privacy     | Provide mandatory annual PD on NYS Ed Law 2-d to ensure all staff understand their role in protecting student data.        |
| 8    | Policy/Protocols | Integrate technology integration goals into the Annual Professional Performance Review (APPR) goal-setting process.        |

*Why this is a SMARTIE revision: Strategic – directly utilizes the staff hired in Goal 1. Measurable – uses a tiered pathway and 100% completion rate. Inclusive & Equitable – by focusing on Universal Design for Learning (UDL), the PD ensures accessibility for students with disabilities and ENL students.*

*Connection to NYS Standards: By specifically mentioning the NYS Computer Science and Digital Fluency Standards, we align our district plan with state mandates, which strengthens the application for approval by the Office of Educational Design and Technology.*

Goal 3 addresses the hardware layer of the district's technology ecosystem in two complementary parts: completing the classroom interactive display replacement cycle and establishing a sustainable annual device procurement model. Both elements ensure that the instructional coaches hired in Goal 1 and the professional development delivered in Goal 2 are supported by modern, functional equipment in every learning space. In New York State, hardware goals should emphasize how equipment facilitates student engagement and interactive learning, and how device sustainability prevents the equity gaps that arise from aging hardware.

## **Goal 3: Classroom Technology Modernization & Sustainable Device Lifecycle**

### **1. Instructional Technology Goal**

The district will complete its hardware modernization cycle by purchasing and installing 30 Newline interactive smartboards, ensuring that 100% of K-12 instructional spaces are equipped with standardized, high-definition interactive technology to facilitate collaborative and accessible student learning. Concurrently, by the start of the 2028-2029 school year, the district will establish a recurring local funding structure to procure 550 Chromebooks and 550 protective cases annually, sustaining a four-year replacement cycle that ensures every student has reliable, modern device access to the NYS Digital Fluency Standards and inclusive digital curriculum.

### **2. Alignment Topic**

Classroom Technology (Interactive Displays / 1:1 Device Program / Hardware Sustainability)

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

- ☒ All students
- ☒ Early Learning (Pre-K - 3)
- ☒ Elementary/Intermediate
- ☒ Middle School
- ☒ High School
- ☒ Students with Disabilities
- ☒ English Language Learners
- ☒ Economically disadvantaged students

### **4. Additional Target Populations**

- ☒ Teachers/Teacher Aides/Teacher Assistants
- ☒ Technology Coaches
- ☒ Technology Integration Specialists

## **5. Estimated Cost (3-Year Plan)**

Smartboard component: \$60,000 (estimated at approximately \$2,000 per board including hardware, mounting, and installation).

Device lifecycle component: \$247,500 per year (estimated at approximately \$450 per unit for the device, management license, and ruggedized protective case), totaling \$742,500 over three years.

Combined three-year estimated cost: \$802,500

## **6. Potential Funding Source(s)**

[X] District Operating Budget

[X] BOCES Co-Ser purchase

[X] Capital Project (if part of a larger renovation)

[X] Instructional Resources Aid

## **7. Action Plan (Hardware & Lifecycle Focus)**

| Step | Category                            | Description                                                                                                                                                                                                             |
|------|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Planning (Displays)                 | Identify the final 30 classrooms requiring Newline board replacements based on the age of current legacy hardware.                                                                                                      |
| 2    | Purchasing (Displays)               | Procure Newline displays through a NYS OGS contract or BOCES bid to ensure best pricing and state aid eligibility.                                                                                                      |
| 3    | Infrastructure (Displays)           | Audit electrical and network requirements in the 30 target classrooms to ensure adequate power and connectivity.                                                                                                        |
| 4    | Implementation (Displays)           | Schedule and complete physical installation and calibration of boards during school breaks to minimize instructional disruption.                                                                                        |
| 5    | Professional Development (Displays) | Conduct "New Hardware Orientation" for teachers receiving the final 30 boards, led by the Instructional Tech Coaches from Goal 1.                                                                                       |
| 6    | Planning (Devices)                  | Conduct a fiscal audit to transition device procurement from one-time grant funding to a permanent district budget line.                                                                                                |
| 7    | Purchasing (Devices)                | Procure 550 Chromebooks and protective cases annually through a NYS OGS contract or BOCES bid.                                                                                                                          |
| 8    | Infrastructure (Devices)            | Audit charging capacity and secondary power needs in classrooms to support 550 new high-performance units.                                                                                                              |
| 9    | Implementation (Devices)            | Coordinate with Instructional Tech Coaches to provide "Device Care" orientations for students receiving new hardware. Ensure all new devices are enrolled in the district MDM system in compliance with NYS Ed Law 2-d. |
| 10   | Evaluation                          | Survey teachers on Newline software functionality. Track "Break-Fix" rates of protective cases to confirm hardware meets the four-year longevity target. Update the long-range replacement cycle in the DITP annually.  |

Goal 4 addresses Cybersecurity, specifically focusing on the district's network resilience. In New York, this is a top priority due to Education Law § 2-d, which mandates that districts protect student and teacher Personally Identifiable Information (PII) using the NIST Cybersecurity Framework.

## **Goal 4: Annual Cybersecurity Network Resilience & Compliance**

### **1. Instructional Technology Goal**

By June of each year in the three-year plan, the district will conduct an annual external and internal network penetration test to identify and remediate 100% of "Critical" and "High" risk vulnerabilities, ensuring the district remains compliant with NYS Education Law 2-d and providing a secure digital environment for all students and staff.

### **2. Alignment Topic**

Cybersecurity

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

- ☒ All students
- ☒ Students with Disabilities
- ☒ English Language Learners
- ☒ Economically disadvantaged students
- ☒ Students in foster care

### **4. Additional Target Populations**

- ☒ Teachers/Teacher Aides
- ☒ Administrators
- ☒ Parents/Guardians/Families/School Community
- ☒ Technology Integration Specialists

### **5. Estimated Cost (3-Year Plan)**

\$120,000 (Estimated at approximately \$40,000 per year for a comprehensive professional penetration test and a follow-up re-test for remediation.)

### **6. Potential Funding Source(s)**

- ☒ BOCES Co-Ser purchase (Managed through a RIC or BOCES for aid eligibility)
- ☒ District Operating Budget

### **7. Action Plan (Cybersecurity Focus)**

| Step | Category         | Description                                                                                                       |
|------|------------------|-------------------------------------------------------------------------------------------------------------------|
| 1    | Planning         | Review existing network topology and define the scope for the "Gray-box" penetration test (Internal & External).  |
| 2    | Purchasing       | Secure a vendor through a BOCES contract or competitive RFP to ensure a third-party objective audit.              |
| 3    | Implementation   | Vendor conducts the penetration test, attempting to identify unauthorized access points and potential data leaks. |
| 4    | Evaluation       | IT leadership reviews the Findings Report to prioritize vulnerabilities based on risk to student PII.             |
| 5    | Purchasing       | Procurement of any necessary hardware/software patches or security tools identified in the audit report.          |
| 6    | Infrastructure   | Remediate 100% of "Critical" and "High" vulnerabilities within 60 days of the report issuance.                    |
| 7    | Communications   | Present a high-level (non-sensitive) security posture report to the Board of Education to ensure transparency.    |
| 8    | Policy/Protocols | Update the district's Data Privacy and Security Policy (Ed Law 2-d) based on insights gained from the audit.      |

Goal 5 addresses the systematic development of student digital competencies through a structured PreK-12 skills matrix, ensuring that the technology investments in Goals 1 through 4 translate into measurable student learning outcomes aligned with the NYS Computer Science and Digital Fluency Standards.

## **Goal 5: Grade-Level Skill-Based Technology Education Matrix**

### **1. Instructional Technology Goal**

By June 30, 2028, Beekmantown Central School District will develop and fully implement a PreK-12 technology skills matrix that establishes a scaffolded, grade-appropriate progression of competencies for 100% of students. This roadmap will include targeted instructional supports for diverse learners (ENL, IEP, and 504) and be audited annually by a representative committee of stakeholders to ensure equitable access to high-level tech literacy across all demographic groups.

### **2. Alignment Topic**

Professional Development

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

☒ All Students

### **4. Additional Target Populations**

☒ Teachers

☒ Administrators

☒ Parents / Guardians / Families / School Community

### **5. Evaluation & Monitoring**

The district will utilize surveys and meetings to gauge staff and student understanding of the core toolkit of programs and services. Data will be analyzed to determine areas needing improvement and areas of high understanding. Professional development will be implemented to accommodate these areas to foster engagement. The district will reevaluate annually to determine the level of improvement in staff competencies within this matrix.

### **6. Action Plan (Matrix Implementation Focus)**

| Step | Action Step       | Description                                                                | Responsible                                 | Completion | Est. Cost |
|------|-------------------|----------------------------------------------------------------------------|---------------------------------------------|------------|-----------|
| 1    | Evaluation        | Assess current student and staff involvement with technology.              | Building Principal                          | 9/30/2026  | \$0       |
| 2    | Collaboration     | Administrators meet to discuss evaluation results and make adjustments.    | Building Principal                          | 10/3/2026  | \$0       |
| 3    | Content           | Stakeholders meet to draft and revise K-12 tech skills matrix.             | Building Principals and/or Curriculum Leads | 10/3/2026  | \$0       |
| 4    | Prof. Development | Staff training on integrating technology through programs and interaction. | Director of Technology                      | 6/1/2027   | \$20,000  |
| 5    | Curriculum        | Teachers adjust pedagogy to integrate technology and foster engagement.    | Classroom Teacher                           | 6/30/2027  | \$0       |

## Executive Summary of Goals (2026-2029)

| Goal # | Focus Area                        | Primary Objective                                                                                                      |
|--------|-----------------------------------|------------------------------------------------------------------------------------------------------------------------|
| 1      | Staffing                          | Hire 2 Instructional Tech Coaches for job-embedded support.                                                            |
| 2      | Prof. Development                 | 100% staff completion of a tiered NYS Digital Fluency pathway.                                                         |
| 3      | Classroom Tech & Device Lifecycle | Finalize Newline Smartboard cycle (30 units) and establish sustainable annual Chromebook replacement for all students. |
| 4      | Cybersecurity                     | Conduct annual penetration testing to remediate network risks.                                                         |
| 5      | Skill Matrix                      | Develop a K-12 scaffolded matrix for age-appropriate tech skills.                                                      |

## Section V – NYSED Initiatives Alignment

**1. How will the district's use of instructional technology support a comprehensive and sustained effort to improve student performance and academic standards, while also addressing the need to provide equitable learning opportunities "everywhere, all the time" (National Technology Plan)?**

Beekmantown Central School District's technology integration approach centers on three interconnected pillars: human capacity, infrastructure sustainability, and pedagogical framework. Technology serves as an essential tool that transforms learning into an engaging, personalized, and relevant experience while ensuring equitable access for all learners regardless of their economic status, learning differences, or geographic location within our rural North Country community.

### **Integration of Technology into Teaching and Learning**

The district's technology integration begins with establishing human capacity through the hiring of two FTE Instructional Technology Coaches whose primary focus will be supporting teachers in achieving high-level technology integration at the Modification and Redefinition levels of the SAMR framework. These coaches will prioritize support for ENL and Special Education teachers, ensuring that assistive and adaptive technologies are effectively deployed for historically marginalized student groups. This job-embedded coaching model moves beyond traditional one-time professional development to provide sustained, classroom-based support that directly impacts daily instructional practice.

To ensure systematic implementation, the district is developing a comprehensive PreK-12 technology skills matrix that establishes scaffolded, grade-appropriate competencies for all students. This matrix provides teachers with clear learning progressions and ensures that technology instruction is deliberately planned and sequenced across grade levels. The matrix includes targeted instructional support for diverse learners with IEPs, 504 plans, and ENL accommodations, ensuring that technology serves as an equalizer rather than a barrier.

### **Teacher Facilitation and Measurement**

All instructional staff will complete a tiered professional development pathway focused on mastering the NYS Computer Science and Digital Fluency Standards. This pathway features three differentiated levels (Beginner, Intermediate, Expert) that recognize varying teacher comfort levels while establishing clear expectations for growth. Progress is tracked through a digital badge or micro-credentialing system that provides both accountability and celebration of teacher advancement. The district will implement "Turnkey Trainer" cohorts where proficient teachers mentor their peers within grade-level teams, creating sustainable internal capacity.

Technology integration goals are being incorporated into the Annual Professional Performance Review (APPR) process, ensuring that effective technology use is a recognized component of teaching excellence. The district evaluates both the frequency and the inclusivity of technology use through a district-wide rubric, measuring whether technology is being used to create truly

differentiated and accessible learning experiences rather than simply replacing traditional methods with digital ones.

### **Student Demonstration of Understanding**

Students across all grade levels utilize technology as a primary means of demonstrating mastery of skills and concepts. The district's commitment to maintaining a four-year device replacement cycle ensures that every student has access to a reliable, modern device capable of running necessary software. With 550 Chromebooks and protective cases procured annually through sustainable local funding, students can access the full range of NYS Digital Fluency Standards and participate in complex digital creation tasks rather than being limited to basic consumption activities.

The completion of the Newline interactive smartboard replacement cycle (30 remaining units) ensures that 100% of K-12 instructional spaces are equipped with standardized, high-definition interactive technology. This consistency allows students to engage with collaborative learning experiences, real-time formative assessment, and multimedia demonstrations of understanding regardless of which classroom they occupy. Students with disabilities benefit particularly from the accessibility features built into these modern displays, including touch responsiveness, screen magnification, and compatibility with assistive technology tools.

### **Multiple Pathways for Access and Participation**

The district provides multiple entry points for learning through its 1:1 device program, which assigns dedicated mobile devices to students that are portable enough to enable learning "everywhere, all the time." This approach ensures that emergency remote instruction capabilities exist but, more importantly, that extended learning opportunities are available to students regardless of their home circumstances. For students experiencing economic disadvantage or housing insecurity, the durability and portability of district-provided devices removes financial barriers that would otherwise limit their participation in digital learning experiences.

Universal Design for Learning (UDL) principles guide the district's technology implementation, ensuring that tools provide multiple means of representation, expression, and engagement. The focus on adaptive and assistive technologies, particularly for Special Education and ENL populations, guarantees that technology opens pathways rather than creates new obstacles. Professional development for staff includes mandatory annual training on NYS Education Law 2-d, ensuring that all technology use protects student privacy while maximizing access.

### **Short and Long-Term Solutions**

**Human Capacity:** The two Instructional Technology Coaches represent the district's most significant investment in human capacity, providing approximately 400 hours per year of direct classroom support. This sustained presence ensures that technology integration improves incrementally and is responsive to real-time teacher needs. The estimated three-year investment of \$525,000 reflects the district's commitment to this position as a permanent fixture rather than a grant-funded temporary solution.

**Device Access and Classroom Hardware:** The combined classroom technology goal addresses both the student device layer and the instructional display layer. The establishment of recurring local funding (\$247,500 annually) for Chromebook replacement transitions the district away from one-time capital expenditures toward sustainable operational support, preventing the device obsolescence that has historically created equity gaps. The completion of the Newline smartboard replacement cycle (\$60,000) ensures every instructional space has standardized, modern display technology that supports accessibility and collaboration.

**Infrastructure:** The district conducts annual external and internal network penetration testing at an investment of approximately \$40,000 per year to identify and remediate 100% of critical and high-risk vulnerabilities. This proactive cybersecurity posture ensures that the network remains available and secure, protecting student PII while maintaining the reliability necessary for everyday instructional use.

**Partnerships:** The district leverages BOCES Co-Ser purchases to maximize state aid eligibility and ensure competitive pricing on both hardware and cybersecurity services. Collaboration with Regional Information Center (RIC) staff supports both the development and review of this technology plan, ensuring alignment with NYSED expectations and best practices from across the region.

**Comprehensive Standards Alignment:** All technology initiatives directly support student achievement of NYS Learning Standards and the NYS Computer Science and Digital Fluency Standards. The district's approach ensures that technology is not an add-on but is instead deeply integrated into core instruction across all curricular areas. Students develop critical thinking, problem-solving, and collaboration skills through authentic technology use that prepares them for the information-based demands of college, career, and civic life.

The district's comprehensive approach addresses both immediate needs (functional hardware, reliable devices) and long-term capacity (skilled coaches, trained teachers, systematic skill progression) to ensure that technology serves as a genuine catalyst for student success rather than a superficial addition to traditional instruction. Through this sustained, equity-focused investment, Beekmantown Central School District ensures that every student, regardless of background or learning profile, has meaningful access to the transformative potential of educational technology.

**2. NEW At the start of the 2026-27 school year, will the district offer full-time virtual instruction to any students? (Select all that apply)**

*For the purposes of this question, a "full-time virtual instruction program" is defined as an organized program of standards-based instruction delivered online, with regular and substantive synchronous interaction between students and appropriately certified teachers, and with students enrolled full-time.*

None of our students will participate in a full-time virtual instruction program.

**3. NEW If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, all responses in this survey align with the district's response to any related question(s) in the SSIP.**

Yes

## Section VI – Administrative Management Plan

**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.**

| Title                          | District Employed Staff (FTE) | Staff Contracted Through Vendor or BOCES (FTE) |
|--------------------------------|-------------------------------|------------------------------------------------|
| District Technology Leadership | 1                             | 0                                              |
| Instructional Support          | 0                             | 0                                              |
| Technical Support              | 4                             | 0                                              |

Enter the FTE for each title, even if it is zero. Responses are limited to two decimal points. Relevant staff include the following:

- District Technology Leadership: Examples include district-level positions such as Director/Coordinator of Technology, Chief Technology Officer, Director of Innovation, Director/Coordinator of Instructional Technology, etc.
- Instructional Support: Examples include staff whose primary responsibility is the integration of technology in curriculum to support teachers and students.
- Technical Support: Examples include network engineers, system administrators, computer support and repair, computer aides, whose primary role is technical support, etc.

If the same individual staff member supports multiple categories, such as leadership, technology integration, and/or technical support, they should allocate their time between the functions. Total FTE count for any individual should not exceed 1.0.

**2. 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

**3. Districts are required to post an Instructional Technology Plan on their website. Please provide the URL link as evidence of this requirement.**

<https://www.bcsdk12.org/district/resources-forms/instructional-technology-plan>

*Note: The URL must link to a public website where this survey or plan can be easily accessed by the community. Do not provide a link directly to a PDF or document. NYSED will allow the previous year's plan or a placeholder for the current plan to be posted until the 2026-29 plan is approved.*



## Section VII – Established Educational Technology Programs

**1. Please choose one or more topics that reflect an innovative educational technology program that has been implemented with and for students for at least two years at a building or district level.**

- ☒ Active Learning Spaces/Makerspaces
- ☒ Advanced Computer Science or Technology courses
- ☒ Assistive Technology
- ☒ Blended and/or Flipped Classrooms
- ☒ Culturally Responsive Instruction with Technology
- ☒ Digital Citizenship
- ☒ Digital Equity Initiatives
- ☒ Flexible Learning Spaces
- ☒ Instruction and Learning with Technology
- ☒ Media Literacy
- ☒ OER and Digital Content
- ☒ Personalized Learning
- ☒ Special Education Instruction and Learning with Technology
- ☒ STEAM/STEM
- ☒ Student Technology Support/Helpdesk