

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

CJ Amarosa

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

Director of Technology

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

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1. What is the overall district mission?

The New Hartford Central School Community (i.e. students, teachers, staff, administrators, Board of Education Members, and residents) will ensure a stimulating educational environment where everyone can learn, can succeed and is valued. We will enable all students to acquire the knowledge, skills, and attitudes needed to be lifelong learners and productive members of a changing society. We are committed to:

- a student-focused program
- an empowered, motivated, and caring school community
- continuous innovation
- integrity
- sensitivity to all

We will continually strive for excellence

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

In New Hartford Central School District we envision technology: Encourage lifelong learning by engaging, challenging, and fostering diverse learners. Promote educational learning technology and equitable access to technology to be used as a tool to, analyze information and solve problems, think critically, and communicate ideas.

- Be an integral part of the way we work, teach, and learn.
- Promote 21st Century technology skills
- Meet students' learning needs through the use of technology.
- Support the district in an ethical, responsible, and innovative manner.
- Provide communications to parents and community members in a clear, accurate, and timely manner.

We believe that:

- **Students** must be competent and comfortable using technology skills in a wide range of settings. They must have consistent access to technology in their classroom and at home, so they may become proficient and confident with their technology skills. Become technology-savvy problem solvers.
- **Teachers** play a critical role in developing and fostering technology skills, positive attitudes toward technology, and creative problem-solving skills using technology. Teachers must have adequate up-to-date hardware and software, combined with appropriate training and technical support in order to take advantage of the wide range of opportunities that a technology-enhanced classroom can provide.
- **Administrators** should inspire a shared vision and value a system of broad and seamless technology integration providing a support network for working, teaching, learning, and professional development.
- **Parents** play an integral role in the education of the students and are responsible for supporting and collaborating with the school district in the effort to increase technological literacy and fluency. We believe that parents must play a role in the technology committees in order to help foster support ideologically, academically, and financially.

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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.**

The New Hartford Technology Plan is developed through the efforts of numerous stakeholders who are members of the Technology Department, Technology Implementation Committee (TIC), Technology Advisory Committee (TAC), with final approval by the Board of Education and District Superintendent. The Technology Implementation Committee (TIC) is the planning and implementation group. This committee is made up of the Assistant Superintendent for Curriculum and Instruction, department chairpersons, library media specialists, elementary teachers, building technology coordinators, technology department personnel, Junior and Senior High School Deans, counseling department chairperson, professional development specialist, and students. The District Management Information Systems Director serves as the chairman of the committee. The TIC committee develops and monitors the technology plan, makes recommendations for changes if needed, and solves problems as they arise. The TIC meets five times during this process. Surveys are conducted to determine the priority of purchases and implementation, taking into consideration budget, impact, time, professional development, and future requirements to ensure sustainability. Once the technology plan is developed it is then reviewed by the Technology Advisory Committee (TAC). The TAC is a steering committee made up of Administrators, Board of Education members, representatives from the community, parents, and higher education, who evaluate the technology plan and reach consensus on all plans and budgets and make recommendations to the District Superintendent and the Board of Education. The TAC meets three times during this process. The Assistant Superintendent for Curriculum and Instruction serves as the chairman of this committee. Meetings are as follows: **December:** The technology Implementation Committee (TIC) meets to review the previous technology plan and evaluate the conclusion of the previous plan. At this time the committee begins to develop the new technology plan. **January:** TIC continues development of the new technology plan, considers new equipment requests, reviews present technology, makes recommendations, reviews surveys, and plans for professional development requirements. Technology Advisory Committee (TAC) reviews the previous technology plan and evaluates the conclusion of the previous plan. **March:** TIC meets to continue the development of the three-year technology plan, review the budget and begin to finalize the plan. **April:** TIC finalizes the proposed three-year technology plan and budget and presents the new plan to the TAC for review. The TAC meets to review the proposed technology plan and budget. If the proposed technology plan is accepted the recommendation of the plan is then made to the Superintendent and Board of Education for Approval. **May/June:** TIC reviews the outcome of the proposed technology plan and builds contingency plans if needed. If needed the TAC meets to adopt contingency plans. At this time the plans are adopted or updated and submitted to the Mohawk Regional Information Center for review.

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

The new technology plan is a little different as we are now aware of the possible need to provide remote instruction to students at any given time. This is taken into consideration when making decisions on new technology. Will the new technology provide both classroom instruction as well as remote instruction? How will the teachers use the technology for remote and classroom instruction? The Technology Committee reviewed the technology the district had in place during the pandemic remote instruction. Reviewed what were the strengths and weaknesses and what could possibly be done to address any issues. At the beginning of the previous Technology plan network infrastructure was upgraded and new equipment added. The new technology plan builds on the previous work. The equipment added now has the ability to increase network bandwidth speeds. The new technology plan will address that and the purchase and installation of the new equipment will make that a reality. This will increase the efficiency of technology in the district. The previous plan increased technology in the classroom, the new plan continues that by replacing outdated technology and adding new technology to the classroom where needed. Due to the pandemic, all the goals of the previous plan were met and surpassed. The new technology plan addresses more of what was put into place and how to enhance what was done.

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

The COVID pandemic put enormous stress on all school-related personnel. Technology played an unprecedented role in teaching and learning. The Technology Plan now takes into account the need for teaching and learning in any environment. Classroom technology is now reviewed through a different lens. Not only if and how the technology assists in a classroom environment but also how will the technology enhance teaching and learning in a remote environment. New technology must be capable of online, blended, and in-person teaching and learning. Infrastructure must meet the needs of fully online instruction. Devices must be renewed on a cycle and replaced as needed if damaged. The new plan takes all of this into account. Professional development plays an enormous role in the new technology plan. Teachers must be proficient with technology capable of online or blended instruction. The curriculum has been adjusted to integrate new technology into teaching and different modalities of delivery. Students are also provided deeper instruction on the use of devices and adapting to an online/blended learning environment.

- 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.

New Hartford's Professional Development Plan, the philosophy and policies of both our Network Team and our Center, the Policy Board will provide and support professional development in instruction, curriculum, leadership, and Technology. The focus is on the implementation of NYSED Learning Standards, technology use for instruction, and the training surrounding the implementation of the new teacher/leader evaluation systems. New Hartford's mission is to provide effective, high-quality professional development. It is a vehicle whereby teachers can develop in-service programs, disseminate educational research, and design curricula with supporting materials, specifically to meet their own needs and those of their students. Our Teacher Center provides a central location where teachers may share resources, best practices, ideas, methods, and procedures related to instructional goals. The district offers Face to Face and On-Line professional development. The district performs a needs assessment to determine the current capacity of educators, this helps to plan for and drive the professional development for teachers and staff. Teacher Coaches have been developed in the district to give immediate professional development assistance when needed. The coaches provide instruction on new technology as it becomes available in the classroom. Teacher coaches also offer professional development sessions within their building making attending easier for teachers. New Teacher Induction Program- The induction program has several components. Each new teacher is paired with an experienced teacher who serves as a mentor. The Instructional Support Specialist, Technology Director, and the Professional Development Specialist provide support to both new teachers and mentors. Full-day trainings are provided to introduce new teachers to classroom technology, audiovisual equipment, curriculum, and the New Hartford teaching methodology.

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2022-2025 Instructional Technology Plan - 2021III. Goal Attainment

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

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners. The district has met this goal:**
Significantly
2. **Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning. The district has met this goal:**
Significantly
3. **Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments. The district has met this goal:**
Fully
4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision. The district has met this goal:**
Fully
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:**
Fully

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Enhancing student success through the integration of technology in teaching and learning with the addition of laptop devices for classrooms and one-to-one devices for students. This will provide equitable access to materials for all students both in school and at home.

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

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

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

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

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.

This goal will be measured by determining the use of technology by teachers and students. Ensuring every student has a device and that the device is meeting the needs for student learning. Data will be measured through metrics and instructional software. The new technology plan includes the implementation of the Classlink system. Classlinks reporting metrics will provide measurements and evaluation for the usage of devices and technology resources. Reports will be evaluated and reviewed by stakeholders to ensure the resources are being used properly and effectively.

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	Evaluation	Evaluating the need for new or replacement devices	Director of Technology	Principal, Assistant Superintendent for Curriculum	07/15/2022	0
Action Step 2	Budgeting	Meeting with the	Director of	Assistant	07/30/2	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
		Assistant Superintendent for Business Affairs/Business Official to plan the budgeting	Technology	Superintendent for Business/Business Official	022	
Action Step 3	Purchasing	Gather equipment quotes from vendors and submit purchase orders	Director of Technology	Business office/Purchasing	08/15/2022	350,000
Action Step 4	Implementation	Set up of devices, inventory, and deployment to students and/or classrooms	Director of Technology	Information technology staff, Principals and Classroom Teachers	12/01/2022	0

7. This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to 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:

Increase current network capacity and upgrade connectivity in infrastructure to provide equitable access to technology resources supporting present and future learning initiatives.

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

Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

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

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

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.

Network reports will be used to show traffic throughput. Review and evaluation of the reports to ensure all users/stakeholders are receiving equal and adequate access to network resources. Knowing the goal has been accomplished will be through the testing of the network and ensuring bandwidth speeds and resource levels meet expectations.

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	Infrastructure	Review of present infrastructure to determine replacement and upgrade needs	Director of Technology	IT Staff	07/15/2022	0

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 2	Collaboration	Collaborate with BOCES to review network usage and testing of bandwidth needs	Director of Technology	BOCES Staff	07/30/2022	0
Action Step 3	Budgeting	Work with the Business office to determine budget for project	Director of Technology	Business Official	08/15/2022	0
Action Step 4	Purchasing	Obtain quotes from vendors and purchase equipment	Director of Technology	Business Official, Purchasing Dept., BOCES purchasing dept.	09/01/2022	172,000

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	Implementation	Installing equipment	Director of Technology	IT Staff	02/28/2023	0
Action Step 6	Evaluation	Testing of Network equipment and evaluation of bandwidth	Director of Technology	BOCES IT Staff	04/28/2023	0
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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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Professional Development for faculty and staff to improve teaching and learning with the integration of technology into curriculum and the classroom

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.

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

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.

Evaluations will be done In conjunction with the District Teacher Center. The percentage of teacher and staff participation in Professional Development classes will be assessed. Reviews of how technology/technological resources are used in the classroom for teaching and learning. Surveys on professional development and on any additional resources or training needs. Observation reports from principals will also be used on the proficient use of technology in the classroom.

6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Research best practices in teaching and learning using technology in the	Director of Technology	Asst. Superintendent for Curriculum, Technology Coach, Teacher Center	09/15/2022	0

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		classroom		Director		
Action Step 2	Curriculum	Working with the Curriculum Development teams to incorporate technology into the curriculum	Curriculum and Instruction Leader	Technology Director, Asst. Superintendent for Curriculum, Teacher Center Director	10/15/2022	0
Action Step 3	Planning	Planning how the professional development will be provided to teachers, ie Online, in person,	Assistant Superintendent	Technology Director, Teacher Center Director, Instructional Leader	10/30/2022	0
Action Step 4	Implementation	Provide professional development to teachers and staff	Instructional /PD Coach	Technology Staff, Teacher Center Director, Instructional Leader	06/30/2025	125,000

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?

Yes

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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1. Enter Goal 4 below:

The replacement of outdated SMART Interactive whiteboards and the addition of new Interactive Displays to provide technology-enhanced teaching, learning, and interaction in the classroom and beyond.

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.

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

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.

This goal will be measured by the use of the devices by teachers in the classroom. Surveys to teachers on how they use the device during instruction, and if the device is meeting the intended needs. Hourly usage will be reviewed to provide the amount of time the device is actually used during the instructional day.

6. List the action steps that correspond to Goal #4 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	Planning	Research of present inventory of outdated SMART interactive whiteboards. Status of classroom without an	Director of Technology	Principals, classroom teachers	07/15/2022	0

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IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		interactive display				
Action Step 2	Research	Obtain quotes for purchase of products	Director of Technology	BOCES	07/30/2022	0
Action Step 3	Budgeting	Budget planning for the needed equipment	Business Official	Director of Technology	08/15/2022	0
Action Step 4	Purchasing	Purchase equipment	Business Official	Director of Technology	07/01/2024	503,600

7. This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #4 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	Implementation	Installation and implementation of the Interactive Displays in the classroom	Director of Technology	Information technology staff	01/15/2025	0
Action Step 6	Professional Development	Professional Development for classroom teachers on proper use of the interactive displays	Director of Technology	Curriculum and Instruction Leader, Instructional Technology Coaches, Teacher Center Director	06/30/2025	(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 fifth goal?

No

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2022-2025 Instructional Technology Plan - 2021V. 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.**

New Hartford School District's goal is to ensure our students have the technology skills to be successful in today's technological society and be prepared for the rigors of college. Teachers and staff in New Hartford schools receive the support and professional development they need to select and use technology to improve classroom learning and student outcomes. The plan is to continue to provide devices to students and help educators leverage technology and data to begin to personalize learning, use online resources and curricula, prepare students for regents reform agenda, and improve college and career-ready instruction. This ensures that as the district provides access to technology, teachers and staff are prepared to use technology that enhances student learning and achievement. The addition of new devices will allow students access to equipment when necessary and the upgrade to infrastructure will ensure those devices can access resources when required. The district's Technology Department and Teacher Center support educators in delivering high-quality professional development, allowing teachers to gain knowledge and confidence in using different types of technology in the classroom. The addition of online tools and materials will allow teachers the use of real-time data to personalize learning for students, increase engagement with parents, and collaborate with other teachers

- 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.**

As with all school districts the COVID-19 pandemic truly forced us to evaluate teaching and learning outside the traditional settings. Technology became the heart of all aspects of instruction, learning, and general operations. The New Hartford School District took steps to ensure digital equity for all students, faculty and staff. To facilitate learning "everywhere, all the time", the district provided Chromebook or laptop devices to all students and staff. Mobile hotspots were provided to any family who requested one, as well as staff and teachers to ensure all stakeholders' internet access.

The District has now moved to a fully one-to-one device policy for all students and will continue this practice. To assist in "Future-proofing" our classrooms, we are implementing the ClassLink system, which will provide safe and secure access to online resources "everywhere, all the time". Faculty and staff have been trained and will continue Professional Development using Google Workspace for Education to further synchronous and asynchronous instruction with tools such as Google Classroom. We are also in the process of replacing outdated interactive whiteboards with new interactive display panels, which have the ability to broadcast teacher's lessons to students online. Our planned infrastructure upgrades will ensure needed bandwidth is available for video conferencing and streaming classroom instruction if needed. The infrastructure upgrades will also prepare the district for any future technology that may need to be implemented with minimal impact.

- 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.**

The district has made a combined effort to make technology ubiquitously available so that students with special needs have access to the required tools in all settings. All classrooms with students that have special needs have interactive whiteboards, which allow lessons that leverage the enhanced collaboration and visual reinforcement provided by that technology. Students with motor issues and dysgraphia have access to computers in all classrooms, and cloud-based software that allows their work to be accessible from any location. Cloud-based software has also been used for real-time collaboration with teachers and peers to enhance student writing activities. Almost all the texts used by teachers are now available to students online in school and at home, which has eliminated the need for multiple copies and increased parent support. Many online texts also have "read aloud" text-to-speech capabilities, which address the needs of students with decoding issues. The major area that needs improvement is a more robust and universal application of Wi-Fi technology throughout the district. As it stands, students are mostly limited to using fixed workstations rather than portable devices which would allow a more personalized use of technology. Students with special needs who participate in district classrooms have access to computers, interactive whiteboards, and collaborative software, which support their IEP goals. Students with more unique needs, such as augmentative communication or auditory trainers, are provided with the recommended devices. Students placed in outside settings (BOCES and private schools) are provided with assistive technology either directly by the district, or in collaboration with regional partners. It would be beneficial if staff could be better trained to identify when the use of technology would increase access to the curriculum, as some students are only recommended for assistive technology when they reach the upper grades

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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)

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 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 type="checkbox"/> Technology to support writers in the secondary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input 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.**

(No Response)

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 type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input 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 type="checkbox"/> Web authoring tools |
| <input 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.

- | | | |
|--|--|---|
| <input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | <input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. | <input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. | <input type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. | <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | <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)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below) |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. | |

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10. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- The district uses instructional technology to facilitate classroom projects that involve the community.
- The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- 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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- 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	0.75
Instructional Support	0.25
Technical Support	4.00
Totals:	5.00

- 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	350,000	Both	<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, to the right) <input type="checkbox"/> N/A	N/A
2	Network and Infrastructure	N/A	172,000	One-time	<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	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> 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	
3	Professional Development	N/A	50,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Peripheral Devices	N/A	503,600	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			1,075,600			

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

Yes

4. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

<https://www.newhartfordschools.org/Page/2616>

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 Instruction and Learning with Technology |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input type="checkbox"/> Infrastructure | <input type="checkbox"/> Technology Support |
| <input type="checkbox"/> Data Privacy and Security | <input type="checkbox"/> OER and Digital Content | <input type="checkbox"/> Other Topic A |
| <input type="checkbox"/> Digital Equity Initiatives | <input type="checkbox"/> Online Learning | <input type="checkbox"/> Other Topic B |
| <input type="checkbox"/> Digital Fluency Standards | <input type="checkbox"/> Personalized Learning | <input type="checkbox"/> Other Topic C |

2. Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(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

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VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Learning 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/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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

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