

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

I. District LEA Information

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Page Last Modified: 12/20/2021

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

Paul Streicher

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 - 2021****II. Strategic Technology Planning**

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Page Last Modified: 03/11/2022

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

The mission of the Glens Falls City School District is to provide a safe, positive and stimulating environment — one that fosters self-growth, a passion for continuous learning, confidence and the ability to succeed in a changing world.

- We promote excellence through high expectations and evolving standards for students, staff, parents, and community. The challenge is to reach one's personal best while respecting each person's individuality.
- We make it our responsibility to be accountable for the implementation of this mission and to model behaviors that are influential to the character as well as the mind.

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

The Glens Falls City School District is committed to preparing our students to be successful, productive members of a global society. Technology can be used as the tool to develop critical thinking skills, improve communication, and develop life skills critical to every student's success.

- Teachers will take an active role in the planning and implementation of technology into the curriculum. The District will provide ongoing and continuous training for teachers to ensure that they will be successful in integrating technology across all curriculum areas.
- The use of technology will also assist in engaging the community and promoting an awareness of the educational mission of the District. Technology can link the classroom with parents and encourage partnerships with community agencies and educational institutions to foster the development of all students.
- The District will provide the financial support necessary for the planning and implementation of new technology across the district.

**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.**

Glens Falls CSD used the following resources, data, groups, and information to develop its NYS Technology Plan.

The technology plan committee used data and current district goals to develop a survey that was shared with other planning groups including the districts technology implementation committee and other stakeholder groups (listed below). The survey results were then used to prioritize and set goals and respond to the tech plan questions.

The committee met many times over the course of Sept 2021 through April 2022 to discuss and develop the plan for submission.

- Technology Implementation Committee- Provide Input toward goals for NYSED Technology Plan
- Board of Education Smart Goals
- Parent Input
- Student Input
- Faculty/Staff/Admin Input
- NYS Smart School Tech Plan
- Technology Plan Committee- Provide Input toward goals for NYSED Technology Plan
- Technology Cabinet- Provide Input toward goals for NYSED Technology Plan
- Boces Model Schools Group- Provide Input toward goals for NYSED Technology Plan

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

The District Tech Plan committee has made a concerted effort in this tech planning period to review the previous technology plan and evaluate its success and shortcomings. The committee has worked with district stakeholders, administration and other committees to evaluate the previous goals. When discussing the current goals the committee recognized that the goals were created as an extension of the districts current board of education and professional development goals. We felt that it was important and valuable as well as still relevant to continue with tech plan goals that reflect and measure these values. The tech plan committee received feedback from the stakeholders that said they still feel these goals are strong and recommendations that we maintain some of these goals.

The committee also identified a need to re-evaluate how we measure these goals and the rate at which we measure them. This led to the committee designing an evaluation form that will be used to measure the goals quarterly. This will allow our technology coaches to use this data to address district professional development needs as they relate to the performance of the goal indicators. We feel this will help us meet goals set forward that were not previously met.

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

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Page Last Modified: 03/11/2022

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

The pandemic reinforced for us the necessity of students' ability to communicate, collaborate, and think critically and creatively in a responsible and ethical manner. The district's plan reflects our desire to continue helping our students develop these crucial skills. We believe that the good that came out of the pandemic was the increase in our teachers' knowledge and proficiency using a variety of technology tools. Our hope is that over the next three years our teachers will be able to help their students become proficient with those same tools. By 2025 we want our students to improve both their use of technology as well as their ability to be responsible digital citizens.

**6. Is your district currently fully 1:1?**

Yes

**7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.**

It is a belief of the Glens Falls City School District that Professional Development is a key part to any technology or instructional planning. GFSD is committed to providing focused professional development in all future goals and initiatives, and will continue to do so in the following ways.

1. Superintendent conference days are to include technology integration professional development
2. All teachers are required to attend 16 hours of professional development on their own time per school year. The technology department will offer many opportunities for teachers to attend technology-based professional development during after school hours.
3. Staff will have access to 1-1 integrated technology support via our two integrated technology specialist.
4. Staff will have access to grade level/curriculum-based technology integration group professional development.
5. Staff will have access to regional training and support of integrated technology through the BOCES model schools program.
6. Staff will attend a district-wide professional development day yearly to be largely focused on the use of technology in the school district

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

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Page Last Modified: 03/11/2022

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:**

Fully

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

**The district has met this goal:**

Moderately

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

**The district has met this goal:**

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

Page Last Modified: 03/31/2022

1. Enter Goal 1 below:

Teachers will increase student utilization of digital tools that foster communication, collaboration, critical thinking, and creativity, allowing the opportunities to connect beyond the classroom every year.

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

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

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

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

4. Additional Target Population(s). Check all that apply.

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

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 a collection of metrics. Faculty will be surveyed to determine their use of digital tools that foster the 4 Cs. This survey data will be confirmed by software usage reports. The technology team will complete an inventory of licensed and free instructional tools that support instruction and will provide training on these tools. Following the delivery of PD sessions, instructional coaches will survey teachers to get their feedback on the utility of the tools presented. As a component of technology PD sessions, teachers will create a resource that can be shared with colleagues. Continued learning will be supported through the use of weekly technology newsletters sent to all teachers.

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	inventory and evaluate current digital	Director of Technology	Instructional Coaches. Curriculum Director	08/31/2022	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 03/31/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		technology tools in current use and survey to see which platforms are currently being utilized and with what level of frequency.				
Action Step 2	Professional Development	Professional Development - provide professional development and curriculum writing opportunities to encourage experimentation with new technologies in the classroom in order to create student-centered, future ready programs	Instructional Technology Coach	Technology Director, PD Committee, Director of curriculum	06/30/2025	0
Action Step 3	Curriculum	Provide resources and assist in determining appropriate digital tools based on grade level and/or content area	Instructional Technology Coach	All instructional Coaches, Teachers, Director of Curriculum	06/30/2025	0
Action Step 4	Implementation	Teachers begin to strategically implement digital tools that foster communication, collaboration, critical thinking, and creativity	Classroom Teacher	INstructional Coaches. Director of IT and Director of curriculum	06/30/2025	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	Evaluation	Surveys/Feedback forms from teachers/students and Parents collecting data	Director of Technology	director of Curriculum, Instructional Coaches for tchnology	06/30/2025	15000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 03/31/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		on school district classroom instruction and its use of technology in it to be conducted annually at minimum				
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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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 03/28/2022

1. Enter Goal 2 below:

Teachers will maintain daily expectations to increase student practice of digital citizenship by recognizing , identifying, and teaching how to behave in a safe and ethical manner in the digital world.

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

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

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

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

4. Additional Target Population(s). Check all that apply.

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

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.

District will evaluate and measure success using several points of data. That data will include but is not limited to:  
 A district wide 25% reduction in behavioral incidents labeled as electronic device violation and computer use violation. Data will be captured and reported using school information system.  
 A 20% reduction in chromebook repairs stemming from accidental or intentional damage of chromebook. Data will be captured using chrome hero and districts chromebook repair ticket system.  
 A 0% increase in cases of student data breaches reported to the school district. Data will be collected using the districts data breach reporting form.  
 A 20% reduction in total number of flagged sites on chromebook devices. Data will be collected using the goguardian admin tool.

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						

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 03/28/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Research	Gather data related to technology based behavioral infractions, flagged sites, chromebook claims	Director of Technology	Technology office systems administrators	06/30/2025	0
Action Step 2	Professional Development	Provide professional development and resources related to digital citizenship and cyber security	Instructional Technology Coach	Teachers, Parents, Students, Principals	06/30/2025	0
Action Step 3	Implementation	Teachers will embed digital citizenship into their classroom culture	Instructional /PD Coach	Principals Teachers	06/30/2025	0
Action Step 4	Evaluation	Data from monitoring systems usage and discipline reports	Director of Technology	INstructional Coaches	06/30/2025	0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 03/29/2022

1. Enter Goal 3 below:

The district will enact privacy and security best practices in accordance with NYS education law 2d to protect and educate members of the school community and decrease incidences of security breaches by 2025.

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.

District will Move all areas of the NIST compliance measurement from 1, 2 or 3 into the 4,5, or 6 range.  
The district will use NYSIRs Nist cyber security self assessment tool in order to measure and evaluate this goal. The Nist compliance tool will be updated continuously and will be adited bi-annually.

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	Evaluation	Audit and collect data/information for security best practices	Director of Technology	technology office staff,	06/30/2025	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 03/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		based on NIST standards and NY ED LAW 2d regulations				
Action Step 2	Communications	Expectations for security practices will be shared with all members of the school community	Director of Technology	tech office staff, teachers, principals, coaches	06/30/2025	0
Action Step 3	Implementation	District will implement several tools to meet nist goals. This tools will include but are not limited to Knowbe4 training, Safeschools training on edlaw2d, RIC ONE 3rd party vendor inventory, 2factor authentication and other security compliances implemented based on nist standards	Director of Technology	Tech office staff	06/30/2025	30,000
Action Step 4	Evaluation	District will use Nysir NIST cyber PII Self Assessment tool to measure all function areas of NIST compliance	Director of Technology	Tech office staff	06/30/2025	0

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)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 03/29/2022

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

Page Last Modified: 03/31/2022

1. Enter Goal 4 below:

The district will provide K-12 professional learning and curriculum development to increase understanding and opportunities for the integration of the NYS Computer Science and Digital Fluency standards by 2025.

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

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

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

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

4. Additional Target Population(s). Check all that apply.

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

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.

Introduction of CSDF Standards to all K-12 teachers in order to develop an understanding of how they will be integrated into grade level or course curriculum.

District PD and PLC's will be offered continuously to create, evaluate and organize K-12 lessons by grade level and content for all to use.

Survey staff on integration and implementation ideas for CSDF standards within their content areas.

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

Page Last Modified: 03/31/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Attending BOCES CS/DF training sessions and development of resources to support the standards	Instructional Technology Coach	Principals, Director of IT, Director of curriculum	06/30/2023	0
Action Step 2	Professional Development	Provide professional development and curriculum writing opportunities K-12	Instructional Technology Coach	Principals, Director of IT, Director of curriculum, Teachers	06/30/2023	20,000
Action Step 3	Curriculum	Provide resources for K-12 teachers demonstrating where and how activities can be integrated into the current curriculum.	Instructional Technology Coach	Principals, Director of IT, Director of curriculum, Teachers	06/30/2024	0
Action Step 4	Implementation	Teachers begin to implement lessons integrated with CS/DF standards	Classroom Teacher	Media Spec/Instructional Tech Specialists, Principals, Director of curriculum	06/30/2025	0

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	Evaluation	District will collect Surveys/Feedback forms from teachers to help evaluate	Director of Technology	Instructional Technology Specialists, Principals, Director of curriculum	06/30/2025	5,000
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)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

Page Last Modified: 03/31/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
					nse)	

8. Would you like to list a fifth goal?

No

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.

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

## V. NYSED Initiatives Alignment

Page Last Modified: 03/17/2022

**1. Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.**

The Glens Falls City School District believes instructional technology should be part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students. To this end, the Glens Falls City School District Board of Education has adopted three broad overarching goals to unify and integrate our district initiatives. These overarching goals relate to curriculum, learning environment, and technology. We believe that our curriculum should enable all students to be productive citizens, succeed in higher education, have skills for employment such as collaboration and critical thinking, have a passion for life-long learning, and reach their full potential. We believe the learning environment should support the curriculum so that students are safe, engaged, able to collaborate within the school and global community and be excellent communicators capable of taking personal responsibility to reach their full potential. We believe technology can be a critical tool to facilitate curriculum innovation, differentiated instruction, remediation, collaboration, and communications within and outside the school community.

**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.**

Glens Falls is committed to ensuring equitable learning experiences for all students. We will continue to offer 1:1 devices for students, mobile hotspots for students as needed, and technical support for both students and families. While student devices are being repaired we have loaners available in every building, as well as extra chargers and charging stations. We have a student help desk to assist with device repairs. We employ three full-time and two part-time IT specialists to help maintain our network and devices and our working on adding 2 additional FT helpdesk roles to help increase this capacity.. We have two instructional technology integration specialists to support our teachers and students.

The district maintains approximately 280 wireless access points district wide, providing internet access for more than 2500 connected devices. Our backbone infrastructure consists of 16 wiring closets tied together through fiber optic cabling and dark fiber between our site locations. This provides a 10GB backbone between all sites for fast connectivity and low latency for all technology products. In addition Glens Falls School District has a 4G bandwidth speed connection to the internet as well as a redundancy connection if needed.

The district partners with and receives support from our regional BOCES network and Security team as well as other arms of the BOCES support community such as model schools. Additionally the school maintains relationships with other network vendors such as e-Plus and firstlight in order to plan and maintain our current infrastructure. The district intends on working through a complete network refresh over the course of the next 3 years utilizing state and local district budgeted funds.

**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.**

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 curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.

Our 1-1 device plan ensures that students with special needs are also given access to devices both inside of and in many cases outside of the classroom. Our special education department sees to it that all students deemed in need of assistive technology are provided with such technology. Specific apps necessary to successfully participate in the general education curriculum are added to these devices to better level the playing field for students with disabilities when completing work, participating in tests, maintaining interest and focus and engaging in learning. They also now have the ability to participate outside of school in the projects that prior were not available to all. Access to these devices allows for access to online tools and apps that help support students of various needs including students in our ELL population, students with disabilities and also general education students. The use of software on the devices allows teachers to provide differentiated instruction by promoting tools and strategies such as flipped classrooms, prodigy learning games, the NEWSLEA reading and writing platform just to name a few. Instruction with these devices integrated encourage more collaboration and enable all to demonstrate knowledge and understanding of curriculum in non-traditional ways that better suit their interests such as the creation of a video telling a story or scratch coding used to summarize a novel. Teachers promote the use of tools designed for students with needs and ELL learners. These students use many of these tools on a daily basis such as read and write for Google, speak it, Grammarly, Word Q, voice recognition, dictionary functions, translation functions, and accessibility features just to name a few.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 03/17/2022

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

**6. How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (Please identify in Question 6a, below)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 03/17/2022

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 checked="" type="checkbox"/> Technology to support writers in the elementary classroom               | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom                | <input checked="" type="checkbox"/> Electronic communication and collaboration                      |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world                     | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility       |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers                            | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology             | <input checked="" type="checkbox"/> Web authoring tools   |
| <input 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 |   |

## 2022-2025 Instructional Technology Plan - 2021

## V. NYSED Initiatives Alignment

Page Last Modified: 03/17/2022

**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 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 checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.   | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.   | <input type="checkbox"/> Provide online mentoring programs.  |
| <input checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity   | <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 checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <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.   |  |

**2022-2025 Instructional Technology Plan - 2021**V. NYSED Initiatives Alignment

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Page Last Modified: 03/17/2022

**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](mailto:edtech@nysed.gov).

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 03/31/2022

1. Staff Plan

Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	2.00
Technical Support	3.00
<b>Totals:</b>	<b>6.00</b>

2. Investment Plan

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	anticipated	175,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" 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	End User Computing Devices	anticipated	500,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	Cares Act

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 03/31/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Bond <input type="checkbox"/> E-Rate <input 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	
3	Peripheral Devices	n/a	20,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input 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	Instructional and Administrative Software	anticipated	200,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/a

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 03/31/2022

	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"/> 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	
<b>Totals:</b>			<b>895,000</b>			

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.gfsd.org/academics/instructional-technology/>

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/31/2022

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/31/2022

	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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/31/2022

	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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/31/2022

	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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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Page Last Modified: 03/31/2022

	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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