

**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?**

R.J. DeLisle

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

Director of Technology

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

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

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

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

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

With technology constantly changing, it is imperative to expose our students to a multitude of experiences, which will allow them to explore the changing technological world and serve as tools to enhance their learning. Baldwinsville is committed to providing students with access to the latest technology while staying connected and consistent with opportunities that support best practices in differentiation and student learning. Teachers are using a variety of cloud based tools for instruction so students are often required to view and complete assignments using a webbased platform.

Additionally, state testing is computer based, so it is necessary to have enough devices to simultaneously accommodate every student within a grade level. Increased availability of devices, will allow technology integration in all learning environments. Increased exposure to internet capable devices will allow students more chances to practice technology skills. Instructional staff will be knowledgeable about current technology. A culture that encourages the use of technology, including professional development and support, will be important to help staff incorporate and leverage the technology available to enhance student's learning and promote collaboration, innovation, and flexibility to prepare students for their future.

**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 goal of the committee is to prepare a three-year plan that will drive our technology decisions into the future. I will be seeking input from this group. I will be responsible for the written plan; which will be completed April 2022. The committee will officially meet no more than 4 times this 2021-2022 school year, October, December, January, March. Outside of these meetings, we will communicate through e-mails, telephone or other electronic media to keep moving forward.

**BSCD -Technology Committee Duties Ongoing Tasks of Technology Committee (Outcomes):**

- Prepare and/or implement District Technology plan.
- Arrange for Staff Training and sharing of effective practices
- Build infrastructure and provide hardware.
- Evaluate all school technology proposals.

**Duties of Technology Committee Members:**

- Stay informed of effective uses of technology.
- Attend Committee meetings and disseminate information.
- Keep informed of issues and news via school e-mail.
- Ability to draw up surveys, selection and evaluation procedures.
- Stay abreast of district, and state technology goals and benchmarks.

Examples of Issues that need to be addressed:

- Evaluate proposals.
- Evaluate and standardize major purchases.

**The committee is made up of:**

Administrators, Parents, k-12 teachers, Learning Coaches, Community Members, BOE Members and Library Media Specialists

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

The planning process was very similar to the last plan in that we spent significant time to develop SMART Goals that encompasses the mission and vision of the NYSED, District and Committee. The new goals in the 2022-2025 plan are broad and serve to build upon and enhance the the goals of the 2018-21 plan.

We gathered information from the various stakeholders through direct communication and surveys. The committee evaluated the outcomes of the previous action plans and judged whether or not the goals were achieved in each of the areas. We came to a consensus that we had met the goals and needed to build upon the foundation of success achieved. It will be very apparent in the language of the new goals that the committee seeks to build upon a successful 2018-2021 plan.

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

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

We are committed to maintaining a 1-to-1 program for all k-12 students. We are committed to providing internet access to all students both in school and at home (if the student has no or limited access). We are offering training sessions that help teachers transition the use of remote tools for in-person learning. We are upgrading classroom technology with equipment that improves the remote-learning experience. I.E high-quality web cameras and microphones. High quality interactive touch-panels that can offer the in-person learners a richer interaction with those remote students. The technology department has a full-time Helpdesk that is available to the community and the staff. We fielded hundreds of calls from parents, grandparents and care takers. Through this line of communication we are gathering information on the challenges that the community is facing with remote instruction,; and we are proactive in passing along tips to the staff and community on how to optimize the remote experience.

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

Yes

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

The Baldwinsville School District has developed a multi-year long-range professional learning plan. The overall theme will be "Planning for Excellence". There will be three strands to the theme. The three strands will be:

- Providing a safe and orderly environment for all students
- Foster the development of educational experiences and opportunities for every staff member
- Expand the application of technology into classroom instruction

All K-12 staff participates in professional learning under these themes. Workshops and conference days provide time for discussion and training within and across departments and grade levels.

The responsibility of educating our children is monumental, and one way to ensure that Baldwinsville students get the best is to keep our staff members updated and informed.

Professional development is offered:

- In real time in classrooms with a Learning Coach
- On professional development ( Sup't) days
- Through workshops provided by CNYRIC and OCM BOCES
- Through third parties-approved by administration.

The BCSD Professional Development Plan includes the objective: To increase the use of instructional technology to enhance student learning. The following opportunities are available for staff: Curriculum Integration Training ,Graphing Calculators Training, Google Apps Training, SmartBoard Training, Video Streaming Training, Programsthat Require Problem Solving and Higher Level Thinking Training, Curriculum Related Virtual Tours Training, Podcasting Training, InnovativeComputer Operations as Instructional Tools Training, Using Electronic Devices to Improve Classroom Instruction Training, Flipped ClassroomsTraining, Software to Improve Assessments Training, Other Current and/or Future Technological Opportunities TrainingThe Key Measures for the above training opportunities are:1.Increased the number of staff members who integrate technology into their teaching/work assignment2.Increase the number of staff members who participate in district workshops designed to promote the classroom use of new technologies.

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**

III. Goal Attainment

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

- 1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**

**The district has met this goal:**

Significantly

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

**The district has met this goal:**

Significantly

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

**The district has met this goal:**

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:

Provide students with technology options that will address the student's' pace and learning styles.

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.

Maintain an inventory of available software/hardware and compare that to what is desired/needed at each grade level, content area or specific need (i.e. adaptive learning needs). Maintain the review process to continually assess needs of students vs. options available. The CAI leadership will hold regular meetings with grade-level/content leaders to collect the data on need for hardware or software acquisitions.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Maintain an adequate budget to support acquisition of hardware/software.	Director of Technology	Business Official	07/30/2022	0
Action Step 2	Communica	Hold regular meetings	Curriculum	Director of Technology	07/30/2	0

## 2022-2025 Instructional Technology Plan - 2021

## 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
	tions	with grade-level/content leaders to collect the data on need for hardware or software acquisitions.	and Instruction Leader	Technology Planning Committee	022	
Action Step 3	Purchasing	Purchase hardware/software based of need from data collected from CAI.	Director of Technology	Business Official	07/01/2022	1300000
Action Step 4	Implementation	Inventory and distribute hardware and software acquisitions.	Director of Technology	BOCES	09/01/2022	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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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Maintain the accessibility of internet capable devices to all students.

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.

We will keep an adequate inventory of internet capable devices. We will maintain a budget that will support the continual acquisition of internet capable devices. We currently request \$865,000 for a 3-year lease to support the refresh of the inventory of devices. District Technology personnel, under the supervision of the Director of Technology will monitor the inventory of devices. Monitoring tools include Asset MAX inventory, Google Admin, Active Directory and Aristotle K12.

6. List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Maintain an adequate budget to support goal.	Director of Technology	Business Official	07/01/2022	0
Action Step 2	Evaluation	Monitor age and refresh dates of	Director of Technology	DT Staff	07/01/2022	0

2022-2025 Instructional Technology Plan - 2021

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
		internet capable devices				
Action Step 3	Purchasing	Purchase enough devices to keep inventory at levels required for all students to have access to internet capable devices.	Director of Technology	Business Official	07/01/2022	1065000
Action Step 4	N/A	NA	N/A	NA	07/01/2022	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

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## 1. Enter Goal 3 below:

Provide training and support so that technology is used to enhance student learning and provide students with real world technology exposure.

## 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.

Instructional staff will be knowledgeable about current technology. A culture that encourages the use of technology, including professional development and support, will be important to help staff incorporate and leverage the technology available to enhance student's learning and promote collaboration, innovation, and flexibility to prepare students for their future. The Baldwisville CSD will provide Professional development opportunities; both in synchronous and asynchronous formats. Professional Development needs will be determined through surveys, helpdesk requests and communication with Learning Coaches. From this data, Learning Coaches will develop training opportunities in the form of: self-service videos, whole-group instruction i.e. after-school, summer and Sup't Conference Days and individualized coaching sessions. Learning Coaches will evaluate the effectiveness of the training through survey and post-training feedback.

## 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.

2022-2025 Instructional Technology Plan - 2021

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
Action Step 1	Budgeting	Budget for PD sessions	Assistant Superintendent	Director of Technology	07/01/2022	0
Action Step 2	Professional Development	Survey Staff Needs for PD	Director of Technology	Learning Coaches	07/01/2022	5000
Action Step 3	Planning	Develop Training	Director of Technology	Curriculum Leaders	07/01/2022	0
Action Step 4	Professional Development	Offer Training	Instructional /PD Coach	Director of Technology	07/01/2022	35000

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

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

8. Would you like to list a fourth goal?

No

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

## V. NYSED Initiatives Alignment

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

In the BCSD, technology is integrated into teaching and learning throughout the district. All students have a device; k-1 are assigned an iPad 2-12 are assigned a Chromebook. All teachers have a desktop PC, a interactive touch screen panel and a Chromebook. Most teachers are using the Google Classroom Learning Platform to assign and asses student work. A plethora of internet-based learning platforms are used; technology has become as ubiquitous in the classroom as textbooks once were. Here are just some examples of resources purchased for and being used by teachers and students and supported within the technology plan.

1. eDoctrina- curriculum development and web-based assessment
2. Peardeck-BUILD ENGAGING INSTRUCTIONAL CONTENT, RIGHT FROM GOOGLE SLIDES
3. EdPuzzle-Easily create interactive video lessons for students can integrate right into your LMS. Track students' progress.
4. Scholastic iRead-digital foundational reading intervention program for K-2
5. Google Workspace-Productivity and collaboration tools
6. Seesaw-Seesaw creates a powerful learning loop between students, teachers, and families
7. Kami-Create, send, and grade assignments all from one place. Kami works seamlessly with Google Classroom
8. IOS apps-Apps are vetted by teachers and target specific learning goals.
9. Chief Architect-engineering
10. Castle Learning-Comprehensive database of content spanning various levels of rigor. All questions provide students with feedback in the form of hints, reasons, and sample answers. All content is aligned to state standards and topics making it easily searchable and amenable to administrators and teachers alike.
11. PTLW-Engineering, Biomed, Areonautics, Robotics, Cyber Security, etc.
12. Adobe-Creative Cloud is a collection of 20+ apps for photography, video, design, web, UX, and social media — plus integrated essentials like color palettes, font families, and the power to collaborate with anyone, anywhere.
13. Screencastify- record, edit, and share videos.
14. Simulation Stary Night-Space Science Curriculum
15. Typing Club-keyboarding
16. Make Music-finale music notation software
17. RAZ Plus-K-5 literacy program, leveled resources, teaching materials, and student portal
18. SMART Notebook-digital learning tool for transforming lessons into active, collaborative learning experiences that engage students on their own devices

This list is ever changing and responsive. In the BCSD Techology Plan, instructional technology is used to provide multiple pathways to access and participate in learning by matching students with technology options that will address the student's' pace and learning styles.

**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.**

We are committed to maintaining a 1-to-1 program for all k-12 students. We are committed to providing internet access to all students both in school and at home (if the student has no or limited access). The district utilized part of it's smart bond funding (\$1.1 million) to upgrade network infrastrucure to 40 gbs, upgrade the wifi network to all classrooms, provide exterior public wifi access at 2 buildings. The district has also use funding to hired 8 additional personnel to support the social-emotional learning needs of the students.

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

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- 3. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.**

There are numerous assistive technology devices that are used throughout our district that allow our students with disabilities to access the curriculum. The technology that is being utilized in our district ranges from low tech to high tech and assists individuals with physical impairments, communication impairments, cognitive impairments, visual impairments, and learning disabilities. Use of technology with our disabled students begins right at the kindergarten level. Many of our students are currently Autistic and have very little communication skills. Many are often nonverbal. In order for them to function appropriately, they use visual schedules to help prepare them for what they will be doing throughout their day. This significantly reduces their behaviors, which allows them to attend to instruction. A visual schedule could be as simple as picture symbols and velcro, a white board with a check list or a schedule app on an iPad. A visual schedule app that has been very successful with this population of students is called ChoiceWorks. Other examples of lower tech devices include rifton chairs, cube chairs, and scoop chairs and standers. These help our students who have difficulty attending or who experience some sort of physical disability. These different forms of seating allow for our students to be part of the classroom at all times and join their peers during large group and small group instruction. Higher end technology that is used with our disabled students, especially with our students who are significantly delayed in communication skills are iPads. Our district primarily uses an AAC app called Proloquo2Go. This app is a picture base program that is able to be customized for each student's needs. Access to this app and iPads allow for students to participate in the school setting both socially and academically. Staff will often program the students' iPads with vocabulary/information that is needed for them to participate in lessons. For example, if a story is being read to the class, vocabulary can be programmed on a page to check the students' comprehension of the story. If you want to include a student and have them read a page to the class, it can be programmed in and the student can read with a synthesized voice. For social interactions, students have been able to take pictures of their peers and record greetings which are then used for morning circle time. The use of iPads throughout our district have been very beneficial for our nonverbal students by allowing them to be an active participant in their class.

For our students who are learning disabled in the area of reading, there are a few ways that we make sure they have full access to the curriculum. Snap and Read is one of the software programs that we have available to our students at the secondary level. We have unlimited sight licensing at this time. Snap and Read is a reading tool for Google Chrome, iPad and more. It reads both accessible and inaccessible text aloud, it levels vocabulary and it translates. Snap and Read is also used for having tests read for students who qualify for that accommodation. Bookshare is another assistive technology tool that we use readily. Students access their account either on Chrome Books and/or iPads. Students and staff can easily download novels or textbooks that are needed and have the material read to them. This allows independence for the student. For our students who struggle in the area of writing, we have CoWriter available. CoWriter is a word prediction software program that uses grammar and vocabulary smart word prediction. CoWriter has a speech recognition feature, which is great for not only our writing disabled students, but for our students who have fine motor difficulties. It also has a word bank available with numerous vocabulary words for brainstorming purposes. We do have students in our district that have severe physical disabilities, which makes it very hard to access any equipment. Currently we have a student using an eye gaze speech generated device. Although there is a learning curve for him on accessing this device, he is able to make simple requests to have his basic wants and needs met. His eyes are his primary way to communicate. He has pictures of his peers on his device and is motivated to greet his friends. An app that has been helpful and used frequently is SnapType Pro. This is used for many of our students who have fine motor and/or visual impairments. This allows for teachers to take a picture of a worksheet or import a worksheet from an email, photo library, or Google Drive. Students can then access this worksheet through this app. It can be enlarged and students can tap anywhere on the screen to type or circle the answers on the worksheet. It can then be printed or emailed to the teacher. This has been motivating for students who have difficulty writing and allows them to be independent with classwork and homework. These are just a few of the many tools that our staff uses throughout our district to make sure our students with special needs are fully included and participating to the best of their ability.

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

## V. NYSED Initiatives Alignment

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

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

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

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V. NYSED Initiatives Alignment

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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 15 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.

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

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## V. NYSED Initiatives Alignment

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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 checked="" 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 checked="" 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 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 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 checked="" 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 checked="" type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below)  |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.   | <input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.    |   |

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

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

- a) The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- b) The district uses instructional technology to facilitate classroom projects that involve the community.
- c) The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- e) The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- g) Other (please identify in Question 10a, below)

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

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	5.00
Technical Support	6.00
<b>Totals:</b>	<b>12.00</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	Desktop, Chromebooks iPads	2,400,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input checked="" 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	None
2	Instructional and Administrative Software	instructional and Operations	600,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	None

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Internet Connectivity	WAN	450,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	None
4	Network and Infrastructure	LAN	1,100,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	None

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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"/> 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	
<b>Totals:</b>			<b>4,550,000</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.bville.org/teacherpage.cfm?teacher=311>

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

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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