

**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?**

Henry Geidel

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?**

The vision of the district is *"An Equitable Community of Lifelong Learners."*

The mission of the district is:

- Empower
- Persevere
- Innovate
- Connect

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

*To provide a safe and secure technology environment that enables educators and empowers students.*

**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.**

Monthly meetings of the positions below to professionally develop ourselves on the purpose, gather information from the Niskayuna community through survey and conversations, brainstorm goals and solutions, debate the priority of the ideas, and develop the plan. These meetings happened virtually in the 20-21 school year and continued in person through the first part of the 21-22 school year. Members included:

- Asst Superintendents of Instruction
- Director of Technology
- Instructional Technology Tech Coach
- Principals
- Teachers from all levels
- Subject directors
- Computer TAs

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

The previous plan that was developed by a previous administration was very hardware, equipment, and software purchase focused. Now that it was completed, this plan focuses on the continued and expansive Professional Development needed to bring that technology to life in the classroom and fully engage students.

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

When the Asst Superintendant and I began our roles in the summer of 2019, we began focusing on completing the previous Tech plan and moving the district toward a One-to-One program, with virtual and electronic collaborative education practices in a technology rich environment. Our big issue is that we had to promote that to the teacher, get the funding to purchase the devices and bring about the needed change.

The irony is that the Pandemic simply accelerated our plans and ensured that all members of the Niskayuna Community understood and valued the solutions that were put in place. However what we learned during the pandemic was that change at the pace that it happened does not allow for the proper Professional Development to leverage the technology fully. Our plan reflects the need to go back and ensure that all members of the community can leverage the technology and engage all stakeholders fully.

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

Yes

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

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

Two for the Goals of the plan related to this response.

1. Teachers model digital citizenship skills and integrate technology in ways that promote positive and personalized learning for all students.

- Incorporate Computer Science and Digital Fluency Standards into expectations for staff
- Self-assess against these expectations, gap analysis
- Provide professional learning based on gap analysis
- Educate faculty and staff on proper security and safety protocols.
- **Point Person:** *Jesse Fitzgerald*
- **Committee Involvement:** *Full Technology Committee*
- **Timeline:** *Annual review and survey to assess progress and plan next years activities*
- **Key Considerations** - Ed Law 2D
- **Deliverables:**
- **List of skills**
- *Use of district provided hardware, software, services*
- *Digital Citizenship*
- *Security and safety*
- **PD offerings to support those (ongoing, annual)**
- **Flowchart for support**

2. Provide students with the technology skills needed to succeed in tomorrow's global economy.

- Explore and articulate the NCSD Technology Curriculum (typing, digital citizenship, digital collaboration)
- **Point Person:** *Marie Digirolamo*
- **Committee Involvement:** *Leadership Team*
- **Timeline:** *Skills Articulated by June 2023, communicated by June 2024, and enacted by June 2025 and ongoing via Program Reviews*
- **Deliverables:**
- *Curriculum*
- *Share standards with stakeholders*
- *Document current NCSD Technology Curriculum (typing, digital citizenship, digital collaboration)*
- *Include NYS DFL Standards in both LMS and Tech Dept Program Reviews*
- *Professional Learning*
- *Continue to offer professional learning opportunities that support the NYS DFL Standards*

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****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:**

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:**

Fully
- 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:

1. Provide a **robust platform of tools** to ensure all students and staff have **equitable access** to technology.
- Ensure all schools have best practice infrastructure implemented and have access to all appropriate technology materials

## 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.

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

This goal will be measured and evaluated through:

- Teacher Surveys
- Inventory data
- Community engagement benchmarks
- student engagement data

## 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	Work with stakeholders to determine any gaps	Director of Technology	Principals and Administrators	06/29/2023	unknown

**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
		that exist				
Action Step 2	Budgeting	find the funding to complete any needed additions	Director of Technology	Superintendent and Business Official	06/30/2024	unknown
Action Step 3	Purchasing	procurement according to appropriate process	Director of Technology	Superintendent and Business Official	12/31/2024	unknown
Action Step 4	Implementation	Configure and Install	Director of Technology	Information Technology Department	06/30/2025	unknown

**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:**

1. Teachers model digital citizenship skills and integrate technology in ways that promote positive and personalized learning for all students.
- Incorporate Computer Science and Digital Fluency Standards into expectations for staff
  - Self-assess against these expectations, gap analysis
  - Provide professional learning based on gap analysis
  - Educate faculty and staff on proper security and safety protocols.

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

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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

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

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

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

**5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

The goal will be measured and evaluated through:

- Program Review results
- local benchmarks
- student technology engagement metrics

**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

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Collaboration	Work on a Gap analysis of PD needed	Assistant Superintendent	Instructional Technologist	06/30/2023	0
Action Step 2	Curriculum	Work to alter curriculum to align	Assistant Superintendent	Principals and Directors	06/30/2024	0
Action Step 3	Professional Development	work to provide all needed PD to teachers for altered curriculum	Assistant Superintendent	Instructional Technologist	06/30/2025	0
Action Step 4	N/A	N/A	N/A	N/A	06/30/2025	N/A

**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:**

1. Provide students with the technology skills needed to succeed in tomorrow's global economy.
- Explore and articulate the NCSD Technology Curriculum (typing, digital citizenship, digital collaboration)

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

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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

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

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

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

**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 and evaluated through:

- Student surveys/evaluations
- parent engagement metrics
- State Data reports

**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	Collaboration	Work on the Program Review process to implement curriculum	Assistant Superintendent	Principals and Directors	06/30/2023	none

**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
		as needed				
Action Step 2	Implementation	work to update the curriculum	Assistant Superintendent	Principals and Directors	06/30/2023	none
Action Step 3	N/A	N/A	N/A	N/A	06/30/2025	N/A
Action Step 4	N/A	N/A	N/A	N/A	06/30/2025	N/A

**7. This question is optional.**

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

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

**8. Would you like to list a fourth goal?**

Yes

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

## IV. Action Plan - Goal 4

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**1. Enter Goal 4 below:**

1. Ensure their digital safety and security in a connected world.
- Education Law 2D education and implementation including NIST Standards
  - List of subscriptions for teachers to use
  - Security enhancements necessary to protect students and staff

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

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

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

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

The goal will be measured through:

- Internal and External audits
- Penetration Testing
- NIST Criteria metrics

**6. List the action steps that correspond to Goal #4 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Determine Gap	Director of Technology	Administration	06/30/2023	unknown

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

## IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 2	Implementation	Implement Needed policy and systems	Director of Technology	Administration	06/30/2025	unknown
Action Step 3	N/A	N/A	N/A	N/A	06/30/2025	N/A
Action Step 4	N/A	N/A	N/A	N/A	06/30/2025	N/A

**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	(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 fifth 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.**

Niskayuna Central School District believes that instructional technology should serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students. To that end, instructional technology is a central theme of the district's Academic Program Review process that is done fully every 4 years with updates annually. As part of this annual process, educators review the curriculum, as well as the tools, methods and assessments used to implement the curriculum. Central to these tools, methods and assessments are the implementation of instructional technology. This process occurs under the direction of the Academic Director and is reported to the Niskayuna Board of Education for review.

- 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.**

Providing ALL our students equitable access to technology as a tool integral to learning is a priority in the District. Niskayuna continue our One-to-One program to all students, mobile hotspots for students as needed, and technical support for both students and families. We have processes and loaners in place to ensure that students have access when something arises with their main devices including repairs, battery depletion or device location issues. We have central locations in each building for students to receive help for technology from staff and other students. We employ 6 full-time and 1 part-time IT specialists to help maintain our network and devices, however we are working on increasing capacity to support the nearly 6000 connected devices. The district partners with and receives support from our regional BOCES network and infrastructure 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 CoreBTS, Day Automation, and Crown Castle in order to plan and maintain our current infrastructure. The district recently completed a complete network overhaul to ensure that the infrastructure is up-to-date.

- 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.**

Information Technology works with the Directors of Elementary and Secondary Special Education to ensure that each and every student has the alternatives that are needed by the student. Many software packages are licensed and integrated into these students devices to ensure that they have all their needs met. In addition alternative devices (ipads, peripherals, etc.) are provided to any student who needs them to ensure they have access to all the learning opportunities provided to them.

- 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)

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

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5. **Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom                        | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom                         | <input type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input type="checkbox"/> Research, writing and technology in a digital world   | <input 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 type="checkbox"/> Reading strategies through technology for students with disabilities                        | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas                                    |
| <input type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input type="checkbox"/> Helping students with disabilities to connect with the world  |
| <input 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)

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.**

No

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

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

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- 9. How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- |  |  |  |
|--|--|--|
| <input 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 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 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 checked="" type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.                                  | <input checked="" 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 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 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 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 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.**

- ☒ 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

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**1. Staff Plan**

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	7.60
<b>Totals:</b>	<b>9.60</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	N/A	700,000	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	N/A
2	Instructional and Administrative Software	N/A	200,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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## VI. Administrative Management Plan

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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
					Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Internet Connectivity	N/A	70,000	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	N/A
4	Network and Infrastructure	N/A	50,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input 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

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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 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>1,020,000</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.niskayunaschools.org/about-us/policies-forms/>

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 checked="" type="checkbox"/> 1:1 Device Program                                | <input type="checkbox"/> Engaging School Community through Technology        | <input type="checkbox"/> Policy, Planning, and Leadership                           |
| <input checked="" 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 checked="" type="checkbox"/> Instruction and Learning with Technology | <input type="checkbox"/> Special Education Instruction and Learning with Technology |
| <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology | <input type="checkbox"/> Infrastructure                                      | <input checked="" type="checkbox"/> Technology Support                              |
| <input checked="" 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 checked="" 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	Henry Geidel	Director of Technology	hgeidel@niskyschools.org	<input checked="" type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" 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 checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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 checked="" 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
				<div>Learning with Technology</div> <div><input type="checkbox"/> Infrastructure</div> <div><input type="checkbox"/> OER and Digital Content</div> <div><input type="checkbox"/> Online Learning</div> <div><input type="checkbox"/> Personalized Learning</div> <div><input type="checkbox"/> Policy, Planning, and Leadership</div> <div><input type="checkbox"/> Professional Development / Professional Learning</div> <div><input type="checkbox"/> Special Education Instruction and Learning with Technology</div> <div><input type="checkbox"/> Technology Support</div> <div><input type="checkbox"/> Other Topic A</div> <div><input type="checkbox"/> Other Topic B</div> <div><input type="checkbox"/> Other Topic C</div>

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