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?**

    Lorraine Burrows

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

    Other

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

    School Business Administrator

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

   District Mission - Because we believe in the potential of each student, we provide diverse opportunities and a competitive education for all learners.

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

   The APW Central School District instructional technology vision is one in which promotes technology literacy and facilitates the effective use of all appropriate technology.

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 planning process used to develop answers to the ITP was multi-faceted. We had internal stakeholders who met; we had the acting DoT and Instructional Technology Education Specialist attend DoT meetings and statewide Model Schools meetings; and we finalized the goal setting for the new plan with the use of a staff survey including follow up on staff development day. The Strategic Planning process also touched on the goals for instruction, including use of technology which included board members and administrators.
   The stakeholder groups that worked on this plan included the Board of Education, Administrators, Faculty and survey of students. The timeline of the planning process started in the beginning of the school year to survey students for their need for technology (hotspots) along with the Digital Equity survey. Board of Education and Administration worked on the strategic plan and met to establish and develop smart goals. The meetings with the Board took place using a third party consultant who met three times with the board to finalize their goals. The outcomes of the strategic plan have resulted in a one page document used and communicated at board meetings along with administrators to discuss with staff on the roll out of the plan. The district has employed the use of data meetings facilitated by the Director fo Multi-Tiered System of Support to work with building level and grade level teams to monitor and assess student achievement.
   The District is also undertaking a $37M capital project that includes the use of technology within the community approved plan voted on December 7, 2021. The JSHS will see the 7th and 8th grade wing to be completed renovated to include the use of technology and spaces to improve instruction. The stakeholders (Architects, Administration, Board of Education, faculty and staff; and community members) that met to review this process met several times at our Long Range Planning committees; and internal stakeholder meetings to develop the scope of the project prior to the community vote. Since the vote, the stakeholders have come back together to further define/refine the plans which have included the faculty and students to determine their needs which include the use of technology on a day to day basis. The impact from COVID has also helped to inform our use of technology as we learned that we needed access to wireless points on the external building structures to facilitate outdoor gatherings and for families to drive up and download content. These aspects have been rolled into the capital improvement plan.

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

   The prior three year plan will be reviewed and improved upon given the impacts of COVID that have been thrust upon the district to implement and deploy.
   This plan builds on the previous plan as we have, and continue to pursue, expansion of capacity for devices and the number of devices available in the district. This allows for the students to always work on a device with appropriate technology integration strategies and usage. Therefore, appropriate use is even more important. It is our plan to not only teach appropriate use and cyber safety and deploy the computer science and digital literacy standards, but to create district-wide technology standards to help guide and facilitate our students' use of technology PK-12.
   The curriculum at APW is evolving, and we want to ensure that technology is embedded into classroom activities. In the past we have not used any particular model to work with technology integration. In the coming years, we plan to adopt and train teachers to use the SAMR Model with their lesson planning.
   Additionally, we will have a biannual technology needs survey to seek out what professional development activities are desired for the district. In line with this, and to help our staff be life-long learners and stay current with technology, there will be a mandatory 2-hour instructional technology PD requirement per year. Additionally, it is planned to have accountability be a standing item on each building's Decision Making Team and the Board of Education Excellence in Student Achievement Committee to ensure that technology is continually being used, evaluated, and refined for student and staff use in their respective classrooms.
   Last, we are embarking on a capital project, which will include updates to our district's infrastructure and hardware. This will allow for more people to be on our network, with stronger connections, and the better ability to have interactivity between teachers and students.

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

In May 2020, the APW CSD school, community and world were in the beginning stages of seeing the impacts of COVID on the inter dependability of our social lives. In the school, this directly impacted the immediate need to purchase 700 chromebooks to try to meet the newly imposed demand of online learning. This helped the district become more of a true 1:1 device district, but we still had some areas to improve. Along with that came the need to evolve our email communications with students and implement a gmail account for direct faculty to student contact. In the second year of COVID, that impacted the 2020-2021 school year, the district had to adopt SeeSaw for grade levels. In the third year of COVID, that impacted the 2021-2022 school year, the district adopted the use of Clever single sign-on to streamline the online environment for students. The pandemic revealed that the wireless access points were lacking in the exterior locations of the district. The district partnered with CNYRIC and T-Mobile to obtain hotspots for students to use in the remote areas of our 170 square mile district that encompasses 9 townships, that includes a state wildlife management area. The itinerant computer instructional specialists were integral in training of staff on the use of both these newly adopted/deployed devices and softwares. These same staff held parent community help sessions for parents to drop in to trouble shoot how to use the device/software. Training documents were made available on the website and handouts were also provided to assist parents and students.

To provide more detail, we first increased our district infrastructure. Some of the COVID funding was used to purchase chromebooks for students & hotspots, for students who needed them. Previously we had many shared laptops, iPads, and chromebooks in our buildings; COVID helped push us to a full 1-to-1 environment using chromebooks and chromebook tablets. Additionally, we had increased wireless capacity right before COVID; we are going to increase this again to maintain, and possibly further increase, capacity and increase performance. We are planning to increase backbone infrastructure to support more devices on the network, as well.

As we moved to 1:1 with student devices, we noted our interactive displays were older technology that did not support interactivity from these devices. We plan to purchase new boards that will allow for this increased interactivity both within the classroom and from remote locations.

We are revising our BYOD policies and security protocols, extending from the increased use of personal devices on the network, and increased number of district 1:1 devices.

As students did not have access to certain instructional technologies at home, specifically hands-on equipment such as robotics and other maker space technologies, we are working on creating these environments in the schools for student use.

Some of the programs and apps that we started using during COVID, such as Zoom, Kami, and Edgenuity, will remain in use in the future for our staff and students to assist with learning, creation, and communication.

We did learn during COVID, that regardless of the tool, device, app, and so on, we do have remote areas of the district that preclude access. We further learned that many of our programs that were only accessible on-site had to be opened to allow access from home. These were concerns for security of the programs, getting assistance from outside individuals, and having accurate usage statistics.

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

Yes

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

Professional development in the Altmar-Parish-Williamstown Central School District has shifted from a focus on traditional, stand-alone workshops to sustained, job-embedded professional learning. Effective professional learning engages adult learners in authentic tasks and experiences directly related to the identified needs of students. Ultimately, collaborative, relevant professional development should allow the opportunity for adult learners to become part of the "engine that drives school improvement" and should result in increased student growth and achievement. Offerings to provide intentional focus on include the use of new softwares and hardware for technology. Specifically, workshop to address: Content and File Management for Google Drive; Content, Communication, and Student Support: Tips and Tricks in the Google Classroom; Content Creation and Formative Assessment: EdPuzzle and BrainPop Videos; Content Creation, Delivery and Interactive Learning: Google Jamboard; HappyMath for Grades K-5; SeeSaw for Primary Teachers; Future ready skills: Learning with Digital Escape Rooms; Data Tracking: Google Forms and Sheets; Student Engagement and Ownership:Explore Math and Science Simulations with PhET and GeoGebra; Student Engagement: Creating an Interactive Timeline with Google Sheets.

Teachers may apply to the Districtwide Professional Development Committee to have professional development opportunities approved.The district-wide professional development committee will suggest professional learning opportunities for district staff and will also coordinate professional learning opportunities for building-based staff. The District uses the My Learning Plan system to advertise, register, and evaluate the professional learning opportunities for district staff. The MLP system provides the opportunity for staff to search for course opportunities by content alignment, domain alignment, or by course type. The professional development team will utilize this program to track and evaluate professional learning opportunities.

The professional development plan has a mentor teacher internship program designed to help new teachers and to assist them to become better acclimated to the district.

Mentor Program Management

The Mentor Program Coordinator will be responsible for the overall management of the program, attend monthly group meetings, and be available to all participants as needed. The Mentor Selection Committee will act as an advisory committee to the Program Coordinator by providing recommendations of mentors for interns and for reflection and revision of the program as needed.

Mentor Program Review

Interns are encouraged to speak with their building reps throughout the school year. Both the intern and mentor will complete a program review survey at the end of the year (Evaluation in MLP). All responses will be kept confidential and used for program planning only. The Mentor Teacher Internship Program plan will be reviewed yearly by the Mentor Selection Committee with the Program Coordinator and updated, if needed, by June 15.

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.

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:

    > Moderately

3. **Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.**
    The district has met this goal:

    > Significantly

4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**
    The district has met this goal:

    > Moderately

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:

    > Moderately

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1. **Enter Goal 1 below:**

   All members of the APW organization, including staff and students, will have access to innovative, safe, & appropriate technology resources.

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

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

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

   ☑ All students
   ☐ Early Learning (Pre-K -3)
   ☐ Elementary/intermediate
   ☐ Middle School
   ☐ High School
   ☑ Students with Disabilities
   ☐ English Language Learners
   ☐ Students who are migratory or seasonal farmworkers, or children of such workers
   ☐ Students experiencing homelessness and/or housing insecurity

   ☑ Economically disadvantaged students
   ☐ Students between the ages of 18-21
   ☑ Students who are targeted for dropout prevention or credit recovery programs
   ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
   ☑ Students who do not have internet access at their place of residence
   ☐ Students in foster care
   ☐ Students in juvenile justice system settings
   ☑ Vulnerable populations/vulnerable students
   ☐ Other (please identify in Question 3a, below)

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

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

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

   This goal will be measured and evaluated by the an annual survey of the school community (administrators, teachers, students, and parents/community) asking about the WiFi within the school buildings and on the grounds. This information will be compiled and used to continue at status quo or help inform the District for needed improvements to the network. Additionally, information received from our network security companies and usage (i.e. Malwarebytes, Mimecast). Monitoring of these software systems along with policy updates from our policy service will keep the District informed on what network policies and procedures and pipelines should be updated, based on data collected on viruses, threats, traffic, and other network infrastructure.
   Lastly, updated and approved district policies will determine the completion of the BYOD and EdLaw 2D software review steps and the replacement of, training on, and usage of the new interactive white boards will complete this action step.

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	Infrastructur	Improve wireless	Director of	Business Official,	06/30/2	194000

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	e	infrastructure as part of the Capital Project and using erate funding. (Upgrade High Traffic Access points and install 10Gb switches for those Access Points if they are not already.)	Technology	Network Admin, LAN Technician	024	
Action Step 2	Infrastructure	Replace switches as part of the Capital Project and using e-rate funding.	Director of Technology	Business Official, Network Admin, LAN Technician	06/30/2023	0
Action Step 3	Infrastructure	Audit and Improve upon existing network security infrastructure. (We have devices and software in place already including lightspeed, firepower, malwarebytes, Mimecast and aristotle. I plan to audit these systems and make sure we are as secure as possible.)	Director of Technology	Business Official, Network Admin, LAN Technician	06/30/2023	75000
Action Step 4	Policy/Protocols	Improve upon existing network security policies.	Director of Technology	Business Official/Data Privacy Officer, Network Admin, LAN Technician, Instructional Technology Specialist, Technology Committee, Assistant Superintendent of Curriculum & Instruction	06/30/2023	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.

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Revise procedure for Ed Law 2D approvals.	Director of Technology	Business Official/Data Privacy Officer, Network Admin, LAN Technician, Instructional Technology Specialist, Technology Committee, Assistant Superintendent of Curriculum & Instruction	06/30/2023	0
Action Step 6	Policy/Protocols	Create a BYOD Policy for staff and students.	Director of Technology	Network Admin, LAN Technician, Instructional Technology Specialist, Principals,Technology Committee, Superintendent, Board of Education	06/30/2023	0
Action Step 7	Learning Spaces	Replace all current SMART Boards with Clear Touch Interactive Whiteboards and give relevant professional development to teachers and staff.	Director of Technology	Business Official, Technology Committee, Network Admin, LAN Technician, Instructional Technology Specialist, Assistant Superintendent of Curriculum & Instruction Principals, Teachers	09/01/2023	480000
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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1. **Enter Goal 2 below:**

All faculty and staff members of the APW organization will have access to innovative & appropriate professional development.

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

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

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

☑ All students
☐ Early Learning (Pre-K -3)
☐ Elementary/intermediate
☐ Middle School
☐ High School
☐ Students with Disabilities
☐ English Language Learners
☐ Students who are migratory or seasonal farmworkers, or children of such workers
☐ Students experiencing homelessness and/or housing insecurity

☐ Economically disadvantaged students
☐ Students between the ages of 18-21
☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students who do not have internet access at their place of residence
☐ Students in foster care
☐ Students in juvenile justice system settings
☐ Vulnerable populations/vulnerable students
☐ Other (please identify in Question 3a, below)

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

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

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

This goal will be measured and evaluated by the commencement and minutes from the monthly meeting of the Technology Committee, the professional development listings in Frontline being offered from the results of the bi-annual Professional Development survey, the contract with BOCES for the Instructional Technology Specialist, and the sign-ins for attendance from teachers for accountability for 2 hours of Professional Development related to instructional technology.

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	Professional Development	Have bi-annual survey to evaluate current professional development and	Assistant Superintendent	Assistant Superintendent of Curriculum & Instruction Technology	01/31/2023	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		future seek offerings.		Committee, Instructional Technology Specialist, Principals, Teachers		
Action Step 2	Professional Development	Incorporate 2 hrs of mandatory instructional technology PD during Superintendent Conference Days (across the year, not each day).Incorporate 2 hrs of mandatory instructional technology PD during Superintendent Conference Days (across the year, not each day).	Assistant Superintendent	Business Official, Technology Committee, Instructional Technology Specialist, Principals, Teachers	06/30/2024	50000
Action Step 3	Staffing	Maintain level of staffing (0.6 FTE) using Instructional Technology Specialist support from BOCES	Business Official	Director of Technology, Assistant Superintendent of Curriculum & Instruction, Instructional Technology Specialist, Principals, Teachers	06/30/2025	273000
Action Step 4	Collaboration	Reinstitute Technology Committee, which meets once per month	Director of Technology	Instructional Technology Specialist, Principals, Teachers	09/30/2022	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	(No Response)	(No	(No Response)	(No	(No Response)

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Response)		Response)		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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1. **Enter Goal 3 below:**

    All students at APW Schools will have access to high-quality digital resources and standards-based, technology-rich learning experiences.

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

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

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

    - ☑ All students
    - ☐ Early Learning (Pre-K -3)
    - ☐ Elementary/intermediate
    - ☐ Middle School
    - ☐ High School
    - ☐ Students with Disabilities
    - ☐ English Language Learners
    - ☐ Students who are migratory or seasonal farmworkers, or children of such workers
    - ☐ Students experiencing homelessness and/or housing insecurity

    - ☐ Economically disadvantaged students
    - ☐ Students between the ages of 18-21
    - ☐ Students who are targeted for dropout prevention or credit recovery programs
    - ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
    - ☐ Students who do not have internet access at their place of residence
    - ☐ Students in foster care
    - ☐ Students in juvenile justice system settings
    - ☐ Vulnerable populations/vulnerable students
    - ☐ Other (please identify in Question 3a, below)

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

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

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

    This goal will be measured and evaluated by documented professional development for, continued support of, and sharing of information by teachers at staff meetings, department meetings, and one-on-one meetings on the SAMR model. (For example, the documenting differentiation of student work within the SAMR model.) Concurrent to this will be the usage of the Computer Science and Fluency Standards, that the SAMR model will assist with, as well as the adoption of new curriculum in the core subject areas, along with technology-rich resources and practices. Increased student achievement with grades, passing of assessments, and usage of technology by students for assignments and long-term projects will support the measurement of this goal.

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	Professional Development	SAMR Model professional development	Assistant Superintendent	Instructional Technology Specialist, Principals, Teachers	06/30/2023	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 2	Implementation	SAMR Model Adoption	Assistant Superintendent	Instructional Technology Specialist, Principals, Teachers	06/30/2024	0
Action Step 3	Curriculum	Computer Science & Digital Fluency Standards adoption, including units on cyber bullying and cyber safety	Assistant Superintendent	Instructional Technology Specialist, STEM Teacher, Teachers, Students	06/30/2025	20000
Action Step 4	Curriculum	Evaluate and revise curricula for ELA, Social Studies, Science, and Math, including embedding of technology rich resources & practices	Assistant Superintendent	Instructional Technology Specialist, Principals, Curriculum Committee, Tech Committee, Teachers, Students	06/30/2025	0

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Planning	Accountability: Standing Agenda item for Decision Making Team & BoE Excellence in Student Achievement Committee. (Aligns with Strategic Plan)	Other (please identify in Column 5)	Decision Making Team; Making Team & BoD Excellence in Student Achievement Committee, Assistant Superintendent of Curriculum & Instruction, Principals, Teachers	06/30/2024	0
Action Step 6	Curriculum	Implementing a K-6 Robotics curriculum	Assistant Superintendent	STEM Teacher, Instructional Technology Specialist, Elementary Principal, Students	09/30/2022	20000
Action Step 7	Curriculum	Implementing a Maker Space in the JSHS Library	Library Media Specialist	Instructional Technology Specialist, JSHS Principal, Students	09/30/2023	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
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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1. **Enter Goal 4 below:**

All students, staff, and community members will have access to refreshed/revamped/newly constructed learning spaces in the school buildings.

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.**

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

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

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

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

This goal will be measured and evaluated by the district's use of the technology access survey which will include a new question on usage of wireless while at the building/campus. Progress of the capital project implementation will be one measure of goal attainment to document when the technology has been implemented. Once implemented, software tools used for monitoring network activity and productivity will be monitored and adjusted. Further, Staff and student surveys will be utilized gauge feedback directly from users. With each use of the space that is brought to full use, the conditions will be monitored and adjusted for optimum utilization. This will be an ongoing process as the year progresses.

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	Learning Spaces	Second floor of JSHS will be reconstructed to better fit our	Other (please identify in	Architects, Construction Manager, Business Official,	06/30/2025	19,000,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		students and environment	Column 5)	Assistant Superintendent for Instruction, Superintendent, General contractors		
Action Step 2	Infrastructure	Auditorium will be partially reconstructed to update the infrastructure and layout.	Other (please identify in Column 5)	Architects, Construction Manager, Business Official, Assistant Superintendent for Instruction, Superintendent, General contractors	08/30/2024	0
Action Step 3	Infrastructure	PA system will be replaced	Other (please identify in Column 5)	Architects, Construction Manager, Business Official, Assistant Superintendent for Instruction, Superintendent, General contractors	08/30/2024	0
Action Step 4	Infrastructure	Elementary stage, renovate moving of classrooms	Other (please identify in Column 5)	Architects, Construction Manager, Business Official, Assistant Superintendent for Instruction, Superintendent, General contractors	06/30/2025	7,000,000

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 Respo	(No Response)

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

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

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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.**

We do survey all individuals in the district on the Digital Access & Equity Survey. All students who need hotspots receive them. We use Google Classroom for our Learning Management System (LMS) for grades 3-12 for teachers to post information to all students and use SeeSaw for PK-2 students. Additionally, we use Clever, when able, to help assist with single sign-on to our programs/apps. If students go remote, we allow all students to take home devices, else PK-3 remain in the elementary school. Clever, Seesaw, and Google Classroom are able to be accessed off of personal devices, when needed.

We have WiFi access points in strategic outdoor locations for complete coverage of the buildings. All indoor areas have strong WiFi signals. We are planning to get wireless connectivity to the sports fields outdoors with our upcoming capital project. We also plan to improve the network backbone to support future wireless technologies along with replacing high traffic access points with access points with higher capacity.

Currently we have two instructional technology education specialists from BOCES that assist us 3 days each week. We plan to maintain this position at 3 days per week in the future, with one or two people. This person assists teachers and staff with technology training and instructional technology assistance in classrooms or in virtual environments.

In our technology office we have a Network Administrator and a LAN Tech to assist with all infrastructure issues, questions, and support, as well as one A/V Technician to assist with all audio/visual equipment. All these positions are full-time, 5 days per week. Our Director of Technology position is currently vacant.

Every teacher is provided with a Windows laptop, every student PK-K has a Chromebook tablet, and 1-12 has a Chromebook. Most of the Chromebooks are currently touchscreen, but not all. In the future the plan is to purchase or replace non-touchscreen with touch devices. Each classroom has an Interactive Whiteboard, most of which were purchased in the early 2000s. We plan to replace all of these boards, most likely using SSBA funds, in the next 2 years. Teachers will then have the ability for students to remotely interact with lessons on the boards, regardless if they are in the classroom or remote at home.

We have a process in place for review and implementation for using various Web 2.0 tools and apps, with appropriate Ed Law 2-D provisions in place. We have a list of tools with MSAs available for teachers as well as a list that does not require an MSA to use.

We will integrate the NYS Computer Science and Digital Fluency standards into our curriculum, with a more focused program at the Junior-Senior High School. We will be able to measure the use and levels of technology use with our students. We will be able to use formative assessment, benchmarks, unit exams, midterms, and end of year assessments to see the impact of increased technology use, using the SAMR model, in the classrooms.

We do have students attend CTE classes at the local BOCES. These students have the ability to dual login on their Chromebooks to access coursework from their CTE teachers. Student teachers are provided with a district device, if requested.

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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 do survey all individuals in the district on the Digital Access & Equity Survey. All students who need hotspots receive them. We use Google Classroom for our Learning Management System (LMS) for grades 3-12 for teachers to post information to all students and use SeeSaw for PK-2 students. Additionally, we use Clever, when able, to help assist with single sign-on to our programs/apps. If students go remote, we allow all students to take home devices, else PK-3 remain in the elementary school. Clever, Seesaw, and Google Classroom are able to be accessed off of personal devices, when needed.

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In our technology office we have a Network Administrator and a LAN Tech to assist with all infrastructure issues, questions, and support, as well as one A/V Technician to assist with all audio/visual equipment. All these positions are full-time, 5 days per week. Our Director of Technology position is currently vacant.

Every teacher is provided with a Windows laptop, every student PK-K has a Chromebook tablet, and 1-12 has a Chromebook. Most of the Chromebooks are currently touchscreen, but not all. In the future the plan is to purchase or replace non-touchscreen with touch devices. Each classroom has an Interactive Whiteboard, most of which were purchased in the early 2000s. We plan to replace all of these boards, most likely using SSBA funds, in the next 2 years. Teachers will then have the ability for students to remotely interact with lessons on the boards, regardless if they are in the classroom or remote at home.

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We do have students attend CTE classes at the local BOCES. These students have the ability to dual login on their Chromebooks to access coursework from their CTE teachers. Student teachers are provided with a district device, if requested.

Short term solutions are to offer the availability of hot spots to stduents without access to internet. The long term solution for this access to internet is beyond the scope of the district, but we will work with our elected officials to ensure broadband access is targeted to our 170 square mile, remotely located district. While the current focus of elected officials is on the cost, this is not our focus and we have represented that our district experiences the infrastructure shortcomings (as we have Happy Valley Land Management area) within our district boundaries that precludes the running of towers and other technology infrastructure. Short term cycle replacements for hardware are beginning in the 2021-2022 school year and will continue long term over the course of this technology plan. Additionally, the district will have to write a new SSBA tech plan #2 to finish using the funding made available. Short term, we are currently underway with recruiting a director of technology to help the district shore up the work needed immediately and to have this full time position be tasked with looking at a vision for the long term as well. The new standards that roll out are in the short term which we will address with professional dvelopment and rollout. The technology environment is ever changing and by having the cycle replacment plans we will look to keep up with current trends to assist teachers to facilitate their practice. A component of our strategic plan is develop blended learning or personalized learning, and through the this platform we will look to transform instruction for the student learner to a student focused learning environment using technology where applicable.

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.**

Many of our students use the native assistive technologies available on the Chromebook, such as text-to-speech and Chromevox for a screen reader. Peripheral devices, such as mice, trackballs, or styluses, are given to students who are in need of these assistive devices. Students with visual impairments have large screen laptops to help with the text size and screen capacity.

None of our students currently need additional programs, other than what is natively available on their Chromebooks. However, should this be a need, the district will provide an acceptable solution for the student.

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)

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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.**

☑ Technology to support writers in the elementary classroom	☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills
☑ Technology to support writers in the secondary classroom	☑ Multiple ways of assessing student learning through technology
☐ Research, writing and technology in a digital world	☑ Electronic communication and collaboration
☑ Enhancing children's vocabulary development with technology	☑ Promotion of model digital citizenship and responsibility
☐ Reading strategies through technology for students with disabilities	☑ Integrating technology and curriculum across core content areas
☑ Choosing assistive technology for instructional purposes in the special education classroom	☐ Helping students with disabilities to connect with the world
☑ Using technology to differentiate instruction in the special education classroom	☐ 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.**

Yes

7a. **If Yes, check one below:**

Other (please explain in Question 7b, below)

7b. **If 'Other' was selected in 7a, above, please explain here.**

APW Schools has 1 ELL student. We are exempt from CTLE items. However, we do provide services using Google as our main technology translation tool.

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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.**

☑ 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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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.**

☐ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☐ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☐ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☐ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☐ 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.

☐ 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.

☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

☑ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☐ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☐ 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.

☑ 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.

☑ Class lesson plans, materials, and assignment instructions are available to students and families for

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ 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.

☑ 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.

☐ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☐ Provide online mentoring programs.

☐ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☑ Offer a technology/support hotline during flexible hours.

☐ Make sure technology/support is offered in multiple languages.

☑ Other (Please identify in Question 9a, below)

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9a. **If 'Other' was selected in Question 9 above, please explain here.**

Nearly all students under McKinney-Vento at APW Schools are transient students and are not in centers. The situations at home are that they are doubled-up for housing, with WiFi at their residence. We have a significant number of students staying in transient structures on peoples' property. We do survey all individuals in the district on the Digital Access & Equity Survey along with getting information from guidance counselors and School-Parent Community Liaison. All students who need hotspots receive them, regardless of McKinney-Vento status.

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)

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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	1.10
Technical Support	1.00
Totals:	**3.10**

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	Internet Connectivity	Switches/licensing; wireless access points and licensing	350,000	One-time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	General fund
2	Peripheral Devices	Interactive displays	350,000	Both	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public	General fund

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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 ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Peripheral Devices	1:1 device replacements; hotspots	700,000	Annual	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	General Fund
4	Staffing	Director of Technology	90,000	Annual	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid	General fund

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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
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**1,490,000**			

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.**

link provided: https://www.apwschools.org/domain/1052

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

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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.**

☑ 1:1 Device Program	☑ Engaging School Community through Technology	☑ Policy, Planning, and Leadership
☑ Active Learning Spaces/Makerspaces	☐ English Language Learner	☑ Professional Development / Professional Learning
☑ Blended and/or Flipped Classrooms	☑ Instruction and Learning with Technology	☑ Special Education Instruction and Learning with Technology
☐ Culturally Responsive Instruction with Technology	☑ Infrastructure	☑ Technology Support
	☐ OER and Digital Content	☐ Other Topic A
☑ Data Privacy and Security	☑ Online Learning	☐ Other Topic B
☑ Digital Equity Initiatives	☑ Personalized Learning	☐ Other Topic C
☑ Digital Fluency Standards		

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	Dr. Naomi Ryfun	Assistant Superintendent	nryfun@apw.cnyric.org	☐ 1:1 Device Program ☑ Active Learning Spaces/Makerspaces ☑ Blended and/or Flipped Classrooms ☑ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☑ Digital Equity Initiatives ☑ Digital Fluency Standards ☑ Engaging School Community through Technology ☑ English Language Learner ☑ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☑ Online Learning ☑ Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning ☑ Policy, Planning, and Leadership ☑ Professional Development / Professional Learning ☑ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ 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	Rob Freund	Director of Technology	rfreund@apw.cnyric.org	☑ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☑ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☑ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	Mike Cerone	LAN Technician	mcerone@apw.cnyric.org	☑ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☑ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☑ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	Peri Nelson-SUkert	Computer Education Specialist	pnelson@apw.cnyric.org	☐ 1:1 Device Program ☑ Active Learning Spaces/Makerspaces ☑ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner Instruction and ☑ Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☑ OER and Digital Content ☑ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☑ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☑ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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