

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?**

Christopher Smith

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.

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1. What is the overall district mission?

The Bath Central School District is committed to every student, every day. Community centered. Globally connected.

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

District Vision Statement

The Bath Central School District will be an innovative learning community committed to excellence by providing a safe, nurturing, experience-rich environment that promotes life-long learning to empower all individuals to meet the challenges of an ever-changing future.

Technology Vision Statement

Bath Central School District will continually assess and enhance the instructional/management environment to ensure that all students and staff will develop competencies, consistent with commencement outcomes, which will enable them to effectively compete in the rapidly changing global society.

In order to meet our mission and goals, it will be necessary for the Bath Central School District to provide the following:

1. Opportunities for all students to use contemporary technology as a means to assist them in reaching their potential by incorporating technologies in a positive, supportive, stimulating learning environment.
2. Opportunities and encouragement for teachers to master the technologies and tools necessary to create an integrated learning environment where students can master basic skills and knowledge using rich creative experiences and opportunities.
3. Opportunities for training and awareness of current technologies for interested community members.
4. Monetary support for staff, equipment and other necessary resources to implement the Bath Central School District mission.

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3. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.

During the 2017-2018 school Bath Central School District formed a District Steering Committee (DSC). The DSC is comprised of stakeholders from the district and community. The DSC was tasked with creating, monitoring and evaluating a new strategic plan (and processes) to guide the district into the future.

The District Steering Committee over the course of multiple meetings established a new mission, vision, core beliefs and key focus areas. As a result, planning subcommittees were established for each of the key focus areas consisting of teachers, administrators, support staff, students, parents, community members, and local business leaders. Each of the subcommittees met multiple times to develop a series of goals and objectives to build upon Strengths, address Weakness, take advantages of Opportunities, or mitigate Threats identified in the SWOT Analysis. Each subcommittee meets on a quarterly basis is tasked with monitoring, evaluation and adjustment of the goals created as well as the subcommittees supporting their focus area. Each subcommittee then reports back to the District Steering Committee on a yearly basis.

The Balanced Instruction Subcommittee provides guidance and support for the Professional Development Committee (PDC) and the District Technology Committee (DTC) among others. Through the strategic planning process, connections were (re)established to guide and support other planning committees in the District, such as the District Technology Committee, the Professional Development Committee, and the Facilities Committee.

With renewed focus and clear objectives provided through the development of the new Strategic Plan, the District Technology Committee continued to meet (remotely) on a bi-monthly basis throughout the 2019-2020 and 2021-2022 school years to evaluate progress related to the current DTP as well as to plan for the update which will cover 2022-2025. The (updated) DTP supports the vision, mission, goals, and objectives identified in the Strategic Plan as well as meet the guidelines established by the NYSED and the DOE.

The following stakeholders currently form the District Technology Committee:

- Joe Rumsey, Superintendent of Schools
- Chris Smith, Director of Educational Technology
- Randy Brzezinski, Director of Educational Services
- Michael Siebert, Haverling HS Principal
- Brett Harrison, Dana Lyon MS Assistant Principal
- Bret Ryan, Vernon Wightman Primary Dean of Students
- Joe Brown, 2nd Grade Teacher/Technology Mentor
- Chris Pragle, Grade 6 & 7 Computer Literacy Teacher/BTM
- Josh Sobilo, Grade 4 & 5 Computer Literacy Teacher
- Lori Kisiah, 2nd Grade Teacher
- Ryan Love, High School English Teacher
- Ryan Finney Network Administrator
- Chad Krelie, Parent
- Jack Wheeler, Steuben County Manager/Parent
- Class of 2022 Representative
- Class of 2023 Representative
- Class of 2024 Representative
- Class of 2025 Representative

The DTC continues to meet on a quarterly to assess, evaluate, and adjust as necessary the goals and objectives of the DTP. Quarterly meetings will take place prior to the Balanced Instruction Subcommittee meetings to ensure that meeting minutes and progress reports are provided for review.

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

The planning process used followed that of previous years. In addition to evaluation of key assessments and indicators, a SWOT Analysis was completed by the PLC. The data gathered from the SWOT Analysis was correlated with and compared to the data collected by the administrative team through observations/evaluations, student learning portfolios, student performance on formative and summative assessments, and data collected via the Clarity Technology and Learning Survey. The data gathered from the process was used as the foundation for an updated set of goals and objectives for the 2022-2025 District Technology Plan.

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

Experiences with remote and hybrid learning models during the COVID pandemic have provided valuable insight into the district's the integration, use and support of technology. The mass adoption of Google for Education has created a more consistent and stable learning environment for students – allowing for consistent access for those students who are absent from the classroom. The use of Zoom and Google Meet has allowed for remote instruction and tutoring services.

Remote learning experiences in the younger grades have emphasized the importance of providing touch-capable devices to our students in K-6 classes. Parent feedback has highlighted the benefit of providing students with devices during the summer months, extending student access to learning opportunities in literacy, science, mathematics, and the arts.

Faculty and staff access to professional development has also shifted considerably, with on-site live instruction offered in conjunction with remote synchronous, remote asynchronous, on-demand, and hybrid formats. The need to enhance our technological skills within the district hasn't been limited to our faculty and staff. Extension of the district's 1:1 device program into the younger grades has led to incorporation and integration of digital citizenship and technological proficiency throughout our curricular offerings.

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.

The planning of effective professional learning opportunities is a priority for our district. We understand continual growth is the key to improvement. However, growth is not possible without clear expectations and high quality learning experiences.

1. Needs Analysis: Bath CSD identifies the needs of professional staff through a variety of activities, sources, and data collection methods. The Professional Learning Council utilizes all this information at multiple times to prioritize & plan appropriate opportunities.

Activity / Data	Description	Who provides	Collected	By	Reviewed by PLC and/or Teacher Teams
Annual Professional Learning Needs Survey*	Short survey regarding interests and format	Prof. Staff	Opening Day	PLC – HTA sub	September PLC Meeting
Professional Goals	3 professional goals for year	Admin/Teacher/TA	September	Evaluator	Admin - summarize per bldg October PLC Meeting
Student Achievement Data	All SED Assessment results Local formative assessments - iREady, BAS, F&P Benchmark, Writing benchmarks	NYSED /Dir. Of Ed. Services	Summer	Principal	September / October - grade level teams - K-8, departments 9-12
Strategic Plan - Desired Student Outcomes	Balanced Instruction - objectives	District Steering Committee	Summer	Dir. of Ed. Services	September PLC Meeting
Administrative Observations/Evaluations	Announced / Unannounced from previous year & Walkthroughs during current year	Prof. Staff	ongoing	Admin Team	November, February, May- PLC Meetings
Superintendent Conference Day Feedback	Surveys or discussion facilitated by building reps of PLC	Prof. Staff	Following each Conf. day	PLC members	October, February, April PLC Meetings
New Teacher – Mentoring Program Feedback	Surveys & Interviews	1st – 4th year prof. staff	on going	Staff Development Specialist & Trainer	Various times during PLC meetings
New State Mandates	Curriculum changes, assessment changes, graduation requirement changes, accountability measures etc.	NYSED Superintendent Dir. of Ed. Services	as changes are released	Dir. of Ed. Services	shared at PLC meetings as necessary
Student Needs	Consideration given to the challenges faced by our student body - ACES, SEL, Poverty	Admin Counselor Staff	on going	Dir. of Ed. Services PLC members	Needs shared at PLC meetings as necessary
Direct requests to PLC members	Discussions with PLC reps	Prof. Staff	on going	PLC Members	Ideas, suggestions, needs presented during open sessions of

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Teacher Improvement Plan	Specific Plan based on Individual improvement needs	Principal /Teacher	as needed	Principal	agenda Staff Development Specialist & Trainer
Technology Surveys	annual instructional technology needs surveys	Prof. Staff	EOY surveys	Dir. of Instructional Technology	June or September PLC Meeting
<p>The Professional Learning Council meets on the second Thursday of each month to evaluate results. Decisions are then made about professional learning opportunities which will be provided during conference days OR as in-service offerings, independent learning opportunities, and summer programs.</p> <p>Our primary goal for this plan will be to provide all professional staff members with learning opportunities necessary to ensure our students are leaving with the desired skills and knowledge stated in our Strategic Plan. We want our students to be prepared for college or to enter the workforce, as well as be civic responsible citizens.</p> <p>Based on the results of the needs analysis (section A) and priorities established by the Professional Learning Council (PLC), the following professional learning opportunities are utilized. A wide variety of offerings are available to meet the needs, schedules, and interests of our instructional staff.</p>					
Activity	Target Audience	Responsible for Planning	Timeline		
Superintendent Conf. Days	All Professional Staff	Professional Learning Council	4 days per year-Sept, Oct, Jan, Mar		
District In-Service Offerings	Teachers and Assistants	Professional Learning Council	ongoing during year		
Instructional Technology Trainings	All Professional Staff	Professional Learning Council	ongoing during year		
Curriculum/Data Meetings	Teachers and Administrators	Administrator and Teacher Leader	minimum - October and March by grade level or department		
Walkthroughs	Administrators	Administrative Team	8-10 times during school year with debriefing session following		
Instructional Rounds	Teachers and Administrators	Teacher request to Building Admin.	as requested by teacher		
Enhanced Rounds	Teachers	Teacher request to Building Admin.	as requested by teachers		
Independent Study w/ Colleagues	Teachers, Assistants, Counselors, Nurses	Teacher request to Building Admin. & Dir. Ed. Services	as requested by teachers		
Teacher Collaboration & Exchange	Teachers	Teacher request to Building Admin.	as requested by teachers		
Book Study	Teachers, Administrators, Assistants	Dir. of Educational Services	as requested by Admin or Teacher		
Professional Orientation and Mentoring Plan -Appendix E.	All non-tenured professional staff in years 1, 2, 3 and 4.	Staff Development Specialist & Trainer, Director of Educational Services	Ongoing monitoring / evaluation		
Outside Local, State and National organization conferences	All Professional Staff	Teacher request to Building Admin.	when available and requested		
Professional Discussion as Departments, Teams, Grade Levels	Teachers and Administrators	Principals and Teacher Leaders	ongoing throughout year during department, team, and grade level meetings		
<p>The District In-Service workshops during the school year are focused on pedagogy and content specific topics. The level of rigor and application is evaluated by building principals to assure it meets the requirements of acceptable CTLE.</p>					

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Professional Learning Opportunities will also be offered by outside sources who are CTLE Sponsors by the NYSED. These sponsors will include:

- Schuyler-Steuben-Chemung-Tioga-Allegany BOCES - (GST BOCES)
- Special Education Training Resource Centers (SETRC)
- Erie 1 BOCES
- New York State United Teachers Education & Learning Trust (NYSUT ELT)
- Schuyler-Chemung-Tioga/Corning Teacher Center
- SETRC - Special Education Training Resource Center

These offerings will include a variety of topics specific to staff members' certification area, pedagogy, or language acquisition for ELL students.

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III. Goal Attainment

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

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

The district has met this goal:

Significantly

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

The district has met this goal:

Significantly

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

The district has met this goal:

Fully

- 4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**

The district has met this goal:

Significantly

- 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:

Significantly

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Provide students with reliable and efficient technology tools and resources that support purposeful, equitable access to learning opportunities.

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

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

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <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

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IV. Action Plan - Goal 1

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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.**

Bullet points below demonstrate the evidence that will be collected for each sub-component of our action steps.

- 1.1 Provide a personal learning device for all students in grades K-12.
 - Line items in budget for appropriate student devices
 - Documented minimum student device specifications
 - Assigned asset inventory of device to each student
- 1.2 Provide tools and resources aligned to district instructional programs.
 - District Curriculum Council review of instructional technology tools
 - Annual faculty/staff technology satisfaction survey
 - Curated resource list of technology tools segmented by grade band
- 1.3 Evaluate resource usage for access and impact
 - Annual budget review
 - Key system usage reports
 - Annual Technology Services Survey results
- 1.4 Update and maintain public website for integration and end user support
 - District website <https://www.bathcsd.org/tis/>
 - Faculty/staff knowledgebase (internal to district)
- 1.5 Maintain district technology help desk
 - Budgeting for appropriate technology support staff
 - Monthly review of help ticketing system performance
 - Quantity of tickets
 - Mean time to respond
 - Mean time to close
- 1.6 Align and communicate resources for internet access
 - Share information on public WiFi access
 - Student/parent help website
 - Parent/community presentation
 - Participation levels in the T-Mobile Project 10 Million Program
 - Participation levels in the ConnectED NY program
 - Usage reports for campus wireless and transportation-based broadband
- 1.7 Integrate digital citizenship and online safety throughout K-12 curriculum
 - Model lessons
 - Demonstration (both in person and online) lessons
 - Adjust scope and sequence / unit plans

The District will also utilize the data collected from the Clarity Technology and Learning Survey. The survey is administered annually in June. The district began administering this survey in June of the 2016-17 school year.

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	Professional Developme	Continue to provide personal learning	Director of Technology	N/A	02/01/2024	360000

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	nt	devices for all students in grades K -12				
Action Step 2	Curriculum	Provide tools and resources aligned to instructional programs	Director of Technology	N/A	06/01/2025	240000
Action Step 3	Curriculum	Continue to support and expand usage of K-12 LMS	Director of Technology	N/A	12/01/2024	30000
Action Step 4	Curriculum	Evaluate resource usage for access and impact	Director of Technology	N/A	05/31/2024	0

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Communications	Maintain public website for integration and end user support	Director of Technology	N/A	06/01/2023	24000
Action Step 6	Staffing	Manage district technology help desk	Director of Technology	N/A	06/01/2025	0
Action Step 7	Community Partnerships	Align and communicate resources for broadband access	Director of Technology	N/A	09/01/2024	0
Action Step 8	Curriculum	Integrate digital citizenship and online safety throughout the K-12 curriculum	Other (please identify in Column 5)	Director of Educational Services	06/30/2023	0

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Provide faculty with the resources and training needed to support collaborative student-centered learning environments with high-quality instruction for every student.

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

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

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

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

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

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

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IV. Action Plan - Goal 2

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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.**

Bullet points below demonstrate the evidence that will be collected for each sub-component of our action steps.

2.1 Develop professional development plan informed by mission, strategic plan, and identified needs.

- Published plan meeting the requirements of the 100.2 (dd) Regulations of the State of New York

2.2 Implement professional development opportunities aligned to the PDP.

- Bath PD catalog offerings

2.3 Provide technology tools and resources to support faculty and staff needs throughout the district.

- Annual Technology Services Survey
- Software-specific professional development offerings in annual PD catalog on key tools such as G-Suite, Nearpod, Smart Learning Systems, etc.

2.4 Provide computers and associated peripheral devices for district faculty and staff.

- Assigned asset inventory of device to each teacher, administrator, and support staff.
- Line items in budget for devices on continuous refresh cycle.
- Purchase orders aligned to faculty/staff devices.

2.5 Maintain an internal knowledgebase for training and support

- Updated and district knowledgebase of IT support information

2.6 Create and maintain technology-supported student-centered classroom learning environments.

- Classroom audits of technology resources
- Audit and maintenance of loaner and substitute device access
- WiFi access in all instructional spaces
- Annual Technology Services Survey

The District will also utilize data collected from the Clarity Technology and Learning Survey. The survey is administered annually in June. The district began administering this survey in June of the 2016-17 school year.

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	Maintain updated professional development plan informed by mission, strategic plan, and identified needs	Other (please identify in Column 5)	Director of Educational Services	05/30/2025	0
Action Step 2	Professional Development	Implement and support professional development opportunities aligned to PDP	Other (please identify in Column 5)	Director of Educational Services	05/30/2025	0
Action Step 3	Professional Development	Provide technology tools and resources to support faculty and staff needs throughout the district	Director of Technology	N/A	05/30/2025	150,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 4	Planning	Provide computers and associated peripheral devices for district faculty and staff	Director of Technology	N/A	05/30/2025	150,000

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Professional Development	Maintain internal knowledgebase for training and support	Director of Technology	N/A	05/30/2025	(No Response)
Action Step 6	Infrastructure	Create and maintain technology supported student-centered learning environments	Director of Technology	N/A	05/30/2025	240000
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Implement, maintain, and optimize the systems, processes and infrastructure which will effectively and efficiently support and promote the goals of the district.

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

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IV. Action Plan - Goal 3

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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.**

Bullet points below demonstrate the evidence that will be collected for each sub-component of our action steps.

3.1 Partner with E1 and GST BOCES to maintain and support redundant high-capacity internet feeds.

- Network monitoring and usage reports

3.2 Maintain a cybersecurity plan/program aligned to the NIST Cybersecurity Framework.

- Cybersecurity regulations aligned to high-level NIST CSF family documents.
- NIST CSF compliance database

3.3 Maintain data privacy agreements consistent with Ed Law 2-d and Part 121 requirements.

- Updated District Data Privacy Inventory and agreements

3.4 Maintain content monitoring/filtering, SPAM and anti-malware functionality.

- Content filtering logs/reports
- CISA logs/reports

3.5 Maintain an automated update/patch system for district endpoints and servers.

- Endpoint management dashboard reports

3.6 Develop, maintain, and update five-year device and infrastructure plan consistent with identified district needs.

- Five-year device and infrastructure plan annual update
- Budget line items and purchase orders aligned to plan

3.7 Allocate appropriate funding to meet district technology program needs.

- Annual budget allocations sufficient to needs of technology program aligned to five-year device and infrastructure plan.

3.8 Purchase and implement resources consistent with five-year device and infrastructure plan.

- Purchase orders aligned to five-year device and infrastructure plan.

The District will also utilize the data collected from the Clarity Technology and Learning Survey. The survey is administered annually in June. The district began administering this survey in June of the 2016-17 school year.

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	Infrastructure	Work with E1 and GST BOCES to maintain and support redundant high capacity Internet feeds	Director of Technology	N/A	06/01/2025	75000
Action Step 2	Cybersecurity	Maintain a cybersecurity plan/program aligned to the NIST Cybersecurity Framework	Director of Technology	N/A	06/30/2024	0
Action Step 3	Data Privacy	Maintain data privacy agreements consistent with Ed Law 2-d and Part 121 requirements	Director of Technology	DPO	06/30/2023	0

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 4	Cybersecurity	Maintain content monitoring/filtering, SPAM and anti-malware functionality	Director of Technology	N/A	05/30/2025	75000

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	Cybersecurity	Maintain an automated update/patch management solution for district endpoints and servers	Director of Technology	N/A	08/30/2022	0
Action Step 6	Planning	Develop, maintain, and update five- year device and infrastructure plan consistent with identified district needs	Director of Technology	N/A	09/01/2022	0
Action Step 7	Purchasing	Purchase and implement resources consistent with five-year device and infrastructure plan	Director of Technology	N/A	01/31/2024	0
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fourth goal?

No

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

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

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

Bath CSD has and will continue to ensure that instructional technology is utilized efficiently and effectively throughout the district to support the academic and performance standards for all students in the district.

Instructional staff are provided numerous opportunities throughout the year to explore and expand their comfort level with a variety of technological tools, applications and resources that can be used to support and enhance student development. Departments, teams, and grade levels meet on regular basis to discuss ideas and opportunities which exist to increase student collaboration, choice, voice and promote critical thinking. Additionally, there are ongoing opportunities for teachers to develop lessons and curriculum that best support student acquisition and mastery of the recently adopted NYS Next Generation Standards in English Language Arts, Math and Science, as well as the NYS Standards in all other content areas. These standards serve as our roadmap for what students should know and be able to do.

Curriculum experts, specifically our directors, teacher leaders and building technology mentors, support and oversee this work and ensure both horizontal and vertical alignment as well as the effective use of technology to enhance increase rigor and relevance. We continue to work towards realizing our district goals on the regular use of the SAMR Model, a guide that supports infusing digital learning experiences at all levels, specifically as an integration, substitution, augmentation, modification and redefinition of tasks.

We will continue to grow the percentage of teachers utilizing Google classroom and Google education tools for lessons and to monitor student progress. We will also work towards increasing the percentage of educators who avail themselves of becoming certified in technology related micro-credentials such as, Certified Google Educator and use these expert teacher leaders to turnkey their knowledge for further propelling the academic rigor in our curriculum and instruction.

We will intentionally provide professional development in the software, platforms and tools that provide instantaneous feedback and pinpoint specific areas to target individual student needs i.e. Socrative. Various online platforms will serve as repositories for data which will be analyzed and used to make instructional decisions for designing individual student academic programs. For example, in the area of reading we utilize an online data repository to input each student's reading score from our scientifically based benchmark assessment and Child Study Teams will reference this data. The district will provide students with access to various platforms which will allow them to test their content knowledge with both teacher and student acquiring instant feedback on correct and incorrect responses and information to remediate. Under the direction and guidance of our Superintendent, Director Educational Services and our Director of Technology; our District Technology Committee, teachers and administrators will regularly assess and provide input and feedback on our progress with these actions.

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.

The district's 1:1 student device program provides a personal learning device to every student in grades K-12 throughout the school year. The District applied for and received a grant for internet hotspots through both the T-Mobile Project 10 Million Project and the ConnectED NY program. As a result, the district received nearly 200 mobile hotspots that are available to students with limited or no access to broadband service. The district also participated submitted a funding request through the Emergency Connectivity Fund to outfit all district buses and vehicles with broadband routers. In addition, virtually all parking lots/public areas on campus have WiFi connectivity available for the community.

Internet connectivity and infrastructure are maintained through CoSers with the Erie1 BOCES and GST BOCES. End-user devices such as laptops, desktops, Chromebooks, VOIP phones, security cameras, mobile handheld devices and printers are purchased, maintained, updated and replaced to ensure equitable access throughout the district. Network components such as switches, routers, access points, firewalls and cabling are reviewed annually based upon current performance standards, projected life cycles and district needs, with planned expenditures minimal impact to local tax payers through use of the federal E-Rate program, NYS Smart Bond Act, and other grant sources. Infrastructure, servers and data storage are actively managed by the district staff with the support of BOCES staff as needed.

Staff capacity related to the creation and maintenance of an equitable learning environment is based upon an evolving continuum of skills, practices, and tools. District efforts are facilitated through collaborative efforts of the Professional Learning Committee and each of the subcommittees empowered to support the vision and mission of the district.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

A variety of assistive technology tools are utilized with students with different needs within the Bath Central School District. Assistive technology devices are determined based on specific students' needs and Committee on Special Education recommendations made after students have received an Assistive Technology Evaluation. Recommendations for assistive technology can include text to speech and/or speech to text software which is utilized to provide increased support for comprehension of written or verbal language, audio books, large print materials, video materials, special paper, braille reader, braille, assisted listening, word processor, tablet or convertible, electronic textbooks, technology with word prediction, handheld microphones, magnifier/place finder, and other mobile learning devices. Assistive technology is utilized to increase options for students to demonstrate knowledge and skill in any academic or special area class. Providing alternative methods for students to communicate and respond by using assistive technology tools levels the playing field for the students with different abilities. Learning games and other interactive software are used to supplement instruction and provide alternative learning opportunities for students who might need reinforcement of the general education curriculum.

Students' learning spaces based upon need to allow for mobility and/or the use of technology devices. Mobile workstations and centers are created as needed to allow students to work in small groups, pairs or one-on-one with a teacher enhances learning. Providing students the option of multi-modal opportunities in learning is important. Options could include videos, pictures, reading text or interacting with a diagram or hearing the text read to them. Providing students with choices in their learning is essential to support student development and success.

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

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 4a, below)

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

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

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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

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

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

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

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

2022-2025 Instructional Technology Plan - 2021V. 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.

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	4.00
Totals:	6.00

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	Student/staff devices	585,000	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	NA
2	Network and Infrastructure	N/A	330,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Network and Infrastructure	N/A	240,000	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	Professional Development	N/A	210,000	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 checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> 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	
Totals:			1,365,000			

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.**

<http://www.bathcsd.org/dtp>

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

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VII. Sharing Innovative Educational Technology Programs

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1. Please choose one or more topics that reflect an innovative/educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a topic that is not on the list.

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Chris Smith	Director of Educational Technology	csmith@bathcsd.org	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted to obtain more information about the innovative program(s) at your district.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Ryan Finney	Network Administrator	rfinney@bathcsd.org	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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

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

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

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