

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 02/02/2022

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

Cammy J. Morrison

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

Superintendent

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**II. Strategic Technology Planning**

Page Last Modified: 03/14/2022

1. What is the overall district mission?

Lyme Central School District's Mission Statement is:
Preparing Today's Students to be Tomorrow's Citizens

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

At LCS we know and understand that technology offers students with an avenue to succeed as global citizens. With this long range plan as our roadmap, by 2025, every student in our district will have equitable access of technologies aimed at empowering and preparing all students to learn and achieve academically in all content areas. The district will foster a responsible and comprehensive educational technology program, along with availability to needed technology both at school and home, designed to meet the ongoing short-term and long-term cognitive, and developmental needs of all students served in or by our district.

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

It remains the District's expectation that many forms of technology be utilized, daily, to maximize productivity and efficiency both at home and in the workplace both by students and staff. Technology skills will enhance students' abilities to access, analyze, and communicate information. As a consequence, increased critical thinking, creativity, cooperative work, and increased productivity will result from such skill development.

Collaboration of stakeholders throughout the planning process will ensure that all students will be able to access and effectively use technology to function productively as member of the 21st century society, and the modern day work force. Teacher supports and services will use state-of-the-art technologies to prepare, provide and deliver effective instruction aligned to the state's standards. Such opportunities will occur within positive and productive learning environments so that each child is prepared for success, not only in the LCS district, but also in college, career, and citizenship. Volunteers from the district's Technology Committee meet at least four times per year to offer input, feedback and recommendations pertaining to the responses to the instructional technology plan questions. In addition, the district's PDP Committee meets monthly and as such, contributes to the development of our Technology Plan. These (fluid) sub-committees consist of a diverse cross section of our district. Due to COVID, however, work sessions were at times kept virtual and/or electronic, while as possible the sub committees would work in-person as possible and when meeting locations allowed for appropriate social distancing and safety measures. Staff, Leadership, Board Members, Students and Community Members are invited and encouraged to participate in the planning and development of the long range Technology Plan, during monthly Administrative/Leadership Council Meetings, Technology Committee Meetings, monthly PDP Committee Meetings, monthly Board of Education meetings and so on. The following individuals participated via email, virtually and at times in-person (as COVID conditions in the district and community dictated) at some point throughout the plan development and writing process:

Cammy J. Morrison, Superintendent; Patricia Gibbons, Assistant Superintendent; Barry Davis, Building Principal; Michael Gebo, Information Technology Instructor; Stacey Linkroum, CSE Chair/Parent; Peggy Brennen, Third Grade Teacher/Parent; Kari Aubertine, Grade K-12 Health Teacher; Deanna Lothrop, LCS Board President; Kathy Gardner, LCS BOE Vice President; Julie Putnam-Maitag, Cafeteria Laborer/Parent; Ann Marie Hyde, LCSTA President/Art Teacher; Christine Trottier, LCSTA Co-President/AIS Teacher/Parent; Sherri Wilson, Board Clerk/Secretary; Gretta Maitag, 11th Grade Student; Delaney Linkroum, Adrianna Snyder, 7th Grade Student

Members of the full Technology Committee and/or a subcommittee have met or will meet on the following days:

July 12, 2021--subcommittee

August 9, 2021--subcommittee

August 17, 2021--subcommittee

August 18, 2021--subcommittee

September 1, 2021--Full committee

September 13, 2021--subcommittee

October 20, 2021--Full committee

December 28, 2021--subcommittee

January 12, 2022--Full committee

February 23, 2022--subcommittee

March 7, 2022--Full committee

April 6, 2022--Full committee

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

Page Last Modified: 03/14/2022

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

This year's planning process was different than that of previous years in that COVID procedures in the district have negatively impacted the frequency, duration and size of all in-person discussions and work sessions. The District has relied more on virtual access to the planning sessions and has limited the number of in-person work sessions, as well as has limited the numbers of individuals invited to participate in each work session or discussion, when in-person.

After reviewing the last Instructional Technology Plan, members identified the implementation of our 1:1 program as the most significant strength of our previous three-year plan. Early on in the pandemic, we were able to successfully transition between in-person and virtual instruction since our students had previously received individual chromebooks and most, if not all were already proficient in how to use the tool for virtual, daily instruction. Another strength identified by the committee was our focus on and success with offering equitable access of equipment, resources and programs to all students and staff in our district.

Prior to starting this new plan, the district still had one year left on the previous plan, therefore, not all of our goals were completed. The incomplete goals have been incorporated into the newly developed plan and will be addressed within the next three years from 2022-2025.

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

Page Last Modified: 03/14/2022

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

At the beginning of the 2021-2022 school year, the district developed a plan for Remote Instruction which was shared with all LCS students, their families and the instructional staff. The plan is as follows:

When will the remote plan be used and how will we know?

Individual students who are quarantined will have access to asynchronous learning. Remote learning will not be offered. Students will be expected to continue with classwork independently

as communicated by their teachers. Please make contact with your parents of students who are not keeping up with the work being assigned. Means of communication include Parent Square, emails, and most importantly, phone calls, especially for those that are chronically absent and missing a substantial amount of work. Please keep administration informed of who these students are so that administration can also follow up with communication to parents.

If large clusters at specific levels or grades are quarantined by the NYS Department of Health or the Jefferson County Department of Health, the district will notify impacted individuals if and when the remote learning plan would be instituted.

If the entire school needs to go remote (for any reason), a Parent Square message will be sent out and local media outlets will be notified, just like on a snow day, stating that the instruction will be remote rather than in-person. This could potentially occur on any given day, when staff absenteeism is greater than the availability of substitutes.

What are the expectations?

All teachers will be expected to report to the building for their regular work hours unless quarantined by the state or Jefferson County contact tracers. If the teacher is quarantined but is well and able to perform the duties, they may teach remotely from home. If a teacher is quarantined, and is not teaching remotely from home, COVID days OR as appropriate employee sick days will be utilized. The employee must submit a district leave request (select other—COVID quarantine) and must also contact the sub caller to arrange coverage for the day/days absent.

7-12 Grades

- Students will follow their normal schedule throughout the day
- Meet with each class via zoom following the bell schedule. All 7-12 teachers are to sign in for attendance and instruction. If the students don't need to stay on, please leave the zoom open for the entirety of the period. This will afford students the opportunity to arrive late and to get help as needed.
- Study halls will also need to sign on to zoom for attendance. Students can leave the zoom once attendance is taken. Study hall teachers, please remain on zoom for the entire period for attendance and extra help purposes.
- Classroom expectations will remain as is and grades will count as normally expected.

Elementary

- Students will follow their normal schedule throughout the day. Flexibility is available regarding time.
- Related arts schedules will remain as normally scheduled

At Lyme Central School we pride ourselves on our transparency and inclusive practices. Several parents and community members were engaged as active participants during the development of the Instructional Technology Plan. Administrators provide updates, regularly, on the plan development process and progress being made during Board of Education Meetings, small group virtual and as COVID conditions allow, small, socially distanced in-person meetings. The district's technology plan is posted on the LCS website.

Parent Square, along with the student communication component of the program is utilized by 100% of our families and frequent check-ins are conducted by teachers and administrators to parents and students to identify any connectivity or equipment issues that may arise. Students have the ability and have been trained on how to contact the district's IT department should issues occur outside of the regular school day.

All students in grades K-12 have been thoroughly trained on how to access instructional content, and how to contact support staff and teachers in the event they need assistance after school hours. Students in grades K-12 take their district issued Chromebooks home each evening. Teachers are also expected to have the appropriate tools (laptops, chromebook, etc.) at home in the event the district must shift to remote instruction without notice.

Therefore, other than on the occasional occurrence, students are not only trained but confident in their ability to access classroom activities and work from any location with an internet connection.

6. Is your district currently fully 1:1?

Yes

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

Page Last Modified: 03/14/2022

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 District's Professional Development Plan Committee begins in August of each summer in order to review and update the plan for the current school year. Following that meeting, the committee meets bi-monthly. A great deal of focus each year revolves around our Technology Plan and identified PD needs for our instructional staff.

The District is fortunate to have several teacher leaders in the area of instructional technology. Those individuals work throughout the year to provide PD offerings to instructional and support staff, as well as to our substitute teachers as deemed necessary. It will remain the District's expectation that many forms of technology be utilized, daily, to maximize productivity and efficiency both at home and in the workplace both by students and staff. Technology skills will enhance students' abilities to access, analyze, and communicate information. As a consequence, increased critical thinking, creativity, cooperative work, and increased productivity will result from such skill development. Students will be able to access and effectively use technology to function productively as member of the 21st century society, and the modern day work force. Teacher supports and services will use state-of-the-art technologies to prepare, provide and deliver effective instruction aligned to the state's standards. Such opportunities will occur within positive and productive learning environments so that each child is prepared for success, not only in the LCS district, but also in college, career, and citizenship.

Building capacity by cross training instructional and support staff, as well as providing on-going opportunities for turn-key and outside agency training (BOCES, etc.) for our staff is an important part of our PD and Technology plans each year.

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

2022-2025 Instructional Technology Plan - 2021

III. Goal Attainment

Page Last Modified: 02/09/2022

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

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

The district has met this goal:

Fully

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

The district has met this goal:

Significantly

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

The district has met this goal:

Fully

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

The district has met this goal:

Fully

- 5. **Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.**

The district has met this goal:

Fully

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 02/24/2022

1. Enter Goal 1 below:

The district will purchase and install Interactive Flat Panel TVs in all instructional spaces in the district for use by all instructional staff and their students.

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 02/24/2022

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.

(S) specific	What specifically are you going to do with this goal? The district will purchase, and install Interactive Flat panel TVs in all instructional spaces within the District.
(M) measurable	How will you know when you have reached the goal? All instructional spaces within the District will have an installed, operational IFPs
(A) attainable	Is your goal challenging and in your power to accomplish? This goal is challenging for our district due to the costs associated with purchasing the technology. In addition, the timely installation of the technology is difficult since throughout the pandemic the district has struggled to maintain sufficient levels of staff with the ability to complete the tasks associated with installation.
(R) realistic	Can you realistically achieve your goal? Yes, we can achieve this goal as this significant purchase is seen as a priority for our staff and students.
(T) time-bound	When exactly do you plan to accomplish your goal? We will accomplish this goal by the end of Year 1 of the plan.
OUTCOME	All staff will be provided with state of the art technology including but not limited to an IFP for daily use.

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	Research	Volunteers from the district's Technology Committee met to prioritize technology needs within the District.	Director of Technology	Superintendent	07/12/2021	0
Action Step 2	Collaboration	Members of the administrative team, members of the Technology Committee and the Director of Technology met with the District's Treasurer to discuss financial implications	Director of Technology	District Treasurer	08/09/2021	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 02/24/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		and sources of funding.				
Action Step 3	Purchasing	The district's Director of Technology researched the desired equipment and placed orders.	Director of Technology	District Treasurer	08/18/2020	0
Action Step 4	Planning	The district's Director of Technology reviewed the purchases with the Superintendent and a cross section of the technology committee	Director of Technology	Assistant Superintendent	09/13/2021	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	Implementation	The Technology Director, Building Mechanic and Assistant Superintendent met to discuss the timeline and prioritization of installation of IFPs.	Director of Technology	Building Mechanic; Assistant Superintendent	12/28/2021	\$73971
Action Step 6	Professional Development	The Assistant Superintendent arranged a series of in-person, hands-on, small group staff development for all p-12 instructional staff, and administration.	Assistant Superintendent	Building Principal	03/18/2022	\$2500
Action Step 7	N/A	N/A	(No Response)	N/A	(No Response)	(No Response)
Action Step 8	N/A	N/A	(No Response)	N/A	(No Response)	(No Response)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 02/24/2022

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 02/24/2022

1. Enter Goal 2 below:

The district will complete a total upgrade of its current Wireless connectivity network.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 02/24/2022

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.

(S) specific	What specifically are you going to do with this goal? We will upgrade and replace all Wireless access points due to the age of the current units and their access and bandwidth capabilities.
(M) measurable	How will you know when you have reached the goal? All wireless access points will be purchased, installed and fully operational.
(A) attainable	Is your goal challenging and in your power to accomplish? Given the scope of this district-wide initiative, the goal of full replacement for our wireless access points will be challenging, but necessary. We have planned for the successful implementation and configuration of this project.
(R) realistic	Can you realistically achieve your goal? With support from the MORIC we will successfully meet this goal.
(T) time-bound	When exactly do you plan to accomplish your goal? By the end of Year 3 of the Technology Plan
OUTCOME	The District will have upgraded and replaced all Wireless access points and upgraded bandwidth capabilities for enhanced connectivity for all students and staff within the District.

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	Research	The Technology Director will work with the Building Mechanic and representatives from the MORIC to discuss options, materials and needs.	Director of Technology	Building Mechanic; Superintendent; Assistant Superintendent	06/21/2022	0
Action Step 2	Collaboration	The Technology Director will meet with a cross section of the District Technology Committee, the treasurer, and administration to discuss potential Wireless/connectivity	Director of Technology	Members of the District Technology Committee and Administration	07/01/2022	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 02/24/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		upgrades.				
Action Step 3	Planning	The Technology Director will meet with members of the Technology Committee and Building Mechanic, will meet in consultation with the MORIC to plan the stages of implementation.	Director of Technology	Building Mechanic; Members of the District Technology Committee; Administration	07/13/2022	0
Action Step 4	Budgeting	The Technology Director and a cross section of the Technology Committee will meet with the District Treasurer to discuss anticipated costs, and payment sources associated with the wireless project.	Director of Technology	District Treasurer; Cross section of the Technology Committee	08/04/2022	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	Purchasing	The Technology Director, in collaboration with the District Treasurer and representatives from the MORIC, will order the necessary supplies, equipment and licenses to complete the project.	Instructional Technology Coach	District Treasurer; Superintendent; MORIC	04/11/2023	0
Action Step 6	Implementation	The Technology Director will work with the Building Mechanic	Director of Technology	Building Mechanic; MORIC	07/18/2022	\$150000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 02/24/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		and the MORIC to schedule a phased in installation plan.				
Action Step 7	N/A	N/A	(No Response)	N/A	(No Response)	(No Response)
Action Step 8	N/A	N/A	(No Response)	N/A	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 02/24/2022

1. Enter Goal 3 below:

Identify and provide professional development opportunities regarding all district provided technology devices, including but not limited to the Interactive Flat Panel TVs to enhance knowledge and professional skills regarding technology usage.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 02/24/2022

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.

(S) specific	<p>What specifically are you going to do with this goal? The District's Technology Committee and Professional Development Committees will work collaboratively to identify, offer and provide necessary and meaningful PD opportunities in the area of technology to all instructional staff, administration and support staff.</p>
(M) measurable	<p>How will you know when you have reached the goal? All instructional staff and support personnel will participate in at least three Technology focused PD offering by year three of the technology plan.</p>
(A) attainable	<p>Is your goal challenging and in your power to accomplish? The goal is challenging due to the varying skill sets of staff and support staff throughout the District. In addition, scheduling PD opportunities is oftentimes challenges due to the lack of substitute teachers and contractual time constraints. Given our timeline, this goal is attainable.</p>
(R) realistic	<p>Can you realistically achieve your goal? Providing sustainable support and necessary professional development to our staff is an annual focus for the district. As such, the goal as it relates to technology focused will be achieved by year 3 of the plan.</p>
(T) time-bound	<p>When exactly do you plan to accomplish your goal? This focus on professional development in the area of technology is ongoing and will enhance productivity and instructional practices for our staff and promote greater student learning. The goal will be addressed annually but will be accomplished by year 3 of the plan.</p>
OUTCOME	<p>All instructional/support staff will have participated in at least 3 technology focused PD opportunities by year 3 of the Technology Plan.</p>

6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	A small sub-committee from the District's Technology Plan Committee will meet with a sub-committee of the Professional Development Committee in order to discuss the PD needs of professional staff,	Assistant Superintendent	Building Principal	08/17/2021	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 02/24/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		support personnel and administration.				
Action Step 2	Research	The Assistant Superintendent will work with the Director of Technology to identify vendors to offer necessary PD	Assistant Superintendent	Director of Technology	09/01/2021	0
Action Step 3	Planning	The Assistant Superintendent will be scheduling PD offerings for upcoming training days for staff.	Assistant Superintendent	Building Principal	10/20/2021	0
Action Step 4	Professional Development	The District will contract with the appropriate vendors in order to offer PD focused on the technology usage for each year of the three year plan.	Assistant Superintendent	Building Principal	03/18/2022	\$2500

7. This question is optional.

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

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 02/24/2022

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

Page Last Modified: 03/14/2022

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

Instructional technology is utilized by all students and teachers in the district, daily. Technology is seamlessly integrated into teaching and learning and is aligned with state content and student performance standards. The use of various forms of technology is articulated within and across all grade levels; usage and PD is continuous and sustained. The district operates a 1:1 technology program for our students and the use of chromebooks is seamless between home and school. Since all students are provided with a school purchased device, options for asynchronous and synchronous instruction are available and provide our students with multiple pathways for accessing and participating in learning. A written plan for short term or long term at home or in school learning is clearly communicated with families and students.

Chromebooks are used by students daily whether in-person or working asynchronously from home. The majority of assignments for students are technology based and therefore, students are required to demonstrate their proficiency with the use of such tools as interactive Flat Panel TVs, chromebooks and so on, on a regular basis. As new students enter the building, support staff provide an overview of the technology available and offer tutorials and support as needed to ensure all students have access and are capable of utilizing the tools available to them.

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 takes its obligation to provide equitable learning "everywhere, all the time" very seriously. The District purchased chromebooks for all students and laptops for all teachers/professional staff so that teaching and learning either in the school or at home (in the event of quarantines, illness, etc.) can continue in a seamless manner. The use of ParentSquare to survey families and provide them with an opportunity to identify any specific hardships or needs they may have related to the use of technology in their homes. Additionally, phone calls are made, letters sent, etc., in order to ensure all families are reached and have an opportunity to voice any questions or concerns they may have.

Hotspots have been purchased and are provided to any staff or students with connectivity issues. Professional development is offered to all staff who work with students. The district offers various web-based applications for student and staff use, making learning accessible from multiple devices such as mobile cell phones, tablets, etc... As a result, transparency and partnerships between families and teachers has been greatly improved. Throughout the pandemic teachers became extremely proficient in supporting our students and their families in regard to technology usage. Teacher and the district website have offered tutorials for parents and children to access if and when they had questions. In addition, our staff worked to create consistent and highly motivational "teacher connection pages", which, with the touch of a button, easily walked students and parents through the daily instructional routine, while ensure all necessary tools and supplies were readily available. Teachers create short video clips, and/or full videos of a lesson from start to finish, or as appropriate other resources that children and families can refer to in order to enhance capacity and home/school partnerships.

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.

Assistive technology is purchased and provided to any and all students requiring those specific devices. Additionally, staff work with the families and students in order to ensure they are properly trained on device usage, proper care of the devices including charging and so on. Technology is used in a variety of ways with our students, based on their individual needs. Audio books are provided; hand held devices are provided to students who struggle, for instance with riding on a bus, etc. Teachers and students, in each grade level, have access to audio books, ebooks, various software programs, search engines and so on for those children that struggle with reading fluency, reading comprehension, or have hand/eye coordination, attention, hearing or visual issues.

FM systems are utilized in the classrooms where deemed necessary to enhance and support students with auditory processing deficiencies. The use of and types of assistive technology utilized is determined and based on individual student needs. All students are provided with a district purchased chromebooks.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 03/14/2022

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

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

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 03/14/2022

7. **The district’s Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.**

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 03/14/2022

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

- | | | |
|--|--|---|
| <input 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 type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input checked="" type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <input 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 type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. | <input checked="" type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. | <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | <input 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

Page Last Modified: 03/14/2022

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

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

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

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 03/14/2022

1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	0.50
Instructional Support	0.25
Technical Support	0.25
Totals:	1.00

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	N/A	73,971	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	APR ESSER
2	Internet Connectivity	N/A	150,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	category 2

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 03/14/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Professional Development	N/A	5,000	Both	<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 <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	Title II
4	N/A	N/A	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 03/14/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	
Totals:			228,971			

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?**

Not Applicable

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.**

(No Response)

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

	Name of Contact Person	Title	Email Address	Innovative Programs
				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 Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

	Name of Contact Person	Title	Email Address	Innovative Programs
				<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 Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

	Name of Contact Person	Title	Email Address	Innovative Programs
				<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

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.