

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 02/22/2022

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

Candice Cheng

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

Other

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

Coordinator of Information Technologies

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

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1. What is the overall district mission?

The Brentwood School District, in partnership with our community, will provide an exceptional education, build character, and empower all students to reach their full potential as life-long learners in a diverse, global society.

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

Every student will know how to live productively and safely in a technology-dominated world. This includes understanding the essential features of digital technologies, why and how they work, and how to communicate and create using those technologies.

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

The Brentwood Instructional Technology Plan was developed with representation from a variety of stakeholders holding numerous responsibilities: the Superintendent, Assistant Superintendents, IT Coordinator, Curriculum Coordinators, Building Administrators, and specialized and classroom teachers. These participants held roles in District Level Committees such as the Technology Steering Committee and Professional Development Committee and were viewed as leaders in Educational Technology. These members are now referred to as the District Instructional Technology Plan (DITP) committee who will meet several times a year to review progress toward goal attainment self-reflect for any needed changes. The process for developing this plan began by reviewing the NYSED goals alignment as well as the New York State Computer Science and Digital Fluency Learning Standards adopted by NYSED in December of 2020. From there, the committee analyzed what structures and personnel were necessary to effectively incorporate technology into the classrooms, and compared it to existing structures and personnel in the district. The committee came to a consensus that to truly integrate technology to effectively improve teaching and learning, that more structure and staffing was needed to build a strong, robust and versatile framework that would ensure vertical alignment of technology use in the district as a whole.

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

The previous 3 year plan was heavily focused on building operational capacity using Smart Schools Investment Plan funds. At the time the previous plan was written, the district did not have network switches or wireless that was capable of supporting a one to one initiative. These upgrades proved to be crucial during the pandemic, as the district had proper bandwidth, district wide wireless, and the ability to add more than 24,000 devices for student and teacher use without having to upgrade any of the core network infrastructure. The district is now in a place in which students can have consistent use of technology in school as well as home, which is a stark contrast prior to the pandemic, as the district previously did not distribute any devices to individual students and teachers as a learning tool. The district will continue to invest in classroom sets of laptops as stated in the previous plan, but will do so only for K-2 classrooms, as students in those age ranges will not be expected to bring devices back and forth to school. Moving forward, the DITP committee recognized that much of what was lacking was in having a system for communication and professional learning and building an instructional model for incorporating the newest technology standards.

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

Brentwood's newly created Instructional Technology Plan reflects the sum of the hardships experienced during the COVID pandemic. The plan acknowledges that the students and teachers use of technology was not equitable, and that the District needs vertical alignment in the best practices for utilizing technology in the classroom. Therefore, by developing a Professional Development model that includes job embedding coaching, the district believes it will "level the playing field". The District has procedures in place to help families without broadband access at home, and has a BOE approved purchasing plan in which to keep technology from becoming outdated. The 2022-2025 plan reflects the need for more staff who is readily available to troubleshoot when technology is amiss, minimizing interruptions in the classroom. Additionally, this plan acknowledges that all curriculum should be reviewed to make sure that incorporation of technology is happening as well as aligns to the new NYSED Computer Science and Digital Fluency Standards. As the focus is currently on building frameworks, parent and community members were not engaged for the planning, however, the plan itself includes an expansion of the committee to include additional stakeholder groups.

6. Is your district currently fully 1:1?

No

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II. Strategic Technology Planning

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6a. What are your plans to become a fully 1:1 District? (Covers all grades K-12 as applicable)

Currently all students in Grades 3-12 are loaned laptops from the district that they are required to bring to school every day. Currently the district is distributing devices to all students in Grades 1-2 to keep at home, so that those students will have access to digital subscriptions from home. The district is currently working on distributing device carts to the classrooms in a 1 classroom set to 3 classrooms ratio for in school use for grades 1 and 2. For the Kindergarten classrooms, the district is working on deploying class sets of devices in a 1 cart to 2 classroom ratios, with the intention of 1 class set to one classroom ratio within 3 years.

6b. When will the District become fully 1:1?

School year 2023-2024

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

Professional development is one of four highlighted goals in the 2022-2025 Technology Plan. Currently, the District utilizes 1 BOCES Model Schools instructor, 1 teacher on special assignment, the Teacher Center, and outside consultants for professional learning. An enhancement to this model will hopefully include an increase in staff to increase job-embedded training for teachers and administrators throughout the district. Building capacity for lead teachers across the grades and curriculums to assist in the turnkey of best practices is also included in the plan. Devising a system for appropriating the types of training each of the educational technology facilitation entities have will also be considered. This could begin with surveying administration and faculty with a technology needs assessment and it will be the responsibility of the DITP committee to frequently review the system and make recommendations for improvement. Any professional development plan would be tracked through the Frontline Professional Growth for participation and completion, followed up by a series of surveys in which the effectiveness of the PD will be monitored.

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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:

Moderately

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

The district has met this goal:

Significantly

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

The district has met this goal:

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:

Minimally

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Increase network and data security and integrity for all District assets, while minimizing disruption to instruction and learning as demonstrated by decrease of 25% in reported incidents each year.

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.

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

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

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

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

The Information Technologies department will use Network Audits and logs from the newly implemented Network Access Control device to determine if the security protocols are properly ensuring only authorized access. If we are not seeing unauthorized access, we will know we are successful. Data from the ticket system will be reviewed quarterly and will help measure the impacts of implementing security best practices, as well as survey data that will be gathered under the direction of the Technology Steering Committee. Less tickets and positive survey results will determine success.

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	Purchasing	Secure funding sources for Network Access Control	Business Official	IT Coordinator	06/30/2023	0

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		product and Multifactor authentication.				
Action Step 2	Implementation	Implement a Network Access Control system that is capable of extensive logging, and controlling authorized and unauthorized access to the network.	Director of Technology	Assistant IT Coordinator	06/30/2023	1,050,000
Action Step 3	Implementation	Implement multifactor authentication for all staff accounts. Doing so will reduce the risk of these accounts being used to steal data or becoming attack vectors	Director of Technology	Assistant IT Coordinator	06/30/2023	450000
Action Step 4	Planning	Evaluate current backup procedures and research products with more segmentation and airgapping capability.	Director of Technology	Assistant IT Coordinator	06/30/2023	0

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Cybersecurity	Leverage Network Access Appliance to align wireless to 802.1x encryption.	Director of Technology	Assistant IT Coordinator	06/30/2023	0
Action Step 6	Implementation	Provide greater level of network segmentation to ensure that access to sensitive systems are properly controlled.	Director of Technology	Assistant IT Coordinator	06/30/2024	200000
Action Step 7	Evaluation	Analyze the security	Director of	Technology Steering	06/30/2	0

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		logs for incidences and act upon any breaches or vulnerabilities. Analyze impacts of MFA and NAC implementation, meeting with stakeholders and consider adjustments as necessary	Technology	Committee	023	
Action Step 8	Staffing	Increase technical engineering 1.0 FTE staff to increase level of service and provide better balance of technical duties	Director of Technology	Business Official	06/30/2023	135000

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Evaluate and maintain a robust technology infrastructure necessary to support the integration of technology in all learning environments and provide equitable access and opportunities for all learners as demonstrated by a 20% decrease in year 3 of ticketing system referrals as submitted by instructional and support staff.

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

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

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

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

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

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

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

Digital Equity survey data will be used to determine the ongoing needs for internet connectivity at home. Enrollment statistics will be used to determine how many laptops to buy. The quarterly survey will be used to to determine success.

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	Evaluation	Audit network for connectivity issues throughout the district and complete necessary updates to	Other (please identify in Column 5)	Outside Vendor	06/30/2023	50000

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		strengthen functionality and security.				
Action Step 2	Planning	Create a quarterly performance review cycle, surveying stakeholders' feedback and input to ensure all devices (students and teachers and families) are working at maximum capacity regularly.	Other (please identify in Column 5)	Technology Steering Committee	06/30/2023	0
Action Step 3	Budgeting	Leverage funding sources to expand our 1:1 device ratio for all students in grades K-2 and create ongoing efficiency of the 1:1 program for K-12 students.	Business Official	IT Coordinator	06/30/2023	0
Action Step 4	Evaluation	Evaluate current system for damaged and lost devices and accessories, (loaners, insurance, etc.)	Director of Technology	Assistant IT Coordinator	06/30/2023	0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #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	Implementation	Support the district-wide technology 4-year device recycle plan for students	Director of Technology	Business Official	06/30/2023	6960000
Action Step 6	Community Partnerships	Continue to provide hotspots to families with no options for sufficient internet at	Director of Technology	Business Official	06/30/2023	3000

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		home.				
Action Step 7	Policy/Protocols	Enhance the current district wide ticket system through increased staffing and training of all stakeholders to ensure a quicker turnaround that resolves hardware and networking issues that impact instruction and learning. (Instructional usage Tickets need to be connected to software programs and curriculum office while hardware can be connected to IT technicians)	Director of Technology	Assistant IT Coordinator	06/30/2023	0
Action Step 8	Purchasing	Research, evaluate and purchase the necessary assisted technologies to support students with special needs.	Assistant Superintendent	N/A	06/30/2024	100000

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Enhance learning environments by infusing technology rich curriculum and experiences where all stakeholders can learn and practice the knowledge, skills and applications of digital literacy and computing science as demonstrated by creating one unit of study per year in each grade level or content area that incorporates the NYSED Computing Science and Digital Fluency Standards.

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.

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

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

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

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

We will embed student benchmarks in the curriculum writing project to measure success. Such benchmarks may include but is not limited to small formative assessments, rubrics to evaluate student progress towards mastery. Project based lessons will be created across all disciplines and grade levels that will incorporate digital fluency standards utilizing the scope and sequence provided by the NYSED. This is a way for educators to measure and allow students to demonstrate and apply their knowledge of the standards. We hope that student projects in the revised units of study will show that 80% of students are proficient in the digital literacy strand.

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	Curriculum	Audit current curriculum and	Superintendent	CAC Committee	06/30/2023	3000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		curriculum writing around the implementation of the new NYSED digital fluency and computer science standards, with a clear scope and sequence, and a core set of instructional strategies to deliver instruction to ensure that students have regular meaningful opportunities to engage with technology.				
Action Step 2	Curriculum	Create technology infused project-based lessons which have leverage students' cultural and linguistic experience, utilizing their background knowledge and providing multiples ways for students to learn and demonstrate new learning while infusing the digital fluency standards woven throughout each grade level and discipline and will maximize the usage of the 1:1 device.	Curriculum and Instruction Leader	Assistant Superintendents	06/30/2023	0
Action Step 3	Staffing	Utilize newly hired Library Media Specialists and AIF to evaluate new curriculum for vertical articulation and sustainability between the primary and secondary levels. These educators will be scheduled into the	Superintendent	Assistant Superintendents	06/30/2023	4500000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		school day to teach students the necessary computer science skills as well as offer on-going support of the technology infused classroom.				
Action Step 4	Policy/Protocols	Integrate assistive technologies into the curriculum to support students with disabilities for improving student outcomes and equity.	Assistant Superintendent	Assistant Superintendent for Special Education	06/30/2025	0

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Communications	Develop and implement a procedure for stakeholders evaluating and aligning new digital fluency tools and educational apps that optimize teacher instruction and student learning for standardization and processing of Education law 2-D.	N/A	Technology Steering Committee	06/30/2023	0
Action Step 6	Research	Continue to research and seek out resources that support all ELL students.	Assistant Superintendent	Coordinator of Bilingual ENL	06/30/2025	0
Action Step 7	Communications	Provide all curriculum maps on the district	Curriculum and	Website Manager	06/30/2023	20000

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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
		website in multiple languages.	Instruction Leader			
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fourth goal?

Yes

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IV. Action Plan - Goal 4

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1. Enter Goal 4 below:

Partnerships between the District and community practice a shared culture of digital literacy and computing science application to ensure equity of access for all students so that they are equipped with the knowledge of technology and skills vital for full participation in 21st Century life, work and citizenship as demonstrated by 80% alignment over the next three years of combined strongly agree and agree responses between school scan, student voice and family engagement surveys.

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

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

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

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

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

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

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

Over the next 3 years, we will be using data from the school scan, student voice and family engagement surveys to assess the effectiveness of partnerships. Our goal is to have 80% positive alignment between these three surveys and the perception of the NYSED Digital Fluency and Computing Science standards.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Budget for an Educational	Superintendent	Assistant Superintendents	06/30/2023	150000

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IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Technology Leader, Academic Integration Facilitators and Library Media Specialists who are proficient in teaching and leading job-embedded learning.				
Action Step 2	Collaboration	Work with Curriculum and IT Coordinators, Teacher Center, newly hired Academic Integration Facilitators and Library Media Specialists to develop and roll out professional learning opportunities which prioritizes technology, aligns with core curriculum, and echos the vision of the district.	Other (please identify in Column 5)	Committee	06/30/2023	0
Action Step 3	Professional Development	Make professional learning opportunities visible for building leadership, teachers, staff while holding all accountable for the infusion of the NYS standards, practices and technologies connected to impactful instructing and learning.	Superintendent	Assistant Superintendents	06/30/2023	0
Action Step 4	Collaboration	Whenever necessary, bring in outside consultants to work with staff on the best use of these resources, training on them and sharing knowledge with our AIF and LMS for turnkey training throughout the District.	Assistant Superintendent	Eastern Suffolk BOCES	03/30/2025	300000

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IV. Action Plan - Goal 4

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7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Communications	Expand a district stakeholder driven technology standards committee that also includes students, family, and staff for regular review of the District Strategic Technology Plan.	Superintendent	Assistant Superintendents	06/30/2023	0
Action Step 6	Evaluation	Conduct regular surveys that will assess and determine the technological training needs of administrators, teachers, support staff, school library media specialists, and families.	Other (please identify in Column 5)	Technology Steering Committee	06/30/2023	0
Action Step 7	Community Partnerships	Leverage district and external community outreach structures to enhance parent understanding of technology, enhance parent/school partnership so they can help their children learn at home and acquire 21st century skills.	Assistant Superintendent	N/A	06/30/2025	30000
Action Step 8	Evaluation	Access the effectiveness of professional development programs through the a combination of surveys immediately after the training and quarterly follow up surveys that focus on	Curriculum and Instruction Leader	Assistant Superintendents	06/30/2025	1500

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IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		how teachers were able to apply their knowledge, the progress of implementation, any challenges that need to be supported and how to address the next set of needs.				

8. Would you like to list a fifth goal?

No

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

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V. NYSED Initiatives Alignment

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

The District has adopted core programs in almost all disciplines that include a digital component, and part of the core program adoption process *requires* that new programs will contain robust digital components. As part of the daily instruction, teachers utilize technology in a variety of forms. For example, some forms include but are not limited to, interactive touch panels, projecting online digital components and media, using supplemental subscriptions to support differentiated instruction, and using Microsoft Teams as a communication and management platform. The curriculum will have students engaged in technology infused project based lessons which provide multiple ways for students to learn and demonstrate new learning while infusing the NYSED Digital Fluency and Computer Science standards.

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.**

This plan acknowledges the need for human capacity and monetary requirements needed to provide equity with regards to accessing technology. The plan accounts for increasing technology, professional development and teaching staff in order to minimize delays related to technical issues in the classroom as well as provide equity of technology enhanced instruction in the classrooms. The district also understands that there are organizations within the community that will be able to help parents in this unique community, especially during after school hours, and will be exploring partnerships with them to maximize parent engagement. This year the District partnered with IDECorp. who provided course modules on “Reimagining the Classroom Experience” for teachers to self-navigate and learn what a technology infused classroom should look like and how students can learn anywhere, anytime. These courses are teaching teachers how to enhance their learning spaces with technology.

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.**

The Special Services department has been researching assistive technologies to provide the least restrictive learning environment for students. One such recent initiative include procuring the Milo robot to help students with Autism learn to tune in on emotions, express empathy, act more appropriately in social situations, self motivate, and generalize in the classroom. Another recent initiative includes the use of Revibe watches to help redirect students with ADHD when they are off task. Special Services has also procured training for many of their teachers to use assistive technologies that currently exist in the Microsoft for Education suite, which has immersive reader, which allows students to increase font size when reading, focus in on lines, and has the ability to read to you. Teachers have also been shown the dictation features as well, which allows students to be able to express their thoughts with words and will result in typed text for assignments and classwork.

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

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

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

- | | |
|---|--|
| <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)

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

Yes

7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

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

(No Response)

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input 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 checked="" 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 checked="" 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 type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input checked="" type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input 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 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 type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. | <input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input checked="" 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 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. | |

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

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

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

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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	2.00
Instructional Support	5.00
Technical Support	13.75
Totals:	20.75

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	6,405,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Instructional and Administrative Software	N/A	2,100,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Internet Connectivity	N/A	81,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public 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	N/A
4	Staffing	N/A	4,300,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input 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:			12,886,000			

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.**

<https://www.bufsd.org/plans>

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 checked="" type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Infrastructure	<input type="checkbox"/> Technology Support
<input checked="" type="checkbox"/> Data Privacy and Security	<input type="checkbox"/> OER and Digital Content	<input type="checkbox"/> Other Topic A
<input type="checkbox"/> Digital Equity Initiatives	<input 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	Candice Cheng	IT Coordinator	ccheng@bufsd.og	<input checked="" 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 checked="" type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input 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
				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

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	Ann Palmer	Assistant Superintendent for Elementary Education	apalmer@bufsd.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 checked="" 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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