

**2018-2021 Instructional Technology Plan - 2018**

I. District LEA Information

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Page Last Modified: 12/12/2018

**Section I - District LEA Information**

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

Guy D. Nelson

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

Other (please identify in Question 2a, below)

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

Coordinator of Information Technology

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

**2018-2021 Instructional Technology Plan - 2018**

II. Strategic Technology Planning

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Page Last Modified: 12/12/2018

**Section II - Strategic Technology Planning**

**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?**

The Brentwood School District is committed to preparing our students to lead and innovate in a 21st century global society. Our vision is to plant seeds of greatness. Through empowerment, encouragement and high expectations, students will be challenged to utilize various aspects of educational technology in order to develop critical thinking, problem solving, and ethical awareness necessary to be a leader and innovator in a 21st century global society. This will be done through state of the art technology built on a solid technology backbone based on industry proven standards. The district recognizes the tremendous value of emerging technology in society and how it can be used to unite the entire community that we serve to elevate learning. As such, the district is committed to introducing, supporting and constantly re-evaluating technological tools that offer up the best learning opportunities.

**3. List three goals that will drive the attainment of the vision.**

	List Goals
Goal 1	The district is looking to continue the technology investment started with the implementation of Phase I of the Smart schools Bond Act. The first major goal is to investigate ways to reallocate resources in an efficient manner so that they can propel technology. For example, old paper distribution methods can be replaced with electronic means. The money freed up from that can be used to invest into student devices and then have the media distributed electronically to those devices.
Goal 2	The district plans to move away from the traditional lab based computer environment. As technology advances and the learning community becomes more and more mobile, the creation of mobile labs must be a priority. Extending the undertaking further, the district goal is to create a "Digital Classroom" environment in which every student has a device accessible to them in the classroom environment and they can collaboratively work together to pull in content from many sources available to them through the web. As part of this, we will be breaking the confines of the teachers desk and allowing the teacher to be more physically immersed in the student area. Each device will have the capability to be shown on the large scale HD display device in the room. All of this will be managed and under total control of the teacher in charge of their classroom
Goal 3	The district plans to have a comprehensive professional development push surrounding Office 365 as a collaborative learning tool. This will encompass all staff as well as a tight integration with students in the classrooms. There will be an emphasis on using it in all areas of education. It will be integrated into Administration, clerical, teachers, students and community and will become the standard for collaboration with all stakeholders. Additionally, the district will tie lessons done in the classrooms with the student management system (eSchool) by pushing the results of the lessons to the teachers gradebook. This will allow a seamless flow of information to the parents.

**4. Do you want to list a fourth goal that will drive attainment of the vision?**

No

**5. Do you want to list a fifth goal that will drive attainment of the vision?**

No

**2018-2021 Instructional Technology Plan - 2018**II. Strategic Technology Planning

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Page Last Modified: 12/12/2018

- 6. 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.**

Through regular meetings of the Administrative team, instructional goals are laid out in terms of an overall vision and direction of the district. Present at these meetings are both curriculum based staff as well as finance and operations representation. From these meetings, Instructional Assistant Superintendents conduct Leadership Team meetings to discuss the goals and strategic planning in order to attain these goals. Building based leaders offer input from their administrative perspective as well as share input obtained from meetings with the instructional staff within their buildings. In terms of finance and operations the Assistant Superintendent holds regularly scheduled meetings with departments reporting to the Assistant Superintendent. At these meetings, planning, evaluation of best methods and funding are discussed. Ultimately from all of these meetings, input is solicited and compiled from all areas of the instructional staff as well as the operational staff to form a comprehensive plan for procurement, deployment and implementation.

Additionally, the board of education has formed various advisory boards to address oversight with respect to various district responsibilities. These advisory boards are established annually and membership participation is explained and encouraged by the Board of Education. Sign-up information is presented at public board meetings and membership of the various advisory boards is maintained as well as a list of any additional people desiring participation. It is recognized that input is needed from all areas with respect to the instructional community so, there is careful planning to ensure that equal representation is established. Recognizing the global impact of technology within the district, the board has established an advisory board that deals with all technology initiatives within the district. This advisory board is open to all stakeholders within the school district. As such, there is community representation, information technology representation, instructional representation, administrative representation, operational representation as well as board of education representation. At regularly scheduled meetings various technology is discussed. In many cases, the advisory board will bring in outside vendors in order to evaluate and vet various planned initiatives as for their merit, effectiveness and ease of use within the learning community.

The centralized nature of these advisory boards assists in all aspects of the the overall process. For example, if in planning or discussing new technology initiatives requires funding, professional development or even the updating or formation of new policies, this information is conveyed back to the administration and collaboratively worked on in order to facilitate an efficient development of the technology plan.

Finally, the results of all of these stakeholder meetings are culled together and put together as an overall technology plan that addresses instruction as well as administrative technology to support the instructional plan. At this point information is shared in various ways. It is first presented to the Board of Education and the board can decide that it is something to present at various monthly workshops. The Board workshops are different in that since there is no business meeting, more time can be dedicated to information sharing with respect to the technology initiatives. Any additional feedback can be used to adjust what would be considered to be the final plan.

With that said, the district recognizes that technology is a constant evolution of goals, hardware, software and training. Because of that, this process continues as a cycle repeatedly analyzing, vetting and adjusting in terms of newer emerging technology and the acquisition and finance of all pieces required in order to effectively implement the district technology vision.

**2018-2021 Instructional Technology Plan - 2018**II. Strategic Technology Planning

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Page Last Modified: 12/12/2018

**7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.**

Ongoing Professional Development and training has been provided to familiarize teachers in the use of computer-based literacy programs, online databases, student response systems, as well as other technology equipment designed to raise academic achievement. In an effort to develop 21st century skills and learning environments, the district has begun to create learning practices and physical environments that will bolster the teaching and learning of these crucial skills.

The classroom has been the essential and fundamental learning space station and the focus of our integration. We have trained teachers to use a variety of software and rich digital and online curricular resources to monitor students' Lexile reading growth, match students to text, and differentiate instruction. Scholastic consultants in particular have trained teachers in the set-up and implementation of several computer-based literacy programs (Read 180, Expert 21, System 44, and ReadAbout) designed to accelerate the development of students' literacy skills. These breakthrough adaptive technologies have provided teachers with the support needed to improve the reading comprehension and vocabulary development of all student learners. Because the computer-based programs offer continuous student assessment and real-time reporting, teachers have been trained in how to monitor students' reading progress over time. Teachers have been trained in how to use the Scholastic Achievement Manager (SAM) to gather, analyze, and interpret reports, so they can adjust their literacy instruction to meet the individual literacy needs of students.

In addition to adaptive technology, the district purchased many online subscriptions (Castle Learning, RAZ Kids, Reading and Science A-Z, Newsela, and Expert Space) and provided training, so they could provide our students with opportunities to read, explore, discover, collaborate, and connect to the content in their core disciplines in an engaging manner. Workshops were also provided to show teachers how to utilize the student performance components to obtain meaningful data on students' readiness or achievement in regard to specific learning objectives.

Finally, teachers have been trained in how to effectively integrate tools that promote interactive learning, higher level thinking skills, and engagement across the content areas. Teachers have been taught how to use interactive whiteboards, digital content and resources, and computers to create new learning environments. Office application software and on-line digital platforms such as Turnitin.com, an online grading and peer review platform, is giving teachers access to standards-aligned grading tools as well as the opportunity to provide feedback to students in a timely manner.

The body of literature clearly indicates that professional learning is an essential key to the success of technology-integration programs. The district will continue to provide teachers with comprehensive, on-going, and job embedded professional development to support the development of 21st Century learning environments in our schools.

**2018-2021 Instructional Technology Plan - 2018**II. Strategic Technology Planning

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Page Last Modified: 12/12/2018

**8. How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.**

The primary evaluation is through meetings with all the stakeholders involved. This technology plan as presented now has impact not only with the classroom but with community, administration and the board. As such, evaluation methodology must change and we must ensure that everyone understands their role in this process.

Starting with the 2018/2019 school year, the district will hold more public meetings with respect to all the newly introduced technology. Already in the 2018/2019 school year, the district technology department held its first Technology Forum which was meant to engage all stakeholders. The stated purpose was to showcase all the new technology offerings as well as engage all stakeholders in Q & A to field questions and evaluate to improve upon current offerings.

Also in 2018/2019 the district has ramped up the frequency of professional development for all staff within the district with respect to its plan. Additionally we will be bringing in professional development resources to the district with major partners like Microsoft. To evaluate these initiatives, the technology department will be assisting the end-user community to implement things such as Microsoft Teams. This will help facilitate the trainings as well as measure the effectiveness of various initiatives thru collaboration. This will allow us a more uniform and stable platform to assist us to roll out technology en masse. Examples of criteria will be things such as alignment to Common Core, digital resources, compatibility with existing and proposed future hardware and availability of Spanish language integration. Key to all of this is to ensure that the evaluation process informs the administration of each initiative fit with respect to critical thinking, communication, collaboration and creativity ("4 C's") as the stated goals for global learning in the 21st century.

Through the process of automated software we will ensure that the network components are not exhibiting any bottlenecks. We will be expanding automated reports to alert us to spikes in network usage as well as regularly scheduled reports that will allow us to develop trend data. This will allow us to ensure a smooth implementation of the new classroom based technology in a proactive manner. Software such as Paessler and VmWare Horizon will be used.

While technology is not a state mandated program, it is quite clear that it is firmly entrenched in life-line services and as such, must be given the highest priority. As always, the district will shy away from using non-standard hardware, software and methodologies. Instead, it will avail itself to tools that traditionally were considered business level only. The district will put people in place who are heavily versed in understanding all avenues of technology in terms of system integration and best practices for a modern data center that links all the districts technology assets into a well versed and fully functioning digital environment. Through this strong foundation, the district can deliver any type of instructional program as part of a comprehensive solution to facilitate transforming education in the classroom.

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2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 1

Page Last Modified: 12/12/2018

**Section III - Action Plan**

**Overview:** This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

**1. Goal #1**

The district is looking to continue the technology investment started with the implementation of Phase I of the Smartschools Bond Act. The district recognizes that the SSBA provided us with much needed funds in order to update all technology infrastructure. Since the next phase of our SSBA funds will be used mainly used for portable classroom replacement, the district has to ensure that it has a vehicle to fund all future technology initiatives. With that said, the district's first goal is to ensure funds are available to take advantage of the major upgrade of the updated infrastructure. This will encompass funding for expansion of all end-user devices such as mobile computing devices to be used within the classroom and for distribution to be used in non instructional settings. Without this goal, no other technology initiatives will be viable.

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

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

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

- All students
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

**4. List the action steps that correspond to Goal #1 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Planning	Administration identifies areas in which funding is being used for methods not conducive to the 21st century.	Superintendent	N/A	Oct. (10)	2019	0.00
Action Step 2	Budgeting	Calculate current expenditures identified in step 1 and determine potential costs to	Business	N/A	Dec. (12)	2019	0.00

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 1

Page Last Modified: 12/12/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	ng	shift	Official				
Action Step 3	Collaboration	Work within the school district to educate individuals on new processes to render old methods as no longer needed	Other (please identify in next column, to the right)	Board of education	May (05)	2019	0.00
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	0.00

5. 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.

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 1

Page Last Modified: 12/12/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	June (06)	2021	(No Response)

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2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

Page Last Modified: 12/12/2018

**Section III - Action Plan**

Copy Goal #2, which you listed in Section II, Question 3, and respond to all questions below.

**1. Goal #2**

The district plans to move away from the traditional lab based computer environment. As technology advances and the learning community becomes more and more mobile, the creation of mobile labs must be a priority. Extending the undertaking further, the district goal is to create a "Digital Classroom" environment in which every student has a device accessible to them in the classroom environment and they can collaboratively work together to pull in content from many sources available to them through the web. As part of this, we will be breaking the confines of the teachers desk and allowing the teacher to be more physically immersed in the student area. Each device will have the capability to be shown on the large scale HD display device in the room. All of this will be managed and under total control of the teacher in charge of their classroom

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

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

**3. Target Student Population(s)**

- All students
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

**4. List the action steps that correspond to Goal #2 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Planning	Discuss the advantages with administration to ensure administrative support for the initiative	Other (please identify in next column)	Administrative team and board of education	Feb. (02)	2019	0.00

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

Page Last Modified: 12/12/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
			mn, to the right )				
Action Step 2	Budgeting	Ensure budget is set up to replace all traditional labs with digital classroom set-up	Business Official	N/A	April (04)	2019	0.00
Action Step 3	Purchasing	Purchase equipment required to implement the digital classroom in the quantity budgeted for	Director of Technology	N/A	July (07)	2019	400,000
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	N/A

5. 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.

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

Page Last Modified: 12/12/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

Page Last Modified: 12/18/2018

**Section III - Action Plan**

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

**1. Goal #3**

The district plans to a comprehensive professional development push surrounding Office 365 as a collaborative learning tool. This will encompass all staff as well as a tight integration with students in the classrooms. There will be an emphasis on using it in all areas of education. It will be integrated into Administration, clerical, teachers, students and community and will become the standard for collaboration with all stakeholders. Additionally, the district will tie lessons done in the classrooms with the student management system (eSchool) by pushing the results of the lessons to the teachers gradebook. This will allow a seamless flow of information to the parents.

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

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

**3. Target Student Population(s)**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> All students    | <input type="checkbox"/> Migrant students   |
| <input type="checkbox"/> Pre-K-2                    | <input type="checkbox"/> Homeless students  |
| <input type="checkbox"/> Grades 3-5/6               | <input type="checkbox"/> Economically disadvantaged students  |
| <input type="checkbox"/> Middle School              | <input type="checkbox"/> Students between the ages of 18-21   |
| <input type="checkbox"/> High School                | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below)                                |
| <input type="checkbox"/> ELL/MLLs                   |   |

**4. List the action steps that correspond to Goal #3 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Planning	The district will develop a curriculum based on the offerings within the Office365 suite of applications	Director of Technology	N/A	Dec. (12)	2018	0
Action Step 2	Professional	Classes will be offered to all staff in which participants will have the applications explained and demonstrated	Other (please)	All technology staff	June (06)	2021	0

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

Page Last Modified: 12/18/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	Development	with hands-on ability in the district learning centers. Since learning is an ongoing process, the end dates for these will be June 2021	use identify in next column, to the right )	involved with instruction and support for technology			
Action Step 3	Staffing	The district will employ the expansion of technology staff in the most fiduciary responsible way. We will look to expand professional development through dedicated persons with the required knowledge base to inform, instruct and support the entire community. Once employed, they will push into all aspects of the school district through department meetings, course offerings, conference days as well as 1-on-1 support. Most recently, the district has started to use the NYS BOCES Model Schools Program and employ 1 full-time person for this purpose and it is working well.	Other (please identify in next column, to the right )	BOE, Superintendent, Business Official, Administrators, Teachers	June (06)	2021	450,00.00
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	0.00

5. 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.

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

Page Last Modified: 12/18/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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**2018-2021 Instructional Technology Plan - 2018**

## IV. NYSED Initiatives Alignment

Page Last Modified: 12/12/2018

**Section IV - NYSED Initiatives Alignment**

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

The district already has a rigorous set of academic standards in place and recognizes that the the role of technology is to support instruction. As such, the district is purchasing, deploying, providing guidelines, and professional development to the instructional staff as to ways to incorporate technology in support of it's rigorous curriculum. Among the tools used is the district's wide catalog of instructional software which is evaluated, piloted and implemented with strict goals of improving academic performance. In many instances, software such as Read180, iReady and ired are used to track academic performance and target individual student needs for areas of improvement. This disinformation is further used to feed other academic analysis systems to breakdown on a granular level and identify specific areas of weaknesses. Particular attention is paid to learning standards within NYS.

This information is then shared with administrative systems such as the student management system to document and track each individual students progress. Since the district has a high mobility rate, this is critical in presenting a seamless instructional program regardless of what schools the student attends within the Brentwood School District.

Additionally, with the implementation of Phase I of the District's Smart Schools technology plan, we are offering more and more access to all of the district's academic offerings for our student population. For example, the wireless phase of our SSBA plan will now allow complete wireless access within all of our instructional areas (classrooms, libraries and common spaces). The introduction of mobile carts will in effect be the beginning of a transformative process within the district. It will be the first step in an end-goal of transforming all of our classrooms from plain classrooms to mobile classrooms and ultimately digital classrooms.

2. **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 curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

The district ensures access and participation to the general curriculum through various methods for students with disabilities. For example, we employ sound field systems for situations when an actual computing device will not necessarily be called for. Additionally, in many instances, the district employs computer based devices to ensure the students' participation in the curriculum. Examples of such devices that have been used and will continue to be used are laptops as well as android and iOs tablet devices. All are fully integrated into the districts technology network to ensure full use of the district resources stored on network servers as well as any web based tools that are required for the education of students with disabilities

3. **How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- 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.
- 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 3a, below)

- 3a. **If 'Other' was selected in Question 3 above, please explain here.**

The classroom teachers are using technology to communicate with the parents of students with disabilities, full class and individuals using the remind applications and classroom dojo. These programs allow for immediate communication and reminders of upcoming events. They also afford the teacher the opportunity to communicate in the parents' preferred language.

2018-2021 Instructional Technology Plan - 2018

IV. NYSED Initiatives Alignment

Page Last Modified: 12/12/2018

**4. 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 their student language and content learning with the use of technology. Check all that apply.**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom                                   | <input checked="" type="checkbox"/> Using technology to increase options 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 4a, below)  |

**5. How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- 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/MLL 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 5a, below)

**6. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.**

Yes

**6a. If Yes, check one.**

In the 5 most spoken languages in the district

**6b. If 'Other' was selected in 6a, above, please explain here.**

(No Response)



**2018-2021 Instructional Technology Plan - 2018**

## IV. NYSED Initiatives Alignment

Page Last Modified: 12/12/2018

7. **Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

- |   |   |
|---|---|
| <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 word                      | <input checked="" type="checkbox"/> Promotion and 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 checked="" 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 7a, below)                              |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom |   |

8. **How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?**

- 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.
- The district does not use instructional technology to facilitate culturally responsive instruction.
- Other (please identify in Question 8a, below)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

Page Last Modified: 01/02/2019

**Section V - Administrative Management Plan**

**1. Staff Plan**

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	12.00
Technical Support	12.00
<b>Totals:</b>	<b>25.00</b>

**2. Investment Plan**

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	500,000	One-Time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <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	N/A
2	Professional Development	N/A	1,000,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional	N/A

2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

Page Last Modified: 01/02/2019

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> 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	Network and Infrastructure	N/A	200,000	One-Time	<input 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 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	Internet Connectivity	N/A	20,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next	N/a

2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

Page Last Modified: 01/02/2019

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> column, to the right <input type="checkbox"/> N/A	
<b>Totals:</b>			<b>1,720,000</b>			

3. **Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?**  
 Yes

4. **Please indicate whether or not the district has a public website.**  
 The district has a public website.

4a. **Provide the URL of the district's public website.**  
<http://www.brentwood.k12.ny.us>

5. **Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.**  
 Yes

5a. **If 'Yes' was selected in Question 5 above, please identify the responsible person's title.**  
 Coordinator of Information Technology

6. **Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.**  
 Yes

6a. **If 'Yes' was selected in Question 6 above, please identify the responsible person's title.**  
 Coordinator of Information Technology

7. **Has a district-wide information security and/or privacy audit ever been performed in the district?**  
 Yes

7a. **If 'Yes' was selected in Question 7 above, please identify how often a security and/or privacy audit has been performed?**  
 Every Two Years

7b. **If 'Yes' was selected in Question 7 above, please indicate whether the audit(s) was/were performed by an independent 3rd party contractor.**  
 Yes - all audits were performed by a 3rd party contractor

8. **Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?**  
 Yes

**2018-2021 Instructional Technology Plan - 2018**V. Administrative Management Plan

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Page Last Modified: 01/02/2019

9. **Does the school district provide for educating minors about cyberbullying awareness and response?**

Yes

10. **Does the district have an Internet Safety Policy?**

Yes, and I will provide the URL to the policy.

- 10b. **Please provide the URL to the district's Internet Safety Policy.**

<http://www.brentwood.k12.ny.us/HTMLpages/BdofEd/policy%20pdfs/4526.1.pdf>

11. **Does the district have a Cyberbullying Policy?**

Yes, and I will provide the URL to the policy.

- 11b. **Please provide the URL to the district's Cyberbullying Policy.**

<http://www.brentwood.k12.ny.us/HTMLpages/BdofEd/policy%20pdfs/4526.pdf>

12. **Does the district have a Parents' Bill of Rights for Data Privacy and Security?**

Yes, and I will provide the URL to the Parents' Bill of Rights for Data Privacy and Security.

- 12a. **What year was the Parents' Bill of Rights for Data Privacy and Security policy first posted?**

2016

- 12b. **Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.**

[http://www.brentwood.k12.ny.us/HTMLpages/Business\\_ops/Parents%20Bill%20Of%20Rights.pdf](http://www.brentwood.k12.ny.us/HTMLpages/Business_ops/Parents%20Bill%20Of%20Rights.pdf)

13. **Does the district have an information breach policy that addresses the district's planned response to an information breach?**

Yes, and I will provide the URL to the policy.

- 13b. **Please provide the URL to the policy that addresses the district's planned response to an information breach.**

<http://www.brentwood.k12.ny.us/HTMLpages/BdofEd/policy%20pdfs/8635-R.pdf>

14. **Provide a direct link to the district's technology plan as posted on the district's website.**

<http://www.brentwood.k12.ny.us/HTMLpages/Departments/bIT/NYSTech.pdf>

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**2018-2021 Instructional Technology Plan - 2018**

VI - Sharing Innovative Educational Technology Programs

Page Last Modified: 12/12/2018

**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 category that is not on the list.

<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Privacy and Security
<input type="checkbox"/> Device Planning and Implementation (1:1; BYOD)	<input type="checkbox"/> Professional Learning
<input type="checkbox"/> Digital Citizenship	<input type="checkbox"/> Project-based Learning
<input type="checkbox"/> Infrastructure	<input type="checkbox"/> Other Topic A
<input type="checkbox"/> OER and Digital Curriculum	<input type="checkbox"/> Other Topic B
<input type="checkbox"/> Personalized Learning	<input type="checkbox"/> Other Topic C
<input type="checkbox"/> Pilots and Proof of Concept	

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	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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 in order to obtain more information about the innovative program(s) at your district.

2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

Page Last Modified: 12/12/2018

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum

2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

Page Last Modified: 12/12/2018

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning



2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

Page Last Modified: 12/12/2018

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning

2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

Page Last Modified: 12/12/2018

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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