I. District LEA Information

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

   Patrick Fogarty

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

   Director of Technology

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

   The Jericho Public Schools are committed to nurturing the individual capabilities and unique talents of all members of the educational community and preparing them for the rapid technological changes of the information age.

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

   Technological tools are deployed to encourage creativity and critical thinking, help students develop effective communication skills, foster within students a lifelong love of learning, promote equity among all student populations, and provide students with multimodal learning opportunities.

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 instructional technology plan design process began with an expanded version of our existing Technology Committee being convened to discuss possible goals for the district. The original Technology Committee consisted of ten members. In order to include more principals, parents, and teachers, it was expanded to include an additional ten members, including parents of students in both general and special education programs. Three meetings were held between November and February, during which participants were presented with data from a variety of sources designed to help the team delineate specific goals. Ultimately, the technology plan was developed based on the input of the Technology Committee, who were informed by data collected from parents, students, and staff.

   Between Technology Committee meetings, the Director of Technology met with each building's Parent-Teacher Association to discuss the Technology Plan and solicit more ideas for potential district goals.

   The district convened a Goals Workshop in December during which groups composed of parents, students, community members, and district staff discussed overall goals for the district as well as potential goals for the integration of technology. The Director of Technology attended this workshop, discussed future applications of technology, and solicited potential goals during the session he attended. Data collected during the Digital Equity Survey, which was distributed to all families in the district and completed by over 1000 parents, was also used to inform our discussions of goals.

   Members of the Technology Committee were asked to serve as building and department liaisons to share any issues or concerns their colleagues brought to their attention. One of our Curriculum Associates was appointed to the Technology Committee and asked to relay key points of our discussion as well as bring feedback from the rest of the CA team. District staff members also have a 24/7 option for contacting us and communicating needs, as our GetHelp helpdesk is monitored throughout the day, and recurring issues are identified and discussed with the Technology Committee. Our staff of dedicated education technology professionals spend their day addressing helpdesk requests and interacting with teachers, so they are often able to present potential issues or concerns to us before anyone else.

   By triangulating data sources including Technology Committee meeting notes, the Digital Equity Survey results, feedback from each building's PTA, our administrative cabinet, the technology department staff, and student and parent feedback from the Goals Workshop, a comprehensive Instructional Technology Plan was developed.

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

Three years ago, the Technology Committee discussed several ways to enhance the integration of technology at Jericho. Our new goals also aim to further address our past goals from 2018 by extending or expanding these initiatives to continue to improve teaching and learning at Jericho. In the past, Jericho's technology team has relied heavily on the Technology Committee and district surveys to determine the district's technology goals. This year, I emphasized face to face conversations, meetings with every PTA in the district, and including more parents on our Tech Committee. Additionally, I used opportunities like our Goals Workshop to consult with parents in attendance about what they would like us to emphasize in our goals. There was more hands on interaction, even remotely, than in previous years.

Goal 1, which "indicates that Jericho's staff will aim to "create a place of learning that will explore and provide for every aspect of students' capacities for learning by developing a broad, challenging and engaging curriculum," remains at the center of education technology integration here at Jericho. This version of the plan continues with that tradition by centering the alignment of student needs with the use of classroom technology. We will continue to work with our teachers, administrators, and Curriculum Associates to determine student needs, source hardware and software based on those needs, and deploy those technologies in a way that supports teachers and students. Example of this process at work include pre-pandemic feedback from the technology committee about students needing multiple logins and finding it confusing. I was acting on that feedback and implementing ClassLink, a single sign-on product, as the pandemic began. As a result, we were able to allow teachers to access files on their classroom PC remotely, and ultimately simplified the sign-in process for our 3000 students. Academically, we are creating a system as part of this Instructional Technology Plan that streamlines teacher app requests and provides an avenue for Curriculum Associates to review these requests. This was a rather broad goal, but parents and participants in the Technology Committee felt as though Jericho continued to be a place of learning even during a very challenging two years. I would suggest that this goal was made a great deal more difficult by the circumstances of the pandemic, and as a result I recommended that we emphasize ensuring teachers and students have the tools they need to be successful.

Our second formal goal from 2018-2021 was related to professional development. Infusing PD with technology and using PD to prepare teachers to launch new programs remain essential to our district's continued success. This remains one of our primary goals, as we can always improve on what we have done. Options discussed for the next three years include push-in professional development, microclustered PD for specific apps and services, and making more robust use of virtual professional learning opportunities. Because we continue to add new tools and build on existing programs, the need for education technology-focused professional development never really changes. Over the last three years, we have had great success with clustered trainings on one topic repeated so the maximum number of staff members could participate (for example, we provided ten days of Smart Board training over the summer of 2021 following the installation of new boards). We have also increased the number of professional development sessions offered and implemented a new, easy to use PD sign up system. The Technology Committee strongly agreed that this focus needs to continue with an emphasis on remote/virtual professional learning opportunities. It would be impossible to call any professional development plan "fully met" only because there is always more we can be doing, so we continue to believe this is an essential goal.

Our final goal for the last Instructional Technology Plan centered on the continued functioning of our safe, secure, fast network. In the past, network downtime and the disruption it creates was a focus of the ITP planning process. To remediate that during my time here, we have added two new ISPs for a total of three, and increased our throughput significantly as a result. Our network has managed >99% uptime through the COVID-19 global pandemic and beyond, and we completed a wireless access point refresh, network wiring closet upgrade throughout the middle school and high school, and split our core to ensure if one rack fails, the buildings still have Internet access. Because of these recent improvements, network stability and speed was not an issue discussed much during the ITP planning process, but we continue to upgrade aspects of our network and are adding WAPs to areas teachers indicated they struggled to connect. The previous iteration of our ITP did not emphasize security and network vulnerability, but did make mention of them as important considerations. This year's third goal is much more focused on those aspects of technology in the district. Because we recently rolled out multifactor authentication to all district staff members, security and the vulnerability of PII have been front of mind lately. These updated goals aim to shift our focus from network capacity to network and personal security, an aspect of the previous plan that was not thoroughly explored.

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

The COVID-19 pandemic has forced many school districts to reconsider critical aspects of the learning experience for children and the teaching experience for educators. Our new goals reflect what we've learned during the pandemic. Technological simplicity (including simplifying student and teacher access to software), diverse professional learning (with an emphasis on virtual/remote learning opportunities), and a renewed focus on security and privacy are three of the ways we are using our COVID learning to improve our practices.

Our first goal for 2021-2023 is centered on providing students and teachers with the tools they need to be effective in their roles. During the first height of the pandemic, we provided hotspots to all teachers or parents who requested them, and have continued to do so. I outfitted every classroom with dual monitors, a camera and microphone, and a set of speakers so remote students could participate as if they were in the room. The dual monitors also allowed for the teacher to keep remote students displayed on one monitor and the content being delivered to students on the other. Beyond classroom changes, we also became a fully one-to-one district, providing iPads for K-1 students and Chromebooks to students in grades 2-12.

Our second goal is to continue providing targeted, high value professional learning opportunities to our staff. COVID-19 has permanently changed the way we view professional development, as we have leaned into remote and hybrid PD and increased the amount of tech-focused PD we offer. This is reflected in our new plan, which treats virtual, hybrid, and in-person professional learning as functional equivalents. In conjunction with our first goal, providing teachers with devices upon request has been empowering, as teachers can work in different locations when in the building but also have the tool they need to conduct class remotely should that need to happen. We also rolled out OTIS professional development, a platform of PD videos both specific to the district and generalized, and provided accounts to all district teachers and parents.

Our third goal is perhaps least influenced by COVID-19 because it was going to be an emphasis of mine regardless of the pandemic. However staff members using VPNs, working remotely, and having to access a multitude of resources from home did lead to us integrating MFA as well as streamlining student and teacher logins through ClassLink.

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

Yes

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

Jericho UFSD supports a diverse array of professional development activities and opportunities for our teachers, administrators, and support staff. As a district in only the second year of our one-to-one program, and with new Smart Boards now in 96 of the district's classrooms, there have been myriad opportunities for professional development activities. Intensive professional development workshops on Zoom, Canvas, Google Classroom, Google Drive and related apps, creating hyperdocs, Smart Boards, Smart Learning Suite (now Lumio), Office 365, Kami, Nearpod, and Peardeck have been offered over the past 18 months, along with copious non-technology related workshops. We intend to continue fostering a positive environment for teachers' learning through the following methods:

Targeted professional learning - At Jericho, professional learning is paramount for the continued successful operation of our educational program. I shared many of the sessions we have run over the past year above, but we have also provided one-to-one personalized support for our multifactor authentication rollout, and we regularly provide vendor-driven PD for specific apps, services, or technologies.

Model Schools Days - In conjunction with Nassau BOCES, Model Schools Days provide Jericho with trained professional development experts who can be used to train on virtually any topic. We have increased our usage of these days over the last two years and, due to significant pandemic-era purchasing, will continue to do so in the coming years. These sessions are often for one department (for example, Smart Board training for the English Department during a department meeting), but the trainers are generally able to cover multiple topics and address multiple groups in a single day.

Teq Online PD via the OTIS platform - Teq has created the OTIS platform, which provided opportunities for parent and teacher training. OTIS has been in use in the district since 2020 and was an explicit response to the struggles many teachers and parents encountered during the pandemic. The platform hosts hundreds of videos, from videos I made with my staff specifically for Jericho teachers to videos on general topics made for a wider audience. These training videos are usually focused on technology skills and usage, and OTIS even offers live support and live workshops for parents and teachers to join.

Superintendent's Conference Days - Each year, we dedicate our Superintendent's Conference Days to providing our teachers with high quality professional development in the form of workshops, group work activities, and collaborative curriculum development. Technology is essential to these activities, and sessions dedicated to technology integration and using new tech tools are offered during these days.

In-district training - Our technicians (and the Director of Technology) respond to tickets and offer deskside support to all users who require it, and beyond that our tech aides host virtual Q&As, provide Remote Desktop assistance, and supplement trainings with hands on interactions. The interactive nature of our technology staff is one of the greatest strengths of our team, and our staff benefits from their knowledge and desire to help.

School- and district-wide presentations - Every year, the Director of Technology conducts several presentations for the faculty, and security and data privacy are frequently the focus of these discussions. Other topics have included preparing for remote instruction due to COVID, a virtual workshop on using Zoom, and a speech on the first day teachers return regarding how to stay safe online.

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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:

   Fully

2. **Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.**
   The district has met this goal:

   Significantly

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

   Significantly

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

   Fully

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

   Fully

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1. **Enter Goal 1 below:**

    Integrate real world technology, skills, and resources into our instructional practice to prepare digitally literate students for college and life after school.

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

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

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

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

Our first goal for the 2018 Instructional Technology Plan was broad and somewhat difficult to measure, though constituent groups including parents, teachers, and administrators indicated that they felt the goal was fully met. Our first 2022-2025 goal is more easily measured and should therefore be easier to assess. There are several tools at my disposal for determining how successful we are in meeting Goal 1.
The baseline measure of our success integrating real world technology, skills, and resources into our instructional practice will be usage reports. Software including Adobe's Creative Cloud suite, Microsoft Office (and included apps like Word, Excel, and Powerpoint), Nvivo, professional-level audio and video editing tools including Final Cut Pro and Soundtrap, and more will be deployed, and workshops on these tools will be offered at the departmental level (so, for example, the music department will receive focused professional development on using Soundtrap). By monitoring the usage of these programs using the dashboards provided by each vendor will give me insight into whether or not we are genuinely integrating these tools into the classroom.

We will also rely heavily on student and teacher feedback. Listening to our students and faculty members, getting their opinions on how well these real world tools have been integrated into their classrooms, and gaining an understanding of how we can continue to support this initiative. ClassLink also provides us a way to monitor usage and engagement, and is a tool we currently use in Jericho. While ClassLink is primarily used for its single sign-on capabilities, it also provides granular data on student and teacher app usage, time spent on a particular app, and calculates the app's value to the district.
The data we collect will be reviewed by central office administration, analyzed by the Director of Technology and the Technology Committee, and shared with the community during the Technology Budget presentations, which occur annually. Results can be assessed based on software usage reports, teacher, student, and parent feedback, and classroom observations. An increase in usage rates of Microsoft's Office suite in grades 9-12 would be indicators of sucess in this goal area, as would district stakeholders discussing whether or not they felt the curriculum was helping make students college-ready. The ultimate metric of success for this goal is four- and five-year college graduation rates for Jericho seniors. However in the short term, usage data and primary accounts of classroom practices including software usage can be used to assess the trajectory of our efforts to achieve this goal.

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	Communications	Teachers and students are queried to determine which software and tech tools they feel are most important to students as they prepare for college and life after school.	Director of Technology	Building technology aides	12/01/2022	0
Action Step 2	Research	The apps and resources named by students and teachers will be researched, and that research will be shared with the	Director of Technology	Assistant Superintendent of Curriculum and Instruction	02/01/2023	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Technology Committee as well as the Assistant Superintendent for Curriculum and Instruction.				
Action Step 3	Implementation	Implementation will occur when the software is pushed out to students and teachers, and when teachers have been provided sufficient training if needed in the use of these tools.	Director of Technology	System Administrator	03/01/2023	$60,000
Action Step 4	Evaluation	The Technology Committee will meet regularly to discuss teachers' experiences with these tools and resources. Additionally, the Director will consult with stakeholder groups including those who are part of the goals committee and those on the Technology Committee to assess our success. The data sources referenced in question 5 will be our primary units of analysis.	Director of Technology	Assistant Superintendent of Curriculum and Instruction	06/01/2023	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						

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Planning	Once the first wave of evaluation is complete, the Technology Committee will follow the standard PDSA cycle (Plan-Do-Study-Act) and revisit their plans to determine what needs to be changed and what has been effective.	Director of Technology	Technology Committee	08/01/2023	0
Action Step 6	(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)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. **Enter Goal 2 below:**

Provide high quality technology-centered professional learning opportunities to all staff members with an emphasis on training and support for new and emerging technologies in use at Jericho.

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.**

Our second goal builds on our second goal from the district's prior Instructional Technology Plan. Because there is no way to "complete" providing professional development, this is an ongoing goal that will likely be a part of our 2026 Instructional Technology Plan, too. The specific goal we've formulated is to provide high quality technology-centered professional learning opportunities to all staff members with an emphasis on training and support for new and emerging technologies in use at Jericho. We will use a number of data sources to analyze our progress towards achieving this goal.

The first and most critical data source we will use will be collected from Professional Learning, PowerSchool's professional development software system. Professional Learning will allow us to track total number of technology workshops provided, attendance at those workshops, and post-event surveys will provide us with a mechanism by which to evaluate staff satisfaction with the learning opportunities we are providing them. This is a particularly rich source of data since it allows us to track longitudinal enrollment and assessments of our program while also giving us access to more granular details about specific sessions. An increase in enrollment in tech sessions, an increase in the overall number of tech sessions provided, and an increase in teacher evaluations of these sessions will be our primary assessment metrics.

We will also solicit teacher feedback to understand their level of satisfaction with the tech-centered professional learning we provide. Just as a survey and an interview can be combined to produce data with breadth and depth, one on one communications with teachers will be used in conjunction with data collected from Professional Learning to provide us a clearer picture into the success or failure of our efforts.

6. **List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must**

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be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Reach out to Nassau BOCES, technology vendors, and software suppliers to determine what professional learning offerings are available to be integrated into our Professional Learning program.	Director of Technology	Assistant Superintendent of Curriculum and Instruction	07/15/2022	0
Action Step 2	Planning	Select the most impactful activities available to us in conjunction with the Technology Committee and the Office of Curriculum and Instruction.	Director of Technology	Assistant Superintendent of Curriculum and Instruction	07/29/2022	0
Action Step 3	Purchasing	Communicate with the vendors whose services we've chosen to use and begin the process of soliciting quotes and converting them to purchase orders.	Director of Technology	Assistant Superintendent of Curriculum and Instruction	08/17/2022	15000
Action Step 4	Collaboration	Work with the Office of Curriculum and Instruction to integrate the selected tech-focused PD into our Professional Learning catalog, select dates, and determine support needs.	Director of Technology	Assistant Superintendent of Curriculum and Instruction	08/26/2022	0

7.   **This question is optional.**
      If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Implementation	Begin the sessions during the 2022-23 school year.	Director of Technology	Assistant Superintendent of Curriculum and Instruction	06/30/2023	0
Action Step 6	Evaluation	In conjunction with the Technology Committee and the Office of Curriculum and Instruction, data collected from PowerSchool's Professional Learning software will be analyzed, as will teacher feedback.	Director of Technology	Assistant Superintendent of Curriculum and Instruction	07/12/2023	0
Action Step 7	Other (please identify in Column 3, Description)	A revision of our program will follow the evaluation period. At this point, new vendors may be contacted, existing vendor arrangements modified, and ineffective aspects of the program will be discontinued.	Director of Technology	Assistant Superintendent of Curriculum and Instruction	08/04/2023	15000
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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1. **Enter Goal 3 below:**

   Jericho will provide a safe, secure learning environment that prioritizes network and data security, as well as the protection of staff and student personally identifiable information.

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

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

Our third and final Instructional Technology Plan goal for 2022-2025 is an extension of our previous third goal: Jericho will provide a safe, secure learning environment that prioritizes network and data security, as well as the protection of staff and student personally identifiable information. This is an initiative that can be measured with relative ease, as there are metrics and services available to us that can assist in assessing our network's security.

This goal has become particularly important given the number of cybersecurity incidents experienced by districts over the last five years, and we have already taken significant steps to enhance our users' privacy and security. We've enabled multifactor authentication, added a SIEM to our security stack in the form of Windows Sentinel, are using Cisco Umbrella, Cisco Firepower, Microsoft Defender, and Microsoft Advanced Threat Protection, and have generally taken every step we can to reduce our attack surface.

Now we intend to take those steps and assess our performance through the use of a third party vendor, Stetson Cybergroup. They will conduct annual penetration testing, NIST framework gap analyses, and will then prepare an action plan for us. They will also conduct interviews with relevant stakeholders and assess our data privacy standards. Next, we will look to implement 24/7 network and endpoint monitoring through CrowdStrike. After each security layer is added, additional assessment will be necessary. Tools including ALBERT, our network monitoring service provided by MS-ISAC, will be helpful in assessing how secure our network is to outside intrusion, and how well protected our endpoints are. The process of undergoing penetration tests and gap analyses done by Stetson will produce data for analysis by the Director of Technology, his sysadmin, and other members of the technology department. We will also be implementing dark web monitoring through our cybersecurity insurance provider, and we will continue to launch user phishing campaigns via KnowBe4.

Teachers will be queried to determine how they feel about the district's approach to data and network security, and the responses will be presented to and analyzed by the technology committee. The most obvious way we will know if our goal has been accomplished is if we don't have a serious cybersecurity incident during the time frame of the ITP. Additionally, the results of our scans, audits, and network monitoring will indicate how successful we've been in safeguarding student and teacher data, as well as our network as a whole.

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	Cybersecurity	Though not technically a step, continuing the cybersecurity initiatives we currently have in place while we begin rolling out new aspects of our cybersecurity and data protection initiatives.	Director of Technology	Sysadmin	09/01/2022	210000
Action Step 2	Implementation	We will contract the vendors mentioned above to provide the appropriate services over the summer of	Director of Technology	Sysadmin	09/21/2022	118000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		2022. Then, in concert with those vendors, we will deploy our purchases, including Crowdstrike.				
Action Step 3	Evaluation	Evaluation will be an ongoing process, as the software and services in use will produce data to be analyzed by the technology staff, and primary by the Director and sysadmin. The Tech Committee will work together to review teacher feedback in September.	Director of Technology	Sysadmin	11/01/2022	0
Action Step 4	Planning	Once we have evaluated our successes and areas in need of improvement, the sysadmin and Director will reconvene to discuss ways to improve our security stack.	Director of Technology	Sysadmin	02/01/2023	25000

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	Implementation	As part of our improvement cycle, we will implement any changes we believe are necessary once we have evaluated our	Director of Technology	Sysadmin	09/01/2023	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		initial efforts and planned improvements.				
Action Step 6	(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)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8.   **Would you like to list a fourth goal?**

No

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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.**

Jericho's Instructional Technology Plan is designed to enhance teaching and learning throughout the district. It is just one piece of our comprehensive effort to continually improve student outcomes, which also includes professional development coordinated by the Office of Curriculum and Instruction, myriad committees and councils, and regular surveys of staff members, parents, and students. Our goal remains creating an environment to enable all learners to flourish. To that end, we have recently launched the district's first one to one program, which has made a device available to every student, upgraded our Smart Boards, shifted to ClassLink for single sign-on and automated rostering, added additional ISPs to increase our bandwidth, transitioned to PowerSchool's new professional development management software, launched a new HR system that makes digital onboarding a reality, and generally worked to address any weakness in our efforts that we detected.

Jericho's students are already well known for their academic performances, and Jericho is regarded as one of the highest performing districts in the United States. Technology is an essential component of our educational program, as students are expected to understand digital citizenship, data privacy and security, and a host of technological skills ranging from communicating digitally to submitting work online. Technology allows us to cater to the needs of a diverse array of learners, and to address the multitude of learning styles students in our district exhibit.

The standards and record of achievement are already in place, so our role as technologists at Jericho is to provide teachers, students, and staff with cutting edge technological tools that assist them in their work and inspire them to climb up the SAMR steps Dr. Ruben Puentedura delineated, from substitution and augmentation of existing tasks to modification and redefinition. The goal of the technology plan is to create a safe, efficient, student-centered, technology-enhanced learning environment in which students, staff and community are able to use technology effectively with confidence and competence. Our primary goal remains the seamless integration of technology into teaching and learning.

Teachers use the tools available to them in innovative ways that support student learning. ClassLink is used to streamline the student login process, and QR codes for younger grades allow near immediate student logins even for Kindergarten students. Tools rostered via ClassLink support our students in every subject area: IXL Learning, Xtra Math, Big Ideas Math, and Delta Math support mathematics instruction while HMH and McGraw Hill provide Social Studies tools for teachers and students. ThinkCerca, Literably and News-o-Matic support ELA students and teachers, while BFW and CodeMonkey provide science and coding support. Additionally, general tools like Castle Learning, NWEA MAP, and Method Test Prep offer broad preparation in a multitude of subject areas. This year, we implemented a digital citizenship curriculum for the first time, an indicator of our committment to preparing our students for the moral, ethical, and social challenges of the digital world. The use of this diverse array of apps and platforms help support our teachers as they move from substituting digital resources for physical resources to redefining classroom tasks so that technology is infused in many learning activities.

2. **Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.**

The COVID-19 pandemic inspired our district to take steps towards digital equity that have fundamentally reshaped our district in some ways. To facilitate learning "everywhere, all the time", we provided mobile hotspots to every family who requested one, and ultimately extended that offer to staff and teachers, as well. We provided Chromebooks to every student, and any teacher who requests one can borrow one for as long as the device is needed. Additionally, we implemented GoGuardian and Cisco Umbrella to keep our students safe and their data secure while they are logged into their district-managed Google Workspace and/or Microsoft accounts.

Our infrastructure has never been stronger and more capable of supporting thousands of users. Every network closet in the middle school and high school was upgraded this year, while the closets in the elementary schools are only four years old. We have brought in two additional ISPs and increased our bandwidth. We have split the network core so there is no longer a single point of failure in the district, and we've created backup redundancy by deploying two Nutanix HCIs at two different district sites. Most of our WAPs were updated three years ago, and we've deployed 96 new Smart Boards this year, which the elementary schools expected to get new units in the next 18 months. iPads are provided on carts for students in addition to the one-to-one Chromebook to which very student is entitled.

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

We have purchased online subscriptions and programs specific to certain student populations (i.e. autism and developmentally delayed) in language development, math, reading and social/ emotional for both student use and as teacher resources. Depending on the student we offer a Chromebook or an iPad and in some cases both to use for academics and leisure as part of a behavioral intervention plan. We have acquired specialized devices and accessories including wheelchair mounts, devices with eye tracking for input that allow students with disabilities to just be physically possible to interact with devices, and the aforementioned apps and subscriptions. Personalization and individualization are critical to Jericho's educational programs, but there is a particular emphasis on them as it pertains to special education. Specific apps like Proloquo2Go, Read Aloud, Read&Write, and dozens more are deployed for students based on their needs and their teacher's instructional approach. Technology is interwoven through everything we do at Jericho, and this extends to all general and special education classes.

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

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

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

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

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

    ☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).

    ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).

    ☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

    ☐ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

    ☑ Home language dictionaries and translation programs are provided through technology.

    ☐ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.

    ☐ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.

    ☑ Learning games and other interactive software are used to supplement instruction.

    ☐ Other (Please identify in Question 6a, below)

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

    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)

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

    ☐ Technology to support writers in the elementary classroom

    ☐ Technology to support writers in the secondary classroom

    ☐ Research, writing and technology in a digital world

    ☐ Writing and technology workshop for teachers

    ☐ Enhancing children's vocabulary development with technology

    ☐ Writer's workshop in the Bilingual classroom

    ☑ Reading strategies for English Language Learners

    ☐ Moving from learning letters to learning to read

    ☑ The power of technology to support language acquisition

    ☑ Using technology to differentiate instruction in the language classroom

    ☐ Multiple ways of assessing student learning through technology

    ☑ Electronic communication and collaboration

    ☐ Promotion of model digital citizenship and responsibility

    ☐ Integrating technology and curriculum across core content areas

    ☐ Web authoring tools

    ☐ Helping students connect with the world

    ☐ The interactive whiteboard and language learning

    ☐ Use camera for documentation

    ☐ Other (please identify in Question 8a, below)

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

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

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

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

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

☐ Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.

☐ Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.

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

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

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

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

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

☑ Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.

☑ Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.

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

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

☐ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

☑ Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.

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

☐ Provide online mentoring programs.

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

☑ Offer a technology/support hotline during flexible hours.

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

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

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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)

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.00
Technical Support	10.00
Totals:	**11.00**

2. **Investment Plan**
   Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.
   Provide a three-year investment plan to support the vision in Section II and goals in Section IV.
   A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question. All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Instructional and Administrative Software	Software including Adobe CS, Microsoft Office, and other college- and real world-ready software	60,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	n/a
2	Professional Development	PD services through 3rd party providers. Cost is low because we have Model Schools days to	15,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ 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
		use through Nassau BOCES, which offsets PD expenses			Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Network and Infrastructure	Existing cost of cybersecurity tools to be evaluated during phase 1 of Goal 3	210,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	n/a
4	Network and Infrastructure	Anticipated cost of adding CrowdStrike, expanding Azure use to move more data off premises, and additional security services we are currently exploring like Arctic Wolf	118,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ 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
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**403,000**			

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.jerichoschools.org/departments/Technology

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

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

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

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

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