

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Donna Frymire

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

Other

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

District Technology Integration Specialist

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

**2022-2025 Instructional Technology Plan - 2021**

II. Strategic Technology Planning

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

Amherst Central School District Mission Statement: "The Mission of the Amherst Central School District is to prepare all students to excel in a dynamic world through the development of their abilities to reason, solve problems, apply knowledge, communicate and collaborate effectively."

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

Amherst Central School District Technology Committee Mission Statement: "The mission of the technology committee is to design, communicate and manage a sustainable, dynamic plan for the acquisition, implementation, utilization, and maintenance of technology resources in order to maximize and assess the impact on teaching and learning."

Amherst Central School District's Technology Vision: "The vision of the Amherst Central School District Technology Plan is to improve and enhance learning for all stakeholders within the educational community through the use of technology, consistent with the Strategic Action Plan."

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## II. Strategic Technology Planning

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

**Introduction**

In the Spring of 2016, the Amherst Central School District launched a partnership with the Warner School of Education at the University of Rochester to begin a process to create a district strategic plan. This plan has provided a comprehensive road map to all that has occurred within the District as well as the partnerships that have been formed within the Amherst community since 2017. This plan was to be in effect until 2022 and will be extended due to the impacts of COVID-19. Since COVID-19 infiltrated the United States in March 2020, our instructional practices may have looked different and the technological tools we utilized and integrated were maximized; our sense of community grew stronger and our mission and vision statements were tested.

**Plan Creation**

To honor the work of our district's current strategic plan, we must address the impacts that COVID-19 had on our District's instructional and technology plans. After meeting with stakeholder groups, we have identified previous goals and have modified them to address current and future needs.

**Reflection of Previous Instructional Planning**

The Warner School, adopting Bryson's definition of strategic planning, used a research-based approach. Understanding that strategic planning, according to Bryson is, "a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does and why it does it," both qualitative and quantitative data is used to form the foundation of the plan. This plan must produce action, it must make a school district better and it must ignite change that ultimately results in higher student achievement, preparation for today's societal demands, improved student life and a sense of professionalism and satisfaction for faculty and staff.

Qualitative data comes from a variety of sources including parent, staff and student interviews and perception-sharing opportunities. All district employees, students and residents were invited to attend focus groups and interviews, as well as respond to a survey, answering a variety of questions regarding their perceptions of the district. Quantitative data comes from the New York State Education Department reports, the United States Census, Buffalo Business First as well as Amherst Central School audits and operating budget.

This data was then analyzed by a district Strategic Planning Council (SPC); this team included 42 stakeholders from the school community including students, teachers, staff and administration, as well as community stakeholders including parents, Board of Education members and community leaders. Under the facilitation of a member Warner School a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis was conducted to identify key strategic issues within the district that will answer the questions, "To what extent are our students prepared for the new global economy? Can they adapt, create, compete and commit?"

**Planning Process of the Strategic Plan**

The Strategic Planning Council (SPC) identified three key focus areas that lay the foundation for their strategic plan:

**Learning and Achievement:** All learners will have access to appropriate and robust learning opportunities and achieve at a high level of growth/achievement.

**Student Life:** To foster a love of learning through the development of the whole child.

**Amherst Pride:** To enhance Amherst Pride by fostering relationships between internal and external stakeholders within Amherst and the greater Western NY community.

Each focus area has multiple initiative areas that provide the actual work of the District.

- Learning and Achievement Initiative areas: College and Career Readiness, At-Risk Students, Instructional Technology, Extended Learning Opportunities, Professional Development, Curriculum Development.

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- Student Life Initiative areas: Extra-curricular Opportunities, Internships, Student-Teacher Relationships, Diversity, Acceptance and Character Education.
- Amherst Pride Initiative areas: Service to Community, Public Relations, Partnerships, Communication, Employee Wellness, School as the Hub of the Community.

From these initiative areas will come action steps provided in order of importance and chronology that will be fully developed during each year of the 5-year strategic plan. Much of the final work will be accomplished through building "Action Planning Teams" as well as central office initiatives.

When reviewing the plan it becomes obvious that much of the actual work is done early in the life of the strategic plan, giving the final year to refining the work, making modifications and planning for subsequent strategic plans. Each year the SPC must come together to evaluate the accomplishments made and make subsequent revisions as necessary. With any successful plan our strategic plan must be fluid, adapting to the ever-changing culture of the Amherst Central School District.

**Budgetary Implications**

As with any strategic plan that is actionable, this plan will lead the District to an evaluation of existing staffing, facilities and opportunities for our students. This evaluation will be the basis for budgetary discussions and prioritization at the administrative and Board of Education level when developing the District's annual operating budget.

**Summary**

As the Amherst Central School District embraced the challenge of a strategic planning process, so do we embrace the work that now lay ahead. Working within the school and community we believe our plan clearly outlines our expectations and hopes and will lead us towards achievement of our District Mission. To us, the motivation must be students and our promise to meet the needs and aspirations of each and every learner in our school community by preparing all students to excel in a dynamic world through the development of their abilities to reason, solve problems, apply knowledge, communicate and collaborate effectively.

**Instructional Technology**

The Amherst Central School District's Technology Committee which is also our stakeholder group is comprised of the Assistant Superintendent of Curriculum, Instruction and Technology, district network manager, the technology integration specialist, a board member, a parent, an elementary principal, a secondary principal, two teacher representatives from each building, we have increased the library media specialist representatives to include a member representative from all four buildings, a special education teacher representative, a computer repair technician representative, and a clerical representative. Traditionally, this committee meets four times during the academic school year to address instructional technology needs and was charged with the task to write the Strategic Action Plan for Instructional Technology. Last year, meetings were held remotely via video conferencing. This year three district wide meetings were held in person. Subsequent divisional building meetings following the district wide team meetings were held which increased the number of stakeholders involved. Additional stakeholders now included grade level representation at the elementary buildings, department representation at the secondary levels, and a business member from the community. The plan is developed in conjunction with the District Wide Strategic Action Plan. Not only does this better support the development of a comprehensive district wide technology plan, it also better supports the implementation as well as related professional development of the plan.

In conclusion, following the stakeholder review of our previous plan, a review of faculty/staff responses to surveys, and review of data collected it was determined to modify pre-existing goals to meet the current needs of our students as well as identify areas in which our district needs improvement.

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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?**

Our previous plan was created and prepared with fidelity. In reflection of our past technology plan, as a team we identified that we were unable to obtain all of our goals. While these goals are relevant for this current plan, due to the current state of education and schools we need to modify our previous goals to meet the current and future needs of the students in our district.

At the initiation of our previous plan, we identified that we needed to provide our instructional staff a framework and a better understanding of the integration of technology tools, whether it be software or hardware. Though the plan at the time did not reference how we would accomplish this, we provided professional development around the theory of Learning First, Technology Second. Amherst has always had a strong instructional practice, some have found it difficult to identify how and when to use a technology embedded seamlessly in instruction, and not just using a technology tool, just for the sake of using a technology in a lesson. Stronger purpose of the use of technology has improved since our past technology plan. This is due to the professional development provided around this concept.

This current process was different as we felt we needed to be more strategic and mindful of time. The district membership met three times during the school year after school. In the past, full day meetings were scheduled with half of those days dedicated to the development of the plan. We have added a subset of teachers, including more representatives from each grade level and departments at the secondary level. This subset met following the district wide team meetings.

Each team (district and building) was given the opportunity to evaluate the goals and implementation of the previous plan and provide feedback. Data was collected and the goals for the 2022-2025 plan were generated. The goals were proposed to the stakeholders for feedback. Goals were written to include previous goals with modifications to reflect current need.

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

Completing our action planned steps in our previous technology plan was severely impacted by the COVID Pandemic. While much of our previous plan was initiated during the 2018-2019 school year, our plans to finalize and implement our action steps toward our goal related to professional development and the implementation of a digital citizenship curriculum was halted by the sudden closure of school in March of 2020. Through the initiation of this goal, when we went fully remote then transitioned to a hybrid model, much of the Digital Citizenship curriculum was enacted to provide safe online learning spaces for our children.

While many can focus on the negatives of the sudden onset of the COVID Pandemic, we can also identify the positive impact that the successful integration of technology had on our teachers, students, families and Amherst community. We were able to pivot and provide quality instruction while maximizing not only the available hardware/software we had access to but also the use of our human resources as well. With the support of our BOCES resources, we were able to create and provide professional development on remote and hybrid instruction which was closely aligned to our traditional Amherst instructional practices. Digital resources were maximized to assist with access for students so they may work remotely without interruption to their education and connection to the Amherst school community. In the development of the technology acquisition plan (recycle/refresh) it was determined to replace the teacher's Chromebooks with PC Laptops. During the closure of buildings with teachers working remotely, it was identified that more powerful devices were needed to support seamless instruction. We outgrew the technology we once used. We identified the need to acquire devices with touch screens for all learners and developed a plan to have a common platform of devices for students K-12. Possibly an adaptation for our youngest learners, students with disabilities, as well as new language learners. The acquisition of devices which would accommodate all of our learners was our goal. Due to students increased time on Chromebooks, we moved from 11" to 13" screens.

With the shift to providing PC Laptops in place of Chromebooks for teacher use, we are planning to develop a stronger replacement plan and infrastructure. This infrastructure and support of the number of devices has identified this year to be a transition year for teachers as the district will phase out the use of desktop devices for instructional staff. Docking stations will be provided in each instructional space. This will also allow for seamless transition for shared instructional spaces. Professional development was scheduled in conjunction with the deployment of the acquisition of new devices. It is our goal to ensure that any new technology will be provided during or following professional development whether it be hardware or software. Most training is offered in small group settings when applicable. We have a closed online resource for faculty and staff who desire to access training and support asynchronously. A family support website has been developed and is also available for parents to assist their children at home.

Prior to students receiving devices at the onset of the pandemic, a device supervision tool was selected and implemented. Teachers received training on how to access and implement this tool in order to supervise the online use of students during instructional sessions. This resource has continued to be implemented successfully which has aided in our faculty and staff's ability to provide classroom instruction as well as engagement.

The acquisition of online resources has been more mindful in addition to the professional development provided to faculty and staff prior to implementation. Due to the shift to 1:1, very specific resources have been identified and were required to meet the learning goals at the grade level/course outcomes.

Parent surveys have been distributed and completed in relation to access. We have parent members as stakeholders which disseminate and collect information from parent groups as well as our school board. We are grateful for the strong parent involvement we have in our Amherst Central School Community.

**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.**

We are looking to increase opportunities for on going and sustained professional development for teachers, principals, administrators, and school library media personnel to ensure that staff know how to use new technologies to improve education or library services.

Technology is an integral part of the teaching and learning process in the Amherst Central School District. The purpose of staff development is to enhance the use of technology by administrators, teachers, staff and students and to ensure its effective use.

Staff development opportunities are offered based on the needs of staff, the needs of individual buildings and to introduce teachers, staff and administrators to the ever-changing technology.

Teachers, staff and administrators need to be familiar with the ISTE Standards and be prepared to meet those standards in the classroom.

We plan to maximize the use of our CSLO Model Schools days in addition to in house training and support throughout each building.

Teachers have access to online PD (including BOCES offerings) in addition to in person training and support sessions.

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**2022-2025 Instructional Technology Plan - 2021**III. Goal Attainment

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

1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.  
**The district has met this goal:**  
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:**  
Fully
3. Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.  
**The district has met this goal:**  
Fully
4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.  
**The district has met this goal:**  
Fully
5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.  
**The district has met this goal:**  
Fully

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## IV. Action Plan - Goal 1

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**1. Enter Goal 1 below:**

Establish a Pre K-12 instructional plan that results in the effective and responsive implementation of the Computer Science and Digital Fluency Standards that meet the needs of all Amherst students in a manner that equitably addresses our culturally and linguistically diverse population, as well as students with disabilities.

While this goal is similar to a goal our previous plan, the integration of the new Computer Science and Digital Fluency Standards will be our focus during this implementation of this plan.

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

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.**

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

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

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

**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.**

This goal will be measured and evaluated during and after implementation through the demonstration of student success of the benchmarks related to the New York State Computer Science and Digital Fluency Standards. Students will complete district created evaluations. Data collected through teacher observation of the student performance and assessed skills will be reviewed and modifications will be made accordingly to ensure student success in all areas.

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IV. Action Plan - Goal 1

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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	Curriculum	Establish an updated vertically aligned scope and sequence - evaluate current document, refine, implement updated scope and sequence with fidelity in alignment with the NYS Computer Science and Digital Fluency Standards..	Assistant Superintendent	N/A	07/01/2022	7,500
Action Step 2	Professional Development	Identify and utilize a way to house, share, and train professionals on common tools/digital resources with the goal of meeting the Computer Science and Digital Fluency Standards.	Assistant Superintendent	N/A	10/01/2022	2,000
Action Step 3	Infrastructure	Focus on Progressive Technology - Continually learn and investigate innovative technology ie systems that organize data, one to one. (Aspen, Connectivity, and Devices)	Assistant Superintendent	N/A	06/30/2023	550,000
Action Step 4	Learning Spaces	Investigate and create a plan to foster innovative classrooms (physical learning spaces). (Innovative Classroom and piloting new peripheral devices)	Assistant Superintendent	N/A	12/31/2022	260,000

7. This question is optional.

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IV. Action Plan - Goal 1

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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	Professional Development	Gain an understanding of the new NYS Computer Science and Digital Fluency Standards and create a plan to further support and enhance the standards implementation in the Amherst Central School District.	Assistant Superintendent	N/A	10/31/2022	0
Action Step 6	Infrastructure	Establish a hardware and software system to further support classroom technology needs (Software renewal/purchases)	Assistant Superintendent	N/A	06/30/2023	80,000
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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## IV. Action Plan - Goal 2

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**1. Enter Goal 2 below:**

Provide all faculty and staff sustained, relevant, and rigorous professional development for the effective integration of technology in order to bolster instruction for the purpose of preparing students to have success in their post-secondary goals and become model digital citizens.

While this goal is similar to a goal our previous plan, we have identified that in order to successfully integrate new/updated technology as well as implement the new Computer Science and Digital Fluency standards effectively, faculty and staff require sustained professional development in addition to an identified support system.

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

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

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

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

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

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

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IV. Action Plan - Goal 2

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

Instructional technology goals will be measured and evaluated during and after implementation of the plan, once approved. Formative data will be collected from classroom teachers along with local and state assessments which will be used as comparative data. Teacher reflection and completion of evaluative surveys following participation in district and building professional development. Administration will analyze response to modify and adjust professional development offerings. Evidence of successful completion of this goal will be through the evaluation of student achievement in relation to the technology integrated skills across content areas throughout all grade levels.

6. **List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Review current practice and develop ways to incentivize educators for participation in attendance of professional development above and beyond regular school day.	Assistant Superintendent	N/A	07/01/2023	0
Action Step 2	Collaboration	Focus on building capacity (social capital) to carry out Professional Development. Create a plan that encompasses technology mentors, peer training, student tech leaders, etc.	Assistant Superintendent	N/A	11/01/2022	5,000
Action Step 3	Planning	Investigate and propose a well organized and sequenced platform to share technology communication,	Assistant Superintendent	N/A	06/30/2023	14,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		inclusive of clear and embedded planning for tech training opportunities. ( e.g. ClassLink, Google Suite)				
Action Step 4	Planning	Concerted effort to plan, organize, and deliver differentiated sustained Professional Development with support.	Assistant Superintendent	N/A	06/30/2023	0

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Community Partnerships	Gain an understanding of current partnerships and grow/enhance meaningful professional partnerships with local and regional schools and businesses.	Assistant Superintendent	N/A	06/28/2024	0
Action Step 6	Collaboration	Seek opportunities to add and bolster technology integration specialists in the ACSD.	Assistant Superintendent	N/A	06/27/2025	0
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 2

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## IV. Action Plan - Goal 3

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**1. Enter Goal 3 below:**

Assess, develop, and maintain a robust security driven network emphasizing resiliency, availability, scalability, and reliability. Ensure adequate software, endpoints, and device management are in place to ensure safe technology use for faculty, staff and students while providing equitable access for all students, including those with disabilities, experiencing homelessness, and multilingual individuals.

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

Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

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

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

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

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

**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.**

Instructional technology goals will be measured and evaluated during and after implementation of the plan, once approved. Formative data will be collected from classroom teachers along with local and state assessments which will be used as comparative data. 100% access is provided for our students.

As the district improves network connectivity and security, a NIST assessment will be completed. Results will be compared to previous data collected. There will be continuous evaluation of each infrastructure project across the lifecycle of this plan. There will be 100% network visibility and segmentation between user groups and devices. 100% of current identified network vulnerabilities will be reduced.

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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	Research	Collect data and identify needs related to ACSD current infrastructure (i.e., security, network connectivity, software and device management)	Other (please identify in Column 5)	Sr. Network Manager	08/31/2022	0
Action Step 2	Infrastructure	Improve the infrastructure throughout the district so that it is resilient and reliable in an asynchronous manner.	Other (please identify in Column 5)	Sr. Network Manager	08/31/2023	100,000
Action Step 3	Cybersecurity	Complete NIST assessment and identify areas of improvement. Complete required updates to improve overall security.	Other (please identify in Column 5)	Sr. Network Manager	08/31/2023	250,000
Action Step 4	Policy/Protocols	Review and enhance district policies and protocols.	Other (please identify in Column 5)	Sr. Network Manager	08/30/2024	0

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Budgeting	Following completion of needs assessment,	Assistant	N/A	08/31/2022	0

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		develop a sustainable budget to support a robust infrastructure including a stable high quality network, security, device and software annual renewals,	Superintendent			
Action Step 6	Professional Development	Identify and implement the Professional Development needs of the technology department. Provide PD to faculty and staff related to security best practices and policies.	Other (please identify in Column 5)	Sr. Network Manager	10/31/2022	10,000
Action Step 7	Purchasing	Complete the purchasing of required hardware and software to maintain a reliable infrastructure.	Other (please identify in Column 5)	Sr. Network Manager	06/30/2025	600,000
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fourth goal?

No

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

**2022-2025 Instructional Technology Plan - 2021**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.**

For student achievement, our technology benchmarks are outlined through the ISTE technology standards as well as our own Scope and Sequence in alignment with the new Computer Science and Digital Fluency Standards. All Technology purchasing decisions, both hardware and software, must be related to either administrative needs or related to the ISTE Standards. By doing so, there is a direct correlation between the need of the purchase to help student achievement in some manner that relates to the expected benchmarks (technology standards).

In addition, we have become an aid-eligible school system since the 2006-2007 school year. Since this happened, we now participate in BOCES CSLO/Model Schools programs that will aid in our deployment of technology. The staff development that this allows us to be a part of is excellent and allows our teachers to become exposed to new ways of instructing with technology.

Lastly, the Assistant Superintendent of Staff Development and Curriculum continues to evaluate our staff development strategy on an annual basis to ensure our efforts are producing positive results. Staff surveys and session evaluations shall be used to measure our effectiveness.

- 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.**

Amherst Central School District is fully 1:1, K-12. Chromebooks are provided to each student. Charging capabilities are available at school. Wireless WIFI Hotspots are available to those students who identify a need for access. Surveys are completed by families annually. With the ever changing financial needs of our ACSD families, options to request support are available without deadline. Technology support is available to the Amherst Community through a support system which connects families to the technology department as well as instructional technology support provided by the district technology integration specialists as well as each building's library media specialists and support staff.

- 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 plan instruction to be inclusive of all learners. If adaptations are needed, we adjust and modify.

Many devices offer universal access functionality, making it possible for users to deploy built-in or easily downloaded assistive technologies. These include speech recognition, screen-reading tools, Braille displays and text-to-speech solutions for the visually impaired; and sound amplifiers, closed-captioning applications and video conferencing technologies that facilitate sign language and lip-reading for the hearing-impaired. Students with motor and mobility disabilities also can use speech recognition tools to turn speech into sharable text and e-books to eliminate page turning. Such technologies not only help students better understand concepts and keep up with their peers, they also allow the school to better and more easily integrate special-needs students into general education classes.

**2022-2025 Instructional Technology Plan - 2021**

## V. NYSED Initiatives Alignment

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

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

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

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

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V. NYSED Initiatives Alignment

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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)

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

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom               | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom                | <input checked="" type="checkbox"/> Electronic communication and collaboration                      |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world                     | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility       |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers                            | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology             | <input checked="" type="checkbox"/> Web authoring tools   |
| <input 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 8a, below)                              |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom |   |

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V. NYSED Initiatives Alignment

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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.

<p><input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.</p> <p><input checked="" type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.</p> <p><input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.</p> <p><input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity</p> <p><input checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.</p> <p><input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and</p>	<p><input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.</p> <p><input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.</p> <p><input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.</p> <p><input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.</p> <p><input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.</p> <p><input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</p> <p><input checked="" type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/</p>	<p><input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.</p> <p><input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./</p> <p><input type="checkbox"/> Provide online mentoring programs.</p> <p><input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.</p> <p><input checked="" type="checkbox"/> Offer a technology/support hotline during flexible hours.</p> <p><input checked="" type="checkbox"/> Make sure technology/support is offered in multiple languages.</p> <p><input type="checkbox"/> Other (Please identify in Question 9a, below)</p>
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## V. NYSED Initiatives Alignment

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- |   |  |
|---|--|
| clarify enrollment instructions.  | <input checked="" type="checkbox"/> Technology is used to  |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.   | provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. |  |

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

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

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

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VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	6.00
<b>Totals:</b>	<b>8.00</b>

2. Investment Plan

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	550,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column,	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
					to the right) <input type="checkbox"/> N/A	
2	Internet Connectivity	N/A	50,000	Annual	<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
3	Instructional and Administrative Software	N/A	125,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional	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
					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	
4	Professional Development	N/A	12,500	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <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
<b>Totals:</b>			<b>737,500</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

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VI. Administrative Management Plan

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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.amherstschoools.org/Page/370>

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

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VII. Sharing Innovative Educational Technology Programs

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Lori Sosenko	Public Relations Specialist	Isosenko@amherstschoo.ls.org	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input checked="" type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology

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

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

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