

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?**

Ogechi Iwuoha

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

Assistant Superintendent

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

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1. What is the overall district mission?

The East Ramapo Central School District is committed to educating the whole child by providing a healthy, safe, supportive, engaging, and challenging learning environment.

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

In the East Ramapo Central School District, we are committed to sparking and sustaining innovation in minds of all of our students. We will empower them to become agents of change who use technology to create the world they envision.

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.

We completed a needs assessment and an audit of our current technology in the District. The stakeholder groups that worked on this plan included teachers and administrators within our 14 schools to form a Technology Plan Committee of 9 that leveraged the expertise of our educational community. The timeline of the planning process included multiple opportunities for collaboration with LHRIC instructional team, our Technology Plan Committee developed a three-year comprehensive plan that aligns with our district initiatives, goals, and NYSED standards. Feedback from our stakeholders was collected and reviewed during bi-weekly meetings with our Technology Plan Committee that met with the frequency of December 2021 through April 2022. There were three stakeholder focus groups that we presented our District Technology Plan prior to the finalization of our plan for feedback and input :

- 1. Curriculum Planning Board (Teachers, Administrators)*
- 2. Superintendent Student Circle (Students)*
- 3. Family University (Community)*

The outcomes of the plan developed were gathered through the completion of our needs assessment, an audit of our current technology in the District, meeting bi-weekly to analyze our data and District plans with our Technology Committee, and providing opportunities for community stakeholder feedback and input our Instructional Technology Plan goals are:

- 1) To build a sustainable and robust infrastructure using state-of-the-art technologies to create safe and reliable teaching and learning environment that supports 21st-century innovation.*
- 2) To continue to provide professional development to facilitate the use of technology as an integral tool to enhance teaching, learning, and innovation.*
- 3) All identified teachers will be equipped to instruct students to use technology productively and safely. As such, we will focus on building and implementing programs that include understanding the essential features of digital technologies, why and how they work, and how to communicate and create using those technologies.*

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

Our planning process differed from the previous three years because our technology plan focused on upgrading the infrastructure of our District. There were no specific technology goals geared toward instruction. After reviewing our previously implemented Technology plan through a needs assessment and an audit of our current technology in the District, our District Technology Committee identified strengths and areas of improvement through brainstorming opportunities using Jamboards and group conversations, leading us to narrow our focus and develop our Technology plan goals. Our focus in this plan intends to build upon past infrastructure successes that develop and implement a plan for effective instructional technology integration in the classroom. Finally, based on our implementation of district-wide one-to-one devices for all students, our plan continues to develop professional learning opportunities for all our educators to enhance their comprehension of learning technologies and innovation moving forward within our District.

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

After the COVID pandemic, the emphasis on Instructional technology became imperative. The focus of a traditional school shifted practically overnight to a hybrid learning environment. Technology has become the catalyst, increasing students, parents, and teachers' connectivity by engaging in learning opportunities through various platforms.

The district invested in digital resources, such as Remind, Schoology, and Classlink. The use of these digital resources increased engagement, connection, and communication among students, teachers, and parents. Digital integration through Remind has enabled two-way communication and consistent tracking and maintaining communication among parents and staff. All shareholders have become consistent users of these technologies to better teacher-parent-student relationships. Because of the implementation of virtual conferencing tools, we've increased parent participation in Back to School Night, Parent-Teacher Conferencing, PTA, and Family University.

The COVID pandemic expedited our implementation of a one-to-one technology device goal. It also accelerated our process of building capacity in teachers for the effective use of instructional technology in the classroom.

6. Is your district currently fully 1:1?

Yes

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.

PD experiences (i.e., workshops, co-teaching, coaching) will leverage the technologies to motivate desire and persistence in addressing educator and self-selected learning tasks/objectives. This will be implemented through ongoing professional learning and support, in different capacities, for teachers and administrators in order to fully support student engagement not just during remote learning or blended learning, but in every child's learning experience. Professional development opportunities will be provided to District faculty and staff designed to capitalize on potential technologies. These PD experiences, which will be identified and created in collaboration with teachers, will allow educators to collaborate and implement district-wide initiatives aligned with the NYSED Computer Science & Digital Fluency Standards.

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III. Goal Attainment

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

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

The district has met this goal:

Significantly

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

The district has met this goal:

Significantly

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

The district has met this goal:

Fully

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

The district has met this goal:

Fully

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

The district has met this goal:

Fully

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

To build a sustainable and robust infrastructure using state-of-the-art technologies to create safe and reliable teaching and learning environment that supports 21st-century innovation.

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.

1. Every school in the district will have state of the art surveillance system. We will know that the goal has been accomplished when all staff has new ID cards to enabled them to enter the building and every school in the district will have a lockdown system in case of emergencies. The district IT department will work with the security coordinator to monitor the usage of the security systems and their effectiveness by providing training to building administrators and security staff and receiving feedback on the security system. The received feedback will allow us to identify any security issues. Based on the feedback from each school, state of the art surveillance system will adhere to individual schools' needs.

2. The district IT department will use the LHRIC traffic management tool to monitor the internet bandwidth usage and Use Aruba wireless controller to measure the density and capacity of the wireless network. All stakeholders in the district will have access to wireless using their email credentials. We will know that the goal has been accomplished when all stakeholders can access the wireless network throughout all the schools in the district.

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.

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IV. Action Plan - Goal 1

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| | Action Step | Action Step - Description | Responsible Stakeholder: | 'Other' Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|----------------|---|--------------------------|---------------------------------|--------------------------------|------------------|
| Action Step 1 | Purchasing | ERCSD will purchase the required hardware to initiate the security project and to upgrade & expand the existing wireless infrastructure indoor & outdoor. | Director of Technology | N/A | 07/15/2022 | \$601,988 |
| Action Step 2 | Collaboration | ERCSD will collaborate with various contractors to plan and complete the upgrade/expansion projects. | Director of Technology | N/A | 07/15/2022 | \$0 |
| Action Step 3 | Implementation | Security cameras contractor and wireless infrastructure contractor will work on completing the implementation. | Director of Technology | 3rd party contractor | 12/31/2022 | \$749,475 |
| Action Step 4 | Infrastructure | The district will increase internal fiber connection speed to 10 GB between the switch closets in every school that has multiple switch closets and increase the internet bandwidth to 5 GB district-wide | Director of Technology | 3rd party contractor | 07/01/2022 | \$100,000 |

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 | Professional Development | The building administrators will be provided professional development to learn to use the new | Other (please identify in Column 5) | 3rd party contractor | 01/31/2023 | \$0 |

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IV. Action Plan - Goal 1

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| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|---------------|---------------------------|--------------------------|---------------------------------|--------------------------------|------------------|
| | | security system. | | | | |
| 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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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

To continue to provide professional development to facilitate the use of technology as an integral tool to enhance teaching, learning, and innovation.

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.

Teachers are able to demonstrate understanding of the NYSED Computer Science & Digital Fluency Standards and their straightforward integration into the curriculum. Teachers seamlessly incorporate various instructional technology tools to enhance student learning across the curriculum. Teachers participate in rigorous job-embedded professional development. Data collected will include teacher interviews, focus groups, classroom observation, and regular review of teacher work products such as lesson plans, etc. Evaluation of teacher technology integration skills and knowledge will be embedded into ERCSD's learning walk tool.

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 | Planning | Conduct a needs assessment to identify | Other (please | Director of Instructional | 09/16/2022 | \$0 |

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IV. Action Plan - Goal 2

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| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|--------------------------|---|-------------------------------------|---|--------------------------------|------------------|
| | | Professional development needs and methods of delivery. | identify in Column 5) | Technology & Curriculum Development | | |
| Action Step 2 | Planning | Work with buildings to develop a calendar to offer professional development opportunities for teachers to meet the overarching goals. | Other (please identify in Column 5) | Director of Instructional Technology & Curriculum Development | 12/01/2022 | \$0 |
| Action Step 3 | Communications | Creating a quarterly (Sept, Dec, March, June) communication allows all teachers access to free regional programs such as LHRIC model schools and NYSCATE courses. | Other (please identify in Column 5) | Director of Instructional Technology & Curriculum Development | 06/30/2023 | \$0 |
| Action Step 4 | Professional Development | Work with partners such as District Teacher's Center and LHRIC to provide computer science & Digital Fluency learning opportunities. | Other (please identify in Column 5) | Director of Instructional Technology & Curriculum Development | 06/30/2023 | \$25,000 |

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 | (No Response) | | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 6 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 7 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |

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| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|---------------|---------------------------|--------------------------|---------------------------------|--------------------------------|------------------|
| | Response) | | Response) | | Response) | |
| Action Step 8 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

All identified teachers will be equipped to instruct students to use technology productively and safely. As such, we will focus on building and implementing programs that include understanding the essential features of digital technologies, why and how they work, and how to communicate and create using those technologies.

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.

- 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.

Students will be actively engaged in a curriculum that effectively integrates technology. Students will be using technology to transform how they research, create and present information.
Data collected will include student interviews, focus groups, classroom observation, and regular review of student work products such as projects, assignments, etc. Data analytics will also be reviewed to monitor high frequency. Surveys will be administered to verify the effectiveness of the curriculum.

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 | | | | | |

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|--------------------------|--|-------------------------------------|--|--------------------------------|------------------|
| | Research | Tools will be researched that meet the criteria for integrating NYSED Computer Science & Digital Fluency Standards in K-12 classes. | Other (please identify in Column 5) | Director of Instructional Technology & Curriculum Development and Director of Technology | 07/15/2022 | \$0 |
| Action Step 2 | Curriculum | Purchase the tool with professional development Use vertically aligned curriculum writing, mapping, grant incentives, and professional development to provide teachers the opportunity to redesign lessons and units that integrate the benchmarks into grade band lessons and subjects. | Other (please identify in Column 5) | Director of Instructional Technology & Curriculum Development and Director of Technology | 08/15/2022 | \$175,000 |
| Action Step 3 | Planning | ERCSD will establish a team of teachers that will align the curriculum to the NYSED K-12 Computer Science & Digital Fluency Standards and District academic implementation goals. The pacing schedule will be created by the team | Other (please identify in Column 5) | Director of Instructional Technology & Curriculum Development | 06/15/2023 | \$10,000 |
| Action Step 4 | Professional Development | Provide professional development to the teachers to prepare them on how to use the tool and how to sustain it in the classroom. | Other (please identify in Column 5) | Director of Instructional Technology & Curriculum Development | 08/30/2023 | 25,000 |

7. This question is optional.

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IV. Action Plan - Goal 3

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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 | K-12 Teachers will begin to integrate the NYSED Computer Science & Digital Fluency Standards into their Library lessons. | Library Media Specialist | Director of Instructional Technology & Curriculum Development | 10/01/2023 | \$0 |
| Action Step 6 | Implementation | 7-12 Technology Education teachers will utilize the newly established and vertically aligned curriculum that incorporates the NYSED Computer Science & Digital Fluency Standards into their courses. | Classroom Teacher | Director of Instructional Technology & Curriculum Development | 10/01/2023 | \$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) |

8. Would you like to list a fourth goal?

No

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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.

The district's use of instructional technology is in service of the Long Term (2020-2025) Strategic Academic and Fiscal Plan that details improvement strategies the District will implement to achieve the goals and measurable objectives contained in the Plan. The Plan holds firm to Four Pillars that are the building blocks for purposeful action at every level to support rigorous academic standards attainment and performance improvement for students:

Pillar 1: High Expectations for Teaching & Learning

Educational Strategy 1.1: Strengthen the alignment of curriculum, assessment, instruction, instructional materials, responsive intervention, and technology across content areas, grade levels, and grade spans (T1, L1, O1). Strategic Plan Goal Alignment: 1, 4

Educational Strategy 1.2: Strengthen student engagement and ownership of learning and implement an early-warning process and continuous monitoring of the progress of middle and high school students towards on-time high school graduation (T2, L1, L2). Strategic Plan Goal Alignment: 2, 3, 5

Educational Strategy 1.3: Ensure that all students have access to technology-based devices to facilitate hybrid/virtual learning (O2). Strategic Plan Goal Alignment: 3

Pillar 2: Culture of Safety and Strong Relationships with Families & Community

Educational Strategy 2.1: Enhance parental engagement in student success through training, collaboration, and communication (T3, L3, O3). Strategic Plan Goal Alignment: 2, 3

Educational Strategy 2.2: Educate parents about how to access school and community resources that support family health and wellness, and behavioral and life success for students (T4, L4, O4). Strategic Plan Goal Alignment: 2, 3

Educational Strategy 2.3: Ensure that staff meet with students and families at least twice each year to engage in two-way dialog about the student's academic and social emotional progress, using district-wide developmentally appropriate protocols to ensure consistency and coherence (T4, L4, O4). Strategic Plan Goal Alignment: 2, 3

Pillar 3: Results-Focused Professional Learning & Collaboration

Educational Strategy 3.1: Provide ongoing professional development and instructional coaching focused on effective implementation of the Foundational 5 teaching practices by every teacher, in every classroom, every day (T5, L5, O6) Strategic Plan Goal Alignment: 1, 4, 5

Educational Strategy 3.2: Provide continuous professional learning, coaching, and support to principals and school instructional leadership teams to accelerate their proficiency relative to the five Leverage Leadership Competencies (T6, L5, O6). Strategic Plan Goal Alignment: 1, 4, 5

Educational Strategy 3.3: Implement high-functioning structures and processes to strengthen growth mindset; data-informed, rigorous planning; hybrid/virtual learning platforms; collegial collaboration; and culture of continuous improvement (T3, L6, O5). Strategic Plan Goal Alignment: 1, 4, 5

Pillar 4: Data-Informed Efficient and Effective Systems

Educational Strategy 4.1: Implement a balanced assessment system to provide timely and authentic feedback about student growth, instructional practices, interventions, and communication with parents (T7, L7, O7). Strategic Plan Goal Alignment: 4, 5

Educational Strategy 4.2: Organize central roles, resources, and processes to better support schools (T8, L8, O8). Strategic Plan Goal Alignment: 2, 4, 5

Educational Strategy 4.3: Organize school and district-based ceremonies to celebrate the accomplishments of staff, students, and district stakeholders (T8, L8, O7). Strategic Plan Goal Alignment: 2, 4, 5

The five-year Plan that was finalized in May 2020, in the midst of the COVID19 pandemic, took into consideration how future instruction would be impacted by the pandemic. As such, emphasis was placed on ensuring that all students had access to technology-based devices to facilitate hybrid/virtual learning (Pillar 1). Additionally, the need to support the health and wellness of families, while assisting parents in navigating school and community resources (Pillar 2) emerged as essential components in support of the social emotional well-being of our students.

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.

In addition to the strategies outlined in the Long Term Strategic Academic and Fiscal Plan, the District will continue to implement the following:

- The district provides access to a K-12 Learning Management System Schoology.
- We provide Chromebooks to all students, including hot spots (upon request)

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V. NYSED Initiatives Alignment

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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.**

Special education students have access to all of the technology training, hardware, and software that regular education students have access to. For those SWDs who require additional support and resources in this area, we draw from a variety of low-tech and high tech, dynamic and static devices to address their particular needs. Most of our special education students who fall in these categories are using iPads with particular augmented communication applications such as Proloquo to go, Snap Core, and Lighthouse to name a few. For a subset of these students, the IPAD cannot accommodate their communication needs and a particular device such as a DynaVox or Prenki Romech device is needed. In addition, some of our students utilize technology systems to enhance their access to communication through an eye-gaze device to access their communication tools. We incorporate assistive technology support into many of our student's individual educational plans (IEP) to ensure that these devices, tools, and programs are utilized throughout the day as the student's voice would. Occasionally, these tools even go home with students so they can carry over their communication and homework at home. Further examples of technology implementation include iPads for our inclusions students, Achieve 3000 and Lexia for literacy needs, the Read & Write tool for accessibility including text to speech, Language Live for language needs, Kami for differentiated learning opportunities. When a need for such support is suspected or reported by parents or school staff, we utilize an evaluative approach to determine if the student requires the addition of Assistive Technology to their IEP and what appropriate Assistive Technology supports are needed.

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 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)

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Web authoring tools |
| <input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom | <input checked="" type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input checked="" type="checkbox"/> The interactive whiteboard and language learning |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read | <input 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.

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

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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.

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

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

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VI. Administrative Management Plan

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1. Staff Plan

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

| | Full-time Equivalent (FTE) |
|--------------------------------|----------------------------|
| District Technology Leadership | 2.00 |
| Instructional Support | 0.00 |
| Technical Support | 8.00 |
| Totals: | 10.00 |

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 | Peripheral Devices | N/A | 601,988 | One-time | <input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | N/A |
| 2 | Other (please identify in next column, to the right) | Professional Services | 849,475 | One-time | <input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public | N/A |

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| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|---|---|-------------------------------------|----------------|------------------------------------|---|------------------------|
| | | | | | Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | |
| 3 | Professional Development | N/A | 60,000 | 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 type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | N/A |
| 4 | Instructional and Administrative Software | N/A | 175,000 | Annual | <input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid | N/A |

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VI. Administrative Management Plan

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| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|----------------|-----------------------------|-------------------------------------|------------------|------------------------------------|--|------------------------|
| | | | | | <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | |
| Totals: | | | 1,686,463 | | | |

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.ercsd.org/Domain/44>

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

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VII. Sharing Innovative Educational Technology Programs

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

| | | |
|---|--|--|
| <input checked="" type="checkbox"/> 1:1 Device Program | <input checked="" type="checkbox"/> Engaging School Community through Technology | <input checked="" type="checkbox"/> Policy, Planning, and Leadership |
| <input 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 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 | Bhavin Gandhi | Director of Information Technology & Cyber Security | bgandhi@ercsd.org | <input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" 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 checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input type="checkbox"/> Personalized |

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| | Name of Contact Person | Title | Email Address | Innovative Programs |
|--|------------------------|-------|---------------|---|
| | | | | <input type="checkbox"/> Learning <input checked="" type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input checked="" 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 | Sonia Dominguez-Saravia | Director of Instructional Technology & Curriculum Development | sdominguez@ercsd.org | <input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input 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 type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input checked="" type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input checked="" 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 | Ogechi Iwuoha | Assistant Superintendent of Curriculum & Instruction | Olwuoha@ercsd.org | <input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and |

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| | Name of Contact Person | Title | Email Address | Innovative Programs |
|-----------------------------|------------------------|---------------|---------------|---|
| | | | | <ul style="list-style-type: none"> 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 checked="" type="checkbox"/> Policy, Planning, and Leadership <input checked="" 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) | <ul style="list-style-type: none"> <input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and |

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

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