

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 01/12/2022

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

George Brady

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

Director of Technology

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.

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

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1. What is the overall district mission?

The mission of the South Orangetown Central School District is to elevate, engage and inspire through personalized and exceptional educational experiences that ensure all students achieve their fullest potential. The district will utilize and distribute resources and programming that promotes integrity and fairness to ensure a district system of equity, access, and opportunities for all.

Our values are:

- To challenge our students with the highest quality education
- To foster an inclusive school district community based upon respect, responsibility, equity, and global citizenship
- To provide a safe and nurturing environment that prepares every student for future success

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

The South Orangetown School District's vision is to ELEVATE, ENGAGE and INSPIRE our students by building a culture of:

- High expectations where students will possess the knowledge and skills that will prepare them for a variety of post-graduation options (ELEVATE)
- Healthy, productive, and supportive relationships between students, staff, families, and the community (ENGAGE)
- Equitable access to opportunities for students and staff to pursue their full potential as responsible citizens and lifelong learners (INSPIRE)

The District's Technology Vision:

The world is rapidly changing and students must be educated to adapt, respond, and flourish in this dynamic environment. All appropriate tools should be utilized to advance student learning and achieve excellence in education. Part of the educational mission is to prepare students to be successful citizens of a changing landscape that will increasingly rely on technology solutions for problem-solving and meeting the challenges in the everyday life of an information and technology-driven global community. With this mission in mind, the school community must explore, evaluate and incorporate, continually, those instructional technologies that support, enhance and stimulate the growth of all learners.

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

The South Orangetown Central School District's instructional technology plan is an iterative plan aligned with our District's Strategic Plan and instructional goals for teaching and learning. The instructional technology plan was developed through collaboration with the District Technology Committee, Technology Leadership team, building technology teams, and Central Office administration. The plan includes feedback from district stakeholders – students, parents, faculty, support staff, and administration. Feedback from the district's Curriculum Council, Professional Development Committee, and Equity Coalition is also incorporated into the plan. The Instructional Technology Plan was developed during the 2021-2022 School year.

The outcome of this year's planning process was the updating and re-authoring of our instructional technology plan. The plan allowed the district to celebrate the accomplishments of our last plan in support of teaching and learning. The district believes our success during the pandemic is attributed to the solid foundation of our previous instructional technology plan.

The South Orangetown District Technology Committee is comprised of classroom teachers, instructional technology teachers, instructional technology coach, library media specialists, district administrators, and parents. The Committee explores new and emerging educational technology and evaluates their relevance to the district's instructional program. The committee assesses the instructional technology needs of the students, faculty, and the community. The District Technology Committee met four times this year.

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The district also has an Instructional Technology Leadership team. This leadership team is comprised of representatives from across the district that is directly responsible for delivering the district's instructional technology curriculum. The team includes the Assistant Superintendent of Instruction, the Director of Technology, the district's Instructional Technology Coach, instructional technology teachers, traditional technology teachers, and library media specialists. This team works directly with students and teachers to enhance and support instruction in the classroom. The team assesses and receives direct feedback regarding the use of technology in teaching and learning. Their input is invaluable as the district assesses its' instructional technology initiatives. This practical and authentic feedback drives our use of instructional technology. The Instructional Technology Leadership team met four times this year. The District Technology Committee also receives input from our building-level instructional technology teams. These instructional technology teams are comprised of classroom teachers, instructional technology teachers, library media specialists, building administrators, and parents. The building-level instructional technology teams are responsible for developing and implementing building-level decisions around how technology best fits with their respective school's instructional program. The team is responsible for articulating their school's instructional technology needs to the District Technology Director and District Technology Committee. Building-level technology team meetings tend to meet monthly depending on the respective building.

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

The newly re-authored instructional technology plan is an iterative plan that continues the work and improves upon the previous plan. The new plan was developed by reviewing the previous goals and identifying those that were met and those that needed to be re-evaluated for continued appropriateness. By engaging in a process of "lessons learned" the planning team was able to evaluate the strengths of the previous plan and discuss areas in need of improvement. This allowed the planning team to celebrate the successes of our previous plan. By celebrating our accomplishments, the planning team was able to see the value of a solid instructional technology plan. The district firmly believes our success during the pandemic is attributed to the solid foundation of our previous instructional technology plan.

The primary difference between this year's planning process and that of the previous plan is based on the acknowledgment that instructional technology is paramount to enhancing student success. The past two years grounded the need to ensure the use of technology is embedded in teaching and learning and not an "add-on". The procurement of devices, software, and bandwidth alone is not enough. A strong professional development program is instrumental in ensuring technology is used effectively to support authentic learning experiences for our students.

The previous plan outlined the beginning of the district's mobile initiative. The district initially planned for a 1-to-1 mobile initiative with our high school and a classroom model of devices for students grades K through 8. The new plan expands the mobile learning program to provide support and resources for a 1-to-1 model K through 12. The work of the planning team has helped define the mobile learning needs of our students and staff. This includes both professional development and the need to establish a comprehensive replacement plan for technology.

The planning process identified two primary areas not addressed in the previous plan. With the advent of Edlaw 2-d and the commissioner's Part 121 regulations, districts are required to ensure the safety and security of student and staff data. As stewards of protected information, the district is committed to building a data privacy and security culture. Central to this goal is the investment in both our staff and our security footprint. the district will develop and offer a comprehensive professional development program that will address the protection of personally identifiable information and the security of the district's network resources.

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

The Instructional Technology Plan incorporates the districts learning from the experiences of the COVID pandemic in several ways. As

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stated before, the district believes our success during the pandemic is attributed to the solid foundation of our previous instructional technology plan. The previous plan's focus was on enhancing our mobile learning initiative, It provided opportunities for our staff to become proficient with using mobile technologies to support both online and blended learning for our students. As an example, the district provided extensive professional development on the use of flipped learning to enhance the delivery of classroom instruction. At the onset of the COVID pandemic, the district quickly leveraged our investment in mobile technology and re-deployed devices to students in a 1-to-1 model K-8 to support remote learning. As a result of this immediate shift in mobile learning, the district realized the need to ensure the establishment of an environment that supported teaching and learning in this new remote learning paradigm. Paramount to our success during the pandemic was understanding the need to support our students and staff with both mobile devices and, more importantly, professional development.

The district has made significant investments in providing devices to all students to help address digital equity in our community. The district has increased our internet bandwidth well over what has been established by federal guidelines. Similarly, the district has procured and provided mobile cellular hotspots for those students and families that are in need. Our student support and social work teams have worked closely to identify those families that may need additional support.

To support our students and families, we have established a student help desk that provides remote support for the use of technology outside of our school buildings. In collaboration with our Family Engagement Center, the district has sponsored sessions for our community on the use of technology and the various resources available to them. As a means to solicit input regarding our family and community needs, the district regularly administers surveys. During the pandemic the district administered surveys to our community regarding remote learning - this occurred just before the district was shuttered and a couple of times during the height of the pandemic. In addition, the district's Curriculum Council and Professional Development Committee administer yearly surveys to assess the professional development needs of our staff. The district will also be surveying our students, parents, and staff via the Brightbytes platform. The feedback gathered from the surveys will inform our implementation of the instructional technology plan. The district will make adjustments to our plan as determined by our educational community's needs.

Lastly, as part of the planning process, the district has identified the need to ensure our technology budget supports the instructional technology resources we have invested in. In collaboration with district administration, we have garnered the support of our Board of Education and community to ensure the long-term sustainability of our instructional technology program and services.

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.

The South Orangetown Professional Development program focuses on professional in-service programs, turnkey training, peer collaboration, and the transformative use of technology to impact instruction. District faculty members participate in various professional development activities designed to develop their ability to use technology to support student learning. Faculty members have opportunities to take classes during superintendent's conference days, after school for credit, or during the summer.

As we continue to implement instruction that has been aligned to the State Curriculum and Learning Standards, we have been providing our teachers and staff with the professional development and resources they need to help our students achieve and surpass these standards. To help with the implementation of new instructional technology tools, software, and online instructional resources, we employ Instructional Technology Teachers and an Instructional Technology Coach. This instructional technology team leverages both formal and informal teacher leadership opportunities to build the capacity of veteran, mid-career, and probationary teachers in all areas

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of using technology to improve instruction.

Through South Orangetown's partnerships with the Innovative Designs for Education, LHRIC Model Schools Program, Regional BOCES, NYSCATE, and other consultants, the district will provide targeted professional development opportunities aligned to district goals and instructional priorities. Professional development will be differentiated for teachers by their proficiency and integration skill levels. Professional development surveys will assess the effectiveness and inform additional needs.

Professional Development opportunities:

- staff-led workshops on instructional technology integration
- In-service courses provided by the Rockland Teachers Center, Rockland BOCES, and the LHRIC Model Schools
- Sustained professional development in Learner Active Technology Infused (LATIC) classrooms Focus areas for professional development are:
 - Integrating instructional technology into the curriculum
 - Enhancing teaching and learning with the use of instructional technology
 - Concentration on Computer Science and Digital Fluency-related opportunities.

We will continue to work with our consultants, including the Teachers College Reading and Writing Project, and Innovative Designs in Education to support our work in meeting the district goals. Our K-12 leadership teams in technology, ELA, social studies, math, science, Response to Intervention, and our Extended Leadership Team will continue integrating instructional technology while aligning and enhancing curriculum horizontally and vertically across the grades. We will continue providing professional development initiatives such as teaching about the responsible use of the Internet, the growth and fixed mindset, 21st-century learning, All Kind of Minds, and engaging in instructional rounds to provide teachers opportunities to visit each other's classrooms to learn new skills.

South Orangetown will monitor and assess the capacity of educators through formal observations and surveys. the district employs "Learner-Active, Technology-Infused Classroom" framework as a metric within our observations to assess the capacity of our educators. The district also uses Information (metrics) from our district surveys (e.g. Brightbytes, Professional Development, Digital Equity, Climate, etc.) assess our staff regarding their capacity to meet and exceed our vision for use of instructional technology.

South Orangetown will provide targeted, needs-based, and personalized professional development based on our teacher's capacity and interest. The instructional technology professional development plan is a subset of the district's Professional Development Plan. The district Professional Development Committee is a formal Board of Education committee that meets throughout the year to assess, monitor and make recommendations regarding the professional development needs of our staff.

The Professional Development Committee monitors and assesses activities targeting the achievement of teaching and learning goals and recommends adjustments according to the most recent New York State Education Department Commissioner's Regulations, the district's Professional Development Plan and teachers' current needs. This committee is comprised of the Assistant Superintendent of Instruction, Director of Technology, Director of Staff Relations, building administrators, teacher leaders and parent representatives.

The district will evaluate the effectiveness of the Professional Development Plan through the collaboration Curriculum Council and the Professional Development Committee. This will be accomplished through formal assessment, surveys and post professional development feedback tools. The data collected via these tools will inform both the professional development needs of our district and the effectiveness of the programs we provide.

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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:

Fully

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

The district has met this goal:

Significantly

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

The district has met this goal:

Significantly

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

The district has met this goal:

Significantly

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

The district has met this goal:

Significantly

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Goal 1 - Student Goal

Students will use technology as a tool in all aspects of the curriculum to build understanding from the earliest practical point. The use of technology will support critical thinking, collaboration, creativity, and communication. We have aligned our curriculum to the New York State Learning Standards. The district will integrate educational technology into instructional practices across all grade levels that are aligned with the ISTE, NYS computer science and digital fluency learning standards.

Programs that help with this alignment include, the LATIC Classroom Model with a focus on problem-based learning, Engineering Is Elementary, Project Lead the Way, and Computer Science electives to help ensure that our curriculum is aligned to the computer science and engineering standards.

What do we hope to achieve with this goal?

There will be a direct correlation between curriculum development and the use of instructional technology. The technological skill levels of students should be elevated to the point where they become producers rather than consumers of information and technology.

How does this goal relate to our vision?

This technology goal aligns with our district's core goal which is to provide students with skills for the 21st century. We believe that access to appropriate tools and applications should be made available and utilized to advance learning for all students.

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 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

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IV. Action Plan - Goal 1

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- 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.**

How will we measure and evaluate progress towards this goal?

The district will know this goal is achieved when all students are actively incorporating digital learning skills, tools, and resources in their daily learning when compared to prior years. Students will be digital fluent, media-literate, critical thinkers, and be able to articulate the benefit that technology brings to their learning. South Orangetown will monitor our progress toward meeting this goal through student and staff focus groups, interviews, surveys, and classroom observations.

We will assess our districtwide technology curriculum to ensure it parallels and supports the core curriculum with specific, progressive, and measurable skills at each grade level. Students will infuse more technology into their day-to-day learning process.

This will also be assessed through parent, staff, and student surveys (e.g. Brightbytes, Professional Development, Digital Equity, Climate, etc.). Teachers will provide opportunities for students to utilize instructional technology to enhance learning. All stakeholders will assume responsibility for implementing our instructional technology goals.

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	Collaboration	Leverage the collaboration between the Curriculum, Instructional Technology and Professional Development committees to review and assess our curriculum and instructional needs district-wide.	Assistant Superintendent	N/A	06/30/2025	0
Action Step 2	Learning Spaces	Classroom Redesign Initiative is a multi-year project whereby the district leadership works with our teaching staff and	Assistant Superintendent	N/A	06/30/2025	250,000

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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
		students to design Contemporary Learning Environments that are aligned with student centered learning and address structures of time, space, and groupings. This will include the renovation of classroom lighting, HVAC, electrical and data structures. In addition, student centered furniture, learning resources and instructional technology equipment.				
Action Step 3	Curriculum	Review, revise and updated Technology and Innovation Curriculum K-12. Our curriculum plan is developed with the understanding curriculum planning and development is iterative in nature. Our focus is building a framework to support computer science, robotics and engineering.	Curriculum and Instruction Leader	N/A	06/30/2025	0
Action Step 4	Curriculum	Prepare students to become digitally literate citizens who can conduct reliable research with an appreciation for different points of view, while applying their learning to real-world problems.	Assistant Superintendent	N/A	06/30/2025	0

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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
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:**

Teacher Goal

Advance teachers' technological competencies and provide continuing professional development and opportunities for collaboration. This equips teachers to use technology to create a student-centered environment that enhances the learning process. Continue to explore ways to use technology to customize the curriculum to meet students' needs.

What do we hope to achieve with this goal?

We will expand upon teachers' existing technological competencies through targeted professional development to meet their individual learning needs.

How does this goal relate to the district technology plan?

In a dynamic learning environment technology competencies are constantly changing requiring ongoing professional development in this area.

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

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**

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programs, etc.

How will we measure and evaluate progress towards this goal?

The district will know this goal is achieved when all staff effectively incorporate digital learning skills, tools, and resources in their daily teaching practice. Staff will integrate instructional technology into their pedagogy and classroom instruction by modifying and enhancing their traditional curriculum units and lessons. By incorporating learner active and technology-infused practices, staff will increase student engagement, rigor, and motivation for their own learning.

In addition, the achievement of this goal will be evidenced by innovative classroom activities, projects and student work. South Orangetown will monitor and assess our progress toward this goal by formal and informal classroom observations, enhanced curriculum maps, and teacher lesson plans.

South Orangetown will monitor our progress by collecting data from our professional learning communities, staff focus groups, interviews, surveys, and classroom observations. In addition, we will measure the number of technology course offerings and attendance by our staff. We will also evaluate the use and effectiveness of software applications and online resources whenever possible. The district will collect data on software utilization to ensure they continue to effectively meet the needs of our staff and are in alignment with the district's vision for the use of instructional technology.

The district will assess participation in professional development opportunities by our staff. This will be assessed through attendance in professional development opportunities and surveys (e.g. Brightbytes, Professional Development, Climate, etc.). Staff development will provide time for teachers to not only learn the technology but also integrate it into the curriculum. Our Professional Development and District Technology committees will review the results of our surveys as a means to make enhancements to our current offerings as well as develop new professional development opportunities for staff.

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	Professional Development	Disaggregate and analyze the results of Professional Development survey to inform the professional development needs related to teaching and learning. This work will provide the framework for professional development offerings.	Assistant Superintendent	N/A	06/30/2025	0
Action Step 2	Professional Development	Develop and publish district professional development calendar. The professional	Assistant Superintendent	N/A	06/30/2025	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		development calendar is published twice a year for the Fall and Spring semesters.				
Action Step 3	Learning Spaces	Classroom Redesign Initiative is a multi-year project whereby the district leadership works with our teaching staff and students to design Contemporary Learning Environments that are aligned with student centered learning and address structures of time, space, and groupings. This will include the renovation of classroom lighting, HVAC, electrical and data structures. In addition, student centered furniture, learning resources and instructional technology equipment.	Assistant Superintendent	N/A	06/30/2025	250,000
Action Step 4	Professional Development	Support our instructional staff with opportunities to attend in-service programs, turnkey training, peer collaboration, conferences and workshops both locally and nationally.	Assistant Superintendent	N/A	06/30/2025	100,000

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.

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	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)	(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)
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:

Data Privacy and Security Goal

Promote the legal, moral, safe, and ethical use of technology by the South Orangetown community. Make technology resources and learning experiences available to the whole community to stimulate lifelong learning while maintaining the safety and security of district data. Enhance Data Privacy and Cybersecurity posture to ensure the protection of Personally Identifiable Information.

What do we hope to achieve with this goal?

To encourage the safe and ethical use of technology throughout the entire educational community. Promote a culture of Data Privacy and Data Protection to ensure the safety of sensitive and protected information.

How does this goal relate to the district technology plan?

We will promote the appropriate use of technology to achieve excellence in education while maintaining the safety and security of our district data.

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

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programs, etc.

How will we measure and evaluate progress towards this goal?

Professional development will address topics of Data Privacy and Cybersecurity. This professional development will be conducted via our yearly mandatory training for all district staff. In addition, workshops on timely topics related to data privacy and cybersecurity will be provided on an ongoing basis.

The district will assess participation in professional development opportunities by our staff. This will be assessed through attendance in professional development offerings and via surveys (e.g. Brightbytes, Professional Development, Climate, training outcome surveys, etc.). Our Professional Development and District Technology committees will review the results of our surveys as a means to make enhancements to our current offerings as well as develop new professional development opportunities.

By establishing a culture of data privacy and cybersecurity, the district will see the development of a common language and a decrease in the number of compromised accounts.

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	Data Privacy	Maintain compliance with Ed Law 2D as required by NYS law and regulations. The district will ensure all 3rd party vendors are compliant with Parents Bill of Rights and 3rd party vendor contracts.	Director of Technology	Data Privacy Officer	06/30/2025	50,000
Action Step 2	Data Privacy	Provide ongoing professional development on Data Privacy and the protection of Personally Identifiable Information.	Director of Technology	Data Privacy Officer	06/30/2025	25,000
Action Step 3	Cybersecurity	Enhance existing and implement new cybersecurity systems to protect district network resources. The district will invest in EDR and MDR solutions to ensure timely feedback on	Director of Technology	Technology Support Staff	06/30/2025	100,000

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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
		security related issues.				
Action Step 4	Cybersecurity	Provide ongoing professional development on Cybersecurity to ensure the protection of network resources.	Director of Technology	Technology Support Staff	06/30/2025	25,000

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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
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

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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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 Technology Plan serves as the strategic framework by which the district will plan for and implement technology.

Instructional technology plays an integral role in supporting 21st-century learning skills for today's information-based society. Students are required to be skilled in the use of technology, have a strong foundation in information literacy, and become self-motivated life-long learners. At the core of our curriculum is the "learner-active technology-infused classroom" whereby students engage in real-world problems that support active learning and collaboration. Technology is used seamlessly as a tool for learning.

This plan provides a clear and simple strategic vision for the use of technology to support teaching and learning. The plan involves ongoing curriculum review; support for professional growth; and continued development and implementation of best practices in the use of instructional technology to support teaching and learning.

As an example, the District has developed and created innovative learning environments to support the contemporary learner. These are places where students can develop research skills as well as skills in entrepreneurship, executive function, financial literacy, engineering, architecture, creating, and building. The new learning spaces at the elementary, middle, and high school levels provide students with authentic and engaging opportunities to support curriculum and instruction in coding, robotics, 3D printing, augmented / virtual realities, manufacturing design, and fabrication.

The District's Instructional Technology Plan reflects the collaboration and input from the Board of Education, District Administration, District Technology Committee, Technology Leadership team, Curriculum Council, Professional Development Committee, faculty members, students, and community residents.

The Instructional Technology Plan reflects the district's shared vision of teaching and learning and demonstrates how it will address the equitable and diverse learning needs of our students. Through strategic planning, implementation, and evaluation of our plan, the district and our instructional technology program will be in alignment with federal, state, and local standards.

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

South Orangetown students are provided with the tools and resources they need to be motivated learners. To ensure all students' needs are met, mobile devices and instructional technology are provided to all students, including those of diverse needs and learning styles. In addition, the district will continue to provide cellular connectivity for students and families to provide access to online learning and resource materials beyond our district campuses. The district has developed a budget that will support the continued adoption of new and emerging technology to support teaching and learning. The district will continue to enhance our network infrastructure and internet resources to allow for anywhere and anytime learning.

The district's student support services continue to be instrumental in ensuring we meet the diverse needs of all our students. Our PPS department, counselors, social workers, and student support personnel continuously assess our student population. In addition, our newly created Equity Coalition is in the planning stages of an audit on diversity, equity, and inclusion. The focus will be on ensuring we meet the learning needs of our diverse students as well as all district students.

In collaboration with our Family Engagement Center (FEC) and community partners, the district has been able to provide resources to our families with need. The South Orangetown FEC promotes active parent involvement to support student success, from pre-K through graduation. All programs and services are offered at no cost and include Pre-K Playgroups, parent workshops, a drop-in resource center, and a ParentChild+ home visit program.

This multi-disciplinary collaboration will ensure the district provides learning resources (e.g. hardware, software, clothing, food, etc.) in

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alignment with the district's "whole child" approach to student learning and support. The challenges our students face daily have become increasingly complex and the instructional technology plan helps mitigate digital inequities to ensure all students have the resources necessary to learn and grow.

- 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.**

Our instructional technology plan calls for equipping every student and classroom with appropriate technology to enhance teaching and learning. The implementation of interactive whiteboards, iPads, Chromebooks, document cameras, and other assistive technologies enhance the learning opportunities for students with disabilities to process content and apply their learning in a multitude of ways. Our educators have been provided professional development in the use of technology resources to help support the differentiation of instruction for our students with disabilities.

Our 1:1 mobile initiative is an example of how we are aiming to provide students with disabilities (and all students) with easier access to instructional technology and internet-based resources necessary to navigate their school experience. This approach is particularly helpful for those students who struggle with executive functioning skills.

With the development of Google Classrooms across the district, many of the student responsibilities for school and homework are available via the web. Students who struggled in the past with managing books and resources for five or more classes are having an easier time using Google's collaboration suite to organize and manage their class and homework.

Students with disabilities are supported through the use of various software applications and resources that are aligned with their developmental levels. Many of our software applications adapt to the learning needs of our students whether they are students with disabilities, English language learners, or general education students.

Our District Technology Committee, Special Education department, and the Technology Leadership Team regularly discuss how these tools help to meet one of our district core goals: "Meeting the Needs of Diverse Learners." This collaborative effort encourages the assessment and identification of student learning needs. This process informs our plan for the adoption and implementation of assistive technology.

- 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.

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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) |

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)

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- 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

7B. If Yes, check one below:

In the 5 languages most commonly spoken in the district

7C. 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 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 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 | |

- 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 | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and |
|--|--|---|

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<p>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 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</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 clarify enrollment instructions.</p> <p><input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.</p> <p><input checked="" type="checkbox"/></p> <p>Provide/students/experiencing</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 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 type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</p> <p><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)/</p> <p><input 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.</p>	<p>secure any help needed to keep up with course work.</p> <p><input 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 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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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.

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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	9.00
Technical Support	4.00
Totals:	14.00

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	Network and Infrastructure	includes allocation for Classroom Redesign Initiative	600,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input checked="" 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 checked="" 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	End User Computing Devices	includes allocation for Classroom Redesign Initiative	1,500,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input 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	600,000	Both	<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 checked="" type="checkbox"/> Instructional Materials Aid <input 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	300,000	Both	<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
Totals:			3,000,000			

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

Yes

4. Districts are required to post either the responses to this survey or a more comprehensive technology plan that

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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.socsd.org/instructional-technology/>

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

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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

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.