

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

I. District LEA Information

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Page Last Modified: 06/29/2022

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

Gary Rush

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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Page Last Modified: 06/29/2022

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

The mission of the Hempstead School District, a Long Island Model suburban-urban culturally diverse public school system, is to ensure that students achieve personal growth and academic success and become productive citizens in a global society, by engaging students, staff, family and community in a comprehensive, challenging curriculum and effective instructional program which responds to each student's needs and aspirations in a safe and nurturing environment.

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

To provide a technologically enhanced learning environment that enables students to acquire life-long skills. The following outlines the Hempstead School District's vision for technology and instructional design, which incorporates the ISTE Standards for Students(<https://www.iste.org/standards/for-students>), and supports learning: Provide opportunities for students to be active participants in meaningful learning that engages all learning styles and abilities. Develop students' skills in gathering, analyzing, synthesizing, and using information. Develop students' critical thinking and problem-solving skills. Enhance communication using a variety of media. Support current curricula and be flexible enough to adapt to the changing needs of future curricula. Support and enhance an interdisciplinary approach to learning. Support and enhance the development and refinement of technology-based skills across grade levels. Provide direct access to a variety of data and programs through school-wide networks and virtual/online learning opportunities. Support alternative forms of assessing student performance. Develop students' skills in using software applications which can transfer to college/career/internship environments. Provide for opportunities for collaboration on the local, state and global levels. Develop skills for Digital Citizenship and Internet safety. Foster leadership and responsibility. Create a community of 21st century learners. The ISTE Standards for Students are designed to empower student voice and ensure that learning is a student-driven process. The District is committed to providing the tools and access to resources that will empower all students (general education, students with disabilities, and students of English as a new language) as well as help teachers do their jobs efficiently in delivering curricula using new methodologies that focus more on student centered and active learning environments

**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 technology committee conducts weekly meetings (duration: approx 2 hours) to discuss and plan the district's technological needs. The team utilizes this time to also plan the implementation of the goals set forth by the district. The meetings are also used to evaluate the efficacy of district-wide programs Showcase new technology initiatives TECHNOLOGY COMMITTEE MEMBERS:

Gary Rush - Assistant Superintendent of Curriculum and Instruction

Jason Noone - District Technology Staff Developer/HS Teacher

Felicia Prince - Director of Humanities (Administrator)

Tanika Cullum - Informational Tech Aide II/Parent

Ishmael, Shem - Special Education Teacher

Massey, Anishia -Teaching Assistant/Parent

Mata-Castro, Richard – Elementary School Teacher

Molinari, Mary -Elementary Media Specialist/Technology Specialist

Randazzo, Beth Ann- Elementary Media Specialist/Technology Specialist

Sparacio, Tannya -Elementary Media Specialist/Technology Specialist

Tortora, Alyssa -Elementary Media Specialist/Technology Specialist

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

## II. Strategic Technology Planning

Page Last Modified: 06/29/2022

Gaimaro, Amanda -Speech Pathologist/Technology Specialist

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

Build upon: Upgrading our network and student devices allows the district to continually stay in step with the change technology atmosphere. Continue the work of: renewing and streamlining district software allows the district to continue its work. In addition, continual staff development allows staff become better equipped handle the ongoing demands of the various programs. Improve upon: The district is now better equipped to go a fully remote or a hybrid model

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

The continual purchases of student devices allows for out of date devices to be cycled out. Continuation of the district's LMS allows for the district to asynchronous learning. During the technology meetings members are encouraged to identify successes and problems with the district technology There are continual staff developments sessions to build upon and integrate the existing instructional programs. The district will continue to provide Internet access at home for students who do not have Internet service. Professional development will continue to be both virtual and in person

**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.**

Hempstead School District views ongoing professional development as a necessary part of all technology and safety initiatives. The District plans to provide professional development related to all systems being implemented such as the new interactive touch LED panels, using laptop carts effectively to reach all learners, and using the safety features of the new phone system. Upon completion of the conversion of the security system software, all key security staff were provided training on the new system. These trainings will continue through the summer so that the teachers will be prepared to start in the fall. Through professional development activities, teachers and staff have the opportunity to learn of new and emerging technologies that support teaching and learning, and increase efficiency of administrative functions. A continuous training cycle is necessary to reach organizational goals and to that end, the District employs various professional development models such as: a) Participation in the Nassau BOCES Model Schools Program which offers a myriad of instructional technology workshops. b) Dedicated PD Specialist – the District approve yearly the hiring of an instructional technology professional developer to help support District-wide training activities c) Turnkey training or train-the-trainer model d) Tech staff provides single or small group training on District systems and infrastructure. e) Use of Superintendent's Conference Days, PLCs, grade-level meetings, and other forums will be used to provide technology training to teachers on resources and curriculum-specific technologies. Session facilitators include vendors, consultants, Nassau BOCES trainers, instructional technology trainers and District staff. f) Vendor training as new resources are acquired. g) Provision of trainings specific to grade-level or subject-area curriculum needs h) Professional development provided this year includes: IReady, Castle Learning, IMovie, SeeSaw, Acellus, Office 365 Tools (Forms for formative assessments, Teams, Class Notebook, Sway and Collaborating using One Drive), Schoology, Teams, NearPod, Flocabulary, Delta Math, 5Lab and more i) Using formative assessment tools in content areas -- Kahoot!, Socrative, Quizziz, Plickers, Castle Learning, NWEA, Right Reason Technology, Achieve 3000, and more j) Model Schools Training on NearPod and Flocabulary k) PowerSchool and PowerTeacher Pro A professional development needs assessment of teachers showed that teachers requested more training in the following areas: PowerSchool's electronic gradebook, PowerTeacher Pro and Transitioning from data analysis to

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

II. Strategic Technology Planning

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Page Last Modified: 06/29/2022

instructional practices There will be a variety of assessment tools to evaluate the effectiveness of these programs (ie. surveys, forms, professional growth program and technology committee

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2022-2025 Instructional Technology Plan - 2021

III. Goal Attainment

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Page Last Modified: 06/29/2022

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:**

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:**

Fully

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 06/29/2022

1. **Enter Goal 1 below:**

Continue to upgrade the District's network infrastructure to support curricula and online learning for all students in a safe environment.

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

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

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

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

BOCES will assess and monitor our progress and implementation. Using data collections tools such as MS forms (qualitative and quantitative data) will allow the Technology committee to monitor and evaluate the progress of the goals. Each technology meeting will have a evaluation/progress monitoring of the district's 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.**

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Infrastructure	District and BOCES developed a plan to upgrade all network switches to 10-GB at all schools.	Assistant Superintendent	Director of Technology	08/31/2022	0
Action Step 2	Infrastructure	Upgrade Wi-Fi infrastructure to Aruba and install an access point in every classroom and communal areas.	Assistant Superintendent	Director of Technology	08/31/2022	0
Action Step 3	Infrastructure	Upgrade the fiber cables connecting data closets and upgrade the fiber transceivers to 10-GB	Assistant Superintendent	Director of Technology	01/31/2023	0
Action Step 4	Infrastructure	Provide a safe environment for teaching and learning by upgrading the video surveillance and communication systems for emergencies. The District began utilizing smart card entry to better track employees	Assistant Superintendent	Director of Technology	01/31/2023	0

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	N/A	N/A	N/A	N/A	(No Response)	N/A
Action Step 6	N/A	N/A	N/A	N/A	(No	N/A

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
					Response)	
Action Step 7	N/A	N/A	N/A	N/A	(No Response)	N/A
Action Step 8	N/A	N/A	N/A	N/A	(No Response)	N/A

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 06/29/2022

1. **Enter Goal 2 below:**

To provide Laptops, iPads/Carts in each classroom district-wide. Continuation of the 1:1 laptops for all student

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

Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

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

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

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

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

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

Inventory and deployment updates from the Stock Manager will keep us up to date on the implementation of this goal. Using data collections tools such as MS forms (qualitative and quantitative data) will allow the Technology committee to monitor and evaluate the progress of the goals. Each technology meeting will have a evaluation/progress monitoring of the district's goals.

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.**

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	The technology committee met, discussed and created a plan to integrate a class set of devices for each classroom.	Assistant Superintendent	Teacher, Instructional coaches	08/31/2022	0
Action Step 2	Budgeting	Submitting purchase order for laptops and iPads	Business Official	Assistant Superintendent, Teacher, Instructional coaches	08/31/2022	0
Action Step 3	Implementation	Coordination with the building and administrators to make the deployment as quick/least disruptive as possible.	Director of Technology	Assistant Superintendent, Teacher, Instructional coaches	01/31/2023	0
Action Step 4	Evaluation	Technology committee will evaluate the implementation of this goal	Assistant Superintendent	Teacher, Instructional coaches	08/31/2023	0

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	N/A	N/A	N/A	N/A	(No Response)	N/A
Action Step 6	N/A	N/A	N/A	N/A	(No Response)	N/A
Action Step 7	N/A	N/A	N/A	N/A	(No Response)	N/A
Action Step 8	N/A	N/A	N/A	N/A	(No Response)	N/A

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
					Response)	

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 06/29/2022

1. **Enter Goal 3 below:**

Provide professional development to all teachers and staff on methodologies that will support student creativity, critical thinking, collaboration and intellectual engagement.

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

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

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

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

The realization of the instructional technology goals will be measured and evaluated through the continuous improvement cycle which includes ongoing evaluations and data gathering by conducting online surveys (using Microsoft Forms or MyLearningPlan), classroom walk throughs, classroom observations and technology impact on learning, student input, parent and community input, and overall visible improvements and increased access to technology resources.

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,**

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 06/29/2022

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	The Technology Committee conducted a training needs assessment survey and obtained data from all teachers and staff related to their areas of need and the proficiency levels in using various programs. Data collected is being used to design target professional development for all teachers. In August, the District will train all teachers in the use of formative assessment tools, electronic grade books, Office 365 collaboration tools, and other District-wide apps and instructional software	Assistant Superintendent	Instructional Coaches	06/30/2025	0
Action Step 2	Professional Development	Provide professional development for teachers on the use of all instructional tools (hardware and software) and the use of formative/summative assessment data to inform and transform instructional practices. This includes teachers of SWD and ENL students.	Assistant Superintendent	Technology Director Staff Developer, Instructional Coaches, Instructional Technology	06/30/2025	0
Action Step 3	Professional Development	Build capacity to sustain all systems and improve student	Assistant Superintendent	Technology Director of Technology, Building Principals	06/30/2025	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		achievement by selecting teacher representatives from each school to serve as turnkey trainers. Partner with BOCES Model Schools and other training providers to deliver this train-the trainer pr				
Action Step 4	Professional Development	Build a best practices learning database by recording model lessons and professional sessions to be shared on our web portal.	Assistant Superintendent	Instructional Coaches, Technology Director of Technology, Building Principals	06/30/2025	0

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Purchasing	Purchasing additional training sessions from the copmanies that provide the educational software	Assistant Superintendent	Technology Director of Technology, Building Principals	06/30/2025	N/A
Action Step 6	N/A	N/A	N/A	N/A	(No Response)	N/A
Action Step 7	N/A	N/A	N/A	N/A	(No Response)	N/A
Action Step 8	N/A	N/A	N/A	N/A	(No Response)	N/A

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

IV. Action Plan - Goal 3

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Page Last Modified: 06/29/2022

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

Yes

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

Page Last Modified: 06/29/2022

1. **Enter Goal 4 below:**

Evaluate, create and implement a district wide digital security plan

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

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

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

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

The district will conduct a quarterly assessment of the district's security. It will use BOCES and internal resources to monitor the progress. Yearly evaluations/trainings of the staff will ensure that they are up to date on the latest data security information. Using an third party vendor to evaluate our progress

6. **List the action steps that correspond to Goal #4 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.**

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Planning meetings with different vendors to assess the vulnerability of the district's network and data	Assistant Superintendent	Teachers, Instructional Coaches, Data Protection Officer	06/30/2023	0
Action Step 2	Purchasing	Selecting a vendor to conduct an assessment of the district's cyber-security	Assistant Superintendent	Teachers, Instructional Coaches, Data Protection Officer	06/30/2023	0
Action Step 3	Cybersecurity	Creating a district wide professional development plan Updating the district's digital citizenship plan	Director of Technology	Teachers, Instructional Coaches, Data Protection Officer	06/30/2023	0
Action Step 4	Staffing	Creating a district wide data security team.	Director of Technology	Teachers, Instructional Coaches, Data Protection Officer	06/30/2023	0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #4 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	N/A	N/A	N/A	N/A	(No Response)	N/A
Action Step 6	N/A	N/A	N/A	N/A	(No Response)	N/A
Action Step 7	(No Response)	N/A	N/A	N/A	(No Response)	N/A
Action Step 8	(No Response)	N/A	N/A	N/A	(No Response)	N/A

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

IV. Action Plan - Goal 4

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Page Last Modified: 06/29/2022

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

No

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

## V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

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.**

This school year, the District will continue to replace all obsolete equipment and devices in the schools, and with BOCES and contractors embarked on a major network and security infrastructure upgrade to increase access to on line resources. These infrastructure upgrades will continue to build upon increasing Wi-Fi infrastructure, cabling and upgrade of all switches. With access to resources, we will continue to provide professional development opportunities through BOCES, District staff developers, and vendors to prepare teachers to effectively use technology tools that are currently available. We will be providing training in throughout the year to prepare teachers. Student accounts have been created and will be distributed after they sign the Responsible Use Policy and receive Digital Citizenship training at the beginning of the new school year. The district will continue with its 1:1 initiatives and expand each year. With new tools provided to students and teachers, and training on new methodologies for active and personalized learning, and upcoming initiative to integrate technology into every curricula area, the District will realize the objective of using technology to support rigorous academic standards attainment and performance improvement for all 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.

a) Students have been provided devices and a LMS (Schoology and Teams) to ensure that instruction will not be interrupted if the district has to go partial or fully remote. The district has partnered with Optimum to provide students with free Internet. The district will continue to provide this as a long term solution. b) Students will no longer be required to bring in their devices daily. The district has decided to have laptops in every classroom. c)The district has a technician and a technology staff developer assigned to each building. This ensures both staff and students have the necessary support d) The district has a technology committee that will continually evaluate the technology needs of the district.

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.**

Students with disabilities in the District are provided both hardware and software resources as prescribed in IEPs. Classified students receive every technology resource that the District provides to general education students, as well as additional assistive technology tools provided through IDEA and other funding sources. Some of the programs used by SWDs include iReady, System44, Read 180, iPad applications, Touch Chat, Dragon Speaking, and more. Teachers of SWDs use iPad apps and Microsoft reading tools to provide additional assistance in acquisition of foundational reading skills as fluency, accuracy and rate. Depending on the need, students are assigned their own personal iPads to take home. There are many programs in the District that support students with disabilities with academic and social-emotional skills attainment. Related services providers, speech and language therapists and occupational therapists incorporate apps to support the therapy process and track progress toward reaching the goals of students educational plans.

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).

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

## V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

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

**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 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 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 |                                                                                                     |

## 2022-2025 Instructional Technology Plan - 2021

## V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

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 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 type="checkbox"/> Provide online mentoring programs.                                                                                                                                  |
| <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity                                                                     | <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 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 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                                                                                       | <input 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"/> 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)                                                                                                                       |

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

## V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/29/2022

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	10.00
Technical Support	8.00
<b>Totals:</b>	<b>19.00</b>

2. Investment Plan

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

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

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

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	6,000,000	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 checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column,	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/29/2022

	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	Other (please identify in next column, to the right)	Security Systems Upgrade including Cisco Phone System	1,000,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input 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
3	Professional Development	Training for teachers and staff on using technology to support learning, and support staff on using technology to increase efficiency and productivity	100,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/29/2022

	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	Instructional and Administrative Software	Various Instructional and administrative systems	200,000	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 checked="" type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
<b>Totals:</b>			<b>7,300,000</b>			

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

Yes

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

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

VI. Administrative Management Plan

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Page Last Modified: 06/29/2022

**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.hempsteadschools.org/Domain/1490>

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 06/29/2022

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 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 checked="" type="checkbox"/> Professional Development / Professional Learning
<input type="checkbox"/> Blended and/or Flipped Classrooms	<input checked="" type="checkbox"/> Instruction and Learning with Technology	<input type="checkbox"/> Special Education
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input checked="" type="checkbox"/> Infrastructure	<input type="checkbox"/> Instruction and Learning with Technology
<input checked="" 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	Jason Noone	Staff Developer for Instructional Technology	jnoone@hempsteadschools.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 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 checked="" type="checkbox"/> Instruction and

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 06/29/2022

	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 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

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	N/A	N/A	N/A	<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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 06/29/2022

	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	N/A	N/A	N/A	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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Page Last Modified: 06/29/2022

	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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 06/29/2022

	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	N/A	N/A	N/A	<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 /

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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Page Last Modified: 06/29/2022

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

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