



NORTH MERRICK
UNION FREE SCHOOL DISTRICT
—Nurturing Young Minds—

North Merrick Technology PD Plan 2026 -2029

I. District LEA Information:

1. Developed by Dr. Helen M. Kanellopoulos
2. Supervisor of Instructional Technology, Special Area Subjects and Data Reporting

II. Strategic Technology Planning:

1. What is the overall district mission?

It is the mission of the North Merrick school community to develop individuals who respect themselves and others, are flexible, open-minded, self-motivated, and capable of relating to and communicating with others. These individuals should be able to function independently and cooperatively, be conversant in technology, have the ability to access and process as well as analyze data, and be able to solve problems. We effectively use technology resources to empower faculty, staff, and students in their daily lives.

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

The North Merrick school community will marshal the use of technology to strengthen and support student learning; ensure meaningful connections between families and school; nurture, guide and challenge children to maximize their potential; prepare them for secondary school; and become contributors to society. It is essential that students gain and continue to develop skills needed to efficiently, accurately, and responsibly access, acquire, apply, and assess information and then transform it into knowledge.

3. At the start of the 2026-27 school year, will the district provide a dedicated mobile device for every student in all grades?

- Yes

3a. Choose one device access option per grade level based on the district plan for supplying students with a dedicated mobile device at the start of the 2026-27 school year.

- Provide all students with a district-owned, dedicated device

Overview

The North Merrick School District leverages instructional technology as a comprehensive and sustained strategy to support rigorous academic standards and improve student outcomes. Goal 1 ensures a secure,



reliable, and privacy-focused infrastructure for uninterrupted learning. Goal 2 integrates technology instruction aligned with the NYSED Portrait of a Graduate and Career Pathways, fostering skills in computational thinking, problem solving, digital literacy, and collaboration. Goal 3 incorporates emerging technologies, including AI and innovative digital tools, to enhance engagement, creativity, and real-world learning. Ongoing professional development equips teachers and staff to embed these tools effectively, reinforce 21st-century skills, and provide equitable, technology-rich learning experiences that prepare students for college, career, and civic readiness.

This is accomplished through the following:

- Provide students with secure, reliable access to devices, connectivity, and technology tools that support learning anytime, anywhere (Goal 1).
- Extend learning beyond the school day through technology-rich opportunities that support creativity, collaboration, and problem-solving (Goal 2 & 3).
- Increase connections to the world beyond the classroom to enhance educational opportunities for all learners, with particular attention to English language learners and students with diverse needs (Goal 2).
- Expose students to a technology-rich curriculum where they can create, synthesize, and apply knowledge, incorporating coding, computational thinking, robotics, and emerging technologies (Goal 2 & 3).
- Use technology to facilitate the accessing, gathering, assessing, and reinforcing digital and media literacies, research skills, and real world problem solving (Goal 2 & 3).
- Develop students' problem-solving and critical thinking abilities in alignment with NYSED's Portrait of a Graduate, preparing them for college, career, and civic readiness (Goal 2).
- Ensure students can demonstrate proficiency with hardware, software, and emerging technologies while building foundational digital literacy skills (Goal 1 & 3).
- Teach students to make safe, responsible, and ethical decisions while using technology, in alignment with digital and media literacies and citizenship standards (Goal 2 & 3).



- Provide teachers with tools, professional development, and instructional support to design student-centered, project-based learning experiences that integrate technology across content areas (Goal 2 & 3).

North Merrick is committed to providing equitable learning opportunities both inside and outside the classroom, using technology and instructional strategies to support the National Technology Plan’s vision of learning “everywhere, all the time.” Equity in the classroom, ensuring all students, regardless of background or ability, have access to high-quality learning, is essential to a productive and inclusive learning environment.

Short-Term Strategies:

- **Inclusive Curriculum and Representation:** Teachers will intentionally integrate diverse voices, multicultural authors, innovators, artists, and inventors into lessons across subject areas. This aligns with the district’s goal of promoting cultural competence and critical thinking through technology and digital resources.
- **High Expectations for All Students:** Every student will be held to high academic and behavioral standards. Instructional technology, including adaptive learning platforms and digital creation tools, will be used to differentiate learning and support students at their individual skill levels, ensuring every child can meet rigorous learning goals.
- **Flexible Learning Spaces:** Classrooms and learning spaces will be designed to encourage interaction, collaboration, and engagement. Students will work in varied formations, including small groups, pairs, and individual tasks, while teachers circulate to provide support. Digital collaboration tools such as shared documents, coding platforms, and creative software will expand opportunities for all students to contribute meaningfully.
- **Access to Devices and Internet:** The district will regularly review Digital Resource Survey data to identify students who need improved access to devices and reliable internet at home. Short-term solutions include providing district devices, Wi-Fi hotspots, and access to digital content platforms to ensure students can complete schoolwork anytime, anywhere.



Long-Term Strategies:

- **Sustained Technology Integration:** The district will continue to implement structured technology instruction through the Technology Teacher and Library Media Specialist model. This approach supports foundational digital literacy, coding, robotics, and computational thinking while reinforcing NYSED's Portrait of a Graduate competencies such as communication, collaboration, and problem-solving.
- **Emerging Technology for Personalized Learning:** Over time, the district will explore and adopt emerging technologies, including AI-driven adaptive learning, interactive simulations, and multimedia creation tools, to provide personalized learning experiences for students. These tools will help address individual learning gaps, challenge advanced learners, and promote equity by meeting students where they are.
- **Ongoing Professional Development:** Teachers will receive continuous training on culturally responsive pedagogy, digital inclusion, and effective use of technology in the classroom. This ensures staff are prepared to support equitable learning experiences and integrate emerging tools responsibly and effectively.
- **Data-Informed Decision Making:** The district will monitor student engagement, learning outcomes, and technology usage data to identify disparities and adjust instruction or resources as needed. This aligns with the goal of using data to guide equitable access, curriculum development, and instructional practices.

Through these strategies, North Merrick aims to create an inclusive, technology-rich learning environment where every student has the tools, resources, and support to succeed academically, socially, and creatively in school and beyond.

Classified students within the K-6 level receive additional instructional technology that includes but not limited to: Raz Plus, SuccessMaker, Khan Academy, Kahoot!, Read & Write Extension, Type to Learn, and ReadWorks. These applications support students with disabilities within phonetic instruction, reading comprehension strategies, and math support. Students with disabilities are supported with audiobooks, note-taking applications, and voice recognition applications. Some students require



assistive technology or augmentative and alternative communication devices as per their IEPs in order to ensure access to and participation in the general curriculum.

The district is committed to fulfilling the vision expressed in standard 9 of the NYS Education Department standards for high-quality professional development, which states that professional development promotes technological literacy and facilitates the effective use of all appropriate technology. To achieve this, in collaboration with its Teacher Center, the North Merrick UFSD reviews and analyzes annual needs, assessments, and student achievement data to drive district-wide professional development. The mission of the professional development program is to foster an atmosphere conducive to supporting and encouraging faculty members to continue to be learners for the purpose of personal as well as professional goal attainment and the optimization of student performance. The integration of technology and emerging platforms is a key component of teacher goals that are closely aligned to improving student achievement while emphasizing support for programs, subject areas, instruction, and assessment. Professional development activities are differentiated and address teachers' technological learning and application to instruction. Professional development in instructional and emerging technologies is essential for teacher growth and facilitation of learning. The district utilizes the professional services of BOCES trainers, our Supervisor of Instructional Technology, and other administrative team members, in addition to our Technology Focus Group members to help develop an integrated technology program. Professional learning occurs through faculty meetings, in-service courses, college and BOCES courses, workshops and conferences, as well as in and out of district school visitations.

In determining the variety of needs for staff development, our needs assessments are reviewed by our Technology Focus Group and administration to obtain the scope of needs.

III. Goal Attainment:

Overview:

The implementation of North Merrick School District's Technology Plan is a continuous process requiring ongoing evaluation. The district maintains a Technology Focus Group Committee to evaluate technology needs at all levels within the district.

The Board of Education established policy regarding the use of technology in the district consistent with its other educational and administrative policies.



The Superintendent identifies and holds accountable all of the employees who are performing specific duties implementing the use of technology in the schools. The Superintendent does this through consultation with the Assistant Superintendent, Supervisor of Instructional Technology and other district experts, as well as providing district support to those charged with the implementation.

The Supervisor of Instructional Technology is responsible to carry out the vision for the use of technology based on the educational and administrative needs for the district in consultation with all stakeholders. As such, the Supervisor must also make sure that there is adequate training and support for the use of technology in the district.

Principals identify the instructional models used in their buildings and collaborate with teachers in their use of good instructional practices that integrate technology. It is their responsibility to encourage the use of technology in instruction and to identify the needs in their respective buildings.

Teachers use technology appropriately and to the greatest benefit in the learning of their students. To accomplish this, teachers are responsible for learning to use technology appropriately and for examining ways to incorporate it. There are regular opportunities for teachers to meet with our BOCES Model School consultant as well as the Supervisor of Instructional Technology, and other professional development opportunities to strengthen and support the integration of technology as a tool for learning in their classrooms.

Technology Focus Group Committee meetings are held throughout the year to assess and refine this ongoing process.

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 - fully integrated districtwide with clear outcomes and sustainability.

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

- The district has met this goal fully - fully integrated districtwide with clear outcomes and sustainability.



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

- The district has met this goal fully - fully integrated districtwide with clear outcomes and sustainability.

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

- The district has met this goal fully - fully integrated districtwide with clear outcomes and sustainability.

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 - fully integrated districtwide with clear outcomes and sustainability.

IV. District Technology Goals:

Overview:

The North Merrick School District’s 2026–2029 Instructional Technology Plan builds upon the successes of the previous three-year plan by strengthening infrastructure, expanding instructional integration, and introducing emerging technologies to enhance teaching, learning, and innovation.

Goal 1 continues the district’s commitment to a reliable and secure technology environment, building on the achievements of the 1:1 Chromebook initiative and continuing to improve broadband/Wi-Fi access and cybersecurity. By emphasizing privacy and system reliability, this goal ensures technology remains a safe, sustainable, and seamless tool for student learning and district operations.

Goal 2 advances the integration of technology instruction by aligning it with the NYSED Portrait of a Graduate and Career Pathways, providing structured learning in coding, computational thinking, digital literacy, and problem-solving. This goal strengthens curriculum integration and ensures students acquire skills essential for college, career, and civic readiness.

Goal 3 introduces a focus on emerging technologies, including artificial intelligence and other innovative tools, to promote engagement, creativity, and collaboration. Through integrating these



technologies, the district continues to enhance student learning experiences while fostering innovation and preparing students for future academic and career opportunities.

Together, these goals build on prior achievements, continue the work of integrating technology throughout the curriculum, improve professional learning for educators, and expand the district's capacity to provide equitable, innovative, and future-ready educational opportunities for all students.

District Technology Goal #1

1. District Technology Goal 1: Strengthen and Sustain a Secure, Reliable, and Privacy-Focused Technology Infrastructure and Systems to Support Teaching and Learning

Ensure the district maintains reliable, secure, and sustainable technology systems that support teaching, learning, and district operations while safeguarding student and staff information. The district will prioritize strong cybersecurity practices, responsible data management, and compliance with applicable data privacy regulations to protect sensitive information and ensure the safe and effective use of technology and systems across all schools.

2. Choose the topic that best aligns to your instructional technology goal.

- Network and Infrastructure

3. Target Student Population

- All students
- Early Learning (Pre-K - 3)
- Elementary/Intermediate
- Students with Disabilities
- English Language Learners
- Students experiencing homelessness and/or housing insecurity
- Economically disadvantaged students
- Students who do not have internet access at their place of residence
- Students in foster care

4. Additional Target Populations

- Teachers/Teacher Aides
- Administrators



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- Parents/Guardians/Families/School Community
- Technology Integration Specialists

5. Estimated cost of this goal/priority over the three-year plan? Round to the nearest thousand if exact figures are not yet known.

Service/Item	Estimated. Cost
Network /infrastructure	\$1,375,000
End user computing devices	\$600,000
Instructional and Administrative Software	\$1,125,000
Staffing	\$1,100,000

6. What is the potential funding source(s) and/or purchasing mechanism(s) for this expenditure over all three years of the plan?

- BOCES Co-Ser purchase
- District Operating Budget
- E-Rate
- Smart Schools Bond Act
- Title Funds

7. Optional: If you would like to add an action plan for this goal list the action steps below. The list of action steps may extend across the three-year period of the technology plan.

Action Steps:

1. Conduct ongoing evaluations of district technology infrastructure, including broadband capacity, wireless access points, and device functionality, to ensure reliable connectivity across all schools.
2. Maintain and refine the district's 1:1 Chromebook program through a sustainable device replacement cycle.



3. Review and update cybersecurity measures and data privacy protocols to ensure compliance with New York State Education Law 2-d and district policies.
4. Evaluate district software and digital tools to ensure alignment with curriculum needs and instructional priorities.
5. Continue collaboration with the Technology Focus Group Committee to review infrastructure needs and recommend improvements.

How will this instructional technology goal be measured and evaluated during and after implementation?

The district will monitor and evaluate the implementation of instructional technology goals through a combination of qualitative and quantitative measures. Ongoing evaluation will occur through regular review by the Technology Focus Group Committee, district administrators, and instructional technology leadership to ensure that technology initiatives are effectively supporting teaching and learning.

Data privacy and security practices will also be reviewed regularly to ensure compliance with New York State Education Law 2-d and district policies related to the protection of student and staff information. Usage data and analytics from district technology platforms and applications will be analyzed to monitor adoption, engagement, and the overall instructional impact of digital tools.

Additional feedback from staff, technology committee discussions, and periodic system reviews will help assess how effectively the district's technology infrastructure and instructional tools support both instructional and operational needs. Findings from these evaluation measures will be reviewed regularly and used to refine instructional practices, adjust professional development opportunities, and guide future technology planning to ensure continued alignment with district goals and student learning needs.

District Technology Goal #2

1. District Technology Goal #2: Integrate Technology Instruction to Support the NYSED Portrait of a Graduate and Career Pathways.



The district will establish and implement structured technology instruction that develops students' digital fluency, computer science knowledge, and problem-solving abilities. Through this initiative, students will engage in authentic learning experiences that promote communication, collaboration, critical thinking, cultural competence, and innovative problem solving in alignment with the New York State Education Department's Portrait of a Graduate. This work will also support NYSED's Career Pathways framework by providing early exposure to computer science and STEM-related skills, building a strong foundation for future academic opportunities and exploration of technology-related career pathways.

2. Choose the topic that best aligns to your instructional technology goal.

- **Other**
 - Through this goal, students will engage in authentic learning experiences that promote communication, collaboration, critical thinking, cultural competence, and innovative problem solving in alignment with the New York State Education Department's Portrait of a Graduate.

3. Target Student Population

- All students
- Early Learning (Pre-K - 3)
- Elementary/Intermediate
- Students with Disabilities
- English Language Learners
- Students experiencing homelessness and/or housing insecurity
- Economically disadvantaged students
- Students who do not have internet access at their place of residence
- Students in foster care

4. Additional Target Populations.

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



5. Estimated cost of this goal/priority over the three-year plan? Round to the nearest thousand if exact figures are not yet known.

Service/Item	Estimated. Cost
Network /infrastructure	\$1,375,000
End user computing devices	\$600,000
Instructional and Administrative Software	\$1,125,000
Staffing	\$1,100,000

6. What is the potential funding source(s) and/or purchasing mechanism(s) for this expenditure over all three years of the plan?

- BOCES Co-Ser purchase
- District Operating Budget
- E-Rate
- Smart Schools Bond Act
- Title Funds

7. Optional: If you would like to add an action plan for this goal list the action steps below. The list of action steps may extend across the three-year period of the technology plan.

Action Steps:

1. Establish and maintain a district Technology Focus Group committee composed of representatives from all grade levels and schools. Committee members will serve as liaisons between teachers and administrators, provide feedback on technology integration, and help guide district technology initiatives.
2. Add a Technology Teacher position to provide direct technology instruction for all students. This role will work alongside the Library Media Specialist to deliver structured instruction in digital fluency, computer science, coding, robotics, and digital design. The Technology Teacher will also collaborate with classroom teachers through a push-in



instructional model, modeling effective technology integration strategies and supporting teachers in embedding digital learning across subject areas.

3. Strengthen student learning experiences that promote critical thinking, collaboration, communication, and creative problem solving. Through hands-on technology experiences, students will develop computational thinking, digital literacy, and responsible technology use aligned with the New York State Education Department's Portrait of a Graduate and Career Pathways initiatives.
4. Provide ongoing professional development for faculty to support effective technology integration. Teachers will participate in training sessions led by the BOCES Model Schools Technology Specialist as well as in-class coaching and workshops that focus on instructional technology tools, digital learning strategies, and computer science concepts.
5. Offer structured training opportunities for students to build digital skills and confidence with emerging technologies, ensuring students are prepared to apply technology in authentic learning contexts.

How will this instructional technology goal be measured and evaluated during and after implementation?

The district will utilize an ongoing evaluation process to measure the effectiveness of this instructional technology goal. Multiple sources of data will be used to monitor implementation, assess impact on teaching and learning, and guide continuous improvement. Evaluation methods will include needs assessment surveys, satisfaction surveys, professional development evaluations, anecdotal evidence, district-wide technology committee meetings, and observations of teacher and student use of technology in the classroom.

The district will monitor the integration of computer science and digital fluency instruction across grade levels to ensure that students are receiving consistent and meaningful technology learning experiences. Lesson plans, curriculum maps, and instructional materials will be reviewed regularly to confirm alignment with digital fluency and computer science standards and to ensure that technology is being used to support authentic learning opportunities.

Student learning will also serve as an important indicator of success. The district will evaluate student work and technology-based projects that demonstrate competencies such as



communication, collaboration, critical thinking, and innovative problem solving through the use of digital tools.

In addition, the district will conduct periodic program reviews to assess strengths, identify challenges, and determine areas for growth in technology integration and instruction. Findings from these evaluations will be used to inform adjustments to curriculum, professional development opportunities, and instructional practices to ensure continued alignment with district goals and the competencies outlined in the New York State Education Department's Portrait of a Graduate.

District Technology Goal #3

1. District Technology Goal #3: Integrating Emerging Technologies to Support Teaching, Learning, Engagement and Innovation

This goal focuses on supporting educators in the thoughtful use of innovative tools, including artificial intelligence and digital platforms, to personalize learning, promote creativity, and strengthen critical thinking skills. District guidelines will be reviewed and refined to ensure the ethical, responsible, and effective use of emerging technologies while maintaining a strong focus on digital citizenship, privacy, and equity.

2. Choose the topic that best aligns to your instructional technology goal.

- **Classroom Technology (ex. interactive boards, 3D printers, robotics, etc.)**

3. Target Student Population

- All students
- Early Learning (Pre-K - 3)
- Elementary/Intermediate
- Students with Disabilities
- English Language Learners
- Students experiencing homelessness and/or housing insecurity
- Economically disadvantaged students
- Students who do not have internet access at their place of residence
- Students in foster care



4. Additional Target Populations.

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

5. Estimated cost of this goal/priority over the three-year plan? Round to the nearest thousand if exact figures are not yet known.

Service/Item	Estimated. Cost
Network /infrastructure	\$1,375,000
End user computing devices	\$600,000
Instructional and Administrative Software	\$1,125,000
Staffing	\$1,100,000

6. What is the potential funding source(s) and/or purchasing mechanism(s) for this expenditure over all three years of the plan?

- BOCES Co-Ser purchase
- District Operating Budget
- E-Rate
- Smart Schools Bond Act
- Title Funds

7. Optional: If you would like to add an action plan for this goal list the action steps below. The list of action steps may extend across the three-year period of the technology plan.

Action Steps:

1. Provide professional development for educators and administrators on emerging technologies and AI tools to enhance instruction, assessment, and student engagement.



2. Review and revise district guidelines for the ethical, responsible, and effective use of emerging technologies in classrooms.
3. Pilot classroom-based projects that integrate AI, robotics, and other emerging technologies to support creativity, problem-solving, and collaboration.
4. Evaluate the impact of emerging technology integration on student learning outcomes and engagement through surveys, student artifacts, and classroom observations.
5. Engage the Technology Focus Group Committee to review emerging technology trends, make recommendations for future integration, and ensure alignment with digital citizenship, privacy, and equity standards.
6. Provide students with opportunities to develop digital literacy and critical thinking skills necessary for understanding and responsibly using AI and other advanced technologies.

How will this instructional technology goal be measured and evaluated during and after implementation?

The district will evaluate the integration of emerging technologies through a combination of qualitative and quantitative measures. Implementation will be monitored by district technology leaders, administrators, and the Technology Focus Group Committee to ensure emerging tools are being used effectively to support teaching, learning, and student engagement.

Usage data and analytics from emerging technology platforms, such as artificial intelligence tools, adaptive learning software, and digital creation applications, will be collected to assess adoption, frequency of use, and instructional impact. Student work, projects, and assessments will be reviewed to determine how these technologies support critical thinking, problem-solving, creativity, and innovation.

Feedback from teachers, students, and instructional coaches will be gathered through surveys, focus groups, and classroom observations to evaluate usability, instructional alignment, and effectiveness in enhancing learning outcomes. Professional development participation and teacher reflections will also be tracked to measure staff readiness and capacity to integrate new technologies effectively.



Findings from these evaluations will be reviewed regularly to inform adjustments to technology implementation, instructional practices, and professional development, ensuring that the district continues to leverage emerging technologies responsibly and effectively in alignment with NYSED goals and student learning needs.

Section V. NYSED Initiatives Alignment:

1. How will the district's use of instructional technology support a comprehensive and sustained effort to improve student performance and academic standards, while also addressing the need to provide equitable learning opportunities “everywhere, all the time” (National Technology Plan)?

The district will use instructional technology to support a comprehensive and sustained effort to improve student performance and academic standards by ensuring equitable access to digital tools and integrating technology meaningfully into teaching and learning across all grade levels. The district will provide students and staff with reliable, secure, and sustainable technology systems, including access to devices, internet connectivity, and digital learning platforms that allow learning to occur “everywhere, all the time.” This includes addressing both short- and long-term needs related to device access, internet connectivity, human capacity, infrastructure, and community partnerships. The district will integrate technology throughout classrooms so that teachers can enhance instructional practice, differentiate learning, and support collaboration, creativity, and engagement. The district will measure the effectiveness of technology use through classroom observations, professional development participation, analysis of digital learning platform usage, and review of student work and outcomes. The district will ensure that students use technology to demonstrate understanding of skills and concepts through digital projects, presentations, multimedia creation, and collaborative learning experiences. Technology will also provide multiple pathways for students to access and participate in learning, including adaptive tools, accessibility features, and personalized learning opportunities that support diverse learning needs. Additionally, the district will responsibly incorporate emerging technologies such as artificial intelligence, adaptive learning tools, and digital creation platforms to foster innovation, critical thinking, and problem-solving. Together, these efforts ensure that the district will use technology strategically to expand learning opportunities, support high-quality instruction, and provide equitable access to engaging and rigorous learning experiences for all students.

2. At the start of the 2026-27 school year, will the district offer full-time virtual instruction to any students?

- None of our students will participate in a full-time virtual instruction program.



3. If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, all responses in this survey align with the district's response to any related question(s) in the SSIP.

- Yes

Section VI. Administrative Management Plan:

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.

Title	District Employed Staff (FTE)	Staff Contracted Through Vendor or BOCES (FTE)
District Technology Leadership	1.00	
Instructional Support	2.00	
Support Technical Support	1.00	1.00

2. 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

3. Districts are required to post an Instructional Technology Plan on their website. Please provide the URL link as evidence of this requirement.

<https://www.nmerrickschools.org/programs/instructional-technology-new>

Section VII. Established Educational Technology Programs

1. Please choose one or more topics that reflect an innovative educational technology program that has been implemented with and for students for at least two years at a building or district level.

- Active Learning Spaces/Makerspaces
- Artificial Intelligence (AI)



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- Assistive Technology
- Broadcasting or Podcasting
- Culturally Responsive Instruction with Technology
- Digital Citizenship
- Digital Equity Initiatives
- Digital Fluency
- Engaging School Community through Technology
- Flexible Learning Spaces
- Instruction and Learning with Technology
- Media Literacy
- OER and Digital Content
- Personalized Learning
- Special Education Instruction and Learning with Technology
- STEAM/STEM
- Student Technology Support/Helpdesk
- Virtual/Online Learning