

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 03/29/2022

1. **What is the name of the district administrator responsible for entering the Instructional Technology Plan data?**
Charles Von Hollen
2. **What is the title of the district administrator responsible for entering the Instructional Technology Plan data?**
Director of Technology

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

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1. What is the overall district mission?

The Blind Brook Rye Schools are the cornerstone of our community. Our mission is to prepare our students to be active, life-long learners who have the skills and confidence necessary to achieve their highest potential. We encourage our students to be curious, compassionate and strong in their ability to face challenges. We are committed to preparing our students to be reflective, adaptable citizens with an open world view. We aspire to instill integrity as a core value and to influence our students to be ethical and responsible members of society.

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

The Blind Brook District employs technology to both enhance the learning experience in the classroom and to expose students to skills that will be needed for success in their lives beyond Blind Brook. In order to meet both needs, the district must provide a solid network infrastructure, reliable and available computing devices, access for teachers and administrators to district data for planning as well as appropriate training for all constituent groups in the district.

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.

As with all District planning and decision making, a collaborative approach is fully embraced. In developing a technology plan that supports the District's core values, administrators, teachers, students, and guardians spent time reviewing, reflecting and providing essential input in each facet. Surveys to each stakeholder group coupled with the Digital Equity survey results helped gather vital information in regards to items ranging from access to technology, desired device characteristics, and personal technology proficiency assessments. The District's Technology Planning Committee (TPC), met to review and evaluate the District's previous technology plan to help build the foundation of work to come. During these planning meetings, new goals and supporting action items were developed. This committee is comprised of the Director of Technology, District Technology Staff Facilitators, teachers, and community members. The committee meets at least once a month throughout the school year (10 months). This past year, a main focus of the monthly meetings were reviewing the previous technology plan and its success and areas for improvement. After this was complete, groups were formed within the committee to develop new goals, their action items and methods for evaluation. A draft of the plan was completed in spring of 2022 and revised for formal submission in June of 2022. The District looks forward to periodic quarterly check ins on progress throughout the duration of the plan and a focus of each meeting relating to the newly established goals.

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

Understanding technology as a support tool for the District's instructional and operational goals, continual reflection on both short term and long term goals is essential to success. The first action of the collaborative group charged with comprising the new five year plan was to review and reflect on the goals on the previous plans. Noting effective implementations in some areas and noticeable shortcomings in others, the supporting (or lack of) structures were examined to either sustain or improve future planning. A key area of challenge is building systems to support access to key data points and ease of the data to information transformation. The new five year plan again aims to improve this with new support structures. With increased staffing and more frequent assessment and reflection on progress, we hope to see more success in regards to executing the new plan.

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

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

The pandemic reinforced our belief that technology is an essential tool of the lifelong learner. To this end, the new five year goals continue to support a flexible environment with access to devices and internet for all students and faculty. As more technology is integrated, demands for devices that allow for student creation and collaboration have emerged as a driving force in planning. Increasing bandwidth to support the influx of devices and expanding the network footprint are key foundational pieces in this endeavor. Additionally, providing targeted specific professional learning opportunities coupled with continual support to our faculty are paramount in successful integration. These desires are driven by reflection and feedback from all stakeholder groups (faculty, students and community members).

6. Is your district currently fully 1:1?

No

6a. What are your plans to become a fully 1:1 District? (Covers all grades K-12 as applicable)

The District is currently 1:1 for grades 6 through 12. Students are provided a device by the school and have it for use in school and at home. Students at the elementary level have access to devices while in school, they do not take them home. The District is considering allowing students at the elementary level to bring devices home.

6b. When will the District become fully 1:1?

School year 2023-2024

7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.

The District Technology Department consists of two K-12 Technology Staff Facilitators. One is stationed at the 6-12 campus and the other K-5, while being available to support on either campus as needed. Their primary responsibilities are to assist teachers with infusing their lessons with technology in order to increase student engagement. Offering a variety of training opportunities in regards to instructional tools for student collaboration, creation and assessment, they are the main source support for faculty. Being on staff full time also allows them to push into classrooms, to work with students and teachers as needed in a multitude of models including but not limited to co-teaching and guided support. The facilitators also maintain websites for faculty and student technology resources which include manuals, training videos and examples of implementation. For additional support, occasionally software specific instructors are hired for training sessions by the District. Continual teacher feedback is ascertained and in combination with observation notes and District goals, professional learning opportunities are continually evaluated for effectiveness.

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

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

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

1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.
The district has met this goal:
Moderately
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:
Moderately
3. Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.
The district has met this goal:
Fully
4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.
The district has met this goal:
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:
Moderately

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2022-2025 Instructional Technology Plan - 2021IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Update and maintain the network infrastructure and services to support instructional and operational business.

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

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

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

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

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

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

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IV. Action Plan - Goal 1

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

Ensuring that network infrastructure is meeting operational and education demands will be evaluated through evaluation and reflection on reported incidents to the technology helpdesk (frequency of incident, type of incident) in combination with reporting metrics on bandwidth availability. Additional sources of evaluation tools will be surveys to determine student and faculty network experiences and continual alignment of network configuration in accordance with learning and functional objectives. In combination, these resources will provide clarity of the success of the network infrastructure in support of technology tools. In examining help desk ticket information, there should be a notable downward trend in incidents related to network challenges. Periodically this data is reviewed and after each milestone of implementation noted below (updating devices such as switches and WiFi components and on location servers) again the information will be revisited to ensure success. In working with our technology support team, they will also utilized metrics such as bandwidth and connectivity reports to ensure operations continue to stabilize and improve. Combined, we will have great clarity in ensuring our goals are met.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Evaluate current state of wiring, switches, wireless access points	Director of Technology	Technology Support Team	12/30/2022	0
Action Step 2	Infrastructure	Replace outdated infrastructure such as core switches	Director of Technology	Technology Support Team	08/31/2022	40000
Action Step 3	Infrastructure	Replace wireless network	Director of Technology	Technology Support Team	08/31/2023	200000
Action Step 4	Infrastructure	Replace on site server	Director of Technology	Technology Support Team	08/31/2024	60000

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.

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipa ted date of comple tion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Respo nse)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Respo nse)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Respo nse)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Respo nse)	(No Response)

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2022-2025 Instructional Technology Plan - 2021IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Explore and implement a centralized database to simplify and improve the use of data in educational decisions.

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

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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

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

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

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

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IV. Action Plan - Goal 2

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

The implementation phases are revised from last years plan to include specific stakeholders to help accountability in regards to completion. The District aims to solidify leadership positions by summer 2022, chiefly a specialist in regards to Curriculum, Assessment and Instruction. This individual will be able to lead data groups who will be responsible for identifying key data points K-12 by working with faculty and guardians that identify student success and support. Each action step within the goal, aside from success of the system, are measurable in regards to completion. For the success of the system and its impact on instruction, feedback from student success review groups can provide insights as to the impact of the implemented system. Once systems are in place, they should be utilized by all faculty. The data should become the center of discussions in regards to instructional practices and supporting our students. The system will also have a metric to evaluate user access and will be utilized to ensure all stakeholders are accessing it frequently. Discussions involving the product of the system in addition to the data in regards to logins will provide direct insight as to the accomplishment of the goal.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Create data teams and explore K-12 key data points in relation to student achievement	Curriculum and Instruction Leader	School Community	08/31/2023	0
Action Step 2	Research	Once data is established, explore or create a system to store data	Director of Technology	Asst. Super Curriculum	08/31/2024	0
Action Step 3	Implementation	Implement data tool	Director of Technology	Instructional Coaches	08/31/2025	50,000
Action Step 4	Professional Development	Ensure end users are provided instruction on the tool and how to access data and utilize information to make decisions	Instructional Technology Coach	Director of Tech	08/31/2026	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

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IV. Action Plan - Goal 2

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Question 1, above.

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

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2022-2025 Instructional Technology Plan - 2021IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Facilitate and expand technology training programs that align with district initiatives.

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

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

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

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

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

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

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IV. Action Plan - Goal 3

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

Evaluating professional learning opportunities is a practice that occurs after each session. Feedback is solicited in terms of participants illustrating direct impact of new knowledge (listing new implementation/integration). Periodic surveys are provided to faculty in regards to their comfort level on educational tools as well as open ended response as to their desired professional development. Tracking of course completion will also be done through My Learning Plan, the Districts tool for maintaining such records, to ensure participation which is the first step of implementation. With increased offerings and enrollments recorded, accomplishment of the goal will be measured. The Technology Department will also solicit feedback on teacher self evaluated feeling of preparedness in regards to technology integration. The rating tool will reveal a baseline at initial request and in time should see the data shift to the right, indicating more comfort in their prepared feeling. Self evaluation and data in regards to offerings and course completion should both see increases, revealing if the goal has been met in time.

6. **List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Send surveys and collect data on current technology practices.	Director of Technology	Faculty	06/24/2022	0
Action Step 2	Professional Development	Offer summer technology course based on areas of concern identified in action step 1	Instructional Technology Coach	Faculty	08/31/2022	0
Action Step 3	Professional Development	Offer training sessions during school days, lunch periods, after school, self paced and Superintendent Conference Days	Instructional Technology Coach	Faculty	08/31/2025	0
Action Step 4	Other (please identify in Column 3, Description)	Action Steps 1, 2, 3 will be ongoing and continual	Director of Technology	Instructional Coaches	08/31/2025	0

7. **This question is optional.**

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IV. Action Plan - Goal 3

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

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

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

Yes

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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1. Enter Goal 4 below:

Explore and utilize technologies that support intellectual engagement with flexible environments to promote active learning.

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

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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

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

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

- ☒ Teachers/Teacher Aides
- ☒ Administrators
- ☒ Parents/Guardians/Families/School Community
- ☒ 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.

As part of the districts APPR plan, within the Danielson Rubric section 2E "Organizing Physical Spaces", a highly effective score is noted when students manipulate their learning environment to match their instructional outcomes. Periodically, evaluation scores will be reviewed and reflected upon to note areas of improvement. Additionally, continual feedback from students/guardians and faculty will be obtained via survey. This combination of data points will allow us to review technologies impact within the classroom regarding our goal. Furthermore, this process will provide a continual cycle of review within this area to ensure classroom spaces provide optimal learning environments for all students.

6. List the action steps that correspond to Goal #4 from your answer to Question 1, above. All cells in the table must

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IV. Action Plan - Goal 4

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be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Evaluate current learning environments and spaces. Prioritize spaces to be redesigned.	Curriculum and Instruction Leader	Director of Technology	12/31/2022	0
Action Step 2	Budgeting	Research identified spaces and select furniture and classroom technology and student devices	Director of Technology	Curriculum and Instruction Lead	12/31/2022	0
Action Step 3	Implementation	Purchase and implement technology and furniture as identified within the budgeting and planning phase.	Curriculum and Instruction Leader	Director of Technology	07/01/2023	300000
Action Step 4	Evaluation	Evaluation of redesigned spaces and continuing an ongoing initiative of ongoing review and replacement cycle	Curriculum and Instruction Leader	Director of Technology	08/31/2024	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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 4

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

8. Would you like to list a fifth goal?

No

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

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- 1. Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.**

All technology that the district purchases is in alignment with district teaching and educational goals. The implementation and continued support of the one-to-one program supports initiatives to improve and personalize student learning. Additionally, a continued investment in online tools and resources, such as Google Apps, ensure a foundation of technological tools that support the district's rich tradition of quality educational opportunities for its students. These initiatives will enrich and enhance the learning that is currently happening in district classrooms.

Additionally, there has been a focus on providing students access to information that they need to support their learning. Web-based resources such as Google Classroom and Google Sites are used to provide students with access to notes, study guides, assignments and other resources that can assist them with learning. Combining this with Chromebooks and iPads that students are continuing to receive will give students the opportunity to take part in learning at any time and at any place.

Teachers will also continue to use technology to assess students individually and customize work. The district has long supported the differentiation of learning for students. However, differentiating many of the learning tasks has proven difficult in that it requires the creation, distribution and tracking of different worksheets, assessments and other materials. Working in an online environment simplifies many of these tasks as documents can be distributed and tracked through tools such as Google Classroom, Classkick and Apple Classroom. Electronic assessment systems such as Renaissance STAR and Achieve3000 give students immediate feedback to help remediate areas of need while giving teachers accurate and current information regarding the learning progress of each student.

- 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.**

Ensuring all students have access to the academic tools and resources they need to be successful is of great importance. Internal surveys combined with results from the Digital Equity survey have allowed us to identify faculty and students in need of access to a device and/or internet when at home. All parties in need were provided a device and/or mobile hotspot. Currently students in grades 6-12 are 1:1 with at home use. As we anticipate moving 1:1 district wide within the near future, we will continue to monitor items from an equity standpoint and provide items as needed. In order to sustain this initiative, a replacement cycle every four to five years will be implemented to maintain predictable budgeting. Utilizing either direct partnerships for purchasing or installment purchase agreements with regional partners such as BOCES will also allow for cost control to ensure we continue to provide quality tools both in and out of the building.

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3. **Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.**

The district has always been diligent in regards to providing whatever technology is needed to assist students with special needs in being a successful learner. Additionally, specialized devices will be obtained for students who may individualized needs in terms of using computers. In the past, devices such as iPads, screen enlargers, document cameras and specialized keyboards and mice have been purchased to meet the needs of specific students.

Scanners, copiers with enlargement features, PDF makers and OCR software has been purchased as well to help teachers customize handouts, worksheets and other materials for students who have difficulty with learning. By enhancing the district's infrastructure and wireless network, students with specialized devices will more easily access network and internet resources.

The use of iPads, as well as other portable devices, in the classroom allow students to participate in classes in ways that might not otherwise be possible. The collaboration tools in the Google Apps suite let students communicate ideas and interact with classmates in ways that they might not normally do in a regular classroom setting. Device specific accessibility tools also allow students to access content as needed.

The devices and resources selected for student use will be chosen based on the needs of all students including those with special needs. iPads have been selected as the device for the district's one-to-one program for their ease of use and also their accessibility functions. Additionally, peripheral devices such as scanners, screen enlargers, specialized mice and keyboards will be purchased to aid students with physical difficulties in using district technology resources as needed.

The district has increased the use of online resources such as Google Sites and Classroom in order to provide easy to access resources for all students. Teachers have found that having these online resources has been especially beneficial with our English Language Learners. It allows the students to have full time access to additional resources that can help them overcome the difficulties of learning in a language that is not their native one. The changes to the infrastructure and the devices that are being purchased will increase these students' ability to effectively access the resources that they will need to learn. The distribution of devices, such as iPads, to students will provide all students, including ENL students, with increased and equal access to district resources.

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

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

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

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

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

- ☒ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ☐ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☒ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☒ Home language dictionaries and translation programs are provided through technology.
- ☒ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- ☐ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- ☐ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (Please identify in Question 6a, below)

7. The district's Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

- 7a. **If Yes, check one below:**

In the 5 languages most commonly spoken in the district

- 7b. **If 'Other' was selected in 7a, above, please explain here.**

(No Response)

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input 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 type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input type="checkbox"/> Helping students connect with the world |
| <input 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 type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 8a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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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 checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. | <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 checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input checked="" type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| | <input type="checkbox"/> 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) |

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- | | |
|---|--|
| clarify enrollment instructions. | <input type="checkbox"/> Technology is used to |
| <input type="checkbox"/> Create mobile enrollment | provide additional ways to |
| stations by equipping buses | access key content, such as |
| with laptops, internet, and staff | providing videos or other |
| at peak enrollment periods. | visuals to supplement verbal or |
| <input checked="" type="checkbox"/> | written instruction or content. |
| 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.

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VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	2.00
Technical Support	2.00
Totals:	5.00

2. Investment Plan

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

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

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

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One- time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Network and Infrastructure	Switch Replacement	40,000	One-time	<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 type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column,	BOCES IPA

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One- time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					to the right) <input type="checkbox"/> N/A	
2	Network and Infrastructure	Wireless Replacement	200,000	One-time	<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 type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	BOCES IPA
3	Other (please identify in next column, to the right)	Network Server	60,000	One-time	<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	BOCES IPA

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One- time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
4	Instructional and Administrative Software	Data System	50,000	Annual	<input checked="" 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 type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
Totals:			350,000			

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

Not Applicable

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4. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

District Technology Page: <https://www.blindbrook.org/domain/65>

Current Plan Posting: https://www.blindbrook.org/cms/lib/NY01913277/Centricity/Domain/65/TECH_PLAN__2015-20%20REV.pdf

This is linked on the technology page, also a note at the top of announcements indicates a new plan anticipated this fall.

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

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VII. Sharing Innovative Educational Technology Programs

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

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> 1:1 Device Program | <input type="checkbox"/> Engaging School | <input type="checkbox"/> Policy, Planning, and |
| <input checked="" type="checkbox"/> Active Learning | Community through | Leadership |
| Spaces/Makerspaces | Technology | <input checked="" type="checkbox"/> Professional Development / |
| <input checked="" type="checkbox"/> Blended and/or Flipped | <input type="checkbox"/> English Language Learner | Professional Learning |
| Classrooms | <input type="checkbox"/> Instruction and Learning | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Culturally Responsive | with Technology | Instruction and Learning with |
| Instruction with Technology | <input checked="" type="checkbox"/> Infrastructure | Technology |
| <input checked="" type="checkbox"/> Data Privacy and Security | <input type="checkbox"/> OER and Digital Content | <input checked="" type="checkbox"/> Technology Support |
| <input checked="" type="checkbox"/> Digital Equity Initiatives | <input checked="" 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	Charles Von Hollen	Director of Technology	cvonhollen@blindbrook.org	<input checked="" type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input checked="" 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 checked="" type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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

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

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

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

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

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

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