

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 04/06/2022

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

Robb Garrand

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

Superintendent

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

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

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1. What is the overall district mission?

Our District's vision for learning, growing, succeeding, and becoming the best we can be, will be enabled through a continuation of utilizing technological tools and training to enhance and promote the required skills for the 21st Century and the development of lifelong learners.

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

Students will develop skills and use resources and tools to develop a stronger foundation of 21st-Century thinking skills that will enable them to learn on their own, think critically, use technology to gain knowledge, and demonstrate positive ethical behavior when using this information while developing lifelong learners and productive members of society.

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

We utilized a **collaborative planning process** to develop answers to the Instructional Technology Plan questions. The stakeholders involved with this plan included our district-level technology committee members as well as outside participants to ensure a **shared decision-making process** that was inclusive of a variety of perspectives. The **17-member committee** included 8 faculty members (4 elementary teachers and 4 middle/high school teachers), 1 board member, 1 community member, all 4 building principals, the District Technology Coordinator, Technology Integration Specialist, and our Network and Systems Technician. Regarding timelines, we held preliminary meetings to review the previous technology goals, assess our progress on each goal area, and share ideas on how to build upon the previous three-year plan based on our current status. Leveraging our **BOCES resources**, our Network and Systems Technician and Technology Integration Specialist were able to identify further areas of need that helped develop the plan. We started **initial conversations in a sub-group** beginning in September 2021 and continued meeting as a smaller group through January 2022. We started **formal meetings** beginning February 2022 with the **entire stakeholder group** until the plan was ready for NERIC review. During the meetings, we occasionally used **breakout groups** to help explore different portions of the tech plan, which allowed for closer examination and discussion. Our district Technology Integration Specialist also attended **NERIC tech plan meetings** for guidance and met twice with a **NERIC reviewer** for a more individualized review of our district's preliminary goals and corresponding action items. After, we reconvened as a whole-group to discuss the results and gather input from the entire stakeholder group. The **outcome** of our planning development meetings was that we recognized a new attention to STEAM-related instruction and the need to improve privacy protections. Collectively, we agreed on our final 4 goals and accompanying action items.

Related to areas of planning, we continued to use our previous methods as well as explored other sources:

Evaluate federal, state, and local technology initiatives (Smart Bond Act, E-rate, Infrastructure (architect & vendors), etc.); evaluation of district technology inventory and sustainability; district network security issues & access regarding data privacy; professional staff development (NERIC Model Schools, NERIC Tech Awareness Day, off-site offerings, and local offerings); NERIC Training related to NYSED's Computer Science and Digital Fluency Standards K-12; creation, collaboration, & evaluation of present & future district technology goals and activities; inventory and review of hardware, software, apps, and tools being used; evaluation of survey and communication mediums (ParentSquare, Google Forms, district website, etc.) for all district technology vested parties; meeting with district superintendent regarding future technology sustainability. The outcomes of these meetings have provided a progression framework for vested parties in understanding their roles and responsibilities for District decision-making with regard to technology to support preparing our 21st Century Students for a global society.

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II. Strategic Technology Planning

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

The district's new Instructional Technology plan is a continuation of the old plan, as we will continue to offer the students of our district a new 21st-century learning environment coupled with 21st-century learning strategies. These new methods, compiled with tried-and-true methods already employed by the faculty and staff of our district, will enhance and support the learning of the students of Northeastern Clinton Central.

To identify strengths and areas of improvement based upon implementation of the previous three-year plan, the committee reviewed the former plan (all goals and action items) collectively and identified whether we adequately met each goal and its related action items. In reviewing our previous goals, the committee agreed we effectively met goals 1-3, but recognized goal 4 as an area of weakness due to the impact of COVID. Because of social distancing, the Technology Committee struggled to meet with the Superintendent in November and January as a whole-group as stated in the plan.

Our last planning process focused on building the infrastructure to support 1:1 device usage across all district buildings and establishing a timeline for the purchase of Chromebooks by level, for grades 2 - 12. We successfully met these goals, however, we accelerated our timeline for Chromebook purchases due to COVID and the demands of remote instruction. Following the rapid adoption of student devices and the unexpected demands of remote teaching placed on teachers due to COVID, the district continues to prioritize professional development to support effective technology use and integration for both students and teachers. Now that we have established the necessary infrastructure, this planning process focused on the needs of the district moving forward with the technology capabilities in place.

With the increase in student devices and technology integration, we recognized a need for a district goal related to strengthening data privacy. As a result of BOCES training related to NYSED's upcoming Computer Science and Digital Fluency Standards, we saw a need for an implementation plan to ensure K-12 compliance. Building off of our previous plan, we also recognized a goal to extend our 1:1 device deployment to extend to our K-1 student population to allow for easier in-school use. Lastly, the committee recognized a need for greater attention to STEAM-related instruction.

In continuation of the previous goal related to professional development, the district will continue to offer professional development to its faculty and staff on a regular basis. The district has already added a full-time Technology Integration Specialist position to support this goal, which will continue through June 2024 to expedite the learning process for seamless delivery of material and knowledge to our students with the use of different software and apps. Additionally, the district has created a Technology Class at the K-5 level that students will continue to receive on a weekly basis. This class helps students learn and manipulate the QWERTY keyboard, in addition to Chrome functions, APP's to aid 21st-century learning.

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

The district Instructional Technology Plan works to support the steep learning curve that a majority of educators were forced to learn as a result of the COVID-19 pandemic. Under the rapid shift to remote instruction, we quickly implemented Google Classroom as our Learning Management System at all grade levels. All students have the ability to use Chromebooks in stations at the K-1 level, while every remaining student from 2nd grade to 12th grade has a device assigned to them.

Teachers infuse their lessons with Google Tools and Apps along with other apps and software that mediate learning and reflection. To further support tech integration at the K-1 level, we have included to **extend our 1:1 device distribution at these lower levels** in our new plan to allow for greater whole-class usage. We are moving to touch-screen Chromebooks at this level to ease student handling. So this goal addresses changes in both Chromebook purchases and deployment at the K-1 levels.

All instructional classrooms K-12 will be outfitted with Promethean Boards to enhance instruction in the classrooms. Our district **Technology Integration Specialist** (new position effective 9/2021) will continue to hold **regular professional development trainings** related to Promethean Boards to optimize device capabilities as well as help support ideas for technology integration. The district's Technology Integration Specialist (new position effective 9/2021) will continue to offer professional development classes to all K-12 faculty to continue to strengthen teacher's digital fluency and enhance their understanding of ways to effectively integrate technology lessons into their lesson design. With regard to instruction, the district will continue to offer **an elementary level (K-5) Technology Class** once a week to support the development of skills related to Chromebook fluency, keyboarding, digital citizenship, Google App platforms, and other areas.

Due to COVID restrictions, such as social distancing, contact tracing, and remote learning, we have been limited in our ability to provide opportunities for hands-on learning, collaborative learning, group work, etc. As a result of such obstacles, and with the upcoming implementation of NYS's Next Generation Science Standards and NYSED's Computer Science and Digital Fluency Standards, our planning committee members **all recognized a need for a focus on STEAM-related instruction and applicable technologies.**

With the sudden transition to remote instruction brought about by COVID, there was a rapid increase in Chromebook device deployment, as well as a rapid increase in teaching with technology and student usage of technology. Teachers were using a variety of new technology platforms to meet the diverse needs and challenges of teaching remotely. As a result, **there was a greater risk of data loss with this increased usage. Resultantly, we identify Data Privacy as an area of concern.**

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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)

Our district is not 1:1 to the extent that each student has a device to take home each evening. However, our plan is that by the end of 2023 the Northeastern Clinton Central School District will have a device for Kindergarten through 12th grade assigned to each student. In the event that a student in the primary level needs a device at home, it can be provided.

All students in grades 6th through 12th will continue to receive a school-issued device in a protective carrying case to be transported to and from school each day. Currently, our district does not plan to extend take-home use prior to 6th grade, unless deemed necessary.

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

Unknown

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 NCCS District plans to provide and implement many resources in order for the students to receive the benefits of a blended learning and online learning environment. The district has a strong relationship with NERIC and the services provided for our district. NERIC has helped and continues to help the district, to educate and facilitate professional development in order to build a positive digital culture. Through NERIC, services include various technician services to support the functioning of the infrastructure, in person professional development presentations, in addition to a variety professional development opportunities provided by Model Schools to educate our staff.

The district has recently created a Technology Integration Specialist (effective 9/2021) position to assist K-12 faculty with effective utilization of technology. Part of the job duties entailed with this position include training and assisting faculty in the effective utilization of instructional technology. Also, sharing resources related to technology integration, assistive technology, and use of related hardware to help keep teachers informed on changes and current best practices. The Tech Integration Specialist will also utilize other mediums, including Tech Newsletters and Video Tech Tips as an alternative method to build the capacity our district's educators and administrators. Faculty and Staff also have the ability to schedule one-on-one meetings with the Technology Integration Specialist for more individualized support as needed.

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

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

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

- 1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**
The district has met this goal:

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:

Minimally
- 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:

Moderately
- 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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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

The Northeastern Clinton Central School District will formally document and implement a plan for the delivery of New York State Education Department's Computer Science and Digital Fluency Standards in all grade bands K-12 in order to meet the timeline roll-out outlined by NYSED (New York State Education Department).

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

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

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

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

This instructional technology goal will be measured and evaluated each school year using a **digital self-assessment survey** created by the district to determine district-level preparedness. We will use the survey results to prompt continual professional development in order for sufficient implementation of the technology standards into the curriculum.

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	Research	The District will continue to investigate, identify,	Director of Technology	N/A	08/29/2025	\$0.00

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		and formulate a list of K-12 curriculum resources aligned to NYSED's Computer Science and Digital Fluency Standards.				
Action Step 2	Communications	The District will communicate NYSED's Computer Science and Digital Fluency Standards Timeline and Implementation Guidelines to all K-12 faculty specific to their grade(s) level.	Building Principal	N/A	08/31/2023	\$0.00
Action Step 3	Purchasing	The District will continue purchase 50 additional touch-screen Chromebooks needed at the K-1 level to establish 1-1 device distribution (for in-school use) to allow for more individualized access.	Other (please identify in Column 5)	Network & Systems Technician	10/10/2022	\$14,758.50
Action Step 4	Staffing	The District will continue to offer a technology class at the K-5 level and refine curriculum to assist with the delivery of CS & DF Standards (example skills include: keyboarding, digital citizenship, computer fluency, etc.)	Superintendent	N/A	06/30/2025	\$ 96,000

7. This question is optional.

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

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Curriculum	The District will continue begin implementation of CS & DF Standards in grades K-5 by September 2023.	Classroom Teacher	N/A	06/30/2025	\$0.00
Action Step 6	Research	The District will continue to investigate ideas for the delivery of CS & DF Standards for grade bands 6-8 and 9-12 through Aug. 2024.	Director of Technology	N/A	08/30/2024	\$0.00
Action Step 7	Implementation	The District will begin implementation of CS & DF Standards in all grade bands K-12 by September 2024.	Classroom Teacher	N/A	09/02/2024	\$0.00
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

The Northeastern Clinton Central School District will provide each student in grades K-12 with a district-issued Chromebook by September 2023 and establish a code of conduct that encompasses responsible student usage and care of Chromebooks.

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

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

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input 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.

This goal area will be measured and evaluated using an electronic inventory system to ensure 1:1 device distribution in all grades K-12. We will create an action item checklist to ensure we complete all portions of the goal and review our progress on a quarterly basis at our Technology Committee meetings using the checklist. We will review our school webpage by June 2024 to ensure that the code of conduct for Chromebook use is posted on the school webpage. We will use our ParentSquare analytics tool to ensure that the code of conduct has been sent, viewed, and acknowledged by Parents/Guardians/Families/School Community by October 2024.

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	Purchasing	The District will purchase additional Chromebooks needed	Other (please identify in	Network & Systems Technician	11/30/2022	\$14,758.50

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		at the K-1 level to establish 1-1 device distribution (for in-school use) to allow for more individualized access.	Column 5)			
Action Step 2	Purchasing	The District will continue purchase Chromebook charging units for in-school use in K-1 classrooms.	Other (please identify in Column 5)	Network & Systems Technician	11/30/2022	\$7,200.00
Action Step 3	Budgeting	The District will continue budget necessary funds to establish a Chromebook replacement timeline to maintain a 4-year device life cycle; this includes a replacement of 325 Chromebooks a year and necessary cases and licenses per Chromebook.	Superintendent	N/A	06/30/2025	\$100,000.00
Action Step 4	Policy/Protocols	The District will continue create a code of conduct that outlines student expectations for appropriate educational usage and proper care of Chromebooks.	Director of Technology	N/A	06/28/2024	\$0.00

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Research	The District will	Director of	N/A	06/28/2	\$0.00

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		continue identify the best way to communicate the code of conduct with students and parents.	Technology		024	
Action Step 6	Implementation	The District will continue implement a plan to disseminate a code of conduct for student Chromebook usage that requires parent acknowledgement.	Director of Technology	N/A	06/28/2024	\$0.00
Action Step 7	Communications	The District will continue post the code of conduct on the school webpage in order to increase community awareness.	Other (please identify in Column 5)	Network and Systems Technician	06/28/2024	\$0.00
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Analyze Laws and Regulations related to Strengthening Data Privacy and Ed Law Section 2D requirements to identify district-wide areas of weakness in order to develop and implement a compliance strategy.

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

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

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

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

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

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

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

Our Networks and Systems Technician will **enable mandatory 2-factor authentication** for faculty and staff using the administrative settings within Google Workspace effective the start of the 2022-2023 school year to ensure implementation. This will be evidenced by all district faculty staff setting up their 2-factor authentication as required by the district Google account in order to access their Google school account. Our Networks and Systems Technician **will work with NERIC to purchase a NextGen Firewall** to ensure increased protection by the start of the 2023-2024 school year. This will be evidenced by a Purchase Order submission by the Network and Systems Technician by September 2023. Our Networks and Systems Technician and other related parties will complete a **self-audit using the NIST framework** to measure areas of risk related to current district practices on a yearly basis to pinpoint areas in need of improvement. We will measure our progress on this goal yearly as we complete the annual self-audit using the NIST framework to gauge our progress and reevaluate further areas risk to address.

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Cybersecurity	The District will implement a mandatory 2-factor authentication for faculty and staff school Google accounts using Google Workspace's administrative settings to strengthen school security.	Other (please identify in Column 5)	Network & Systems Technician	09/30/2022	\$0.00
Action Step 2	Cybersecurity	The District will continue replace our current firewall with NextGen for increased security 7-layer protection.	Other (please identify in Column 5)	Network & Systems Technician	09/01/2023	\$10,000.00
Action Step 3	Cybersecurity	The District will utilize the NIST (National Institute of Standards and Technology) Cybersecurity Framework as a key part of its systematic process for identifying, assessing, and managing cybersecurity risks.	Director of Technology	N/A	06/30/2025	\$0.00
Action Step 4	Cybersecurity	The District will complete a self-audit using the NIST framework to identify areas of strength and weakness related to current district practices.	Director of Technology	N/A	06/30/2025	\$0.00

7. This question is optional.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Data Privacy	The District purchase software through BOCES, when possible, to ensure data privacy and security compliance.	Other (please identify in Column 5)	Network & Systems Technician	06/30/2025	\$0.00
Action Step 6	Evaluation	District Technology leaders will complete a K-12 Cybersecurity Self-Assessment annually based upon the NIST Cybersecurity Framework.	Director of Technology	(No Response)	06/30/2025	\$0.00
Action Step 7	Communications	The district will communicate to parents the implications of Ed Law 2d; district data security and privacy policies; federal laws that protect students; procedure for reporting data breaches; and provide a list of district approved software that will be updated throughout the school year.	Other (please identify in Column 5)	Network & Systems Technician	06/28/2024	\$0.00
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:

Identify and implement strategies to increase STEAM-related instruction K-12 (Science, Technology, Engineering, the Arts and Mathematics) in order to increase student access and development of 21st Century Learning Skills and hands-on learning experiences.

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

Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

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

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

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

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

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

This goal will be measured and evaluated using scores from the 5th and 8th grade Science tests as well as NYS High School Science Regents exams that align with the upcoming Next Generation Learning Standards to gauge district progress toward the impact of STEAM instruction. We will take and monitor inventory of available STEAM-related software, hardware, and related equipment to measure increases in available resources to our students. We will record communications and marketing related to STEAM-related Professional Development opportunities and available technologies through Model Schools Lending Library to support increased technology integration.

6. List the action steps that correspond to Goal #4 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	The District will investigate technologies that align	Teacher on Special Assignment	N/A	06/30/2025	\$0.00

2022-2025 Instructional Technology Plan - 2021

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
		with STEAM initiatives to be utilized K-12.				
Action Step 2	Research	The District will determine what STEAM-related technologies align to current Science and Technology Standards in grades 6 - 12 to support STEAM initiatives..	Teacher on Special Assignment	N/A	06/30/2025	\$0.00
Action Step 3	Collaboration	The district's Technology Integration Specialist will visit the Model School Lending Library to explore the different hardware available to our district.	Teacher on Special Assignment	N/A	06/30/2024	\$0.00
Action Step 4	Communications	The district's Technology Integration Specialist will communicate technologies available through Model Schools Lending Library to district faculty to support integration of technology equipment that encourage 21st-century learning skills.	Teacher on Special Assignment	N/A	12/29/2023	\$0.00

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	Implementation	The district's Technology Integration Specialist will support	Teacher on Special Assignment	N/A	06/30/2025	\$0.00

2022-2025 Instructional Technology Plan - 2021

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
		STEAM-related integration with push-in support as needed.				
Action Step 6	Purchasing	The District will purchase STEAM-related technology to support 21st Century Learning Skills.	Other (please identify in Column 5)	Network & Systems Technician	06/30/2025	\$110,000
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

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

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

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

The District has charged the Technology Committee with the role of creating a comprehensive K-12 Technology Plan which identifies with the function of responsible technology use as applied by both the student and educator, as related to meeting the goals of each individual educator's lesson's objectives and curriculum outcomes while meeting district, state and national initiatives and standards. (NYSED Common Core/Next Generation Standards, ISTE, and NETS, and 21st Century Learning Framework.)

Technology is an integral tool that enhances the learning process by providing an engaging and interactive synchronous and asynchronous classroom that supports the learning process and fosters the innovation skills (Critical Thinking, Communication, Collaboration, and Creativity) of the 21st Century Learning framework which leads to success in multiple roles that the student will play in the global world. Technology will be used to offer greater accessibility to our students, easier ways to access differentiated materials, increased product options to demonstrate learning, etc. With the acquisition of our new interactive panels in each classroom and 1:1 device distribution, teachers will have multiple ways to deliver instruction, students will have a variety of ways in interact in the learning process, and its innovative features will help increase student participation and engagement.

The District wants to see data collection, both summative & formative, annually to support the role that technology plays in improving academic achievement for all students. The data gathering will occur with all district vested parties, students, teachers, administrators, and parents, to determine the effectiveness of technology use in the classroom, including both perceptive use and with academic achievement. The District will use these results to create new plans and goals that guide our vision shape our vision for technology use.

The second piece of meeting comprehensive and sustained efforts includes continued faculty and student communication, both formal and informal, but largely relying on surveying to determine the present level of competencies and utilization rates of technology as related to student achievement and performance.

The third and most critical role for effective technology use and the relationship between meeting initiatives and standards in the classroom continues with ongoing professional development and identifying that teachers are confident and knowledgeable about how technology will be used to bridge the gap between the lesson plan design and strong academic performance. In recognition of this priority, the District has added a Technology Integration Specialist position to assist with providing continued technology trainings to all faculty K-12 to support and enhance the effective use of technology, modeling of technology integration, as well as one-on-one push in support to assist with classroom infusion of technology. As a Google for Education School, we encourage our educators to improve their competency of the various Google Apps and corresponding softwares purchased by the district. We will continue to utilize NERIC - Model Schools and external consultants to build on the present and cutting-edge technology use in improving our classroom instruction and student performance.

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.

The District seeks to attain 1:1 device deployment K-12 under our new Technology Plan to assist with more equitable learning in all classrooms. At the 6-12 grade levels, students will receive a Chromebook for daily in-school and take-home use to help extend learning beyond the school day and to increase student accessibility. Upon request, the district will provide hotspots to households to support internet access needs. The District will maintain necessary infrastructure and continue to upgrade the system in order to support device and usage demands. The District will continue to seek equitable learning supports available through its partnership with NERIC and Model Schools. For example, these partnerships provide professional development to educators so that they can provide equity to all students. The Technology Integration Specialist will continue to provide professional development trainings that supports equitable learning practices.

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

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

The Google Classroom learning management system that is used by our district offers differentiation capabilities that support teachers in providing more seamless modifications to students with disabilities. The District provides information via Tech Newsletters and video tips for teachers to help highlight Chromebooks built-in accessibility features and differentiation strategies, such as speech-to-text so teachers are better able to support the diverse needs of students. The District has also purchased a license to the program Mote, which helps support increased accessibility for our students. This includes the ability for teachers to leave personalized voice comments and directions, for students that struggle with reading grade-level materials, as well as provides students the capability to leave voice notes to their teacher(s).

Additionally, our District differentiates instruction with our students with disabilities by use of iPads/tablets/Chrome books for communication and motor skills (finger/joint) concerns; FM Systems for audio needs; Software - Hearbuilder for speech needs; video/screen magnification devices; braille technology (displays, keyboards, embossers, and notetakers) for our visually impaired/blind population.

- 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 checked="" 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 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) |

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

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

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

No

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 type="checkbox"/> Technology to support writers in the elementary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input type="checkbox"/> Electronic communication and collaboration |
| <input 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 type="checkbox"/> The interactive whiteboard and language learning |
| <input type="checkbox"/> Moving from learning letters to learning to read | <input type="checkbox"/> Use camera for documentation |
| <input type="checkbox"/> The power of technology to support language acquisition | <input checked="" type="checkbox"/> Other (please identify in Question 8a, below) |
| <input type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

- 8a. **If 'Other' was selected in Question 8 above, please explain here.**

The Professional Development plan does not include instruction for ELL/ML teachers.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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9. **How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- | | | |
|--|--|--|
| <input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | <input 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 clarify enrollment instructions. | <input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD./ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below) |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <input type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. | |

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	2.00
Instructional Support	2.00
Technical Support	2.00
Totals:	6.00

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	End User Computing Devices	N/A	314,758	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Staffing	N/A	96,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Network and Infrastructure	N/A	14,500	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Other (please identify in next column, to the right)	STEAM Hardware	110,000	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 checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			535,258			

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

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

<https://www.nccscougar.org/Domain/21>

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

2. Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(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

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VII. Sharing Innovative Educational Technology Programs

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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

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

2022-2025 Instructional Technology Plan - 2021VII. Sharing Innovative Educational Technology Programs

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

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.