

**2022-2025 Instructional Technology Plan - 2021**I. District LEA Information

---

Page Last Modified: 05/16/2022

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

Thomas Lynch

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

Other

- 2a. **If 'Other' was selected in Question 2 above, please identify the title.**

Executive Director for Instructional Technology and STEM

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

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

---

Page Last Modified: 06/10/2022

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

The mission of the Seaford Schools is to enhance the students' academic, artistic, social, and technological skills to meet the challenges of a rapidly changing and increasingly global society. The BOE goals for the 21-22 school year are as follows:

- Teaching and Learning: Provide an enriched learning environment that promotes and supports the academic growth of students so that they may reach their full potential while becoming positive contributors to society.
- Social Emotional Learning & Safety: Create a safe, secure and nurturing environment that supports the physical, social and emotional needs of our students.
- Financial: Create a fiscally responsible and operationally efficient budget that maintains and enhances the integrity of all programs.
- Communication: Maintain and enhance communication systems that ensure the open flow of information with all stakeholders.

The incorporation of technology in the district is viewed through these four lenses and these BOE goals are inherent in all decisions made by the district.

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

The Board of Education's vision for the district is to provide the opportunity for faculty, staff, students, parents and community to develop, through communication and involvement, a sense of ownership, spirit and pride in the schools. The educational process will be designed to address individual differences while focusing on the belief that all students can learn and succeed.

Achievement of students and teachers will be assessed continually to monitor progress. Students and teachers will be held accountable to high standards, not only academically, but in conduct as well. Students will be nurtured with a sense of cultural awareness, including an appreciation of the arts, of tolerance, and of diversity and to be respectful and responsible citizens of a global community.

Using the SAMR model, educators can achieve this vision using our 1:1 devices in a myriad of ways, allowing students to demonstrate their learning.

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

The Seaford School District has formed several committees with several stakeholders at the meetings.

The first committee is the ACT (Advisory Committee on Technology). The committee is made up of Administrators, Teachers, Board of Education members and community members. The community members are technology specialists. This committee focuses on hardware, networking, server environments, etc. The discussions mostly focused around the hardware and environment to maintain optimum efficiency for our instructional environment. This committee meets twice a year.

The second committee is the TSC (Technology Steering Committee). This committee is made up of administrators and teachers. The committee's discussion focuses on the use of instructional tools and software that are used in daily instruction. Examples of this would Office 365, Epson Interactive Projectors, Zoom video conferencing, Go Math, Edmodo, Nearpod, etc. This committee meets quarterly, or more often if needed.

The third committee is the PDC (Professional Development Committee). This committee is made up of administrators, teachers and community members. The committee's discussions focus on the professional development offerings that the district needs to provide for faculty, students and community members. Examples of professional development offered are Zoom, Website creation, Smart Notebook, Office365 (Several offerings depending on level of proficiency). This committee meets quarterly.

The three committees recommendations were shared with Central Administration and the BOE.

Outcomes:

1. Platforms chosen for different grade levels: K - 2 Seesaw, 3 - 12 Teams
2. Devices chosen for different grade levels: K - 2 iPads, 3 - 12 HP Laptops
3. Pedagogical model for teachers to learn about and implement: SAMR
4. Forms of Professional Development: Model Schools, in-house, vendors. Both virtual and in-person
5. Infrastructure upgrades: Cat 6a wiring completed throughout the District

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

---

Page Last Modified: 06/10/2022

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

The focus of the District's previous plan was two-fold: developing the infrastructure and incorporating the SAMR model. Now that the district is completely 1:1, with time being spent selecting the next generation of devices, the focus will be mostly on professional and curriculum enhancements. This can include:

- Online coursework/Distant Learning for students
- Utilizing Model School Days for faculty and staff
- Exploration into online textbooks
- Use of simulations and virtual laboratory experiences
- Student created materials

A survey was distributed to staff in December 2021 on which software and hardware they would like to explore further.

The planning process was modified due to the needs of the district changing as a result of the pandemic. Planning occurred virtually and was focused on providing a stable virtual classroom platform. We still met our goals from the previous plan, and may have surpassed them as a result of the pandemic, in the area of professional development and teachers incorporating all levels of the SAMR model in their instruction. These have been ongoing goals.

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

The pandemic coincided with our 1:1 initiative which was beneficial for us to continue our educational program. In addition, the knowledge base of all users (teachers, students, administrators) grew out of necessity. Below are some of the ways this was achieved:

- Online or blended learning options: During the spring of the 2019 - 2020 school year all classes were virtual, using a myriad of software programs. During the 2020 - 2021 school year we used a hybrid model, allowing us to continue working with students who were at home and providing remote access for teachers as needed.
- Internet connectivity: Several surveys were sent out and building administrators were consulted to determine if there were any needs in this area.
- Device purchases: In addition to our planned rollout of devices, we were able to complete our 1:1 program with a grant from Senator Brooks. This accelerated our model for K - 2, where we had originally planned for a shared cart for each grade, to where each classroom had its own cart and students were assigned the same device.
- Device deployment: During the spring of the 2019 - 2020 school year we developed a drive-in model for deploying devices. A survey was sent out to parents if they required a device at home for student use. They scheduled a time for pickup and returned at the end of the year. Deployment during the 2020 - 2021 school year was managed similarly to what was done in the past.
- The District accessed Nassau BOCES Model School Days, vendor trainers, and in-house trainers throughout the 2019 - 2020 and 2020 - 2021 school years. These trainings were all virtual.
- The District made the decision on having all classes K - 2 use Seesaw and Zoom and 3 - 12 use Microsoft Teams. This provides a consistent approach for our parents, staff and students. Trainings for all constituents were completed virtually and were recorded (and posted on the district website) for future viewing.
- Parent Engagement: Surveys and trainings were available for all stakeholders.

How was internet connectivity addressed for students that did not have internet access at home? This was not an issue for our district.

What were the results of the wireless survey, and how were those results addressed? We not only sent out a survey but also contacted our student support staff as another means of collecting technology needs data.

How were students trained to use new devices? Was training needed?

Students received training in class on how to use their devices. In addition, instructional videos were created and posted on the district website, providing additional support. Our students have demonstrated that they are already competent users of technology.

What were the results of the parent surveys and how were the responses addressed? As stated before, the surveys indicated that there were no technology needs but did indicate that there was a need to streamline platforms that students would use. The District selected SeeSaw for grades K - 2 and Teams for 3 - 12.

**6. Is your district currently fully 1:1?**

Yes

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

---

Page Last Modified: 06/10/2022

**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.**

Please see the responses below:

*How the technology professional development aligns with the district's overall goals to improve learning and instruction?*

The District's goals are met through PD that utilizes the SAMR model and allows both student and teacher to utilize resources through their 1:1 device. This has ranged from direct instruction and remote learning to assessment and review.

*How has the district determined the current capacity of educators?*

Over the past several years the District has conducted various surveys, small and large group PD sessions as well as utilizing district mentors to provide data on users current skills and also plan for future PD. During the pandemic, these efforts were intensified to best support our teachers and students at that time.

*How the district will provide targeted, needs-based, and personalized professional development based on each teacher's capacity and interest?*

Data is collected in a variety of means as discussed earlier. The District then provides workshops based on the feedback from teachers. These workshops can be done in-house by our 'expert teachers', facilitated by MSD personnel or sessions can be facilitated by specific vendors who we have either purchased their product or are considering to do so in the future.

*How will the effectiveness of the professional development plan will be evaluated?*

Data is continually collected via workshops, conversations at the individual, department, building and district level, surveys, etc., to determine the effectiveness of our PD and what are logical next steps.

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

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

---

Page Last Modified: 03/16/2022

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

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

Significantly
- 2. Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**  
**The district has met this goal:**

Significantly
- 3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**  
**The district has met this goal:**

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:**

Significantly

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

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

## IV. Action Plan - Goal 1

Page Last Modified: 06/10/2022

**1. Enter Goal 1 below:**

Evaluate our current devices and explore new 1:1 devices that will determine our purchases for the next three years in terms of end-user devices.

**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.**

The district will inquire from our vendors 1:1 devices that will meet our needs and financial constraints. It is our hope that we will have several options available to us at our price point. Our Technology Steering Committee (TSC) has already developed a questionnaire to determine which features would be most important to our students and staff. From this data we inquired from our vendor which devices have these features and are within our price point. The devices, when received, will then participate in a 'road show', being available in the faculty rooms of each school. Teachers will complete a QR code survey for each device and that information will be shared with the TSC. The next device will be selected after this process is completed.

**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	Determine which features are most useful for users	Other (please identify in	TSC	06/30/2025	0

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

## IV. Action Plan - Goal 1

Page Last Modified: 06/10/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
			Column 5)			
Action Step 2	Planning	Create a survey for teachers to complete	Other (please identify in Column 5)	TSC	06/30/2025	0
Action Step 3	Communications	Share selected devices with staff to evaluate	Other (please identify in Column 5)	TSC	06/30/2025	0
Action Step 4	Purchasing	Purchase Devices	Director of Technology	Executive Director for IT and STEM	06/30/2025	200000

**7. This question is optional.**

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(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)

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

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

Page Last Modified: 06/10/2022

**1. Enter Goal 2 below:**

Continue professional development for staff to have them identify and utilize all levels of the SAMR Model. This model has four distinct areas/levels:

- Substitution
- Augmentation
- Modification
- Redefinition

It is important for staff to understand these levels and select those that are appropriate for the instructional task at hand.

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

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

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

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

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

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

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

Surveys will be created to determine what are the needs of the faculty. Previous work, which may continue in a modified fashion, as included learning about the Office 365 environment, using Microsoft products and other software, communicating effectively to colleagues, administrators and parents, as well as creating a digital presence within the district. From the surveys, the district will use the Model School Day allotment, as well as vendor workshops, to address faculty needs.

The District expects that most teachers are comfortable with the O365 environment and that there will be little need, or interest, in additional PD in this area. The District anticipates that there will be more interest in third party platforms such as SeeSaw, Nearpod, Mentimeter, etc. Surveys will be created to determine what are the needs of the faculty. Previous work, which may continue in a modified fashion, as included learning about the Office 365 environment, using Microsoft products and other software, communicating effectively to colleagues, administrators and parents, as well as creating a digital presence within the district. From the surveys, the district will use the Model School Day allotment, as well as vendor workshops, to address faculty needs.

**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,**

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

## IV. Action Plan - Goal 2

Page Last Modified: 06/10/2022

**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	Conduct Surveys	Other (please identify in Column 5)	TSC	06/30/2025	0
Action Step 2	Planning	Determine what district staff needs in terms of professional development	Other (please identify in Column 5)	TSC	06/30/2025	0
Action Step 3	Planning	Create a schedule for implementing PD	Director of Technology	EDIT STEM	06/30/2025	0
Action Step 4	Professional Development	Use of Model School Days and Vendor PD	Director of Technology	EDIT STEM	06/30/2025	31447

**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	(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)

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

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

## IV. Action Plan - Goal 3

Page Last Modified: 06/10/2022

**1. Enter Goal 3 below:**

Provide appropriate infrastructure to support our 1:1 initiative.

**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.**

The district continues to improve the infrastructure and takes an active role in addressing network security, network speed and access to content on the world wide web. Web traffic will be monitored, subscribed websites will go through the Ed Law 2D process, and efficiencies will be identified and acted upon.

Our Director of Technology and Information system, working in tandem with our outside contractor Custom Computers, work continually to monitor the network and identify how better to support students use of their 1:1 device.

We have also used other third party vendors that have provided feedback to our team on how to better optimize the network.

The District will have regular status reports from both internal auditors and third party vendors to ensure that we are moving towards this goal.

**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	Infrastructure	Evaluate current	Director of	EDIT STEM	06/30/2	300000

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

## IV. Action Plan - Goal 3

Page Last Modified: 06/10/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	e	district needs and plan according	Technology		025	
Action Step 2	Professional Development	Training for various online platforms	Other (please identify in Column 5)	TSC	06/30/2025	0
Action Step 3	Data Privacy	Verify network security and Ed Law 2D compliance	Director of Technology	EDIT STEM	06/30/2025	0
Action Step 4	Cybersecurity	Network penetration tests	Director of Technology	EDIT STEM	06/30/2025	0

**7. This question is optional.**

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

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

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

No

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

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

---

Page Last Modified: 05/31/2022

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

This district's instructional technology plan is ingrained into the everyday instruction presented to students. The district has been completely 1:1 since November of 2020 and has made a significant investment into the infrastructure, devices and training to support our PDL program.

Technology is integrated in daily instruction using the following:

- Epson interactive whiteboards
- Bluetooth and wireless connections to various peripherals
- Use of Microsoft Teams (3-12) and Seesaw (K-2) as a main platform for instruction
- Use of video conference apps such as Teams and Zoom
- Use of online assessments such as IXL, Castle Learning

Teachers use the technology in the following ways:

- Lessons that are stored electronically for students to access at anytime
- Use of the Epson interactive whiteboards, which allows them to model as well as providing the ability for students to share their work to with their classmates
- Teacher use of virtual laboratory assignments
- Teachers have the ability to 'push out': assignments, notes, assessments, and other educational materials
- Teachers can monitor student work using Classwize

Students use the technology for basic functions, such as writing papers, completing assignments, taking assessments, creating presentations, etc. They have also used the devices to personalize their note taking, organize their work, create a planner, interact virtually with their peers and instructors, present virtually at science fairs and other academic competitions, etc.

The use of technology at Seaford UFSD has allowed teachers and students to instruct and learn in multiple formats, in some cases, providing individualized instruction and multiple means of assessing learning.

**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 National Technology Education Plan has 5 main categories: Teaching, Learning, Assessment, Infrastructure and Leadership. Each of these have been addressed throughout this document and will be summarized once again here.

Teaching: Educators will be supported by technology that connects them to people, data, content, resources, expertise, and learning experiences that can empower and inspire them to provide more effective teaching for all learners. Educators can collaborate beyond the classroom and reach not only students but other resources as well to improve their practice. This will be accomplished through various PD opportunities.

Learning: All learners will have engaging and empowering learning experiences in both formal and informal settings that prepare them to be active, creative, knowledgeable, and ethical participants in our globally connected society. This is attained through various curricular resources, communication platforms such as Zoom and Teams, and collaboration of staff members and administration. Our Personalized Digital Learning initiative promotes an instructional approach that can optimize the needs of each learner. Learning objectives, instructional approaches, and instructional content (and its sequencing) all may vary based on learner needs. In addition, learning activities are meaningful and relevant to learners, driven by their interests, and often self-initiated.

Assessment: At all levels, students in Seaford UFSD will have access to the power of technology to demonstrate their mastery of content. Teachers will use assessment data to improve learning and instruction. Various types of assessments will be used: summative assessments measure student knowledge and skills at a specific point in time. Formative assessments will measure students' mastery of content. This will be available to teachers via online textbook resources, assessment programs such as Castle Learning, and self-directed assessments such as those offered via Khan Academy.

Infrastructure: All students and educators will have access to a robust and comprehensive infrastructure when and where they need it for learning. We have recently completely updated our infrastructure: switches, routers, access points, etc., and are currently evaluating the next generation of laptops for student use.

Leadership: We have created an environment where teachers are leaders of digitized instruction. In addition, we have specific teacher leaders that are tasked with support educators within their building. At an administrative level, Seaford UFSD also has several positions dedicated to supporting current technology-enabled education within the roles and responsibilities of education leaders at all levels and set state, regional, and local visions for technology in learning.

In our district students have access to the internet at home either by a cable provider or cellular hotspot. There were no requests from parents for internet access at home.

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

Page Last Modified: 05/31/2022

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

Students with disabilities have access to an assistive technology coordinator that assesses student needs and makes appropriate recommendations based on strengths and weaknesses. Assistive technology varies based on needs from low tech to high tech programs, devices and tools. Our students have access to the following technology programs based on needs: dictation/voice recognition, immersive reader, audiobooks (book share), read & write software, word prediction (embedded Microsoft and co-writer), alternate keyboard (enlarged/modified), changes in text size, spacing, color, background color, use of pictures/symbols with text, talking electronic device/software to pronounce, challenging words, single word scanners. Technology tools to address motor and composition aspects of writing include the following: Pencil/pen with adaptive grip, adapted paper (e.g. raised line, highlighted lines), slantboard, use of pre-written words/phrases, enlarged math worksheets. Students that require technology to engage in the classroom are provided communication devices such as Novachat and programs like Proloquo on their own district-issued iPad. Students that require technology for hearing have access to: personal amplification system/hearing aid, FM and closed captioning.

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

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

## V. NYSED Initiatives Alignment

Page Last Modified: 05/31/2022

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)

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom               | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom                | <input checked="" type="checkbox"/> Electronic communication and collaboration                      |
| <input type="checkbox"/> Research, writing and technology in a digital world                                | <input type="checkbox"/> Promotion of model digital citizenship and responsibility                  |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers                            | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology             | <input checked="" type="checkbox"/> Web authoring tools   |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom                                       | <input checked="" type="checkbox"/> Helping students connect with the world                         |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners                        | <input checked="" type="checkbox"/> The interactive whiteboard and language learning                |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read                        | <input checked="" type="checkbox"/> Use camera for documentation                                    |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition                 | <input type="checkbox"/> Other (please identify in Question 8a, below)                              |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom |   |

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

Page Last Modified: 05/31/2022

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

- |   |  |  |
|---|--|--|
| <input 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 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 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 type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.                                   | <input type="checkbox"/> Provide online mentoring programs.  |
| <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity  | <input type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.  | <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.   |
| <input checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input 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 checked="" 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 checked="" 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 - 2021**V. NYSED Initiatives Alignment

---

Page Last Modified: 05/31/2022

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

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

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

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

## VI. Administrative Management Plan

Page Last Modified: 06/10/2022

**1. Staff Plan**

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

	Full-time Equivalent (FTE)
District Technology Leadership	2.00
Instructional Support	0.00
Technical Support	6.00
<b>Totals:</b>	<b>8.00</b>

**2. Investment Plan**

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

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

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

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	na	200,000	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	na
2	Internet Connectivity	Infrastructure Peripheral Devices	300,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	NA

## 2022-2025 Instructional Technology Plan - 2021

## VI. Administrative Management Plan

Page Last Modified: 06/10/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					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	
3	Professional Development	Staffing	31,447	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input checked="" type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input checked="" 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	na
4	N/A	na	0	N/A	<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	na

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

## VI. Administrative Management Plan

Page Last Modified: 06/10/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<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 checked="" type="checkbox"/> N/A	
<b>Totals:</b>			<b>531,447</b>			

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

Yes

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

Technology Resources / Technology Plans (seaford.k12.ny.us)  
<https://www.seaford.k12.ny.us/Page/198>

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

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

Page Last Modified: 03/31/2022

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

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> 1:1 Device Program                     | <input type="checkbox"/> Engaging School Community through Technology        | <input type="checkbox"/> Policy, Planning, and Leadership                                      |
| <input type="checkbox"/> Active Learning Spaces/Makerspaces                | <input type="checkbox"/> English Language Learner                            | <input checked="" type="checkbox"/> Professional Development / Professional Learning           |
| <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms      | <input checked="" type="checkbox"/> Instruction and Learning with Technology | <input checked="" type="checkbox"/> Special Education Instruction and Learning with Technology |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input checked="" 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 type="checkbox"/> Digital Equity Initiatives                        | <input checked="" type="checkbox"/> Online Learning                          | <input type="checkbox"/> Other Topic B   |
| <input type="checkbox"/> Digital Fluency Standards                         | <input checked="" 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	Fred Kaden	Director of Technology and Information Systems	fkaden@seaford.k12.ny.us	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" 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 checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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

## VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/31/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning <input checked="" type="checkbox"/> Policy, Planning, and Leadership <input 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	Thomas Lynch	EDIT STEM	tlynch1@seaford.k12.ny.us	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input checked="" type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and

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

---

Page Last Modified: 03/31/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input checked="" type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input checked="" type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input checked="" 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 - 2021**VII. Sharing Innovative Educational Technology Programs

---

Page Last Modified: 03/31/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input 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 - 2021**VII. Sharing Innovative Educational Technology Programs

---

Page Last Modified: 03/31/2022

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

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