

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Christopher Cappelletti

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.**

Technology Coordinator

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

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

To prepare students to be life-long learners who are independent, involved, and conscientious citizens in a global community.

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

The Cuba-Rushford Central School District will use technology to provide the best educational and management tools for our students, teachers, staff and administration. These tools will provide strength to overall academic achievement. Educational technology will enhance the curriculum for already high achieving students, while providing a multidimensional approach to support remediation in reading, math and writing skills. Educational technology will help provide each student with the success needed to become a life-long learner with a positive self-image. The student will be prepared to accept the technological changes in the working world of the future. Educational technology will enhance teacher and management productivity by increasing the ability to communicate with parents, students, colleagues, the business community, and the world. The overall Technology Vision is to:

1. Be specific in our educational goals and vision of learning through technology
2. Provide ongoing professional development
3. Allow structural changes in the school day that promote learning
4. Maintain a robust technical infrastructure and technical support
5. Ensure ongoing evaluation of our technology plan.
6. Have connection speeds of 120 Mbps/student 2022 and 2 Gbps 2024.
7. Build a student environment that supports the 3:1 device ratio per student.

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

## II. Strategic Technology Planning

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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.**

At Cuba-Rushford Central School District we are investing in hardware and software the students have access to. We are in a transition away from technology that is locked in rooms or carts to technology students have 24/7 access to. Our students have the benefit of 24/7 access to information combined with personalized learning. The goal is not one to one but three to one. Their BYOD, a district iPad and district work station(s) they can do larger cloud based projects on. From a district perspective we plan a balanced approach. We will balance the required hardware/software, the end user support, Curriculum Integration, Marketing and Communication, Faculty Development, Financial Planning all to allow the students to be ridiculously successful and safe with the tools they have access to. Stakeholders. The district has assembled different committees to address various technology needs. There are:

1. Joint Educational Technology Team (JETT)
2. Technology Committee
3. Web Committee

**I. Joint Educational Technology Team (JETT):** This committee meets 4 times per year with a focus on smaller district level needs and wants in regards to educational technology. Ideas are brought to the committee in the fall and winter with action being taken in the spring and summer. Educators are the driving force behind as well as the key constituents of the technology committee. They contribute to the development of technology integration plans at the school/classroom level. The support of other key stakeholders is essential to sustain the broad-based, continual support needed for long-range technology planning. The active involvement and support of parents, students, community, and business leaders are very important to the overall success of our planning effort. The district technology committee received input from several groups that represent the communities served by our schools. We received information from parents, teachers, students and community members. These groups shared the common goal of quality education for all students throughout the district, and each brought differing perspectives and priorities. Their suggestions were incorporated in the long-range vision and implementation schedule, such as the implementation of our 2-1 device initiative with MacBook Airs and iPads. Members Carlos Gildemeister, Superintendent Chris Cappelletti, Technology Coordinator (Chair) Scott Jordan, Science Teacher Carly Sansantangelo - Teacher Paul Austin - Technology Specialist **II. Technology Committee:** The district Technology Committee meets three times a year. All staff members and visitors are always welcome. Anyone interested in attending a meeting or becoming a member of this committee, may contact Chris Cappelletti at (716) 378-0067 or Carlos Gildemeister at (585) 968-2650. In regards to the technology committee new ideas are generated in the fall, winter, and spring meetings with action being taken over the summer. An example of this committee in action would be the district wide push to move all district documentation to the cloud and ensuring access to this information from anywhere. Members Carlos Gildemeister, Superintendent Chris Cappelletti, Technology Coordinator Jennifer Mosher, Cuba-Rushford Elementary School Principal Scott Jordan, Science Teacher Paul Austin, Electronic Equipment Technician Nicole Williams, Middle School SS Teacher and Steam Carly Santangelo, Ag Teacher Monica Kwiatkowski, 9th grade SS teacher Dave Baron, High School Special Ed Teacher Tim Ellison, High School Language Teacher Community Mansel Wells, Erie 1 Technology Planner Krista Tompkins, Parent Representative Dave Crowley, Community Member and CRCS BOE member Chris Berardi, Parent Representative Wendy Sprague, School Librarian Colston Hillman, P.E. teacher, parent and community representative **III. Web Committee:** The Web Committee meet two times a year to discuss the effectiveness of the Cuba-Rushford web site and to evaluate the procedures and current needs. Throughout the year this committee looks at factors pertaining to the web site and parent communication tools and how they can be improved. An recent outcome of this committee is a new focus on insuring accessibility across all district web pages and documents. Members Christopher Fee, Middle/High School Associate Principal (Chair) Chris Cappelletti - Technology Coordinator Scott Jordan, Science Teacher Wendy Sprague, Librarian Carlos Gildemeister, Superintendent Tom Kenyon, High School Math Teacher Paul Austin, Electronic Equipment Technician

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

The planning process was different than previous years due to increased input from teachers, staff, and community members. There are more voices to be heard with ideas and thoughts being shared through the committee process. We looked at the previous years goals, identified areas for improvement, and then focused in on making those the foundation of our new plan. We plan to address our goals by planning for the fiscal obligations, training of faculty and staff, and the implementation of said goals.

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

The COVID Pandemic has impacted our plan in several ways. The focus of online learning and the pedagogy behind online instructional practices. Addressing the internet connectivity inside and outside of our school buildings. We also took into consideration planning and coordinating for student hotspot usage in the future. The district continued with its 3:1 device ration plan for students. This was accomplished through the planning of purchasing and updating of iPads, laptops, and hotspots. We still plan on continueing with our current device plan, accounting for new laptops, iPads and other devices as needed. Through the implimentation of training, workshops and onsite professional development in coordination with our local Boces teachers have opportunities to learn and grow and instructional best practices both online and inperson. We have made aligned out district to have a single LMS for the appropriate grades. We have listened to our parents and community stakeholders to ensure the best possible engagement for everyone.

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

Yes

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

On or before the 15th calendar day after the first student attendance day of each school year, each employee will submit to the unit member's Building Principal an individual professional growth plan identifying the professional growth activities the employee will undertake to improve the employee's knowledge of curriculum taught by the employee, the employee's instructional skills and/or the employee's interpersonal skills. The plan will also explain how the activities may improve the employee's professional abilities and may positively affect student achievement. The teacher and the Building Principal will thereafter meet to discuss the plan and the Principal may make suggestions to improve the plan, but the Principal may strongly encourage instructional technology PD as part of content of the plan. The encouraged instructional technology PD shall provide opportunity for the teacher to gain new skills or aspects as it relates to informaing instruction to help studnets become life long learners. The teacher may modify the plan at any time thereafter, but must inform the Principal in writing of any changes to the plan. A returning teacher may submit a professional growth plan for summer activities by July 1. Such activities shall be considered as meeting the professional development responsibilities for the next school year. On or before June 30 of each school year, each employee will provide a written explanation to the Principal of what professional growth activities the teacher engaged in since the end of the last school year. The explanation will also include an explanation of how the activities impacted the employee's professional abilities and/or student achievement and an approximation of the number of hours the teacher was engaged in such activities. The Disctricts PD plan allows for teachers to identify and self select opportunities for professional growth and aquisition for new skills to deploy in the classroom. As we look to stay innovative and forward thinking, we are asking our teachers to align their PD goals in the same way. The SSBA project has helped to improve studnet connectivity so that all students share in equal connectivity throughout our school buildings. HOW IS PROFESSIONAL DEVELOPEMENT IS PROVIDED TO THE TEACHERS: 1. Small Bytes PD during the school day and during after school meetings. - Provider: Ca Boces, Erie 1 Boces, District Tech Director, and Professional Leader Learner (PLL) for the district. 2. Regional Workshops offered by CA Boces and Erie 1 Boces 3. Teachers will attend conferences. Including NYSCATE and ISTE 4. The PLL for the district created a Teams NoteBook with courses that the teachers can take. These are Microsoft Learn Courses and courses through NYSCATE.

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**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:**  
Fully
2. **Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning. The district has met this goal:**  
Fully
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:**  
Fully
5. **Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life. The district has met this goal:**  
Fully

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Goal 1: The district will focus on a single LMS for the primary grades (K-3). The goal will be to increase usage by 20% each year.

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.

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

1. Student attendance rates
2. Teacher surveys
3. Student surveys
4. Sea Saw analytic reports

All of this data will be collected, organized, and reviewed by the comminttee each July to identify percentage that it increased.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Presurvey sent to teachers to gage use	Director of Technology	Technology Coordinator	09/30/2022	0

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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
		of Microsoft Teams/Sea Saw as the LMS tool in our classrooms.				
Action Step 2	Planning	Ensure up to date training on ideal use of Microsoft Team/Sea Saw in the instructional classroom with PD provided by local supports.	Curriculum and Instruction Leader	Curriculum Coordinator	09/30/2022	25,000
Action Step 3	Budgeting	The district will budget accordingly to continue supporting the use of Team and Sea Saw in the classrooms.	Director of Technology	Technology Coordinator	09/30/2022	12,500
Action Step 4	Implementation	To supply all hardware and software required for teacher success.	Instructional Technology Coach	Technology Coordinator	09/30/2022	525,000

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.

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

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IV. Action Plan - Goal 1

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Professional development for teachers will be provided with a direct correlation to implementing the new computer science and digital fluency standards.

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.

Our local PD support providers will supply standards aligned to professional development sessions to help reach competency as it relates to the new CS and DF standards. Each teacher will attend at least two sessions in the 2022-2023 & 2023-2024 school years pertaining to the new standards.

- Boces PD attendance
- Local PD - Small Byte sessions
- NYSCATE Sessions
- Online digital resources

The district will see progress being made as teachers reference and implement the new CS & DF standards in the classrooms.

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					

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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
	Budgeting	Budget for PD sessions, trainings, conferences, and potential guest speakers to raise awareness around CS & DF standards.	Instructional /PD Coach	Caroline Miller	09/30/2022	25,000
Action Step 2	Collaboration	Teachers and the administration will meet on an annual basis to review individual professional development plans.	Building Principal	Katie Ralston	09/30/2022	25,000
Action Step 3	Learning Spaces	The district will encourage teachers to seek out learning opportunities that take advantage of our newly completed Steam spaces.	Classroom Teacher	Teachers	05/31/2023	50,000
Action Step 4	Professional Development	The district will take advantage of in house, Boces, and other professional trainers for teaching staff to continue their growth in the area of professional development.	Classroom Teacher	Teachers	06/22/2023	100,000

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						

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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
	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

By 2025 CRCS will increase the percentages of steam experiences and course offerings in the Middle/High School by 10% each year.

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 type="checkbox"/> All students   | <input checked="" type="checkbox"/> Economically disadvantaged students   |
| <input type="checkbox"/> Early Learning (Pre-K -3)  | <input checked="" type="checkbox"/> Students between the ages of 18-21  |
| <input type="checkbox"/> Elementary/intermediate  | <input checked="" type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs  |
| <input checked="" type="checkbox"/> Middle School   | <input checked="" type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input checked="" type="checkbox"/> High School   | <input checked="" type="checkbox"/> Students who do not have internet access at their place of residence  |
| <input checked="" type="checkbox"/> Students with Disabilities  | <input checked="" type="checkbox"/> Students in foster care   |
| <input checked="" type="checkbox"/> English Language Learners   | <input checked="" type="checkbox"/> Students in juvenile justice system settings  |
| <input 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.

1. Student attendance rates in steam related courses will increase by 10% each year. This will be measured by enrollments tracked in Powerschool.  
 2. Teacher surveys  
 3. Curriculum revisions (ongoing)  
 4. Community feedback and participation (hands on community hours in the evenings).  
 Using the above data points the committee will evaluate technology software tools, their usage, their impact on student learning, and the best way to proceed into the following year.

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	Curriculum	Design and implement new or expanded steam course	Curriculum and Instruction	Technology Committee	01/31/2025	50,000

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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
		offerings.	Leader			
Action Step 2	Community Partnerships	Look for ways to expand partnerships with local businesses and professionals to increase steam experiences for students.	Curriculum and Instruction Leader	Technology Committee	01/31/2025	50,000
Action Step 3	Learning Spaces	Teachers will utilize the new steam spaces equipped with 3D printers, Mills, large format printers, engravers, embroidery machines, and cloth printers.	Director of Technology	Steam Teacher	01/31/2025	100,000
Action Step 4	Staffing	Through increased steam offerings we intend to expand our staff.	Superintendent	Principals	01/31/2025	80,000

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

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

IV. Action Plan - Goal 3

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## 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.**

**ISTE Standards with embedded examples from Cuba-Rushford** Listed below are the ISTE standards and specific examples from content areas and grades of how technology is integrated into curricula and instruction. **1. Creativity and Innovation** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes.

- create original works as a means of personal or group expression.
- use models and simulations to explore complex systems and issues.
- identify trends and forecast possibilities.

**-Example:** CRCS equips classrooms with interactive projection devices, and Sound Systems. Students are provided iPads and have access to computers. The objective is to ensure students become familiar and confident with PC and Mac hardware and software regardless if they are in Pre-K or Grade 12. **-Example:** CRCS staff maintain their own classroom web page where they post:

- Learning Objectives for students and parents
- A syllabus
- Homework
- Academic Intervention Services Materials for struggling students

**2. Communication and Collaboration** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- develop cultural understanding and global awareness by engaging with learners of other cultures.
- contribute to project teams to produce original works or solve problems.

**-Example:** Every CRCS Grade 3 – 12 is afforded an Office 365 account. Students receive training to allow them to receive teacher communications/work via email, Office 365, links, collaborate with others, maintain a functioning calendar / Task List, post and share work internally, collaborate with other students, and interact with peers. **3. Research and Information Fluency** Students apply digital tools to gather, evaluate, and use information. Students: a. plan strategies to guide inquiry.

- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- process data and report results.

**-Example:** Every CRCS student is provided and trained to use their cloud space to gather and plan research. As students enter Grade 6, they learn how to research a writing assignment using Library Media Resources, and integrate them into presentation software. Presentation software packages available to our students include all Microsoft software, iMovie and other Video software, etc. They learn to gather, analyze, organize and create a presentation that will portray their thoughts. **4. Critical Thinking, Problem Solving, and Decision Making** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- identify and define authentic problems and significant questions for investigation.
- plan and manage activities to develop a solution or complete a project.

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.**

CRCS ensures that all studnets have equitable access to individual school issued devices via the 3:1 device iniative. We have worked to increase building bandwidth oncampus with the push to 2 Gbps, as well as with the increased amount of access point located inside and outside the districts buildings. Every student in need of a hotspot can get one, the school partnered with local government offices to place hotspot locations around the community free of use. The district ensured that there was a sufficient supply of technology support for teachers, staff, studnets and community.

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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.**

**ASSISTIVE TECHNOLOGY** Our special education students follow the same practice as our general education students. When they need enhancements, it is outlined under assistive technology in their IEP's. The district provides voice recognition software, specialized computer workstations and laptops as well as iPads with student specific software in support of requests by the district's Committee on Special Education. This hardware and software are provided upon request to benefit students with special needs.

- Speech to text software (dictation in iOS and M 365)
- Light speed sound system in all classrooms for the hearing impaired
- Screen reading with Microsoft Edge

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



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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom               | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom                | <input checked="" type="checkbox"/> Electronic communication and collaboration                      |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world                     | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility       |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers                            | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology             | <input checked="" type="checkbox"/> Web authoring tools   |
| <input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom                            | <input checked="" type="checkbox"/> Helping students connect with the world                         |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners                        | <input checked="" type="checkbox"/> The interactive whiteboard and language learning                |
| <input 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 |   |

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## 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 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 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 checked="" type="checkbox"/> Make sure technology/support is offered in multiple languages.  |
| <input checked="" type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.  | <input checked="" 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 checked="" 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

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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)

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VI. Administrative Management Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	2.00
Technical Support	4.00
<b>Totals:</b>	<b>7.00</b>

- 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	Instructional and Administrative Software	Learning Management System	50,000	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	0
2	Professional Development	CoSer and member benefits	350,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate	100,000

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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"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input checked="" 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	Staffing	Steam Experiences Expenses and Courses	150,000	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	0
4	N/A	NA	0	N/A	<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	NA

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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"/> Aid <input checked="" 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>550,000</b>			

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

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.crcs.wnyric.org/domain/73>

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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 checked="" type="checkbox"/> Engaging School Community through Technology	<input checked="" type="checkbox"/> Policy, Planning, and Leadership
<input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces	<input checked="" 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 checked="" 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 checked="" 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 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	Christopher Cappelletti	Technology Coordinator	ccappelletti@mycrs.org	<input checked="" type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input checked="" type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input checked="" 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 checked="" 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 checked="" type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/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

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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

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