

2018-2021 Instructional Technology Plan - Annually - 2018**I. District LEA Information**

Section I - District LEA Information

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

Ursula Carbone

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

Other (please identify in Question 2a, below)

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

Director of Technology/CIO

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

2018-2021 Instructional Technology Plan - Annually - 2018

II. Strategic Technology Planning

Section II - Strategic Technology Planning

1. What is the overall district mission?

"The Nanuet School District is committed to the personal development of each student so that upon graduation, he or she is prepared and inspired to apply learning in a changing, complex, and interdependent world."

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

The Nanuet School District and members of the community support high academic standards and relevant, engaging learning opportunities for students. Students use state-of-the-art tools to think, create, build, experiment, and share their knowledge locally and globally. Through the use of age-appropriate learning experiences, students achieve digital literacy and learn to become responsible citizens of the online community. The speed of technological change, the fleeting nature of technology tools, and the ever increasing reach and impact of those tools requires that students develop a passion for life-long learning that leads to their being productive members of society. The staff and members of the Nanuet community recognize the need to prepare students for *their* future and, with that in mind, provide challenging opportunities for growth in a secure and nurturing environment.

3. List three goals that will drive the attainment of the vision.

	List Goals
Goal 1	Expand the District's Digital Literacy and Digital Citizenship initiative for grades K - 6 to include students in grades 7 through 12.
Goal 2	Provide a technology-rich learning environment and experiences to support the creation and development of the District's High School Learning Commons.
Goal 3	Provide access to expanded digital content, collaborative learning platforms, and online writing experiences through the expansion of G Suite resources and technology tools in grades K - 4.

4. Do you want to list a fourth goal that will drive attainment of the vision?

No

5. Do you want to list a fifth goal that will drive attainment of the vision?

No

6. 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 process of developing the Instructional Technology Plan involves input from the Board of Education, central office administrators, building administrators, department chairs, content coordinators, team leaders, teaching staff, students, parents, members of the community and the use of the Clarity survey tool. Short and long term goals and objectives for specific instructional technology related outcomes are developed and refined by planning participants. Follow-up meetings are held to assess successes or any needs for modifications to the processes used to achieve goals, objectives and desired outcomes. Meeting are also held to plan for professional development opportunities including dates, target groups, and content to be presented. The results of the Clarity survey tool are analyzed by staff for areas of strength and weakness. The data are posted online for comment and feedback which is also incorporated into the development of the technology plan.

2018-2021 Instructional Technology Plan - Annually - 2018**II. Strategic Technology Planning**

7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.

To support digital literacy and digital citizenship initiatives as well as online writing, collaboration, and the effective use of new learning spaces all administrators and teachers will be exposed to and trained on digital lessons and teaching methods. Administrators will attend summer professional development to learn how teachers can use Google Suite to manage collaborative lessons and the creation of digital portfolios. Google Classroom use will be modeled by sharing resources and communications at Administrative Team meetings.

Teachers will be trained through a combination of summer classes, faculty meetings, team meetings, department meetings, BOCES and LHRIC workshops and "embedded PD". Grade level team meetings and content specific department meetings will continue to be visited once a month to show exemplary uses of digital tools for the purposes of increasing collaboration, critical thinking, creativity, and communication. Exemplars will be grade or subject area specific for the teachers. Professional developers will work with teachers to "embed PD" into lessons, and also will co-teach lessons with classes of students. This will personalize the learning experience and add an additional layer of support for teachers as they implement their learning into the classroom experience.

To facilitate enhanced digital literacy and digital citizenship among our staff and students eight strands have been identified: self image and identity, relationship and communication, digital footprint and reputation, cyber-bullying and digital drama, information literacy, internet safety, privacy and security, creative credit and copyright. These eight digital citizenship strands will addressed through the teaching and learning of content area curriculum.

8. How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.

The District uses the Clarity survey tool to conduct annual surveys and provide a measurable basis for identifying and addressing technology related knowledge gaps and experiences. The annual results of the Clarity survey are collected and then reviewed by administrators and staff members. The results are also posted online for the community to view. The District is in the 4th year of using the student, staff, and community survey responses to create and refine annual goals to achieve "exemplary" ratings in each category. Specific gaps are identified and targeted for focus for professional development and instruction. (The results of last years's survey were instrumental in identifying the need to provide additional personnel to assist with program development, instruction, delivery, and assessment of learning.) With respect to the three goals stated above, we will again use the Clarity tool to measure our progress by comparing current results with those of previous years. The iterative process of evaluation and planning for improvement will remain ongoing and results based with the assistance of the Clarity tool.

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

2018-2021 Instructional Technology Plan - Annually - 2018**III. Action Plan - Goal 1****Section III - Action Plan**

Overview: This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #1

Expand the District's Digital Literacy and Digital Citizenship initiative for grades K - 6 to include students in grades 7 through 12.

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

3. 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 type="checkbox"/> Migrant students |
| <input type="checkbox"/> Pre-K-2 | <input type="checkbox"/> Homeless students |
| <input type="checkbox"/> Grades 3-5/6 | <input checked="" type="checkbox"/> Economically disadvantaged students |
| <input checked="" type="checkbox"/> Middle School | <input type="checkbox"/> Students between the ages of 18-21 |
| <input checked="" type="checkbox"/> High School | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input checked="" type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below) |
| <input checked="" type="checkbox"/> ELL/MLLs | |

4. List the action steps that correspond to Goal #1 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Professional Development	Train teachers on the eight strands of digital citizenship: self image and identity, relationship and communication, digital footprint and reputation, cyber-bullying and digital drama, information literacy, internet safety, privacy and security, creative credit and copyright.	Instructional Technology Coach	N/A	June (06)	2021	None outside employee contract
Action Step 2	Curriculum	Meet with content area English and Social Studies teachers to plan co-taught lessons integrating content area standards with digital citizenship strands. Meet with exploratory teachers to map what lessons align with art, technology education, and family and consumer	Instructional Technology Coa	N/A	June (06)	2021	None outside employee contact

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		sciences.	ch				
Action Step 3	Collaboration	Schedule and visit classrooms to co-teach digital citizenship lessons with grade level and content area teachers.	Instructional Technology Coach	N/A	June (06)	2021	None outside employee contract
Action Step 4	Community Partnerships	Hold parent workshops to review digital tools given to Nanuet students including the research behind using tools. Educate parents on proper use of not only school issued digital tools but also tools including social media that students use outside of school.	Instructional Technology Coach	N/A	June (06)	2021	None outside employee contract

5. 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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5							

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	(No Response)	N/A	N/A	N/A	June (06)	2021	N/A
Action Step 6	(No Response)	N/A	N/A	N/A	June (06)	2021	N/A
Action Step 7	(No Response)	N/A	N/A	N/A	June (06)	2021	N/A
Action Step 8	(No Response)	N/A	N/A	N/A	June (06)	2021	N/A

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III. Action Plan - Goal 2

Section III - Action Plan

Copy Goal #2, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #2

Provide a technology-rich learning environment and experiences to support the creation and development of the District's High School Learning Commons.

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

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

3. Target Student Population(s)

- | | |
|--|---|
| <input type="checkbox"/> All students | <input type="checkbox"/> Migrant students |
| <input type="checkbox"/> Pre-K-2 | <input type="checkbox"/> Homeless students |
| <input type="checkbox"/> Grades 3-5/6 | <input checked="" type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students between the ages of 18-21 |
| <input checked="" type="checkbox"/> High School | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input checked="" type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below) |
| <input checked="" type="checkbox"/> ELL/MLLs | |

4. List the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Learning Spaces	Identify lessons and teachers who are currently utilizing the newly designed middle school library media center.	Instructional Technology Coach	N/A	June (06)	2020	None outside employee contract
Action Step 2	Learning Spaces	Have teachers identified in Step 1 present model lessons that are designed to incorporate the new library media center's design: break-out meeting rooms, green screen rooms, dry-erase walls, conference/collaboration tables with display monitors, group-friendly	Classroom Teacher	N/A	June (06)	2021	None outside employee contract

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		tables.					
Action Step 3	Curriculum	Use summer curriculum writing, curriculum mapping, and professional development grants to encourage teachers to redesign lessons and units that support learning in the newly designed high school library/media center that includes increased access to technology, breakout rooms, and presentation areas created to foster student-driven collaborative lessons.	Classroom Teacher	N/A	June (06)	2021	\$150,000.00
Action Step 4	Professional Development	Train library/media specialist to be an expert in pedagogy in the new learning space. Visit schools, attend LHRIC workshops to act as the expert and resource as classroom teachers redesign lessons.	Library Media Specialist	N/A	June (06)	2021	\$6,000.00

5. 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.

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	N/A	N/A	N/A	June (06)	2021	N/A
Action Step 6	(No Response)	N/A	N/A	N/A	June (06)	2021	N/A
Action Step 7	(No Response)	N/A	N/A	N/A	June (06)	2021	N/A
Action Step 8	(No Response)	N/A	N/A	N/A	June (06)	2021	N/A

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2018-2021 Instructional Technology Plan - Annually - 2018**III. Action Plan - Goal 3****Section III - Action Plan**

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #3

Provide access to expanded digital content, collaborative learning platforms, and online writing experiences through the expansion of G Suite resources and technology tools in grades K - 4.

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

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

3. Target Student Population(s)

- | | |
|--|---|
| <input type="checkbox"/> All students | <input type="checkbox"/> Migrant students |
| <input checked="" type="checkbox"/> Pre-K-2 | <input type="checkbox"/> Homeless students |
| <input checked="" type="checkbox"/> Grades 3-5/6 | <input checked="" type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input checked="" type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below) |
| <input checked="" type="checkbox"/> ELL/MLLs | |

4. List the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Professional Development	Meet with grade level teams to provide exemplars of how to use the Google Suite of tools to support the practices of the for C's: critical thinking, collaboration, creativity, and communication	Instructional Technology Coach	N/A	June (06)	2021	None outside employee contract
Action Step 2	Curriculum	Plan curriculum integration points with Math and Science Facilitators and ELA and Social Studies Facilitators.	Instructional/PD Coach	N/A	June (06)	2021	None outside employee contract
Action Step 3							

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	Curriculum	Develop lessons for district digital portfolio and digital writing initiative thereby readying students for online testing.	Curriculum and Instruction Leader	N/A	June (06)	2021	None outside employee contract
Action Step 4	Curriculum	Co-teach and integrate exemplary lessons with grade level teachers.	Curriculum and Instruction Leader	N/A	June (06)	2021	None outside employee contract

5. 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.

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Response)	N/A	N/A	N/A	June (06)	2021	N/A
Action Step 6	(No Response)	N/A	N/A	N/A	June (06)	2021	N/A
Action Step 7	(No Response)	N/A	N/A	N/A	June (06)	2021	N/A
Action Step 8	(No Response)	N/A	N/A	N/A	June (06)	2021	N/A

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IV. NYSED Initiatives Alignment

Section IV - NYSED Initiatives Alignment

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

As evidenced by the incorporation of Clarity's 4Cs (critical thinking, collaboration, creativity, and communication) data into our upcoming Middle States accreditation process, the district is committed to the use of instructional technology in its comprehensive and sustained effort to support rigorous academic standards and performance improvement for all students. Using the Clarity's annual survey results for this past year the district has set target points for growth and made the achievement of these goals a data point for accreditation. Because these are skills identified as necessary for students to succeed in school and beyond, the ultimate goal is for all students to experience a rigorous learning environment with the 4Cs embedded into technology infused lessons.

The district has a long established practice of using data obtained through the LHRIC's Data Warehouse and LEVEL 1 reporting to examine student assessment results, gaps in learning, gaps in curriculum, areas of success, and areas of need down to the itemized concept and skill level. These data are used by administrators, curriculum facilitators, department chairs, teachers, curriculum and professional developers to determine areas for improvement and to provide the resources to target those areas.

The LHRIC Data Warehouse and the Clarity survey data will continue to be used to provide the district with measurable objectives that are critical to curriculum decision-making.

2. **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 curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

All students in the district, including those with disabilities and our Life Skills students (age to 21) have access to and use the technology available to the entire district population. Teachers who serve our students with disabilities have online access to IEPs so that they are aware of current needs and any modifications to those needs. Online curriculum applications allow teachers to modify content (if necessary) to support learning for individual students; teachers can make adjustments at any time.

Students who require assistive technology (visual, auditory, motor) are provided with additional devices or modifications to existing equipment to meet their specific needs. The district works with the professionals at the local BOCES to determine, provide, setup, and train users with the required equipment so that the student can participate in the classroom learning. If necessary, the district also contracts with agencies that provide services other than equipment. One example of this is speech-to-text: a student uses the same type of Chromebook as every other student in the class. The device includes an external microphone. The microphone picks up the classroom teaching and a remote service immediately translates the speech into text and delivers it to the student's Chromebook. The student reads the text and is able to participate in the teacher-led classroom lesson as well as small group discussions.

3. **How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- ☒ 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.
- ☒ 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 3a, below)

2018-2021 Instructional Technology Plan - Annually - 2018**IV. NYSED Initiatives Alignment**

- 4. 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 their student language and content learning with the use of technology. Check all that apply.**

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology to increase options 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 4a, below) |

- 5. How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- ☒ 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/MLL 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 5a, below)

- 6. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.**

Yes

- 6a. If Yes, check one.**

In the 5 most spoken languages in the district

- 6b. If 'Other' was selected in 6a, above, please explain here.**

(No Response)

2018-2021 Instructional Technology Plan - Annually - 2018**IV. NYSED Initiatives Alignment**

- 7. Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

- | | |
|---|---|
| <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 word | <input checked="" type="checkbox"/> Promotion and 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 7a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

- 8. How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?**

- ☒ 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.
- ☐ The district does not use instructional technology to facilitate culturally responsive instruction.
- ☐ Other (please identify in Question 8a, below)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.50
Instructional support	2.90
Technical Support	4.50
Totals:	8.90

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	499,290	Both	<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 checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Professional Development	N/A	97,689	Annual	<input checked="" 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	N/A

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V. Administrative Management Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Instructional and Administrative Software	N/A	128,148	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	N/A	N/A	0	N/A	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	N/A
Totals:			725,127			

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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. Please indicate whether or not the district has a public website.

The district has a public website.

- 4a. Provide the URL of the district's public website.

<http://www.nanuetsd.org>

5. Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.

Yes

- 5a.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

Directory of Technology/CIO

6. Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.

No

7. Has a district-wide information security and/or privacy audit ever been performed in the district?

No

8. Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?

Yes

9. Does the school district provide for educating minors about cyberbullying awareness and response?

Yes

10. Does the district have an Internet Safety Policy?

Yes, and I will upload the policy.

- 10a. Please upload the district's Internet Safety Policy.

StudentAUP2010.pdf

11. Does the district have a Cyberbullying Policy?

Yes, and I will upload the policy.

- 11a. Please upload the district's Cyberbullying Policy.

Policy Manual cyberbullying.pdf

12. Does the district have a Parents' Bill of Rights for Data Privacy and Security?

Yes, and I will provide the URL to the Parents' Bill of Rights for Data Privacy and Security.

- 12a. What year was the Parents' Bill of Rights for Data Privacy and Security policy first posted?

2014

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V. Administrative Management Plan

12b. Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.

https://echalk-slate-prod.s3.amazonaws.com/private/districts/476/site/fileLinks/8979f6ea-e09c-4d97-b027-f557b331479d?AWSAccessKeyId=AKIAJSZKIBPXGFLSZTYQ&Expires=1840646285&response-cache-control=private%2C%20max-age%3D31536000&response-content-disposition=%3Bfilename%3D%22NANUET_PBOR.pdf%22&response-content-type=application%2Fpdf&Signature=4Q%2BtvTawDuDdxnnXssWzUj1MYxM%3D

13. Does the district have an information breach policy that addresses the district's planned response to an information breach?

Yes, and I will upload the policy.

13a. Please upload the policy that addresses the district's planned response to an information breach.

Policy Manual breach.pdf

14. Provide a direct link to the district's technology plan as posted on the district's website.

https://echalk-slate-prod.s3.amazonaws.com/private/districts/476/resources/f903b74a-49bd-461a-9f4a-d19e510561df?AWSAccessKeyId=AKIAJSZKIBPXGFLSZTYQ&Expires=1812364352&response-cache-control=private%2C%20max-age%3D31536000&response-content-disposition=%3Bfilename%3D%22Nanuet_Technology_Plan.pdf%22&response-content-type=application%2Fpdf&Signature=WG4PI9Z17fQ92BiwWWCB89eRe48%3D

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

2018-2021 Instructional Technology Plan - Annually - 2018**VI - Sharing Innovative Educational Technology Programs****Sharing Innovative Educational Technology Programs**

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 category that is not on the list.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces | <input type="checkbox"/> Policy, Planning, and Leadership |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input type="checkbox"/> Privacy and Security |
| <input type="checkbox"/> Device Planning and Implementation (1:1; BYOD) | <input type="checkbox"/> Professional Learning |
| <input checked="" type="checkbox"/> Digital Citizenship | <input type="checkbox"/> Project-based Learning |
| <input checked="" type="checkbox"/> Infrastructure | <input type="checkbox"/> Other Topic A |
| <input type="checkbox"/> OER and Digital Curriculum | <input type="checkbox"/> Other Topic B |
| <input type="checkbox"/> Personalized Learning | <input type="checkbox"/> Other Topic C |
| <input type="checkbox"/> Pilots and Proof of Concept | |

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	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	Ursula Carbone	Director of Technology/CIO	ucarbone@nanuetd.org	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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 in order to obtain more information about the innovative program(s) at your district.

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	Christopher Polizzi	Director of Teaching, Learning, and Innovation K-8	cpolizzi@nanuetsd.org	<input checked="" type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	Daniel Lennane	Instructional Technology Facilitator K - 9	dlennane1@nanuetsd.org	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input checked="" type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive

2018-2021 Instructional Technology Plan - Annually - 2018

VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and

2018-2021 Instructional Technology Plan - Annually - 2018VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.