

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

Page Last Modified: 06/20/2022

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

Christopher Lee Quiones

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

Director of Technology

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

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1. What is the overall district mission?

The mission of the district is to educate students in the values, critical skills, and essential knowledge necessary to be informed and responsible citizens prepared to take the next steps in their education, careers, and lives in our diverse society.

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

The Pawling School District has as its mission to educate students in the values, critical skills, and essential knowledge necessary to be informed and responsible citizens prepared to take the next steps in their education, careers, and lives in our diverse society. This mission informs and directs the learning opportunities that the District offers both to its students and to its staff members. The role of instructional technology reflects a solid understanding of the essential role of technology in the education of all students. The district ensures that technology-based tools, resources, and supports are equitably available for all students and staff and that the district's technology infrastructure is driven by the teaching and learning needs of the district's students and staff. The infrastructure is designed and implemented and continually assessed to serve the needs of individuals for flexible, powerful, and user-friendly technology tools, systems, and resources.

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.

Instructional technology is an integral aspect and is seamlessly integrated instructional and professional development planning. The planning process includes consultation with parents, teachers, students, community members, administrators, and board members as part of a professional development committee. The following plan was developed by collaboration among the participants on the Pawling Professional Development Plan Team throughout 2021 school year. Each year the plan is revised and the members of the PDP team are updated. The purpose of the plan is to continue to improve the quality of instruction through the integration of technology while meeting the learning needs of their students.

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

Instructional technology planning is continuous, flexible, and reflects a multi-year approach to improving student performance. this planning process is different than previous years due to the unprecedented effect the COVID-19 pandemic has had on school districts. In relation to previous planning goals, the pandemic has presented itself as a challenge and simultaneously, as an accelerating force towards the achievement of the goals listed previously. The planning committee is informed by a variety of qualitative and quantitative data based upon the evaluations set forth for each goal of the previous three-year plan. The proposed instructional technology plan will revise and continue to build upon the goals set forth through the evaluation of this data.

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

The COVID-19 pandemic is a quintessential adaptive and transformative moment. With our significant investment in technology, and our willingness to integrate this technology into our instructional program, we are well-positioned to create powerful learning experiences for our students in online and blended learning environments. Our work towards digital equity has assisted us in identifying & resolving systemic barriers that have been made more apparent, partly due to the pandemic. To the extent possible, we have emphasized technology platforms that were previously familiar to students (e.g., Google Classroom). Content and skills are introduced in a variety of ways. The pandemic has demonstrated the continued need for teacher professional development around best practices. Teachers track student progress to ensure participation and check-in with students and parents. We provide age-appropriate ways for students to interact with their teacher and with other students via video, audio, chat, or discussion boards. Teachers continue to assess student progress and provide timely feedback. Administrators, counselors, and other support personnel continue to support our families. The seamless integration of technology continues to provide the layers of support and connectivity to which our community has become accustomed.

6. Is your district currently fully 1:1?

Yes

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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.

Pawling's instructional technology plan acts as a subset of the district Professional Development Plan for Teaching and Learning (PDP) and is aligned with District goals, the New York State Learning Standards and assessments, the NYS Culturally Responsive and Sustaining Framework, as well as responsive to student strengths and needs. In adopting specific District goals, the Professional Development Plan makes use of existing analyses of formal, informal, and standardized assessments of students and surveys the professional staff relative to their perceived needs for support in meeting student goals. The impact of this plan is assessed through the measures outlined in the Professional Development Plan. These include staff reaction, staff learning, organizational change, staff behavior, and products, and student learning. These windows into the effectiveness of professional development were organized into taxonomy by Thomas Guskey (1999). His levels of professional development evaluation (1-5) are indicated in the measures column of the implementation plan. Ongoing review of professional development assessment is necessary to create a continuously improving and responsive program of professional development. While this is a multi-year plan, ongoing assessment by the Assistant Superintendent for Instruction and the Professional Development Plan Team is required. The District annually revisits its goals based on needs, student assessment results, and professional growth opportunities delineated through the Annual Professional Performance Review. The Professional Development Plan Team will meet throughout the year to review the plan and relevant data to assess our progress. The Professional Learning Plan is informed by a variety of qualitative and quantitative data: i¾ Student achievement information from state report cards i¾ Trends in relative performance provided by School Meter i¾ Other District achievement information, e.g. Scholastic Aptitude and Advanced Placement results i¾ Demographic trends i¾ Graduation and dropout rates i¾ The New York State Standards and Assessments i¾ Instructional level performance gap analyses from BARS on the web i¾ Commissioner's regulations i¾ Input from building level technology committees and District Technology Plan i¾ Feedback from mentors and mentees i¾ Feedback from the instructional staff through surveys and evaluations i¾ Learning walk data, which may include feedback provided to the instructional staff following the learning walk i¾ APPR data i¾ Input from building principals, directors, and curriculum leaders i¾ Measures we value: student participation, rigorous coursework, learning targets, reading, quality local curriculum focus on instruction i¾ Periodic survey feedback

References Guskey, T. (1999). Evaluating Professional Development. Thousand Oaks: Corwin. Learning Forward. (2011). Retrieved March 10, 2015, from Standards for Professional Learning: <http://learningforward.org/standards-for-professional-learning#.VQTqSnzF-So> New York State Professional Development Standards. (2009). Retrieved Month 10, 2015, from New York State Education Department: <http://www.highered.nysed.gov/tcert/resteachers/pd.html>

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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:**
Significantly
- 2. Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning. The district has met this goal:**
Significantly
- 3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments. The district has met this goal:**
Fully
- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision. The district has met this goal:**
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 - 2021IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Support personalized learning for all students, including English language learners and students with disabilities, through the seamless integration of technology into teaching and learning.

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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

Evidence	Method	Benchmark	Evaluation	Success Marker
Departments maintain a shared list of subject-specific technology successful strategies	Team, grade, department, and faculty meetings Atlas Rubicon Curriculum database	New York State Standards District outcomes NYS Culturally Responsive and Sustaining Framework	Student assessments Curriculum documents Curriculum Request for Proposals	Completion of department planning and strategy documents Development of teacher technology competencies to be used in teaching
Opportunities for student participation in curriculum co-design.	Study groups, conferences, and workshops Summer Curriculum Camp	National Associations and their NYS Counterparts (NCTM, NCTE, NCSS, STANYS, NYLA, ILA, NYSSMA)	Student assessments Learner-Centered Initiatives Youth Participatory Action Research resources and training	Variety of student enhanced driven approaches implemented
Student use of digital resources to communicate & collaborate	Student portfolios Student participation Conferences Study groups	NYS Computer Science and Digital Fluency Standards ISTE (International Society for Technology in Education) Standards	Workshop evaluation Student assessment Data on student use of machines and applications	Applied use of digital resources as tools for research and as a means of demonstrating learning or constructing new meaning.
Gather and maintain data about family linguistic backgrounds and needs.	District teaching staff Identification of specified needs Develop a district communication strategy that facilitates the needs of a culturally and linguistically diverse community NYS Digital Equity Survey	Professional Development Plan NYS Culturally Responsive-Sustaining Education Framework	Teaching Staff Learner-Centered Initiatives	Variety of flexible personalized approaches implemented to address the needs and learning target of the student

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	Curriculum	Participate in the District curriculum development and review process and engage others, including families, students, and community partners in	Assistant Superintendent	Director of Technology	06/30/2025	Professional Development Budget

2022-2025 Instructional Technology Plan - 2021

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
		the school curriculum.				
Action Step 2	Implementation	Promote Student use of digital resources to communicate & collaborate as a means of demonstrating learning or constructing new meaning.	Assistant Superintendent	Director of Technology	03/06/2025	Technology Budget
Action Step 3	Evaluation	Departments maintain a shared list of subject-specific technology successful strategies	Assistant Superintendent	Directory of Technology	03/05/2025	Professional Development Budget
Action Step 4	Research	Collaboration among general education, special education, and ESOL/ENL professionals	Director of Technology	Assistant Superintendent	03/06/2025	Annual budget

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

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1. Enter Goal 2 below:

Goal 2: Ensure that members of the professional staff have the skills to implement appropriate technology to support the achievement of district goals.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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

Goal 2: Ensure that members of the professional staff have the skills to implement appropriate technology to support the achievement of district goals.

Evidence	Method	Benchmark	Evaluation	Success Marker
Learning targets and instructional alignment: provide training and support through supervision.	Supervisory conversations Grade level, team, department, and faculty meetings Learning Walks	SAANYS, NYSCOSS, NYSUT Consultants BOCES, RSE-TASC, RIC, NYS Research for Better Teaching BOCES, RSE-TASC, RIC, NYS	APPR Workshop evaluation Learning walks	All professional staff can articulate a rationale for engaging students in their learning and devise personalized learning experiences to appropriately challenge and interest every student.
Opportunities for students to act as teachers and co-facilitators in professional development opportunities.	Study groups, conferences, and workshops Summer Curriculum Camp	National Associations and their NYS Counterparts (NCTM, NCTE, NCSS, STANYS, NYLA, ILA, NYSSMA)	Student assessments Learner-Centered Initiatives Youth Participatory Action Research resources and training	All professional staff will study, reflect upon, and revise practices to ensure continuous improvement.
Provide professional development to support personalized learning strategies (including technology) to ensure rigor, relevance, and appropriate challenge for all students.	Student portfolios Student participation Conferences Study groups	NYS Computer Science and Digital Fluency Standards ISTE (International Society for Technology in Education) Standards	Workshop evaluation Student assessment Data on student use of machines and applications	Members of the professional staff have the skills to implement appropriate technology to support the achievement of district goals.

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	Professional Development	Continue provide professional development opportunities for staff to improve technology skills	Assistant Superintendent	Director of Technology	08/21/2025	100000
Action Step 2	Research	Curriculum Leaders research and explore resources in relation to curriculum	Assistant Superintendent	Director of Technology	07/17/2025	33000
Action Step 3	Planning	Develop Collaborative Teacher	Assistant Superintendent	Director of Technology	06/22/2023	100000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Building Teams to support progressive learning models	ent			
Action Step 4	Collaboration	Create means for students to collaborate with teachers to use technology to improve instruction, e.g. create professional development opportunities for teachers with students and teachers, create a forum for students to contribute to the professional development for teachers	Assistant Superintendent	Director of Technology	02/07/2024	100000

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

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

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

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1. Enter Goal 3 below:

Goal 3: Continue to implement and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders.

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

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

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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

Goal 3: Continue to implement and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders.

Evidence	Method	Benchmark	Evaluation	Success Marker
Upgrade network infrastructure equipment and improvement of accessibility to high-speed connectivity.	Continual assessment for infrastructure-related equipment Monitoring security and Problem Reporting	End of Life (EOL) cycles of related equipment and licensing BOCES., RIC, NYS	End of Life (EOL) cycles of related equipment and licensing Network/Vendor consultation	A sustained and expanded secure network that ensures students have reliable access to high-speed connectivity, enhancing their educational experience
Assess and tracked vulnerabilities on all organization assets within the infrastructure, in order to remediate, and minimize, the window of opportunity for attackers.	MS-ISAC - Center for Internet Security Cybersecurity prevention and monitoring tools	National Associations and their NYS Counterparts National Institute of Standards and Technology (NIST)	Independent/State Information Technology audits Network/Vendor consultation	Students, Teachers, Administration will benefit from safe and reliable connectivity, especially due to the challenges faced with Covid-19.
Identified areas of growth in the technology curriculum that may require increased support with new computers/ software and applications	Professional Development initiatives, Demonstrations of new hardware/software District and Regional	NYS Computer Science and Digital Fluency Standards ISTE (International Society for Technology in Education) Standards	Workshop evaluations Curriculum Leadership Professional Development Committee	Ensure that members of the professional staff have the skills to implement appropriate technology to support the achievement of district goals.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Infrastructure	Improve infrastructure by completing continual network upgrades, create redundancy between buildings, distribution switches, continue to create redundancy of data, Continue to implement robust and high-speed wireless network Access points.	Director of Technology	Network Specialist	02/07/2024	200000
Action Step 2						

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Cybersecurity	Continue to provide 1:1 devices and access to mobile hotspots for students to access from anywhere.	Director of Technology	Network Specialist	03/08/2023	100000
Action Step 3	Cybersecurity	Implement asset management software for equipment and other digital resource tools pertaining to cybersecurity and safety.	Director of Technology	Network Specialist	02/04/2024	250000
Action Step 4	Policy/Protocols	Continue to draft, implement, and update approved policies and procedures surrounding IT controls and operations.	Director of Technology	Network Specialist	09/27/2023	100000

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?

Yes

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 4**

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1. Enter Goal 4 below:

Goal 4: Ensuring students have equitable access to various forms of technology resources and the digital literacy necessary to engage in rich personalized learning experiences.

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

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

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

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

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

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

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

Goal 4: Ensuring students have equitable access to various forms of technology resources and the digital literacy necessary to engage in rich personalized learning experiences.

Evidence	Method	Benchmark	Evaluation	Success Marker
Assess current technology equipment; continue to adapt and deploy technology throughout the district based on instructional and personalized needs.	Parent Portal NYST Digital Equity Survey (2022)	BOCES., RIC, NYS	The resulting data will also be evaluated on an individual basis to identify students/families in need of support	Resulting Data is imported into level for reporting and used to identify student needs.
Evaluate web-based applications to support rigorous, equitable, and inclusive learning.	Atlas Rubicon Technology (District, RIC, Model Schools) Learner-Centered Initiatives	Professional Development Committee Curriculum Leaders	Independent/State Information Technology audits Network/Vendor consultation	Access to a consistent and reliable network providing digital resources for all learners.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Implementation	Model and Implement New York State K-12 Computer Science and Digital Fluency Standards	Director of Technology	Assistant Superintendent of Instruction	03/06/2024	75000
Action Step 2	Evaluation	The district will implement the NYSED Digital Access survey to identify students of need	Director of Technology	Assistant Superintendent of Instruction	02/06/2025	150000
Action Step 3	Planning	Assess current technology equipment; continue to adapt and deploy technology throughout the district based on instructional and personalized needs.	Director of Technology	Assistant Superintendent of Instruction	07/03/2024	500000
Action Step 4	Collaboration	Provide the tools for students to effectively communicate with others within curriculum program	Director of Technology	Assistant Superintendent of Instruction	06/03/2024	100000

7. This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

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

2022-2025 Instructional Technology Plan - 2021IV. Action Plan - Goal 4

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

8. Would you like to list a fifth goal?

No

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

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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.**

• **Explain the extent to which technology is used by teachers to facilitate their practice** - Teachers have become much more comfortable with technology since experiencing remote instruction at the height of the pandemic. Teachers regularly use Google Classroom to share and collect information from learners. We utilize Go Guardian for safe use of technology and also are able to interact virtually with individual students, as well as full classes. We have a wide variety of software available to staff after going through the rigorous process of being vetted for Ed Law 2d compliance. We are always open to the use of new technology and are always seeking seamless integration.

• **The extent to which technology is used by students to demonstrate understanding of skills and concepts** - Students utilize technology at varying degrees, depending upon what is developmentally appropriate for their age level. Students in grades 1-12 are able to use their chromebooks and are provided support for classwork, homework, and essay writing. Teachers provide students with autonomy to show what they know in a variety of formats, one of which is always via technology.

• **The extent to which technology is used to provide multiple pathways to access and participate in learning** - As our students have returned to full-time in person instruction, we have continued to integrate technology use into the student day. We have provided and continuity of learning through the use of Go Guardian and Google Classroom for students who are absent from school for a variety of reasons.

- 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.**

Pawling Central School District is well-positioned to provide equitable learning "everywhere, all the time," based on our 1:1 Chromebook program for students in grades UPK - 12. We hopefully look forward to a time when New York state and the federal government will provide truly equitable access to affordable telecommunications and information services. Until then, for students without internet /connectivity access, we have partnered with independent wireless carriers to provide families with mobile internet access to provide our students with "anytime, anywhere" access. In accordance with state and federal government standards, we continue to update our infrastructure to maintain reliable access for all teachers and learners in the District.

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

The instructional technology plan will promote independence, remove barriers to participation and optimize the education of students with special needs & English language learners through the integration of assistive technology into educational programs in order to provide access to the general curriculum and Free Appropriate Public Education for all children in the least restrictive environment. Goal: To create a working framework for implementation of a continuum of support for learning through accessible and assistive technology in the Pawling Central School District in accordance with the stated mission and through a general understanding of the principles of Universal Design for learning. Pawling central school district continues to increase the familiarity (amongst general and special education staff) with readily and universally available software support in the classroom using laptops, Chromebooks, and iPads for all general and special education students & English language learners. Specifically,

- Software and Technology purchase to meet district-wide needs for assistive technology that meet the needs of a broad spectrum of children. For example, a Chromebooks and site license for "Google Read & Write" software which supports writing and spelling, with attention to cost and protocol for the acquisition of more specific technology for individual children to meet areas of need
- "Read and Write" for Google for all children to provide literacy support (voice, text, font assistance) and Chromebook accessibility features.
- Support for the implementation of a UDL framework and to establish what functions for support of reading, writing, spelling, study/organization skills are currently available through available technology and proposed purchases in the district (eg) iPads /laptops/Chromebooks.

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

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

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

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

- | | |
|---|--|
| <input 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) |

- 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)

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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 type="checkbox"/> Use camera for documentation |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 8a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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

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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 checked="" 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 - 2021V. NYSED Initiatives Alignment

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

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

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

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VI. Administrative Management Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.00
Technical Support	3.00
Totals:	4.00

2. **Investment Plan** Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three. Provide a three-year investment plan to support the vision in Section II and goals in Section IV. A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question. All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	400,000	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
2	Instructional and Administrative Software	N/A	250,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate	N/A

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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 type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Network and Infrastructure	N/A	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 <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	Professional Development	N/A	250,000	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	N/A

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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 type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			1,250,000			

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

Yes

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

<http://www.pawlingschools.org>

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

2022-2025 Instructional Technology Plan - 2021**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 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 checked="" 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 Lee Quiones	Director of Technology	quinonesc@pcsdny.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 checked="" type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input 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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