

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

I. District LEA Information

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Page Last Modified: 03/11/2022

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

Michael N. Lee

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 Putnam Valley Central School District, in partnership with our families and community, will ensure that all students are engaged in a challenging, student-focused educational program, understand and assume their responsibility for life-long learning, work to achieve their personal best and become productive citizens in a diverse global society.

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

Instructional technology in the Putnam Valley Central School District supports students, teachers and the district community in developing the skills and knowledge necessary to become life-long learners and productive citizens.

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

The Putnam Valley Central School District has developed its technology plan scaffolding upon the successes of past plans. The ultimate goal of enhancing teaching and learning through the use of technology remains the foundation for our future growth. Through quarterly meetings of the District Technology Team, the planning process began by working with building and community stakeholders to assess our current state of technology and to develop long term goals for technology integration within the Putnam Valley School District.

The District Technology Team is composed of administrators, teachers, students, technologists, and community members, each of these members has a voice in the goal setting process. The committee determined that it was appropriate to collect more information from our teachers and students to gain a better understanding of their perceptions of our current state of technology implementation. This information was then used to help guide the goals and measurable action items outlined in this technology plan. The decision was made to use the BrightBytes Clarity Survey tool to collect the information we needed.

Currently there is a district wide emphasis on the development of critical thinking and problem solving skills. Students are being asked to collaborate and communicate effectively as they apply their learning to real world problems. Technology has been, and will continue to be a tool that is used to help students develop and apply these essential skills. Technology provides students with a new dimension of opportunity and freedom to explore creative problem solving, within the given curricula.

The outcome of our planning process is a plan that builds on the District's Mission Statement and uses technology to enrich learning in our daily school programs while preparing our students for postsecondary education and the modern workplace. In order for us to best support this mission, for the past 15 years the district has built a successful one to one laptop program, where every student, K-12, is provided access to a district-owned device. Students in grades 5-12 have 24/7 technology access to support the integration of technology in the curriculum. Students K-4 have 24/7 access to their device on an as-needed basis, such as Covid related remote learning.

The Technology Plan is designed to serve as a living document. As such, on-going review and modifications are essential if the plan is to effectively produce the intended outcomes.

To stay consistent with historical evaluation practices, the District Technology Team decided to utilize the BrightBytes Platform for pre and post analytics. This will allow the district to compare responses among two technology plan generations within the same platform.

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

The previous plan was developed with a different view of the future; 2022 as envisioned in 2018 is an entirely different world. Though creating student centered learning opportunities remains the focus of instructional technology, the manner in which we collect feedback to inform the planning process has changed. In contrast to the survey-based feedback process utilized in 2018, our current process is

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II. Strategic Technology Planning

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based on what we call the “many faces of technology.” These frequent “faces to faces” conversations with administrators, teachers, students, and community members, have been made possible through our extensive experience with Zoom and Google Meet throughout the pandemic.

The district will continue to expand on our digital literacy goals by creating curriculum maps for the NYS Computer Science and Digital Fluency standards. In addition to teaching the five key concept areas of Impacts of Computing, Computational Thinking, Networks and System Design, Cybersecurity, and Digital Literacy, we will teach students to recognize the rights and responsibilities of living and learning in an interconnected digital world.

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

Covid brought unique challenges to the educational landscape in both severity and immediacy of actionable items. Our experience with remote and hybrid learning models during the pandemic have provided valuable insight and feedback into the district’s use of technology to support instruction.

We were able to leverage the strength of our existing K-12 one to one program and allow students in grades 5-12 to keep their devices at home. Students in grades K-4 had individually assigned devices, but our existing distribution model didn’t include sending K-4 laptops home, nor were they configured as such. Significant effort was spent by technology personnel to reconfigure all K-4 devices to be secure for home use. Our current plan strives to address these deployment challenges by evaluating and ultimately replacing our K-4 fleet with devices more suitable for rapid deployment in elementary grade levels.

Changes to professional development delivery have shifted heavily toward instructional on-demand videos reflective of topics brought up during technology check-in meetings, hosted by the technology department for all stakeholders (administrators, teachers, students, and community members).

The pandemic has highlighted the shift from on premise resource hosting to cloud based “software as a service,” stressing the idea that the “system” is now the “network.” Planned improvements to our network, as well as improvements to our device deployment, will allow administrators, teachers, and students to conduct business and continue learning “everywhere, all the time.”

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

Yes

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

The district’s professional development plan is designed to support many of the same instructional approaches and pedagogical shifts identified in our long range technology plan. These alignments - between PVCSD’s district professional development plan and our 2022 - 2005 strategic technology plan -- are outlined below.

In line with our district vision, the goals outlined in our district professional development plan strive to create student centered learning environments in which students actively participate in the learning opportunities. Equally important is our goal to make sure students are provided with the tools and support they need to effectively navigate the learning process within an emotionally and socially safe learning environment.

The first goal of PVCSD’s professional development plan focuses on building a learning community that supports the social and emotional health of our students. This goal is closely aligned with the goal within our 2022 - 2025 technology plan that seeks to improve our efforts to ensure that technology is being used in a safe and secure fashion that supports student social and emotional health. Both of these goals are designed to help educators create supportive learning spaces while preparing students with the knowledge they will need to safely navigate both physical and digital learning environments.

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Other goals within the district professional development plan are designed to empower teachers to design engaging and rigorous student centered learning opportunities. These goals are closely aligned with the district's vision and technology plan with a focus of providing teachers with the resources, knowledge, and the skills they need to create student centered learning environments within their classroom. The deployment of technology resources accompanied by rigorous professional development helps prepare teachers and students to be successful within these types of learning environments. Technology serves as a tool that easily allows a teacher to differentiate their instruction to meet the needs of individual students while providing students with a variety of avenues they can use to ultimately solve a problem.

This unifying/shared goal of creating engaging and student centered learning opportunities requires students to assume an active role in their own learning is supported by our professional development plan, long range technology plan, and our smart schools investment plan.

Collectively, we are committed to making sure that teachers have the knowledge, training, support, and resources they need to create these learning spaces within their classroom and are empowered to effectively utilize these spaces to enhance student learning.

Another universal goal in Putnam Valley is our commitment to student health and wellness. This goal is also supported through our professional development plan and technology plan as we strive to provide teachers and students the knowledge, skills, and resources they need to safely and effectively navigate the current digital landscape. Training begins with tools that help students recognize and regulate their emotions, followed by a multitude of assemblies and classroom lessons that ensure that students not only know how to effectively utilize digital resources but that they know how to do so safely while understanding the lifelong impact of their actions. Time is also dedicated to discussing the positive effect that technology use can have on a student's future.

District based needs assessment survey data, along with teacher completed professional development session reviews, have provided baseline data on teacher learning and helped form a general profile of current teacher capacity. In addition, the district's instructional technology expectation to utilize Google Classroom to plan, organize, distribute, and collect student work, forms the basis for technology implementation with the classroom.

The district will provide targeted, needs-based, and personalized professional development based on teacher's capacity and interest by hosting on-going effective professional development opportunities within the teacher workday, and after, to meet the needs of educators and administrators. The district will continue to strive toward instructional technology fluency for teachers to incorporate into their professional learning, along with becoming proficient with best practices and tools that support the International Standards for Technology Education (ISTE), Standards for Educators, New York State K-12 Next Generation Learning Standards, and Google Level 1 Educator foundational skills.

The district employs a technology specialist in each building to serve as an instructional technology coach, providing timely and responsive modeling to further the implementation of technology within the curriculum. The level of support provided by the technology specialist has allowed for the growth of systematic collaboration among teachers to share effective instructional strategies, questions, lessons, assessments, and project-based learning ideas. Teachers can elect to meet with their technology specialist during the workday for one-on-one personalized sessions. The collaboration sessions are based on the needs of the teacher and focused on specific outcomes aligned with curriculum goals.

All professional development activities offered by the district are followed up by a Google Forms based exit evaluation that allows for review of program content, effectiveness of instructor, usefulness of techniques demonstrated, overview of the workshop format along with additional teacher comments. These evaluations provide insight to the effectiveness of opportunities offered within the professional development plan.

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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:**

Fully

3. Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.

**The district has met this goal:**

Fully

4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

**The district has met this goal:**

Significantly

5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.

**The district has met this goal:**

Significantly

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IV. Action Plan - Goal 1

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1. **Enter Goal 1 below:**

To ensure that technology is used in meaningful and engaging ways that modify or redefine our instructional strategies, and aligns with state and local standards, while creating active, student centered learning opportunities across the curriculum.

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

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

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

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

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

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

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

When Goal #1 has been achieved, we expect to see students utilizing the appropriate digital tools for problem solving, critical thinking, communication, creation, and collaboration. Students should be actively engaged in critical thinking activities that are driven by state and local standards to deepen comprehension and application of content into real-world applications.

We will collect feedback during and after implementation in two ways. The BrightBytes platform will be used to survey students and teachers annually. The surveys will provide valuable data points to inform better decision making regarding this goal. Additionally, the District Technology Team will continue to hold our “many faces of technology” meetings to get more frequent, direct feedback from stakeholders across the district.

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IV. Action Plan - Goal 1

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Convene district committee of teachers, admins (principals, curric/learning asst supt, etc.) to explore NYSED CS/DF standards and possible mapping to district K-12 curriculum	Curriculum and Instruction Leader	N/A	06/30/2023	0
Action Step 2	Curriculum	Create CS/DF standards to K12 curriculum map	Curriculum and Instruction Leader	N/A	06/30/2024	0
Action Step 3	Implementation	Create a timeline for implementation of the curriculum and establish content alignment and responsibilities for stakeholders	Curriculum and Instruction Leader	N/A	06/30/2024	0
Action Step 4	Professional Development	Implement professional development aligned to the plan	Curriculum and Instruction Leader	N/A	06/30/2025	0

7. This question is optional.  
If more action steps are needed, continue to list the action steps that correspond to Goal #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)

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IV. Action Plan - Goal 1

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

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IV. Action Plan - Goal 2

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1. **Enter Goal 2 below:**

To ensure that technology is used in a safe and responsible fashion that supports student social and emotional health, we will develop teacher professional development that prepares our teachers to support our students in the development of these important skills.

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

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

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

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

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

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

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

When Goal #2 has been achieved, we expect to see teachers using digital tools to build safe and supportive learning environments that empower students to direct learning and amplify their strengths using technology.

The District Technology Team will develop a channel through which teachers will be able to provide direct feedback regarding the quality of professional development they're receiving. Google Forms will be used to survey teachers after every professional development session to provide our team with the feedback needed to make adjustments, where necessary. A series of themed professional development videos will be produced for teachers to view between PD sessions. We will gather and analyze teacher feedback from these videos with the same Google Forms based process used in regular PD sessions.

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IV. Action Plan - Goal 2

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As mentioned in Goal 1, the BrightBytes platform will additionally be used to collect and evaluate feedback related to professional development.

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	Planning	Review/Develop district PD plan that creates an individualized pathway for educator professional development in instructional tech use and classroom implementation	Curriculum and Instruction Leader	N/A	06/30/2023	0
Action Step 2	Research	Conduct teacher tech PD needs analysis	Curriculum and Instruction Leader	N/A	06/30/2023	0
Action Step 3	Implementation	Implement the PD plan	Curriculum and Instruction Leader	N/A	06/30/2024	0
Action Step 4	Collaboration	Work with PWN BOCES/Model Schools to bring additional PD resources	Curriculum and Instruction Leader	N/A	06/30/2024	10000

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	Professional	Develop professional	Curriculum	N/A	06/30/2023	0

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Development	development plan informed by mission, strategic plan, curriculum maps, and identified technological and pedagogical needs	and Instruction Leader		023	
Action Step 6	Professional Development	Develop and maintain resources for technology training and support	Director of Technology	N/A	06/30/2023	0
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 3

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1. **Enter Goal 3 below:**

To improve technology and network infrastructure that supports the delivery of meaningful instruction in person, and if necessary, remotely.

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

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

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

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

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

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

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

When Goal #3 has been achieved, we expect to see a robust infrastructure in place that supports high quality digital learning. The District's Technology Support Team is constantly evaluating and making changes to infrastructure and classroom technology based on direct feedback provided by Spiceworks, our internal help desk system. In addition to Spiceworks, results from the BrightBytes surveys will be used, as well as our conversations with stakeholders during our frequent "many faces of technology" Google Meet sessions.

6. **List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must**

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IV. Action Plan - Goal 3

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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	Evaluate resource usage for access and impact	Director of Technology	N/A	06/29/2023	0
Action Step 2	Infrastructure	Work with LHRIC/BOCES and other vendors to maintain high speed internet access	Director of Technology	N/A	06/30/2025	145000
Action Step 3	Infrastructure	Work with Optimum Online to provide high speed internet access at home, for students in need	Director of Technology	N/A	06/30/2025	3000
Action Step 4	Planning	Develop, update, and maintain device and infrastructure renewal plan informed by the resource use evaluation	Director of Technology	N/A	06/30/2023	0

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Purchasing	Purchase and implement resources consistent with the device and infrastructure renewal plan	Director of Technology	N/A	06/30/2025	700000
Action Step 6	Infrastructure	Create and maintain technology supported student-centered	Director of Technology	N/A	06/30/2025	50000

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

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

No

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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.**

Instructional technology is a tool that will be used, when appropriate, to provide our students with access to information resources or programs. Teachers will be asked to use technology in ways that modify or redefine their instructional strategies. As identified by the district vision statement and professional development plan, the creation of student centered and engaging learning opportunities is a primary goal of the district. Technology will be used to help make this vision a reality by allowing teachers to differentiate their instruction and by providing students with a multitude of resources and approaches to solve problems. Instructional technology will be used to individualize learning opportunities and to make sure that every student is successful. Our current one to one device deployment from K-12 allows us to utilize technology in a variety of ways to meet the needs of our students. This affords teachers the ability to use blended learning instructional approaches to extend learning beyond the traditional school day while freeing up classroom time to apply knowledge and facilitate learning.

Technology is also being used to support the diverse learning needs of our students, in many classrooms teachers provide students with choice on how they can complete the task at hand. These choices may include the use of physical texts or digital resources, students may create a project by hand or through a virtual resource and students may decide to work by themselves, with a partner, or collaborate with other students outside of their physical classroom. All of these options are only made available through the meaningful implementation of technology within the classroom.

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.

“Everywhere, all the time” is near the center of what we strive to devlier for our students and teachers. As a district, we’ve been running a one-to-one laptop program for 15 years, so issues surrounding device access, human capacity, and infrastructure have long been ironed out. Home Internet access is an area where we continue to make steady progress toward providing equal access to everyone. Through a partnership with Optimum Online, the district has been able to pay for (at an educational rate) basic internet access for families in need.

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.**

Putnam Valley takes great pride in providing all students, including those with disabilities with access to engaging and relevant instruction that is supported through the use of instructional technologies. Like all students in Putnam Valley, classified students are provided with their own device to help support their learning. This personal device does not always conform with the “typical” student device, instead we always aim to purchase whichever device will help equalize the learning opportunities for each student. We utilize a wide range assistive technologies and applications to support all students, especially those who are identified as a student with a disability.

Specific technologies and applications we use to serve students with disabilities include, but is not limited to:

Access to Personal Auditory Trainer / FM System

Hearing Aides

Speech to Text software

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V. NYSED Initiatives Alignment

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- Text to Speech software
- Dedicated iPad with specialized augmentive communicator software
- Audiobooks
- Voice recognition software
- Adaptive Mealtime Devices
- Touch Screens
- Slantboard
- Adapted Stander
- Picture Exchange Communications System (PECS)
- Noise Cancelling Headphones
- Adaptive Seating

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  |

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- Reading strategies through technology for students with disabilities
- Integrating technology and curriculum across core content areas
- Choosing assistive technology for instructional purposes in the special education classroom
- Helping students with disabilities to connect with the world
- Using technology to differentiate instruction in the special education classroom
- 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)

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

7B. If Yes, check one below:

In the 5 languages most commonly spoken in the district

7C. 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.

- Technology to support writers in the
- Multiple ways of assessing student learning

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<input type="checkbox"/> elementary classroom <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom <input checked="" type="checkbox"/> Research, writing and technology in a digital world <input type="checkbox"/> Writing and technology workshop for teachers <input type="checkbox"/> Enhancing children's vocabulary development with technology <input type="checkbox"/> Writer's workshop in the Bilingual classroom <input checked="" type="checkbox"/> Reading strategies for English Language Learners <input type="checkbox"/> Moving from learning letters to learning to read <input checked="" type="checkbox"/> The power of technology to support language acquisition <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom	<input type="checkbox"/> through technology <input checked="" type="checkbox"/> Electronic communication and collaboration <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas <input checked="" type="checkbox"/> Web authoring tools <input checked="" type="checkbox"/> Helping students connect with the world <input checked="" type="checkbox"/> The interactive whiteboard and language learning <input checked="" type="checkbox"/> Use camera for documentation <input type="checkbox"/> Other (please identify in Question 8a, below)
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9. How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

<input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. <input checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students	<input type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. <input checked="" type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. <input type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing	<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"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ <input type="checkbox"/> Provide online mentoring programs. <input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.
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<p>who indicate possible homelessness and/or housing insecurity</p> <p><input type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.</p> <p><input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.</p> <p><input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.</p> <p><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.</p>	<p>insecurity.</p> <p><input type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.</p> <p><input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</p> <p><input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/.</p> <p><input type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.</p>	<p><input type="checkbox"/> Offer a technology/support hotline during flexible hours.</p> <p><input type="checkbox"/> Make sure technology/support is offered in multiple languages.</p> <p><input type="checkbox"/> Other (Please identify in Question 9a, below)</p>
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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.**

a) The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.

b) The district uses instructional technology to facilitate classroom projects that involve the community.

c) The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.

d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and

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language proficiencies.

- e) The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- g) Other (please identify in Question 10a, below)

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

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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	1.00
Technical Support	5.50
<b>Totals:</b>	<b>7.50</b>

2. Investment Plan

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

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

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

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Internet Connectivity	N/A	47,000	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 <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,	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
					to the right) <input type="checkbox"/> N/A	
2	Network and Infrastructure	N/A	20,000	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 <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
3	End User Computing Devices	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 <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional	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
					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	
4	Professional Development	N/A	40,000	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
<b>Totals:</b>			<b>357,000</b>			

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

Not Applicable

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

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**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://pvcsd.org/index.php/district/district-info/technology-plan/>

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

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VII. Sharing Innovative Educational Technology Programs

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

<input type="checkbox"/> 1:1 Device Program	<input type="checkbox"/> Engaging School Community through Technology	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> English Language Learner	<input type="checkbox"/> Professional Development / Professional Learning
<input type="checkbox"/> Blended and/or Flipped Classrooms	<input type="checkbox"/> Instruction and Learning with Technology	<input type="checkbox"/> Special Education
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Infrastructure	<input type="checkbox"/> Instruction and Learning with Technology
<input type="checkbox"/> Data Privacy and Security	<input type="checkbox"/> OER and Digital Content	<input type="checkbox"/> Technology Support
<input type="checkbox"/> Digital Equity Initiatives	<input type="checkbox"/> Online Learning	<input type="checkbox"/> Other Topic A
<input type="checkbox"/> Digital Fluency Standards	<input type="checkbox"/> Personalized Learning	<input type="checkbox"/> Other Topic B
		<input type="checkbox"/> Other Topic C

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

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

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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

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/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized 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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized 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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development /

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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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