

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Michael Sullivan

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

Director of Technology

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 - 2021II. Strategic Technology Planning

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1. What is the overall district mission?

The Frontier Central School District is located in the Town of Hamburg, along the beautiful shores of Lake Erie and in the shadow of the Peace Bridge to Canada. The District, with an estimated population of 38,000 comprises a suburban area of approximately 39 miles in the southern portion of Erie County, New York.

Approximately 4,700 students attend Frontier's six schools, making the District one of the larger suburban districts in Western New York. The District employs approximately 1,000 staff members, including teachers, support staff, administrators and school related personnel.

The Frontier School/Community consistently strives to remain among the top rated in Western New York in terms of academic and athletic achievement as evidenced by our vision statement:

“The Frontier School Community values and expects a Frontier education to provide life skills and academic skills that allow our students to be successful in any endeavor. A Frontier education will lead to a sense of value of charity, service and community.”

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

The basis for establishing a technology plan partially rests in that a district technology plan is required by the New York State Department of Education along with state and federal technology grants. In addition, future technology funding is driven by a well thought out and developed district technology plan. Most importantly, a district technology plan provides a guide to enhance learning through the use of technology.

“A technology planning document is to technology planning as a road map or navigational chart is to a journey but the planning document is neither the journey nor the adventure. It is a device that helps explain the various points of interest and destinations to travelers involved in the process of realizing their dreams. The purpose of technology planning is not just to produce a document, but to produce continuous action that creates and maintains a technology-rich educational environment. The plan is a clear, written description of the plan that is put into action by members of the community.”

Guidebook for Developing an Effective Instructional Technology Plan, Mississippi State University, 1996.

To successfully carry out the educational tenets of our vision, in partnership with all stakeholders, we seek to provide:

- An atmosphere conducive to learning, for all children, which is both challenging and safe.
- Information, role models, and opportunities for appropriate decision-making.
- A diversified program which offers curricular and extracurricular activities and encourages productive use of leisure time and development of the whole child.
- Information, role models, and opportunities for appropriate decision-making.
- An educationally sound system of assessment, feedback and evaluation.
- Training to continually support and enhance the professional expertise of all staff.

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

District Technology Committee

The purpose of the committee is to identify the supports necessary to implement this plan. The committee consists of teachers and administrators from across the district. This group has been tasked to:

- Meet quarterly to identify and collaborate around the current and new technology available to the district.
- Identify best practices in the classroom.
- Assess the technological needs and competencies of faculty, staff, and students.
- Recommend allocation of technology resources in accordance with the District Strategic Plan.
- Make recommendations concerning acquisition, implementation, maintenance, and upgrading of technologies within a secure and robust infrastructure.
- Support the success of students and staff through the development of instructional technologies, including the delivery of instructional programs.

The intent of the instructional technology plan is to meet the instructional needs of students while developing digital literacy and strong computer research skills. The instructional technology plan also reflects the district's mission statement and goals:

- Assure that all students, staff and sites will be provided with and have equal access to minimum standards of hardware and software.
- Enable 24-7 access to school learning resources, lessons, assignments, school information and electronic communications for students, parents, staff and community members.
- Reinforce technology integration into the pedagogical practices across all grade levels.
- Identify professional development needs and planning to equip faculty.
- Recognize technical skill sets to ensure student success in both pre and post-graduation.
- Explore, evaluate and apply emerging technologies as they relate to pedagogy.
- Establish an ongoing replacement plan to renew aged and expired equipment within budgetary and logistical considerations.

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

The planning around the development for technology at Frontier CSD happens throughout the year looking what adaptations need to be made. Thus, the goals and objectives of the plans are connected to former plans. This is clear with Frontier having to turn and focus on virtual instruction due to the COVID pandemic. During this time we identified we needed to purchase additional equipment to be a true 1:1 district, through our SSIP we improved connectivity through out our 6 schools, and provide ongoing professional development around technological needs.

The Frontier Central School District has Technology Committees at both the district and building levels. The main objective of the district technology team is to address the needs of the district as a whole. These committees consist of a well-represented cross-section of our district. Members include: Elementary Principals, Middle School Principal, High School Principal, Library Media Specialist, Teachers representing all buildings, parents, Director of Finance, Assistant Superintendent of Curriculum and Instruction, BOCES Technology and Curriculum Specialist and the Superintendent of Schools.

Technology Committee objectives include:

- To create a long-term vision for how technology will improve and differentiate learning for our students based on their individual needs. The tool should match the needs of the learning.
- To prioritize resources, including but not limited to infrastructure, device/software, and professional development to support student learning.
- To provide recommendations for Board of Education policy development to support the integration and student use of technology.
- To shift the paradigm that the use of learning and technology occurs separately and away from the regular classroom.
- To provide educators with the necessary support to take risks that will positively impact our students.

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

With a large quantity of digital learning resources readily available, knowing where to begin, then making a selection, was daunting at times. With the help of our BOCES technology integrator, teachers were able to work around the instructional technology that was currently in place. Often, starting with the basics allowed for the integrator to meet teachers where they were at. Typically this was focusing on the technology tool that best delivered instruction or identifying a specific digital learning resource to utilize with their students. With the basics covered, assessing our technology readiness and soliciting feedback on our students' experiences has helped us look at resources we will need in the future to help deliver instruction to our school community.

Technology integration into the classroom is an ongoing process of refinement and improvement. Teachers had to become comfortable with an initial transition to teaching with technology. As we move forward, teachers may continue to recognize opportunities for more powerful learning with technology. What are the next areas for discovery and improvement? Innovation that was leveraged from this experience: Deeper knowledge of content, a gain in 21st century curricular ideals, better understanding of how to support students.

Students with connectivity issues were able to reach out to the district and receive a mifi for online instruction. We were able to purchase an additional 1,750 Chromebooks to distribute to our students and be fully 1:1.

6. Is your district currently fully 1:1?

Yes

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II. Strategic Technology Planning

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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.

Educators and staff in Frontier Central School District utilize the district’s network and have expertise in:

- Email
- Word processing
- File management
- Student management system
- Attendance
- Grade reporting
- Instructional Technology related to student/program goals that are conveyed in the district’s Strategic Plan.

Frontier is a part of Erie 1 BOCES CSLO. We have a technology integrator that works to provide professional development in technology throughout the district. The technology integrator will work with educators in and out of their classrooms to demonstrate the various programs we have which include, but are not limited to the following:

Discovery Learning	Nearpod	Flocabulary	Kami	Lexia
Ed Puzzle	Explore Learning	Renaissance	Aimsweb	iReady
BrainPop	SMART Learning Suite	Castle Learning	Google Enterprise	

In addition, the objective of this plan is to increase the quality of teaching and learning by confirming that teachers take part in significant professional development to stay up to date with their professional obligations and meet needs of their students. The following are the district tenants:

- Enhance learning and success for all students
- Support continuous, pertinent teacher and staff learning
- Increase teacher and staff efficiency
- Deliver a safe atmosphere for all students and staff
- Increase the academic encouragement of all teachers and staff
- Increase the academic encouragement of all teachers and staff
- Retain high standards for all teachers and staff

The aim of the Professional Development at Frontier Central School District going forward will be to support the approaches defined in the District’s Professional Development Plan. The action plans gives guidance that can be used to drive the training at Frontier CSD. By connecting these plan, the focus of the District can be on realistic targets that will guide us toward our central target of enhancing student learning.

Faculty and staff must be seen as knowledgeable practitioners and positive models of technology utilization. The Frontier Central School District has a comprehensive professional development plan to assist in this process. With many new changes in policy and regulations, we need to account for their needs in relation to the content, curriculum and students they serve. Faculty need to be provided with options for training in multiple formats. Opportunities currently exist with the Model Schools Program, the Southtown Teachers’ Center and training provided by Erie 1 BOCES and other specialized organizations. Internal offering needs will be continually researched and expanded by identifying internal turnkey trainers to share their knowledge and expertise with their colleagues. Idea sharing and internal collaborations need to be encouraged across the curriculum and district. Methods of delivery include face-to-face, webinars, peer-to-peer, and online courses. The district utilizes an online program, My Learning Plan, to assist staff in registering for professional development and tracking courses taken.

By utilizing updated equipment (mobile, portable and varied platforms) we broaden student learning experiences and offer diverse learning opportunities that prepare them for greater success no matter their disability. Faculty need to feel confident with the instruction tools offered to them and adapt existing curriculum to reflect these updates so that students may benefit. We need to provide consistent Professional Development to provide the staff and students with the necessary knowledge to use provided classroom technology and to integrate the instructional technology into their curriculum and lesson planning to positively impact student learning and growth.

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 - 2021III. 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:
Significantly
- 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 prioritize use of instructional training through the use of digital tools that promotes all teachers the capability to productively foster learning through multiple resources.

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

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

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

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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.**

Training for faculty, students, and staff will be as crucial as an updated network infrastructure, new computer equipment, and software. Support will be necessary to update and integrate these technologies into pedagogical applications. Training will need to be developed, delivered, and supported throughout the learning process. Training needs to focus on new applications, resources, and best practices to identify student growth and deliver learning in multiple formats throughout the entire school year. Training opportunities will foster the need for curricular development to apply these new tools in meaningful ways. We need to look at how we are currently using existing district time to provide additional opportunities for faculty to collaborate and enhance the curriculum. We need to partner with Erie 1 BOCES, WNYRIC, and others to determine our needs for training and workshops.

- The district will push out the NYSED Digital Access survey to recognize student access
- Once the survey is completed, the data will be assessed and needs will be identified
- The subsequent information will be assessed to look at households that are in need of assistance.

Topic	Audience	Method of Delivery
Google Apps for Education	Teachers, Staff, and/or Administrators	Face-to-Face; Blended Learning; Peer-to-Peer; Webinars;
i-Ready	Teachers, Staff, and/or Administrators	Face-to-Face; Blended Learning; Peer-to-Peer; Webinars;
Personalized Learning including Blended and Online Learning	Teachers, Staff, and/or Administrators	Face-to-Face; Blended Learning; Peer-to-Peer; Webinars;
Modern Classroom Project	Teachers, Staff, and/or Administrators	Face-to-Face; Blended Learning; Peer-to-Peer; Webinars;
Curriculum Mapping	Teachers, Staff, and/or Administrators	Face-to-Face; Blended Learning; Peer-to-Peer; Webinars;
Microsoft Office	Teachers, Staff, and/or Administrators	Face-to-Face; Blended Learning; Peer-to-Peer; Webinars;
New Teacher Orientation	Teachers, Staff, and/or Administrators	Face-to-Face; Blended Learning; Peer-to-Peer; Webinars;
Assistive Technologies	Teachers and/or Administrators	Face-to-Face; Blended Learning; Peer-to-Peer; Webinars;
SMART Notebook	Teachers and/or Administrators	Face-to-Face; Blended Learning; Peer-to-Peer; Webinars;
Ed Puzzle	Teachers and/or Administrators	Face-to-Face; Blended Learning; Peer-to-Peer; Webinars;
Nearpod	Teachers and/or Administrators	Face-to-Face; Blended Learning; Peer-to-Peer; Webinars;
Castle Learning	Teachers and/or Administrators	Face-to-Face; Blended Learning; Peer-to-Peer; Webinars;
Discovery Learning	Teachers and/or Administrators	Face-to-Face; Blended Learning; Peer-to-Peer; Webinars;
eDoctrina	Teachers and/or Administrators	Face-to-Face; Blended Learning; Peer-to-Peer; Webinars;

An important component in developing the Frontier Central School District Technology Plan is the evaluation and assessment of the Technology Plan. This process will be both formal and informal. Feedback and suggestions will continuously be solicited from the building and all stakeholder groups.

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IV. Action Plan - Goal 1

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Data collected through various evaluation processes will be compared to this document. For example, a bi-annual assessment of the yearly goals will be developed and electronically distributed to all stakeholders. Use analytic data (Classlink) to evaluate if our resources are utilized. This will take place after the second marking period and at the end of the year. The developed survey will include questions focused upon the planned technology goals for the given year. Questions will also focus on how well each goal was implemented, how faculty use technology in teaching and learning, and ways in which to improve. This information would then serve as a feedback mechanism for the District Technology Committee to assess and revise accordingly.

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	Collaboration	Narrow the gap of the digital divide between teachers and students.	Assistant Superintendent	Director of Pathways	06/30/2025	N/A
Action Step 2	Curriculum	All students in grades K-5 will be given fundamental instruction in commonly used technology systems and applications.	Assistant Superintendent	Director of Pathways	06/30/2025	N/A
Action Step 3	Curriculum	All students in grades 6-12 will obtain more enhanced instruction in used technology systems and applications.	Assistant Superintendent	Director of Pathways	06/30/2025	N/A
Action Step 4	Curriculum	Research, identify and select resources and tools that will help support teachers and students in meeting grade level and content area standards and objectives.	Assistant Superintendent	Director of Pathways	06/30/2025	N/A

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.

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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 5	Budgeting	Ensure the district provides a sufficient quantity of Chromebooks to sustain a 1:1 initiative for all students and staff.	Director of Technology	Assistant Superintendent of Finance	06/30/2025	5000
Action Step 6	Purchasing	Ensure the district provides a sufficient quantity of Chromebooks to sustain a 1:1 initiative for all students and staff.	Director of Technology	Assistant Superintendent of Finance	06/30/2025	250000
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 - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Continue to monitor, identify, and analyze data that will provide the district technology committee on modifications and response around the needs of staff and students.

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.**

The District Technology Committee will meet three times a year (Fall, Winter, Spring) to review targets and progress toward attaining them. Target progress will be made to ensure that the committee is informed of the operation of the plan. Targets will have an action plan that will be observed and modified to consider: data information, the current state of instruction, and new information presented to the District Technology Committee. The committee will review the current school year’s technology efforts, make informed decisions, and analyze data on the current state of technology. Modifications will be made as necessary and shared with the committee. Building teams will examine the modifications and recommend further changes. The feedback will be collected and would support future decisions for the next technology plan. Final modifications will be entered by the Technology and Instructional Departments.

Professional Development to be Established

- Create a survey to be pushed out and completed during the fall, winter and spring
- Use feedback during professional development workshops
- Engage with families around the data
- Through the data, determine what is relevant and what would be the objective of professional development

The District Technology Committee will be represented by members of the following groups:

- District Leadership
- Professional Development Committee
- Building level committees
- Board of Education

The District Technology Committee will continue to recognize and plan for the district’s device, programmatic, and instructional needs.

6. **List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, 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	Implementation	Create survey to be processed	Director of Technology	Director of Pathways, Director of Technology	06/30/2025	N/A
Action Step 2	Evaluation	Identify effectiveness of professional development	Assistant Superintendent	Director of Pathways, Director of Technology	06/30/2025	N/A
Action Step 3	Planning	Plan professional development around the needs of staff and families	Assistant Superintendent	Director of Technology	06/30/2025	N/A
Action Step 4	Evaluation	Conduct ongoing routine surveys to identify and determine relevant professional learning opportunities for students and staff.	Assistant Superintendent	Director of Pathways, Director of Technology	06/30/2025	N/A

7. **This question is optional.**

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IV. Action Plan - Goal 2

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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 - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Ensure the application, incorporation, and assessment of technology supports for staff and students promotes the active use of technology.

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

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

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

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

The effect that technology developments have had on global, societal, political, and economic environments over the past ten years is unquestionable. Just as technology has significantly shifted our curriculum and technological influence, it has also impacted the learning and teaching within our schools.

Effective use of technology will be measured by:

- The utilization of technology integrators will support students and teachers in critical thinking, communication, and collaboration.
- The integration of 21st-century skills across the curriculum, including employability skills, civic engagement, financial literacy, and technology.
- The evaluation of technology integration across the District will help build teacher leadership capacity and enhance new and existing technology.

A survey will be pushed out to staff and families to identify gaps in safety and security. This will allow the district to evaluate what is in place, adapt as needed, and implement when necessary.

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.

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Curriculum	Research and survey our stakeholder groups (students, staff, parents) to get specific information on technology proficiencies that are presently being taught in grades K-8.	Assistant Superintendent	Director of Pathways and Innovation	06/30/2025	N/A
Action Step 2	Budgeting	Support and maintain a 4-year replacement cycle of 1 to 1 devices for students in grades K through 12.	Director of Technology	Director of Pathways and Innovation	06/30/2025	N/A
Action Step 3	Planning	Ensure that the goals and action plans defined in the district's technology plan support the four strategic intents identified in the district's Strategic Plan.	Assistant Superintendent	Director of Pathways and Innovation	06/30/2025	N/A
Action Step 4	Collaboration	Establish a schedule and articulated process for reviewing and evaluating progress toward meeting the goals and action steps outlined in the technology plan.	Director of Technology	Director of Pathways and Innovation	06/30/2025	N/A

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)

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
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fourth goal?

No

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

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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.

The District currently has a 1 to 1 Chromebooks in grades K through 12. The program was implemented over the last year and rolled out during the pandemic. The central objectives were: Extend learning beyond the classroom, Meet the needs of all students, and alter instructional routine to be more student-focused. Our technology integrator provides staff development to all teachers on the use of Chromebooks, G-Suite, and project based lessons using various instructional technology tools.

The main points recognized were:

Learning that meets students where they are at.

A move toward instructional preparation student focused.

Expanded learning outside the of the classroom.

Staff development is offered to all teachers on the use of Chromebooks and G-Suite. The district utilizes a technology integrator from BOCES to provide additional training and support to teachers. The integrator introduces new strategies and techniques and works to create project-based lessons using the strategies that technology provided.

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.

Device Access: Each student has access to a device, as we are a 1:1 district. In addition, teachers are issued a district laptop. Every four years, new devices are assigned to replace and update previously issued devices.

Internet Access: In the case of a shutdown, families who report limited internet access may be issued a MiFi device for school use only.

Infrastructure, Partnerships: The district will continue to collaborate and partner with BOCES to monitor infrastructure needs, and will plan for and carry out necessary updates to equipment.

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 SWD students currently use these devices that support the district’s use of Google Apps for Education (GAPE). Chromebooks and Google Apps help with the application of assistive technology (AT). This allows students with disabilities (SWD) gain access to. Google Apps and Extensions found in the Chrome Web Store offer help to our SWD’s. A 1 to 1 device lets students gain entry to curriculum to circumvent issues that may drive the focus of instruction elsewhere. Virtual programs let students work without interruption. Chromebooks allow students to access supplementary resources to aide their progress and focus on their specialized needs. There are apps incorporating: screen readers, text-to-speech and speech-to-text, and screen magnifiers. The district has purchased the Kurzweil which is a useful tool for students with learning issues, dyslexia and/or ELL needs. The Chrome browser has high contrast color settings, supports USB connected Braille displays, and voice commands. Apps have been recognized by support staff that help the teachers in their special content areas. These incorporate apps for speech, occupational therapy, speech therapy, physical therapy. The district will continue to support all devices as needed.

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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 type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Reading strategies through technology for students with disabilities | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input 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 type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input type="checkbox"/> The interactive whiteboard and language learning |
| <input 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 | |

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

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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 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.

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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	4.00
Totals:	6.00

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	Chromebooks, Mifi	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
2	Professional Development	Classroom technology needs, Ongoing training around new programs and equipment	50,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	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"/> Bond <input type="checkbox"/> E-Rate <input checked="" 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	Instructional and Administrative Software	Blackboard, G Suite, i-Ready, Explore Learning, Castle Learning, Lexia, Renaissance, Nearpod, EdPuzzle, Brainpop, SMART notebook, eDoctrina, aimsweb	310,000	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
4	Other (please identify in next column, to the right)	Curriculum Work	15,000	Both	<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 checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	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"/> 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	
Totals:			725,000			

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.**

<https://www.frontiercsd.org/Domain/729>

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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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 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 Instruction and Learning with Technology
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Infrastructure	<input type="checkbox"/> Technology Support
<input type="checkbox"/> Data Privacy and Security	<input type="checkbox"/> OER and Digital Content	<input type="checkbox"/> Other Topic A
<input type="checkbox"/> Digital Equity Initiatives	<input type="checkbox"/> Online Learning	<input type="checkbox"/> Other Topic B
<input type="checkbox"/> Digital Fluency Standards	<input checked="" type="checkbox"/> Personalized Learning	<input type="checkbox"/> Other Topic C

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Michael Sullivan	Technology & Data Privacy Officer	msullivan2@frontiercsd.org	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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 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	Linda Dansa	Director of Pathways, Innovation and Assessment	ldansa@frontiercsd.org	<input type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" 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 checked="" type="checkbox"/> English Language Learner <input checked="" 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 checked="" 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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