

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 A. Retzlaff

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

Superintendent

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

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

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1. What is the overall district mission?

The Bolivar-Richburg Central School District will be the most desirable district for students and staff in the Southern Tier. We will ensure academic excellence for all students regardless of their socioeconomic status, as well as instill perseverance and resilience, through rigorous programs and a supportive learning environment.

Our learning community will work collaboratively to foster a respectful, caring environment where every student is at the center of learning with endless support, opportunity, and guidance to help them become independent, life-long learners and communicators, who are cognizant of the world around them. Our school community will proudly celebrate the accomplishments of our students and staff.

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

Bolivar-Richburg Central School District is committed to encouraging and facilitating the use of technology in ways that support student learning and achievement, improve efficiency of district operations, and encourage communication among all stakeholders within the entire school community. In addition, the district makes every effort to provide students with the 21st century tools necessary to gather and evaluate information, communicate and collaborate effectively with others, think critically and solve problems creatively, and continue to learn. The District will utilize local, state, and federal funding to maintain and expand educational technology opportunities for all students, faculty, and staff.

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.

In the Bolivar-Richburg Central School District, the planning process involved meeting with the stakeholders to address the goals and align with the mission statement in regards to technology for the Bolivar-Richburg Central School District. The following stakeholder groups have provided input on the instructional technology needs of the district through discussion and review of draft goals. The Stakeholder Groups included: Parents, Board Members, Teachers, Administrators, District Office Administration, and Technology Staff. The planning process occurred over the course of the 2021-2022 School Year in preparation of the submission of the 2022-25 Technology plan - we met regularly to develop a plan that outlines our goals and actions that align with our District's vision for technology.

Areas that were addressed - continuing issues identified during the most recent period of remote learning for our rural district where high speed broadband is still not 100%. We also addressed the financial disparity among students by committing to continue our 1:1 device program for all students regardless of financial background. We feel the state should have a vested interest in ensuring that broadband access is available to our rural communities in Western New York, as there seems to be a huge disparity in access for upstate students versus downstate students based on availability and cost.

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

In the Bolivar-Richburg Central School District 2018-2021 Instructional Technology Plan, the last three years honed-in on instructional technology use in the classroom and the professional development needed to support that work. This plan will weave in previous goals. With digital citizenship (a previous goal), we plan to continue that goal and extend that work in two ways. 1) Digital citizenship professional development and implementation of K-12 technology curriculum; 2) Technology integration in the classroom with the installation of technology such as Smart-Boards, and 1:1 devices for all students PreK - 12th; 3) Parent and community communication through the use of technology such as PowerSchool - School Messenger (auto-call), ParentSquare, district website, and responsible use of social media; and 4) Network safety and security to protect the district's data and student / staff privacy.

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

Prior to the pandemic, the Bolivar-Richburg Central School District had just introduced 1:1 devices in grades 10th through 12th. With the start of the pandemic in March of 2020, the Bolivar-Richburg Central School District administrative and technology teams aggressively implemented a district-wide 1:1 devices. Although this was not fully implemented until additional devices were able to be delivered by the start of the 2020-2021 school year in September, the majority of all households in the District had at least one 1:1 device assigned to the household from the start of the pandemic until the end of the 2019-2020 school year in June 2020.

The shift from cart-based devices to a true 1:1 environment has started to shrink any device gaps in digital equity and will allow teachers, staff and students to continue instruction and maintain daily communication if we face another hybrid or closure due to the pandemic. This shift elevates our day to day instruction as everybody in our buildings has digital access to online resources and instruction. As a District, we shifted to Microsoft Office 365, including Microsoft Teams platform, for daily student - teacher instruction in grades 3rd - 12th, and SeeSaw in Grades PreK - 2nd. We shifted professional development to ensure that all teachers could set up a Microsoft Teams Classroom for each class and that students are ready for remote learning should we have to shift to a remote environment as well as maximizing this resource to include in-person instruction. This new technology plan continues this philosophy while planning for continued technology upgrades of 1:1 devices, along with network security.

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 Bolivar-Richburg Central School District schedules regular professional development in the district through coordination with building leaders, technology, and CA-BOCES. Needs are addressed on a per case basis and then implemented at Superintendent's Conference Day Trainings or on a case-by-case basis with personal instruction by staff and experts. We also utilize the Model Schools program at CA-BOCES to coordinate training based on devices or software we've implemented in the district.

Preparation for and expansion of professional development in a synchronous environment, along with asynchronous resources and materials for our teachers and staff. Every teacher / administrator is provided a laptop to connect, communicate and deliver instruction through a variety of models as needed. All students grades 3rd - 12th are provided a take-home 1:1 device for daily instruction, and students grades PreK - 2nd, are provided in-class access to 1:1 devices, which are available to take-home should the need arise. All students (Grades 3rd - 12th), faculty, and staff are provided professional development in the use of Microsoft Office 365, including Microsoft Teams as an instructional learning platform, all students (Grades PreK - 2nd), faculty, and staff are provided professional development in the use of SeeSaw as an instructional learning platform.

Continued implementation of our increased technology peripherals to support student learning, individual needs and instruction. Looking to improve our cybersecurity program, along with enhancing our Microsoft Office 365, including Microsoft Teams platform and SeeSaw for data storage that is used for students and staff. This storage platform will provide improved access to instructional materials that will enhance learning. Finally, students, faculty, and staff will receive regular professional development in the area of network security and digital citizenship, to help ensure the safe and responsible usage of the internet.

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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III. Goal Attainment

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Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

- 1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**

The district has met this goal:

Significantly

- 2. Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**

The district has met this goal:

Significantly

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

The district has met this goal:

Fully

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

The district has met this goal:

Fully

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

The district has met this goal:

Fully

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Equal Access to Technology for All District Users:

The Bolivar-Richburg Central School District will increase the access of technology tools and resources for students, faculty, and staff. Students and faculty will have a 1:1 device in grades PreK-12, and based upon our technology plan, they will be on a replacement cycle to receive updated laptops / iPads every 3 - 4 years (depending on device condition). Teachers and students will have access to technology tools and resources to make global connections and create meaningful and authentic learning experiences. These technology tools and resources include, but not limited to: Interactive Smartboards, document cameras, audio-video carts (for classroom video productions), virtual-reality simulators, update emergency public address system throughout district buildings, internet fiber, and network servers. The District is also investing into STEAM / CTE educational space in our most recent Capital Improvement Project and would be looking to add CTE technology such as: CNC high definition plasma burn table, CNC Lathe, CNC machine-tool simulator, and a welding simulator.

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 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.

This goal will be measured by the following:

1. The creation of a current technology inventory and cycle of replacement (that will be reviewed / updated annually)
2. The creation of a budget which includes funding for new technology purchases (utilizing local and BOCES funds, along with SMART Bond Purchases)
3. The ordering and replacement / installation of devices (as per technology replacement schedule)

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.

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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 1	Planning	Inventory (Ongoing): Maintain and obtain an accurate inventory of all hardware and software, including date of purchase	Director of Technology	IT Department	06/30/2025	\$6,000
Action Step 2	Planning	Planning for Hardware Replacement (Annually): Look at use and condition of hardware, warranties and repair contracts. Plan for replacement of each type of device, including budget and timeline.	Director of Technology	Business Administrator & IT Department	06/30/2025	\$6,000
Action Step 3	Planning	Planning for Network Hardware Replacement (Annually): Work with Erie-1 BOCES / WNYRIC (WAN Team) to create a replacement schedule of network equipment to support instruction in the classroom.	Director of Technology	Business Administrator, Erie-1 BOCES / WNYRIC (WAN Team)	06/30/2025	\$6,000
Action Step 4	Purchasing	Annual Purchase of Replacement Instructional-Technology Equipment (i.e.: laptops, iPads, Smartboards (interactive) & printers) based upon Inventory and Replacement Schedule: Order, Prepare, Install, and Distribute Replacement Equipment (Annually)	Director of Technology	Business Administrator, Erie-1 BOCES / WNYRIC, and IT Department.	06/30/2025	\$750,000

7. This question is optional.

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

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IV. Action Plan - Goal 1

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Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Purchasing	Major Purchase of Replacement / Upgrades with regards to Network Equipment & Fiber. (To be purchased through BOCES / WNYRIC Project and/or SMART Schools Bond Funds)	Director of Technology	Business Administrator, Erie-1 BOCES / WNYRIC.	06/30/2025	\$500,000
Action Step 6	Other (please identify in Column 3, Description)	Recycle Old Equipment through BOCES / WNYRIC	Director of Technology	Erie-1 BOCES / WNYRIC, and IT Department.	06/30/2025	\$10,000
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:

Advancing Instruction through the Use of Technology: Digital citizenship, including student curriculum and staff professional development.

The Bolivar-Richburg Central School District will develop a culturally rich and diverse learning environment focused on digital citizenship. The Bolivar-Richburg teachers will continue to create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that builds relationships and community with a focus on digital citizenship and civic readiness. The District will support this effort through on-going staff professional development focused upon the use of instructional technology in the classroom. They will also develop a technology curriculum that is based upon NYSED K-12 Computer Science and Digital Fluency Learning Standards (December 2020) and ISTE standards for students / teachers.

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

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

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

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

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

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

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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 Bolivar-Richburg Central School District will monitor and evaluate our progress in meeting our goal on meeting our students, faculty, and staff's professional development needs with regards to instructional technology and digital citizenship. The following processes will be implemented for measurement and evaluation:

1. Annual surveys of staff regarding professional learning needs in the areas of specific tools used in the district, creation of engaging learning experiences, formative assessments, etc.
2. Use of our internal systems for data collection in areas such as student assessments, and teacher surveys on technology integration relating device/technology use to instructional goals
3. Professional development trainings will review the percentage of target populations signed up for trainings, attendance at trainings and the completion of all training modules.
4. Training feedback will be requested from participants, this information will be used to schedule advanced trainings where applicable or offer retraining opportunities.
5. Technology system operation will be reviewed to verify the user access levels and system availability. User access levels will be monitored regularly to assure appropriate access-levels and security.
6. The District's Technology committee will also utilize members to provide feedback from their schools to the team on success and issues with the integration of technology into daily instructional delivery and student engagement.
7. External feedback from parents will be completed through a periodic technology survey that rates their perception on the effectiveness of instructional technology in their child's school level.

Upon receipt of all survey and feedback information the Administrative cabinet and District's technology committee will consolidate the information and review how it aligns with our current and planned instructional curriculum. We will determine how the feedback aligns with our infrastructure and student device allocation plans. Finally, such information will be utilized to update the District's technology plan, for the purpose of budgeting, including but not limited to device replacement schedule, network upgrades, and professional development planning.

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	Research	Initial Surveys: Survey staff to determine their knowledge, comfort and commitment to digital citizenship. Survey students to asses their knowledge level. (Annually)	Curriculum and Instruction Leader	Classroom teachers	06/30/2025	\$6,000
Action Step 2	Planning	Goal Setting: Create goals and objectives for the digital citizenship curriculum that incorporate K-12 Computer Science and Digital Literacy Learning Standards as	Curriculum and Instruction Leader	Building Leaders	06/30/2025	\$6,000

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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
		well as ISTE standards. (Annually)				
Action Step 3	Professional Development	Implement professional development for teachers to begin incorporating these standards into their instruction. (Annually)	Curriculum and Instruction Leader	Building Leaders	06/30/2025	\$25,000
Action Step 4	Implementation	Begin Instruction: Digital Citizenship instruction will take place across all grade levels. (Annually)	Building Principal	Classroom Teachers	06/30/2025	\$0.00

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	Evaluation	Student Assessment: Formal or informal assessment of student knowledge to be sure we meet our objectives. (Annually)	Building Principal	Classroom Teachers	06/30/2025	\$6,000
Action Step 6	Research	Staff Follow-Up Survey: Survey staff to determine their needs and knowledge. (Annually)	Curriculum and Instruction Leader	Classroom Teachers	06/30/2025	\$6,000
Action Step 7	Professional Development	Continued Professional Development: Based on annual staff surveys, offer and adjust professional development. (Annually)	Curriculum and Instruction Leader	Classroom Teachers	06/30/2025	\$25,000
Action Step 8	(No)	(No Response)	(No)	(No Response)	(No)	(No Response)

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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
	Response)		Response)		Response)	

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Infrastructure and Security:

The Bolivar-Richburg Central School District will work to improve, monitor and protect our technology network in multi-faceted areas such as hardware, data storage, fiber redundancy and broadband capability in support of our instructional program. We will review and update the District's technology disaster recovery plan to make sure it is current to address any future technology threats to the system as a whole. Our network cyber protection plan will address known and unknown threats. There will be a comprehensive program that utilizes software threat monitoring, professional development, and the implementation of improvements in network firewall protections.

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 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 Bolivar-Richburg Central School District's cyber security program is being upgraded through multiple actions:

1. We are part of the Erie-1 BOCES / WNYRIC: Network Security Service CoSer. This CoSer includes network security topics such as vulnerability assessment, security incident management, system log monitoring, data leakage prevention, network access control, asset classification and control, user activity monitoring, and workstation patch management. They also provide regular professional development in the areas listed.
2. Technical Ed Law 2d compliance is currently handled internally, but we are finalizing an agreement to work with a third-party to assist us in this endeavor. The third-party will conduct an external review for the district regarding compliance. The report is expected in the 2022-2023 school-year. The District will review the report and address the recommended action items with the intent on completing these items by June 2023.
3. The accomplishment of the cyber-security work will be from third party reporting that will assess the specific number of threats received, stopped, and an explanation from the vendor on how the provided program is meeting the District's cyber-security needs.
4. Professional development around network security and phishing will also be conducted by the third-party under the directive of the District's technology department.

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	Cybersecurity	Continue to purchase the Network Security Service through Erie-1 BOCES / WNYRIC: Follow recommendations from Erie 1 BOCES for network security. Forward potential threats to staff to mitigate damage to our resources. (Annually)	Director of Technology	Business Administrator and IT Department	06/30/2025	\$30,000
Action Step 2	Cybersecurity	Continue to work through the NIST Cybersecurity Framework: Partner with a third party vendor to work on identifying threats and implementing best practices for security of our network and resources. (Annually)	Superintendent	Director of Technology, Business Administrator, IT Department, and 3rd party vendor.	06/30/2025	\$22,000
Action Step 3	Policy/Protocols	EdLaw 2d Compliance: Work with vendors to obtain EdLaw2D agreements. Third party vendor and software will help with this. (Annually)	Other (please identify in Column 5)	Data Protection Officer, Superintendent, Director of Technology, and 3rd party vendor.	06/30/2025	\$10,000
Action Step 4	Professional Development	Professional Development: Implement professional development to make staff aware of threats and how their actions could compromise the security of district resources. (Annually)	Curriculum and Instruction Leader	Director of Technology and 3rd party vendor.	06/30/2025	\$18,000

7. This question is optional.

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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	Community Partnerships	Community Awareness: Use district social media and public forums to keep students and parents apprised of our efforts for data security. (Ongoing)	Other (please identify in Column 5)	PR Director, Superintendent, and Director of Technology.	06/30/2025	\$10,000
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

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V. NYSED Initiatives Alignment

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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.

In the Bolivar-Richburg Central School District instructional technology is used on a regular basis to increase student engagement, provide multiple and varied tools for teachers and students to access for research, learning, and assessment. Some of these tools allow for formative assessments to impact / guide instruction, other tools are used for benchmarking towards State and District standards. We also use technology to inspire creative, and critical thinking skills where students become analysts of various content and creators of new content.

- The District use of instructional technology will serve as part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.
- Technology software and hardware will be a priority in our budget with teachers and principals engaged in a rigorous process to choose technology that supports student learning.
- The technology committee will be immersed in conversation at each quarterly meeting to deepen their teaching and learning and provide key take-aways at each building.
- The District Professional Development Plan will focus on professional development that will elevate our level of instruction.
- The Board of Education will support a goal setting process that is focused on student learning in a safe environment.
- Technology will be available to all students, all the time, in order to serve as a tool of learning.
- Annual budget process will include sufficient funding (local, BOCES, State, and Federal) to support technology replacement plan (1:1 devices, smartboards, computer servers, network hardware) and annual software license agreements.
- The District will work closely with all shareholders to help tighten network safety and security to protect the District's data and student / staff privacy.

<p>How technology is intergrated into teaching and learning throughout the District.</p>	<ul style="list-style-type: none"> • Grades PreK - 2nd platform - SeeSaw • Grades 3rd - 12th platfrom - Microsoft Office 365, including Microsoft Teams • Access to a full software list that provides extension, intervention, practice and resources for all students • EdLaw 2d approved • Aligned to ISTE standards • NYSED K-12 Computer Science and Digital Fluency Learning Standards (December 2020)
<p>Explain the extent to which technology is used by teachers to facilitate their practice.</p>	<ul style="list-style-type: none"> • Microsoft Office 365 platform, includes Microsoft Teams • Access to a full software list that provides extension, intervention, practice and resources for all students • On any given day, teachers use technology to create content connecting multimedia and documents in Microsoft Office 365, including Microsoft Teams and/or SeeSaw. Students use Microsoft Office 365, including Microsoft Teams and/or SeeSaw to work collaboratively and independently to learn, create content and to take assessments. • Content in Microsoft Teams is not limited to Microsoft Office 365 platform, but could include other platforms such as adobe, multiple-types of video-audio softwares, Flipgrid, and video conferencing platforms. • While technology is important in our district, it is more important that technology does not drive the instruction. We seek instructional best practice and student learning with technology as a supporting tool in this work. • There are a variety of EdLaw 2d approved resources for teachers and students that include EdPuzzle, IXL, Sight Reading Factory, Moodle, Reflex Math, Flipgrid, Raz-Kids, Reading A-Z, Vocabulary A-Z, Reading Eggs, Mathseeds, Zearn, NearPod, iReady, Castle learning and more.
<p>The extent to which technology is used by students to demonstrate understanding of skills and concepts.</p>	<ul style="list-style-type: none"> • Computer-Based Testing (CBT) • Microsoft Office 365, including Microsoft Teams

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	<ul style="list-style-type: none"> • SeeSaw • Moodle • IXL • Castle Learning • i-Ready
<p>The extent to which technology is used to provide multiple pathways to access and participate in learning.</p>	<ul style="list-style-type: none"> • Microsoft Office 365, including Microsoft Teams • SeeSaw • Video Conferencing, such as ZOOM • Virtual Field Trips • and a full list of online classroom resources for teachers PreK-12

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.

The Bolivar-Richburg Central School District will continue to provide students access to 1:1 devices but as a rural District, not everyone has access to broadband internet that would be able to facilitate remote learning. We do not have adequate cell coverage to provide personal wifi devices that utilize cell coverage and our internet providers have just recently started to expand their coverage to our more rural communities. The long term goal to facilitate access to broadband internet would fall upon the state as a local school district doesn't have the funds and/or resources to implement any solutions. We have provided public wifi in all district parking lots for parents and children to utilize as well as partnered with both our public libraries to provide spaces for students to work remotely. We also share information to parents about resources available to them to utilize the technology provided by the district on the district's website and facebook page.

Our Technology Plan will continue to provide for replacement of devices over a 3 to 4 year cycle which is budgeted in both the general fund and BOCES budgets. The District will update this plan on an annual basis based upon enrollment in each grade level. The District has upgraded our broadband access to 2GB and will monitor to see if 5GB is needed, along with exploring the possibility of fiber redundancy where available. The District does have mobile access points available to students who do not have any type of internet access and will continue to work with our families to provide access where lacking. As we move forward for the long-range plan we will explore hardware & software advances and improvements that will support instructional learning, while providing network security. All network activity is routed through our firewalls and filters to ensure that students only access what is appropriate.

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 Bolivar-Richburg Central School District is committed to differentiating technology to allow full access to the curriculum. The District’s technology plan addresses the needs of students with disabilities and English Language Learners to ensure equitable access to curriculum, instruction, materials, and assessments. With the support and techniques that we provide, students with a learning disability and English Language Learners at Bolivar-Richburg Central School District are able to compensate for difficulties that they may have in learning the curriculum. We strive to help them grow as independent learners and provide them with assistive technologies that include both the simple and the complex to expand their learning opportunities and promote a more positive classroom environment.

Student IEPs address assistive technology and adaptation to materials to allow full access to instruction. When in classrooms, students with disabilities have access to enlarged print materials, zoom text and visual acuity devices, voice to text, hearing devices, speech dictation and word prediction software, enlarged letter and braille keyboards, iPads and laptops with software that align with IEP needs. In addition, all classrooms have data projection systems to enlarge materials and resources, FM systems, and all special education classrooms have interactive white boards. Our District believes in keeping students in our District (versus sending them to an outside program) whenever appropriate and we provide all that a student needs for full access to classroom instruction in the general education classroom. When simple adaptations are insufficient, other technologies are explored to address concerns regarding adequate curriculum access. The technology that is provided can help motivate the learners and engage them in learning no matter the skills. Our budget and technology plan both fully support student IEP needs and classroom teachers ensure equitable access for all learners.

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

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

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

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

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

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

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

Yes

7a. If Yes, check one below:

Other (please explain in Question 7b, below)

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

The Bolivar-Richburg Central School District does not currently have any ELL students enrolled, but does recognize that we need to be able to address the needs of ELL students should any enroll in the District in the future. The use of technology and ELL software will be key instructional tools to differentiate learning and to increase their student language development and content learning.

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 elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Writing and technology workshop for teachers
- Enhancing children's vocabulary development with technology
- Writer's workshop in the Bilingual classroom
- Reading strategies for English Language Learners
- Moving from learning letters to learning to read
- The power of technology to support language acquisition
- Using technology to differentiate instruction in the language classroom
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Web authoring tools
- Helping students connect with the world
- The interactive whiteboard and language learning
- Use camera for documentation
- 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 checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input 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 checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | <input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. | <input 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 checked="" 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 checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. | |

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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	2.30
Technical Support	1.80
Totals:	5.10

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	Professional Development	Instructional and Administrative Professional: Computer Software & Digital Citizenship Curriculum Development	30,000	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 checked="" type="checkbox"/> Grants <input checked="" 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	General Fund Budget / BOCES Co-Ser
2	Network and Infrastructure	Server switches, access Points, and Fiber / Cable	500,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	General Fund Budget / SMART SchoolsBond

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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 checked="" type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Instructional and Administrative Software	Microsoft Office 365 and other Instructional Software	250,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	General Fund and BOCES CoSer
4	End User Computing Devices	Student, Faculty, and Staff: iPads, Laptops, and Desktops; also Smartboard (Interactive) and other classroom technology equipment.	750,000	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 checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid	General Fund, BOCES CoSer, and SMART Schools Bond

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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 checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			1,530,000			

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?**

Not Applicable

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

<https://www.brcs.wnyric.org/Page/262>

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 checked="" type="checkbox"/> Engaging School Community through Technology	<input type="checkbox"/> Policy, Planning, and Leadership
<input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> English Language Learner	<input checked="" type="checkbox"/> Professional Development / Professional Learning
<input type="checkbox"/> Blended and/or Flipped Classrooms	<input checked="" type="checkbox"/> Instruction and Learning with Technology	<input checked="" type="checkbox"/> Special Education Instruction and Learning with Technology
<input 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 checked="" type="checkbox"/> Digital Equity Initiatives	<input checked="" type="checkbox"/> Online Learning	<input type="checkbox"/> Other Topic B
<input type="checkbox"/> Digital Fluency Standards	<input 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 Retzlaff	Superintendent of Schools	mretzlaff@bolivarrichburg.org	<input checked="" type="checkbox"/> 1:1 Device Program <input checked="" 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 checked="" type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input checked="" 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 checked="" type="checkbox"/> Professional Development / Professional Learning <input checked="" 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/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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