

**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?**

Neil MacDermott

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

Other

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

Instructional Technology Coordinator

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

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**1. What is the overall district mission?**

The Lynbrook School District is a K-12 collaborative learning environment where all stakeholders are integral to providing each and every learner with a challenging and balanced learning experience. The Lynbrook School District is committed to systematic and continuous instructional improvement that provides students with rich and rigorous learning opportunities. Each student is a valued individual with unique physical, social, emotional, and intellectual needs. Each student should be the center of the learning experience and therefore actively engaged. Each student should feel comfortable in the learning environment to pursue his or her personal excellence.

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

Lynbrook is a community, and it is as a community that we will define our next steps into the Information Age. Our district has a long and proud history of technological innovation and integration. What makes our next steps most challenging is our need to address the unique needs of a generation that has never known another world other than one where technology is ubiquitous and all pervasive. In this new era, the essential pedagogical mission remains the same—to engage students and teach them to think critically and creatively. The tools we use to accomplish this task, which once were paper and pencil, slate and chalk, are transformed now into laptops, tablets and desktops, interactive whiteboards and blogs. Yet, at the heart of it all, remain the indispensable relationships of teacher to student and home to school. Therefore, it is in the context of these relationships that we set out our vision for the next three to five years. Lynbrook Public Schools are dedicated to the development of students prepared for college and careers in the twenty-first century. The Lynbrook community and educators developed a comprehensive curriculum featuring integrated technology to foster collaboration and critical thinking skills for all students.

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

The development of the district Technology Plan was the product of an ongoing, collaborative process involving multiple stakeholder groups. In order to develop a structure to support long-range planning and evaluation, the district invested time and energy into the Future Ready Schools initiative. The district sent a team of staff members to the regional Future Ready Institute. Those attendees served as turn-key trainers during the development of the District Technology Committee. The committee evaluated the district's current practices and created an ongoing structure within the district to assess and improve technology-enhanced instruction. The committee represented stakeholders from many groups: district and building administrators, teachers from elementary, middle and high school levels, a Library-media specialist, a technologist, parents and students. The work done by the District Technology Committee provided the foundation of the New York State Technology Plan. The committee met six times between November, 2021 and March, 2022. The meetings resulted in several positive outcomes including the creation of the NYS Technology Plan, revision of the district website and development of a subcommittee to enhance the implementation of computer science activities at the elementary and middle school levels.

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

The 2022-2025 Technology plan builds upon the previous technology plan by continuing the successful practices and implementations.

The prior plan focused upon the following goals:

- Expand the 1:1 initiative to grades 3-12 to ensure equitable access to all students and providing a digitally enhanced learning environment.
- Create a Professional Development Plan that provides staff members multiple pathways to access high quality, relevant professional learning opportunities for teachers.
- Expand curricular and instructional opportunities to facilitate personalized learning experiences for students.

The challenges posed by the COVID crisis led to an expansion in the 1:1 laptop program to grade levels beyond the initial scope of the previous three-year plan. The 2022-2025 plan support the expanded implementation to grades kindergarten through twelfth grade.

The district plan supports the curricular and instructional opportunities by strengthening the adoption of key technologies. Very important adoptions include distance learning technologies, Cisco WebEx and Microsoft Teams, needed for remote instruction. Additionally, the district also adopted and implemented learning management systems, SeeSaw and Schoology, to improve communication and organization for students and teachers during remote instruction.

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

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

The Instructional Technology Plan reflects many of the lessons our district learned during the COVID pandemic. Prior to the pandemic, the district supported a 1:1 laptop program for grades 6-12. In response to the crisis, the district purchased laptops for all K-5 students to ensure every student had a district-issued device to support learning. The district responded to the pandemic by investing in distance learning tools such as Cisco WebEx and Microsoft Teams. Additionally, the district implemented two learning management systems, SeeSaw (grades K-3) and Schoology (grades 4-12), to improve instruction and communication.

To ensure the teachers were capable of providing quality instruction in remote and hybrid environments, extensive professional development was necessary to implement the new communication tools and learning management systems. The district collaborated with the Lynbrook Teacher Center to provide customized training to all teachers and teaching assistants through face-to-face and virtual sessions prior to the 2019-20 school year. The training was designed to develop the appropriate technical skills to use the new software, but also included best practices for remote/hybrid instruction. The initial trainings were followed up with embedded professional development provided by technology staff developers. The 2022-2025 Technology Plan incorporates provisions for continuous professional development.

The pandemic presented the district with the real possibility of remote instruction for our students. To ensure each student had adequate Wi-Fi access within the home, the district conducted a survey of the entire community. The district identified families lacking reliable Wi-Fi access and provided T-Mobile hotspots during our hybrid learning experience. The 2022-2025 Technology Plan includes the goal of monitoring home Wi-Fi access and providing appropriate support.

Lynbrook Public Schools considers parent involvement a priority in our planning and implementation. The planning committee for the 2022-2025 Technology Plan included representatives from all stakeholder groups. Notably, two parents served as key members of the planning committee providing valuable insights.

**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.**

Lynbrook Schools places great value on professional development for the instructors that work with students. The district collaborates with the Lynbrook Teacher Center to conduct needs assessment surveys to determine areas of staff proficiency and need.

District training is provided through a combination of efforts:

- two dedicated staff developers that conduct training sessions during the school day and provide embedded professional development
- Hootcamp, teacher led professional development based upon the EdCamp model
- the Lynbrook Teacher Center offers professional development opportunities available outside the school day
- the district also leverages professional development opportunities provided by product vendors
- the district makes use of Nassau BOCES Model Schools trainers to support teacher training

To ensure the efficacy of our training efforts, the district and the teacher center conduct surveys at the conclusion of professional development sessions. The data gathered from those surveys help provide guidance in the development of future trainings.

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**2022-2025 Instructional Technology Plan - 2021****III. Goal Attainment**

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

- 1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**  
**The district has met this goal:**

Significantly
- 2. Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**  
**The district has met this goal:**

Significantly
- 3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**  
**The district has met this goal:**

Moderately
- 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:**

Moderately

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

## IV. Action Plan - Goal 1

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**1. Enter Goal 1 below:****Integrating Technology to promote personalized learning for all students****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 type="checkbox"/> All students  | <input checked="" type="checkbox"/> Economically disadvantaged students   |
| <input type="checkbox"/> Early Learning (Pre-K -3)   | <input type="checkbox"/> Students between the ages of 18-21   |
| <input checked="" type="checkbox"/> Elementary/intermediate  | <input 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 type="checkbox"/> Students in foster care  |
| <input checked="" type="checkbox"/> English Language Learners  | <input type="checkbox"/> Students in juvenile justice system settings   |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students   |
| <input 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 district makes extensive use of evaluation tools to determine the efficacy of the technology implementations. The evaluation tools take the place of NYS Assessments including 3rd-8th grade ELA and Math evaluations, locally administered benchmark assessments (FastBridge Assessments), classroom based formative assessment. In addition to student assessments, the district will employ family surveys to gather feedback from our parental stakeholders. The district will reconvene the Technology Committee regularly to evaluate the collected data to determine progress towards goals and recommend changes to improve efficiency towards achieving those goals.*

**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	Evaluation	Research supports necessary to support the needs of diverse	Curriculum and Instruction	N/A	09/30/2022	0

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

## IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		learners. Identify suitable technologies to mitigate needs.	Leader			
Action Step 2	Purchasing	Implement Technology to allow special needs learners to access content (i.e. Name Coach & Schoology Text to Speech)	Director of Technology	N/A	11/01/2022	4000
Action Step 3	Professional Development	Appropriate training provided to affected staff prior to the implementation of technology integration	Director of Technology	N/A	12/01/2022	0
Action Step 4	Planning	Work with committee comprised of stakeholders to review and improve the district website to facilitate the communication of vital information to the community	Curriculum and Instruction Leader	N/A	09/30/2022	0

**7. This question is optional.**

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

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

**2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Response)		Response)		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:****Create district-wide improvements for greater security, speed and efficiency.****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 type="checkbox"/> All students  | <input checked="" type="checkbox"/> Economically disadvantaged students   |
| <input type="checkbox"/> Early Learning (Pre-K -3)   | <input type="checkbox"/> Students between the ages of 18-21   |
| <input checked="" type="checkbox"/> Elementary/intermediate  | <input 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 type="checkbox"/> Students in foster care  |
| <input checked="" type="checkbox"/> English Language Learners  | <input type="checkbox"/> Students in juvenile justice system settings   |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students   |
| <input 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.**

To evaluate the speed and efficiency of our network infrastructure, the district will use BOCES Utilization Reports to determine throughput speed and reliability. To determine the availability of Wi-Fi for our students while at home, the district will use surveys. To augment this empirical data, the district will use anecdotal information from our guidance department, social workers, and psychologist about families in need. The district will reconvene the Technology Committee regularly to evaluate the collected data to determine progress towards goals and recommend changes to improve efficiency towards achieving those goals.

**6. List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Infrastructure	Upgrade District-wide IP Infrastructure Project to provide high speed broadband	Business Official	N/A	09/01/2022	190,000



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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
Action Step 2	Infrastructure	Security Project to ensure student safety Secure vestibules - door ajar sensors, access control panels, security cameras	Business Official	N/A	06/01/2025	650,000
Action Step 3	Infrastructure	Replace all Wireless Access Points to improve reliability and connectivity	Business Official	N/A	09/01/2022	200,000
Action Step 4	Research	Student Online Safety Monitoring Software - Investigate vendor options for software to: ensure digital assessment security, monitor student internet activity during instructional times, prevent bullying and self-harm	Director of Technology	N/A	10/01/2022	0

**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	Purchasing	Student Online Safety Monitoring Software	Business Official	N/A	09/01/2022	12,000
Action Step 6	Professional Development	Student Online Safety Monitoring Software - provide staff development to all instructional staff on the use of the software.	Director of Technology	N/A	10/01/2022	0
Action Step 7	Purchasing	Student Home Wi-Fi Based upon survey data, acquire mobile hotspots for students	Business Official	N/A	10/01/2022	2,000

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

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		demonstrating need				
Action Step 8	Learning Spaces	Renovate and modernize Lynbrook Senior High School Library Media Center	Business Official	N/A	10/01/2022	1,400,000

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

## IV. Action Plan - Goal 3

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**1. Enter Goal 3 below:**

The district will implement a computer science coding initiative in grades 3-8.

**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 type="checkbox"/> All students  | <input checked="" type="checkbox"/> Economically disadvantaged students   |
| <input type="checkbox"/> Early Learning (Pre-K -3)   | <input type="checkbox"/> Students between the ages of 18-21   |
| <input checked="" type="checkbox"/> Elementary/intermediate  | <input 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 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 type="checkbox"/> Students in foster care  |
| <input checked="" type="checkbox"/> English Language Learners  | <input type="checkbox"/> Students in juvenile justice system settings   |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students   |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity                    | <input type="checkbox"/> Other (please identify in Question 3a, below)  |

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

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

**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 will use a series of assessments: formative, NYSED Assessments and LEA Benchmark (FastBridge Assessments) to evaluate the effectiveness of the implementation. The district will track progress towards STEAM courses at the high school level.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Research appropriate coding programs for grades 3-8 to enhance computational thinking	Director of Technology	N/A	10/01/2022	15,000
Action Step 2	Professional Development	Professional Development to	Director of Technology	N/A	10/30/2022	0

**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
	nt	prepare elementary and middle school librarians to deliver instruction				
Action Step 3	Evaluation	Evaluation of implementation and refinement of program	Director of Technology	N/A	06/01/2023	0
Action Step 4	Implementation	Expanded implementation into elementary classrooms Co-teach model	Director of Technology	N/A	10/01/2023	15,000

**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	Evaluation	Evaluation of implementation and refinement of elementary classroom program	Director of Technology	N/A	06/01/2024	0
Action Step 6	Professional Development	Professional development for middle school teachers	Director of Technology	N/A	09/01/2024	0
Action Step 7	Implementation	Expanded implementation into middle school classrooms	Director of Technology	N/A	10/01/2024	15,000
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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**2022-2025 Instructional Technology Plan - 2021**

IV. Action Plan - Goal 3

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

Lynbrook Public Schools implements a 1:1 laptop program for all students in grades K-12 with the goal of providing digital equity to all children attending our schools. Technology provides valuable opportunity for students to continue their learning beyond classroom instruction. The district subscribes to a wide selection of digital resources to enable students to enhance their skills and to meaningfully engage with thought provoking content.

The digital platforms provide opportunities for the teachers to utilize formative assessments quickly and frequently, thus providing valuable feedback. The feedback will inform teacher decision making, provide opportunities to enrich instruction and meet students where they are in their development. The information will help teachers address instructional gaps and provide remediation to those in need.

Over the course of this technology plan, the district plans to update the interactive white boards throughout the district, and those boards will provide opportunity for teachers to model instruction and peers to demonstrate successful practices.

To facilitate access to the digital resources the district implemented a single sign-on solution, ClassLink, to make it easier for all users to gain immediate access. The implementation of learning management systems, Seesaw and Schoology, enhance student organization and communication. Students will use integrated messaging systems to engage with teachers. Additionally, students unable to attend school have access to classroom instruction through the learning management systems. Students have opportunity to engage in meaningful projects to demonstrate their learning in a variety of mediums: videos, presentations, audio recordings. They have the ability to collaborate using shared documents – word processing and presentation, etc. Diverse learners who have difficulty succeeding in traditional classrooms can demonstrate their learning using assistive technology resources – dictation software and translation tools.

**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.**

Lynbrook schools will provide “everywhere, all the time” learning opportunities by providing a 1:1 laptop program for all students in the K-12 district. Every learner will have an equal opportunity to access instruction and content within our buildings. To ensure the quality of access, the district will undertake a series of infrastructure projects to enhance the stability and connectivity of the network. All the wireless access points will be updated to improve the Wi-Fi capability. Thus, ensuring quality connectivity within our school buildings, Lynbrook will work to ensure our students also have adequate wireless access within their homes. The district will survey the community and provide solutions for families in need.

Lynbrook believes continuous professional development is necessary to prepare teachers to deliver quality instruction in technology infused classrooms. In the short term, the district will continue to provide two technology staff developers, and in the long term, the district will look for opportunities to increase staffing for the purposes of staff development and improved communication.

**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.**

In Lynbrook Schools, students with diverse learning needs have access to various technologies to help facilitate engagement with instructional content and assist students demonstrate their learning. Teachers use technology to provide instructional content to students using our learning management system. Utilizing that management system, teachers have the ability to assign differentiated and modified assignments to students with disabilities that accommodate their learning needs. All district students are trained in the use of integrated technology features that support their learning such as:

- Immersive Reader a feature allowing students to modify font size and type to improve visibility and legibility. Additionally, the Immersive Reader feature enables students to have text content read aloud for students that learn best auditorily.
- Dictation a feature that allows students to verbally express their ideas and have the computer convert those statements into text that can later be edited and published to demonstrate their learning.

Students with learning needs who require specialized software applications (i.e., Read and Write software) or specialized hardware (i.e., a headset with microphone) have any items indicated on the IEP and provided as needed.

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

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

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

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

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom                                   | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom                                    | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology                                     |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world   | <input checked="" type="checkbox"/> Electronic communication and collaboration   |
| <input 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 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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## V. NYSED Initiatives Alignment

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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 district translates documents into the most common languages used -Spanish, Albanian, Tagalog.

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom               | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom                | <input checked="" type="checkbox"/> Electronic communication and collaboration                      |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world                     | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility       |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers                            | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology                        | <input 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 type="checkbox"/> Reading strategies for English Language Learners                                   | <input checked="" 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 |   |



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

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- 9. How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.   | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.  | <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input 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 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 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 checked="" type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD./ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below)  |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.   | <input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.    |   |

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

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

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

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

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

## 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	2.00
Technical Support	5.00
<b>Totals:</b>	<b>8.00</b>

**2. Investment Plan**

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

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

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

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	Annual purchase of 1:1 devices to refresh aging devices and to provide for new entrants	1,200,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	District Technology Reserve Fund
2	Network and Infrastructure	Network Wring Project	500,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	None

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## VI. Administrative Management Plan

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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
					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	
3	Peripheral Devices	3-year plan to Replacement of interactive whiteboards	400,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	District Technology Reserve Fund
4	Instructional and Administrative Software	Student monitoring softwaer	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 type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	None

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

## VI. Administrative Management Plan

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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	
<b>Totals:</b>			<b>2,130,000</b>			

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

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.lynbrookschoools.org/departments/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](mailto:edtech@nysed.gov).

**2022-2025 Instructional Technology Plan - 2021****VII. Sharing Innovative Educational Technology Programs**

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

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> 1:1 Device Program                     | <input 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 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 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 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	Neil MacDermott	Instructional Technology Coordinator	neil.macdermott@lynbrookschools.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 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 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 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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