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?**

   ▮▮▮▮▮▮▮

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.**

   Senior Information Services Business Analyst

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

Foster students' individual talents and abilities in a nurturing environment of equity.

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

District - Ensure all students equitable access to a high-quality education and graduate each student as a productive member of society.

Information Management & Technology Division - To ensure that IT services are provided in a timely, high-quality manner, designed to meet the educational needs of students and technical needs of staff, working within the expectations established by industry, security and technology best practices.

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

The 2022-2025 plan is not an entirely new plan but instead a continuation of the Rochester City School District's Instructional Technology Digital Transformation plan which began in the Fall of 2015. We continue to build on this planning process that began as a Digital Transformation Focus Group initially formed in the 2015-16 school year, composed of staff from both Academics and Technology. As a current practice, both the Executive Director of Instructional Technology and Director of Learning Management Systems regularly attend the weekly Teaching and Learning department meetings. This allows for a degree of collaboration and alignment that is unprecedented in the District. Collaboration around the intersection of curriculum, teaching, learning and technology happens live during these weekly conversations.

The vast majority of the elements of this plan are funded and reflected in the district's ARP and CRSSA plans. The planning for this began in April of 2020 and there were a series of weekly meetings with the grant department, as well as, senior district leadership, the superintendent and NYS monitor. Upon the approval of these elements, the plan was then shared in a number of stakeholder meetings:

Parent and Community Forum
Wednesday, May 26, 2021, 5:30 p.m.
Thursday, June 10, 2021, 5:30 p.m.

Student Forum
Wednesday, June 2, 2021, 1:00 p.m. - 3:00 p.m.
Tuesday, June 22, 2021, 3:30 p.m.

RCSD Employee Forums
Wednesday, June 9, 2021, 2:30 p.m. - 3:30 p.m.
Wednesday, June 9, 2021, 3:45 p.m. - 4:45 p.m.

Principal Forums
Friday, May 28, 2021, Network Principal Meetings

Parent Forum on August 21, 2021

Discussion of ECF funding during board meetings in October 2021 and November 2021

As a result of these presentations, meetings were also had with new incoming board members in January of 2022.

Additionally, meetings are held each year with the leadership of each union. Most recently in the late Fall of 2021.

There were two additional student forums scheduled in the winter of 2022, but an unfortunate event led to both events being canceled. The student representative from the Board and leader of the Student Leadership Congress provided feedback solicited from the student body.

Significant feedback that resulted in actions in this plan include a refresh of all student devices with touchscreen devices, refresh of staff devices with touchscreens and refresh of projectors. Additional feedback regarding online professional development conducted by the IT department has affirmed that these efforts should continue and new options for "open enrollment" have been added. Virtual coursework was another area that students indicated that they would like expanded access to and that is continuing through the LTG and ACA grants.

As a Big 5 district, there are many elements of "Information Technology " that fall out of the traditional scope of Instructional Technology. The Instructional Technology Plan represents a portion of the district's greater Information Management and Technology Strategic Plan which will be finalized in the Spring of 2022.

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

This plan is in most ways a continuation of the prior plan. While the prior plan referred to Digital Transformation as more of a singular event with a defined end, the events of the past 3 years have outlined that this is more of a sustained initiative. The development of this plan was different in that many stakeholders no longer needed compelling reasons to make digital shifts as the need has been demonstrated. Currently, the most pressing need is a refinement of the practices and efforts to sustain the initiatives.

At the beginning of the prior plan, gathering technology leadership and instructional leadership was often a challenge and was driven by technology leadership. The culture of the district has shifted so that technology is now more of a forethought than an after-thought for the vast majority of stakeholders.

Many of the elements of this plan were driven by the planning process for significant expenditures of ARP and CRSSA funds. Internally the process for this required many rounds of review, alignment to district instructional goals and review of need. While in some ways similar to Smartbond, this process was more unique in that it was an opportunity to capitalize on what was demonstrated to work in the district while accounting for challenges that the district faces such as declining enrollment and revenue. These factors have led us to study operational factors and plan for supporting increasingly important and utilized technology without significant staffing increases. Replacing projectors with interactive flat panels for example reduces the cost of maintenance and consumables such as bulbs. While utilizing all Interactive Flat Panels was a desired state during the original Smartbond process and prior ITP, at the time the technology was almost double the cost and would have impacted the ability to implement other desired Smartbond initiatives such as 1:1 student devices. Making these investments now when the technology has matured allows us to continue both 1:1 student devices and front of classroom technology.

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

The original plans called for 1:1 student devices in school, a state that was achieved prior to COVID. This model was built around a classroom model however where students had 1:1 in school, but not at home. In the Fall of 2019, we began take-home for students in grades 9-12 and rapidly accelerated to take home 1:1 PK-12. Transitioning to take home has resulted in accelerated wear and support needs. This plan accounts for a full refresh of all student devices with touchscreens and ensures manufacturer support beyond the reasonable life of the devices.

One of the challenges that prevented take home prior was insufficient access to the internet in students' places of residence. Internal projects and partnerships with Sprint/T-Mobile, as well as, state and federal programs such as ConnectEd and EBB (and successors) have led to a current state where internet access at home is a solvable problem. Continuation of the federal programs and an endowment from a local philanthropic organization should allow this to continue for the duration of this plan.

The district was well underway with the use of Google Classroom and Agilix Buzz as the primary learning management systems in grades 3-12. Seesaw was introduced as the learning management system at PK-2 to reflect the unique needs of students in those grade levels. The use of all three is planned to continue.

The prior ITP had a focus on PD that served to be especially helpful when the district pivoted to remote instruction. The vast majority of teachers had taken the foundational PD needed to use Chromebooks and Google tools. The current plan enhances the PD focus from technology use to increased personalized and student-centered learning.

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

Yes

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

PROFESSIONAL DEVELOPMENT

THE PLAN'S VISION

To create an educational culture that empowers students to succeed in the learning process, and one that utilizes technology as a support for students to become well prepared for college, career and life.

TEACHER SUPPORT

To leverage the classroom technology equipment and to meet the needs of RCSD students, the district recognizes it must have a well-trained corps of teachers. These teachers must be able to effectively integrate technology into their instruction and support their students' use of these new devices in order for the students to succeed and thrive in the 21st Century.

THE PLAN'S CURRENT GUIDING PRINCIPLES

• The power to transform teaching and learning resides within well-prepared teachers.

• Teachers can improve instructional practices through effective use of technology.

• Modern Individualized Learning Environments are greatly enhanced through the access to and well-planned use of digital instructional materials. Instructional Technology plans to accomplish these goals in a variety of ways. Some are current practices while others are newly implemented or planned.

Four levels to our professional development series, *Ready, Set, Go* and *Accelerate* to encourage the digital transformation of education in Rochester schools.

• *Ready* **level series** demonstrates WHY it is essential that teachers integrate technology into their instructional practice. This series includes foundational courses to help ensure teachers are ready to effectively embrace a 1:1 student:device learning environment.

• *Set* **level series** demonstrates WHAT they should do differently. The *Set* online learning courses will advance teachers from the initial foundations of effective technology integration established in the *Ready* series. *Set* level classes are designed for teachers who have completed the *Ready* series. This level presents instructional best practices that integrate technology, such as blending and flipping classroom instruction and practices to support culturally responsive pedagogy. This series includes the Dynamic and SMART courses that provide strategies and skills to integrate specific tools for creation or targeted instruction.

• *Go* **level series** demonstrates HOW they can achieve a transformation of their instructional practice. In the *Go!* collegial learning circle series, teachers and administrators will join content or school specific colleagues to plan, implement, and reflect upon the transformation of their practice with technology in a collegial environment. RCSD book circles for educators focusing on the personalization and culturally and linguistically responsive practices. Book circles will provide opportunities for teachers who prefer an in-depth learning experience with extended time to focus on content ideas and reflect on how new strategies impact their teaching.

• *Accelerate* **level In Action series** will demonstrate bite size cycles of classroom implementation. The *Accelerate* model will allow teachers to expand upon their understanding of personalized learning, plan for utilization, implement the new skill or strategy in classrooms with students, and then reflect upon the effectiveness of instruction. By including these components, teachers will be able to internalize the experiences and gain confidence in their practices to make lasting changes in their teaching practices.

• *Accelerate* series Administrator Technology summit where administrators have a dedicated day with their colleagues to access content experts and digital leaders through a keynote address and sessions that focus on the next steps in personalized learning in today's ever-changing landscape of education. The summit allows administrators to experience some of the digital practices that they expect of their teachers.

• *Accelerate* series EdCamp unconference where participants from RCSD and nearby districts will focus on learning from each other, sharing resources, and sharing ideas.

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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:

   Moderately

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1.   **Enter Goal 1 below:**

Replace approximately 1,500 projector and membrane SMARTboards with Interactive flat panels and provide training by June 30, 2025.
IT Strategic Goal: IM&T will support an instructional environment that is rich in interactive learning technologies and provide instructional and operational support directly to school staff, teachers and administrators. This will be accomplished through a variety of methods including the upgrade of classroom instructional hardware, in-person support as well as indirectly through robust support materials and resources.

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

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

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

☑ All students	☐ Economically disadvantaged students
☐ Early Learning (Pre-K -3)	☐ Students between the ages of 18-21
☐ Elementary/intermediate	☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Middle School	
☐ High School	☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students with Disabilities	
☐ English Language Learners	
☐ Students who are migratory or seasonal farmworkers, or children of such workers	☐ Students who do not have internet access at their place of residence
☐ Students experiencing homelessness and/or housing insecurity	☐ 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

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.**

Completion of the board replacement project. At least one building based training regarding the utilization of the new boards.

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	Learning Spaces	IT Staff will upgrade and maintain operational front of classroom technology and TOA's will work	Director of Technology	n/a	09/30/2024	10,500,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		with teachers to utilize the technology to meet their instructional needs				
Action Step 2	Professional Development	TOAs will work with instructional staff to implement training and in-class support as classroom upgrades are completed and new technology is installed.	Teacher on Special Assignment	n/a	06/30/2025	100,000
Action Step 3	Communications	TOA's will create how to guides, videos and tutorials for the instructional technology equipment. These guides and videos will be posted on the RCSDLearns website for easy access	Teacher on Special Assignment	n/a	06/30/2025	20,000
Action Step 4	N/A	n/a	N/A	n/a	07/01/2021	n/a

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

	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						

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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
	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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1. **Enter Goal 2 below:**

Reduce reliance on vendor derived coursework by producing district owned content for the top 15 most utilized classes by June 30, 2025.
IT Strategic Goal: To provide sustainable learning opportunities for students within a virtual learning environment, including credit recovery, initial credit, AP, and dual credit opportunities.

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.**

☐ All students	☑ Economically disadvantaged students
☐ Early Learning (Pre-K -3)	☑ Students between the ages of 18-21
☐ Elementary/intermediate	☑ Students who are targeted for dropout prevention or credit recovery programs
☐ Middle School	
☑ High School	☑ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☑ Students with Disabilities	
☑ English Language Learners	
☑ Students who are migratory or seasonal farmworkers, or children of such workers	☑ Students who do not have internet access at their place of residence
☑ Students experiencing homelessness and/or housing insecurity	☑ 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

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.**

Increasing our internal virtual coursework, by adding 5 courses a year for a total of 15 courses in the 3 year timeframe.

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	Budgeting	In order to become self-reliant and provide sustainable course options for the RCSD, we will create a budget line for the	Director of Technology	n/a	06/30/2024	150,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		development of quality digital rich materials and resources to support fully online and blended instruction in our secondary schools to meet the needs of Rochester's diverse student population. This undertaking will provide the district with a self-sustainable virtual learning environment, removing the reliance on vendor based virtual resources.				
Action Step 2	Research	Selecting online courses that are utilized more frequently to target first to maximize our cost effectiveness.	Teacher on Special Assignment	n/a	06/30/2024	0
Action Step 3	Other (please identify in Column 3, Description)	Develop and Implement - Choose a team of staff to develop, review and implement courses.	Director of Technology	n/a	12/31/2024	200,000
Action Step 4	Evaluation	Panel of eLearning staff and content specialists review and refine courses in preparation for release to students.	Teacher on Special Assignment	n/a	06/30/2025	0

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

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

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1. **Enter Goal 3 below:**

   Develop a series of at least 3, online professional developments focused on personalized learning with technology as a core focus by June 30, 2025. IT Strategic Goal: The Instructional Technology Department will collaborate with the Teaching and Learning Department and other District stakeholders to develop, deliver, and/or support high-quality educator professional development that focuses on modern, equity based, technology rich learning experiences. Through this work and a focus on personalized learning we can support content area instruction that drives academic improvement and student love of learning.

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

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

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

   ☐ 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)

   3a. **If 'Other' was selected in Question 3 above, please identify target student population(s).**

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.**

   Using the completion report available in True North Logic.
   Teachers will increase their completion rate of online professional development by 15% over the course of the timeline. Evidence will be obtained using the completion report available in True North Logic.

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

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Run and analyze completion report	Teacher on Special Assignment	n/a	06/30/2025	0
Action Step 2	Collaboration	Collaborate with Teaching & Learning and other stakeholders to create and facilitate classes that support the curriculum	Teacher on Special Assignment	n/a	06/30/2025	0
Action Step 3	Planning	Create and update online professional development courses	Teacher on Special Assignment	n/a	06/30/2025	50000
Action Step 4	Implementation	Facilitate the professional development	Teacher on Special Assignment	n/a	06/01/2025	50000

7.   **This question is optional.**

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

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

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

   Yes

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1. **Enter Goal 4 below:**

   Refresh all student and teacher assigned devices with supported, in-warranty, touch screen devices by June 2025.
   IT Strategic Goal: The Rochester City School district strives to provide a rich, stable learning and working environment for all students and staff. We leverage industry standard platforms, including Microsoft Office 365 and Google Workspace for Education, as well as modern hardware with touchscreen capabilities to empower our users to work and learn to their fullest capacity. While additionally ensuring that students have access to the internet at school and home.

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.**

☑ All students	☐ Economically disadvantaged students
☐ Early Learning (Pre-K -3)	☐ Students between the ages of 18-21
☐ Elementary/intermediate	☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Middle School	
☐ High School	☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students with Disabilities	
☐ English Language Learners	
☐ Students who are migratory or seasonal farmworkers, or children of such workers	☐ Students who do not have internet access at their place of residence
☐ Students experiencing homelessness and/or housing insecurity	☐ 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

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.**

   Monitor the percentage of students and teachers that are assigned a touch screen device via our inventory and deployment system.
   The goal will be accomplished with 100% of student and teachers having the appropriately determined device.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Evaluate budget	Director of	n/a	07/01/2	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		resources and grants to purchase devices.	Technology		022	
Action Step 2	Evaluation	Research and evaluate appropriate devices	Other (please identify in Column 5)	Multiple - TOSA, Director of Tech, Helpdesk/Technician Leads	08/01/2022	0
Action Step 3	Planning	Planning for the distribution and ongoing support of student and staff devices.	Other (please identify in Column 5)	Multiple - TOSA, Instructional/PD Coach, Helpdesk/Technician Leads	09/01/2022	0
Action Step 4	Implementation	Deployment of staff and student devices and ongoing support of devices. Provide troubleshooting documentation and expectations of care and use of devices.	Other (please identify in Column 5)	Multiple - TOSA, Instructional/PD Coach, Helpdesk/Technician Leads	06/30/2025	12000000

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

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

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

        Yes

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IV. Action Plan - Goal 5

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1. **Enter Goal 5 below:**

Provide implementation and ongoing support for at least 3 major curricular/Teaching and Learning digital content initiatives by June 30, 2025.
IT Strategic Goal: The Instructional Technology Department will collaborate with the Teaching and Learning team and other district stakeholders to provide and support sustainable equitable access to high quality content/curriculum with the use of digital resources.

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.**

☑ 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

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 evidence and data collected will include the usage reports of the educational software in ROConnect interface.

6. **List the action steps that correspond to Goal #5 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	IT TOAs will work with instructional staff to incorporate high quality content/curriculum	Other (please identify in Column 5)	Multiple - Director of Technology, Curriculum/Instruction Leader, TOSA	06/30/2025	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		with the use of digital resources.				
Action Step 2	Curriculum	Making the content and curriculum seamless accessible for staff and students.	Teacher on Special Assignment	n/a	06/30/2025	0
Action Step 3	Implementation	IT TOA's will provide assistance to instructional staff with curriculum and resources thru school and classroom support.	Teacher on Special Assignment	n/a	06/30/2025	0
Action Step 4	Evaluation	A member of the Instructional Technology team will pull and analyze data utilization reports for digital applications.	Teacher on Special Assignment	n/a	06/30/2025	0

7. **This question is optional.**
   If more action steps are needed, continue to list the action steps that correspond to Goal #5 from your answer to Question 1, above.

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

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V. NYSED Initiatives Alignment

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1. **Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.**

   The district has adopted standards-based digital curriculum, programs, content and resources across the core subject areas for most grade levels. iReady is being used for Math and ELA instruction for most students across the district in the elementary and intermediate grades. The district is currently reviewing programs for use at the secondary level for intervention in Math and ELA. Common Formative Assessments are being facilitated via the Edulastic platform for most grades. Bilingual and dual-language students are using the iStation platform for language arts. There are a variety of additional programs used as resources across the content areas such as Brainpop, Discovery Techbooks (starting fall of 2022), Read180/System 44, Raz Kids, Castle Learning and Gizmos to name a few.

   Outside of the programs mentioned above, there are a number of technology tools used by teachers for instruction both inside and outside the classroom. Google Classroom and Seesaw are the primary learning management systems used by the vast majority of teachers with fully virtual and some blended courses at the secondary level using Agilix Buzz (branded eLearning). There are a wide variety of creative tools and collaboration tools used by teachers including Google Workspace for Education, Thinklink, Padlet, Bookcreator, edPuzzle, and Peardeck to name a few. The district uses Classlink (branded ROConnect) as a portal to access resources and tools for students, teachers and staff. This allows for a single point of entry and increased accessibility. All tools that a user is licensed for will display on their Classlink page.

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 RCSD continues to provide a Chromebook for each child and the current plan is to refresh essentially all of these devices so that they are covered under manufacturer support, warranty and have a touchscreen. The current plan funds these devices through a combination of ECF and ARP/CRSSA funds. Expanding out past this plan window the district looks to continue to fund this initiative through other funding sources such as Smart Schools Bond Act funds and works diligently to advocate and identify new funding sources.

   The district currently provides internet to many students using mobile hotspot devices. These devices are currently funded and provided by a variety of programs and sources including the T-Mobile 10 Million project. The service for these devices is currently covered under the FCC ECF funding and once this funding expires the district looks to use funding set aside by a local philanthropic organization to cover the monthly cost through the completion of this plan. Ongoing efforts to identify new sources of mobile hotspots and funding to provide service will continue throughout the plan.

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.**

   Assistive technology is considered for all students with disabilities. Tier One interventions are universally available technology such as 1:1 Chromebooks for multisensory access to materials and support across curriculum areas. Tier Two interventions are technology that may be available specific to a building or with the further support of a specialist for training and implementation (e.g. picture symbols to help students communicate). Tier Three interventions are technology solutions that are customized to help students with disabilities access materials or complete academic tasks that they would not be able to do without the technology. High tech equipment includes hardware (laptop, word processor, tablet, augmentative communication device, head or eye-controlled device) and software (word prediction, text to speech, speech to text).

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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)

    4a. **If 'Other' was selected in Question 4 above, please explain here.**

    Direct instruction is recorded in some cases.

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.**

    ☑ Technology to support writers in the elementary classroom

    ☑ Technology to support writers in the secondary classroom

    ☑ Research, writing and technology in a digital world

    ☑ Enhancing children's vocabulary development with technology

    ☑ Reading strategies through technology for students with disabilities

    ☑ Choosing assistive technology for instructional purposes in the special education classroom

    ☑ Using technology to differentiate instruction in the special education classroom

    ☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills

    ☑ 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

    ☑ Helping students with disabilities to connect with the world

    ☐ 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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6a. **If 'Other' was selected in Question 6 above, please explain here.**

Direct instruction is recorded in some cases.

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

Yes

7a. **If Yes, check one below:**

In the 5 languages most commonly spoken in the district

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

(No Response)

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

☑ 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)

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.**

☐ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☑ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☐ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☐ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☑ 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.

☐ 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.

☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

☑ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☑ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☑ 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.

☑ 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.

☑ Class lesson plans, materials, and assignment instructions are available to students and families for

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ 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.

☐ 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.

☑ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☐ Provide online mentoring programs.

☐ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☐ Offer a technology/support hotline during flexible hours.

☐ Make sure technology/support is offered in multiple languages.

☑ Other (Please identify in Question 9a, below)

9a. **If 'Other' was selected in Question 9 above, please explain here.**

We track McKinney-Vento referrals electronically for various tracking purposes, which also inititates the transportation request for that student automatically.

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.**

☑ 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)

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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	6.00
Instructional Support	10.00
Technical Support	45.00
Totals:	**61.00**

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	Student Chromebook replacement	14,000,000	Both	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☑ Other (please identify in next column, to the right) ☐ N/A	ECF and CRSSA
2	Other (please identify in next column, to the right)	Interactive displays for the front of classrooms	9,200,000	Both	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public	CRSSA

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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 ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☑ Other (please identify in next column, to the right) ☐ N/A	
3	End User Computing Devices	Classroom, labroom, and staff computer refresh	7,000,000	Both	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☑ Other (please identify in next column, to the right) ☐ N/A	CRSSA and ECF
4	Instructional and Administrative Software	Upgrade of Microsoft and Google licensing and replacement of virtual course content	2,500,000	Both	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid	ARP, CRSSA

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
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☑ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**32,700,000**			

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

   Yes

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

   https://www.rcsdk12.org/Page/1350

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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.**

☑ 1:1 Device Program	☐ Engaging School Community through Technology	☐ Policy, Planning, and Leadership
☑ Active Learning Spaces/Makerspaces	☐ English Language Learner	☑ Professional Development / Professional Learning
☑ Blended and/or Flipped Classrooms	☑ Instruction and Learning with Technology	☐ Special Education Instruction and Learning with Technology
☐ Culturally Responsive Instruction with Technology	☑ Infrastructure	☑ Technology Support
☐ Data Privacy and Security	☐ OER and Digital Content	☐ Other Topic A
☑ Digital Equity Initiatives	☑ Online Learning	☐ Other Topic B
☐ Digital Fluency Standards	☐ Personalized Learning	☐ 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	Timothy Johnsen	Executive Director of Instructional Technology	timothy.johnsen@rcsdk12.org	☑ 1:1 Device Program ☑ Active Learning Spaces/Makerspaces ☑ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☑ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☑ Instruction and Learning with Technology ☑ Infrastructure ☐ OER and Digital Content ☑ Online Learning ☐ Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning ☐ Policy, Planning, and Leadership ☑ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☑ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ 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)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

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

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VII. Sharing Innovative Educational Technology Programs

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

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