

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

I. District LEA Information

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Page Last Modified: 01/03/2022

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

Art Schouten

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

Director of Technology

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

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

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

The mission of the Wappingers Central School District is to empower all of our students with the competencies and confidence to challenge themselves, to pursue their passions, and to realize their potential while growing as responsible members of their community.

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

Through the use of instructional technology, the Wappingers Central School District envisions a technology-rich learning experience for each student throughout their educational years, Kindergarten through grade 12. Student experiences include a nurturing, safe, and accessible educational technology environment that meets the needs of each student's learning style and those skills defined for college/career and life readiness. Viewing technology as an elemental part of our students' education allows for an increase in their potential for future success in line with and outlined in local, state and national standards. With the ability to acquire and disseminate necessary information from a wealth of sources, students will graduate as problem solvers and critical thinkers who prosper in the 21st century.

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

In working with the Assistant Superintendent for Compliance and Information Systems and other district stakeholders, the Director of Instructional Technology works with district and building-level committees to explore emerging technologies and curricula to evaluate their relevance to the district. The Director of Instructional Technology is responsible for ensuring that the District stays current with new and emerging technologies and monitors the district's progress towards its goals for the use of technology.

The Director of Instructional Technology is charged with the mission of developing, revising and updating the district's strategic technology plan.

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

The district continues to build upon the work that was outlined in our last technology plan. Students will continue to use technology as a tool in all aspects of the curriculum to build an understanding from the earliest practical point. The use of technology will support critical thinking, collaboration, creativity, and communication through the development of student-centered, project-based instruction. We want to evaluate technology to ensure that it supports the teaching and learning process while aligning to district goals, commit resources to acquire and support technology in our schools, and continue to support and advance our technology framework and infrastructure ensuring effective and efficient use of district-wide technology. As we move forward, we want to advance teachers' technological competencies and provide continuing professional development and opportunities for collaboration. This equips teachers to use technology to create a student-centered environment that enhances the learning process.

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

The COVID pandemic highlighted the areas we need to address as we move forward. Fortunately, the district had already laid out plans to improve district connectivity by increasing district-wide bandwidth while also focusing on infrastructure upgrades at our Junior Highs. The district also acquired a number of mobile hotspots during the pandemic which we continue to maintain for families that do not have adequate internet access at home and are currently part of our 1:1 initiatives.

The district has also embraced a new 1:1 initiative for both our junior high programs as well as an alternative high school program. It is our goal to expand this program each year until it spans across grades 7-12. This plan was a direct result of the pandemic. Our staff and students embraced the wider use of technology and technology-based projects during our remote and hybrid instructional periods and requested that the district find a way to build upon these experiences and opportunities as we returned to the classroom full time in September 2021.

Our professional development teams were the fabric that held our programs together since going remote in March 2020. Our teams were able to provide instructional support from Day Zero and assisted the district in developing our remote and hybrid models. They continue to build upon the work that they started with our staff and students, embracing the experiences that were developed, and continue to develop programming that supports our classrooms.

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

No

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

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**6a. What are your plans to become a fully 1:1 District? (Covers all grades K-12 as applicable)**

The district continues to improve access to student devices and applications. It is our primary goal to ensure that there are enough devices in each of our 15 academic buildings to maintain an equitable student-to-device ratio. The district will also implement a 1:1 program starting with the junior high schools during the 2021-22 school year. Students in 7th and 8th grade will be assigned a device that we will remain with them through graduation. Students in 7th grade will receive their devices thereafter. The district hopes to incorporate grades 10-12 during the 2022-23 school year as well. Once our wireless network has been upgraded at our 10 elementary schools, the district plans to expand our 1:1 program during the 2023-24 school year. This is dependent upon funding from the district's most recent Smart Schools Bond Act Grant that will be submitted in the spring of 2022. The district has also developed a 1:1 program for our alternative high school program as well. Students who enter the program are also assigned a device. The students are allowed to keep the device until they graduate or separate from the program.

As students graduate, the district plans to use those devices to fill in gaps at the elementary levels depending upon the condition and compatibility of the devices. The district will need to review said plans and adjust accordingly.

**6b. When will the District become fully 1:1?**

School year 2023-2024

**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.**

It is the goal of the WCSD to provide professional development programs for instructional and non-instructional staff that sustains the district technology plan objectives by:

- Continuing to implement the ISTE standards with students, teachers and administrative staff.
- Providing district created on-line resources such as our Technology Tutorial Videos for staff development.
- Continuing to provide in-service training through MLP to district staff members.

Topics include:

- Flipped Classrooms
- Blogging
- Teaching to the use of multiple devices
- Google apps for education
- Data driven instruction
- Document camera, interactive displays, and other peripherals
- iPads and educational Apps
- Professional Learning Networks
- Strategies for supporting Digital Citizenship
- Student productivity & collaboration
- Formative assessments and devices that can support it

Method of Delivery:

- Inservice courses
- Faculty meetings
- Online district created resources
- Professional learning days
- Turn Key training
- Conference based training
- Local District Technology Certification (ACIT)

Audience:

- All Faculty and Staff
- Students via classroom instruction via Technology Integration Specialists
- Parents / Students via online resources

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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:**

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

## IV. Action Plan - Goal 1

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**1. Enter Goal 1 below:**

Students will use technology as a tool in all aspects of the curriculum to build an understanding from the earliest practical point. The use of technology will support critical thinking, collaboration, creativity, and communication through the development of student-centered, project-based instruction.

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

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

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

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

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

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

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

The district will continue to review purchases for the 1:1 program on an annual basis and assure that we have budgeted for enough devices for the following school year. At the same time, the district will continue to maintain an equitable number of devices for all students in our elementary programs as well.

The district will review our professional learning catalogs to assess the types of courses offered, the number of courses offered, attendance, etc. to ensure that we are providing adequate learning opportunities for our staff. The district will also meet with the professional development teams on a monthly basis to review our coaching model, address learning needs, and plan additional programming.

The district will also continue to maintain our annual software/hardware purchases, reviewing any necessary changes, upgrades, etc. The district will also review data reports from Lightspeed Relay and LearnPlatform in order to review utilization across the district. This data will be used when reviewing annual purchasing and renewals.

**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.**

## 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
Action Step 1	Purchasing	The district continues to improve access to student devices and applications. It is our primary goal to ensure that they are enough devices in each of our 15 academic buildings to maintain an equitable student-to-device ratio. The district will also implement a 1:1 program starting with the junior high schools during the 2021-22 school year. Students in 7th and 8th grade will be assigned a device that we will remain with them through graduation. Students in 7th grade will receive their devices thereafter.	Director of Technology	N/A	06/30/2025	1,000,000
Action Step 2	Professional Development	The district will provide ongoing professional development and teacher coaching through the Technology Integration department. Our Technology Integration Teachers will provide one-on-one assistance as well as whole group instruction through professional development opportunities throughout the school year. This will include in-class instruction as well as face-to-face, web-based, and hybrid professional	Instructional Technology Coach	N/A	06/30/2025	250,000

**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
		development opportunities.				
Action Step 3	Curriculum	There will be a direct correlation between curriculum development and the use of technology. The technological skill levels of students should be elevated to the point where they become producers rather than consumers of information and technology.	Classroom Teacher	N/A	06/30/2025	0
Action Step 4	Infrastructure	The district will support and advance the district's network infrastructure to ensure that the system can support the district's technology needs includes bandwidth, backup, and updates.	Director of Technology	N/A	06/30/2025	1,500,000

**7. This question is optional.**

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

**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
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

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**1. Enter Goal 2 below:**

Evaluate technology to ensure that it supports the teaching and learning process while aligning to district goals, commit resources to acquire and support technology in our schools, and continue to support and advance our technology framework and infrastructure ensuring the effective and efficient use of district-wide technology.

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

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

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

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

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

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

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

The district will continue to work with our network providers to ensure that we have developed an annual refresh schedule to address networking needs. This will include the replacement of aging equipment as well as the addition of new equipment to maintain appropriate connectivity.

The district will continue to adhere to a refresh schedule for all classroom devices to ensure that we are replacing aging equipment on a set schedule.

The district will meet with the professional development team on a monthly basis to ensure that we are aligning our software/hardware purchases with professional learning opportunities.

The district will also continue to meet with our STEAM committee to discuss the implementation of STEAM K-12 as well as continued classroom needs including equipment, professional learning opportunities, and additional resources. The committee will also work together to develop showcases for the Science Fair and Curriculum Showcase.

**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.**

**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
Action Step 1	Infrastructure	Support and advance the ongoing maintenance of the district's network infrastructure. Assess infrastructure needs such as network traffic and establish upgrade strategies to stay ahead of changing demands.	Director of Technology	N/A	06/30/2025	1,500,000
Action Step 2	Purchasing	Continue to maintain and replace technology equipment on a regular schedule. Include annual funding to support and advance district technology on existing equipment that has not reached end of life. Provide funding for the additional purchase of hardware/software to provide equitable access to technology throughout the district.	Director of Technology	N/A	06/30/2025	250,000
Action Step 3	Budgeting	Continue to utilize our technology integration teachers to work with our teachers and students to support our goals and objectives as it relates to instructional technology.	Director of Technology	N/A	06/30/2025	0
Action Step 4	Budgeting	Continue to review the technical needs of each department throughout the district's 15 schools including transportation, facilities, and food services.	Director of Technology	N/A	06/30/2025	0

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

## IV. Action Plan - Goal 2

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**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	Curriculum	Use science, technology, engineering, art & math (STEAM) to further the educational plan of the district and to improve the quality of teaching and learning and promote the integration of STEAM in the curriculum.	Instructional Technology Coach	N/A	06/30/2025	0
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

## IV. Action Plan - Goal 3

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**1. Enter Goal 3 below:**

Advance teachers' technological competencies and provide continual professional development and opportunities for collaboration. This equips teachers to use technology to create a student centered environment that enhances the learning process. Continue to explore ways to use technology to customize the curriculum to meet students' needs.

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

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

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

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

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

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

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

The district will review our professional learning catalogs to assess the types of courses offered, the number of courses offered, attendance, etc. to ensure that we are providing adequate learning opportunities for our staff. The district will also meet with the professional development teams on a monthly basis to review our coaching model, address learning needs, and plan additional programming.

**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	Professional Developme	Continue to utilize our technology integration	Instructional Technology	N/A	06/30/2025	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	teachers to work with our teachers and students to support our goals and objectives as it relates to instructional technology.	Coach			
Action Step 2	Professional Development	We will expand upon teachers' existing technological competencies through targeted professional development to meet their individual learning goals.	Instructional Technology Coach	N/A	06/30/2025	0
Action Step 3	Curriculum	Provide students with skills for the 21st century while ensuring students have the appropriate tools and applications available to advance learning..	Classroom Teacher	N/A	06/30/2025	0
Action Step 4	Curriculum	Continue to implement and promote the use of ISTE Standards for Students, Teachers, and Administrators as means of identifying instructional technology goals and objectives.	Classroom Teacher	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 #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						

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

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

No

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**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.**

The use of instructional technology should coincide with academic standards when and where appropriate. We should NOT incorporate technology into our instruction for the sake of use technology. Instead, we should understand the appropriate use of the most effective tools necessary to attain and retain knowledge. Our staff and students will continue to develop the appropriate skills that align with classroom instruction and real world applications.

In order to improve the use of instructional technology in the classroom, the Wappingers Central School District has worked to improve student access to technology. We understand that we must ensure equitable access to devices if we are to provide rigorous instruction through the use of instructional technology. We cannot assume our teachers will be able to develop and implement technology-enriched instructional when they have infrequent access to the necessary tools.

The district also wants to make sure that our teachers have the appropriate resources available for the planning and development of technology-enriched instruction. Therefore, the district continues to supply all faculty at the K-6 level with chromebooks geared toward instructional planning and development. This will coincide with ongoing professional develop through our Technology Integration Coaches which will help us align instructional technology, classroom resources, and academic rigor.

The district will also continue to assess the resources available to our faculty and staff to ensure that we have the appropriate tools to foster learning. This may include but not be limited to mobile technologies, display technologies, robotics, 3D printing, CNC design and development, recording technologies, etc. that may be used to enhance student understanding and demonstration of knowledge on an academic and/or real-world level.

**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 district continues to improve access to student devices and applications. It is our primary goal to ensure that they are enough devices in each of our 15 academic buildings to maintain an equitable student-to-device ratio. The district will also implement a 1:1 program starting with the junior high schools during the 2021-22 school year. Students in 7th and 8th grade will be assigned a device that we will remain with them through graduation. Students in 7th grade will receive their devices thereafter.

In order to support the 1:1 initiative at our junior highs, the district has also upgraded the infrastructure of those buildings to meet the demands on the wireless network. This work has been completed over the past two years and ensures that every classroom has adequate connectivity for student learning. Going forward, the district plans to upgrade the elementary buildings as well.

The district has also developed a 1:1 program for our alternative high school program as well. Students who enter the program are also assigned a device. The students are allowed to keep the device until they graduate or separate from the program.

During the pandemic, the district also purchased mobile hotspots for students/families that did not have adequate access at home. The district has continued to maintain a number of these hotspots for students participating in the 1:1 initiatives to use if home access is an issue.

The district will also continue to maintain and upgrade student computer labs, mobile cart availability, and classroom-specific technology.

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

## V. NYSED Initiatives Alignment

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- 3. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.**

The WCSD strives for equity among departments, schools and students. To ensure that all learners have access to technology, the Technology Support Services staff and the Director of Technology, work cooperatively with principals, departmental directors, special education directors and administrators to balance the needs of our schools.

ELL, and Students with Disabilities will also benefit greatly from the addition of this classroom technology. The multi-modal learning experiences that this technology supports will bring additional opportunities to these learners. With this technology, learning is aided by media-rich lessons, which are fully interactive which help students who are language deficient or who have a disability overcome some of the obstacles they may face in a classroom without this technology.

By improving our access of devices throughout our district, which will improve access to those devices throughout the day. This will provide improved access for ENL and Special Education students who use various assistive technology apps that the devices provide including but not limited to translation capabilities, video/voice recording, text-to-speech, speech-to-text, as well as improved access to teacher materials through Google Apps for Education and other related sites.

In addition, The Technology Support Services department also works closely with the Special Education department to ensure that special education students who require additional support receive the necessary assistive technology devices, software, and equipment outlined by the Committee on Special Education and the Special Education Department. This may include, but not be limited to 1:1 devices such as Chromebooks, iPads, or similar devices and/or additional assistive applications and programs.

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

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

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

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



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## V. NYSED Initiatives Alignment

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom               | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom                | <input checked="" type="checkbox"/> Electronic communication and collaboration                      |
| <input 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 checked="" type="checkbox"/> Enhancing children's vocabulary development with technology             | <input checked="" type="checkbox"/> Web authoring tools   |
| <input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom                            | <input checked="" type="checkbox"/> Helping students connect with the world                         |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners                        | <input checked="" type="checkbox"/> The interactive whiteboard and language learning                |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read                        | <input checked="" type="checkbox"/> Use camera for documentation                                    |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition                 | <input type="checkbox"/> Other (please identify in Question 8a, below)                              |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom |   |

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## 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 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 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 checked="" type="checkbox"/> Offer a technology/support hotline during flexible hours.  |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.  | <input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for  | <input type="checkbox"/> Make sure technology/support is offered in multiple languages.  |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.  | <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD./ or private online video channel)./  | <input type="checkbox"/> Other (Please identify in Question 9a, below)   |
| <input type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.   | <input type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.     |  |

**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	7.00
<b>Totals:</b>	<b>10.00</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	N/A	1,000,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	End User Computing Devices	N/A	250,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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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 type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Network and Infrastructure	N/A	3,000,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Professional Development	N/A	250,000	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	N/A

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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
					<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>4,500,000</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.wappingersschools.org/domain/41>

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

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

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

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## VII. Sharing Innovative Educational Technology Programs

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

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted to obtain more information about the innovative program(s) at your district.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(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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