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?**

    Ron Velez

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.

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

The mission of the White Plains School District is to educate and inspire all students, while nurturing their dreams, so they learn continually, think critically, pursue their aspirations and contribute to a diverse and dynamic world.

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

The White Plains School Community provides equitable and secure access to contemporary technology to enhance teaching and learning for all students and teachers. The utilization of technology is aligned with curriculum goals in ways that engage students in higher level thinking and inquiry-based learning to improve achievement for all learners.

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 district has three groups that are involved in organizing and planning the instructional technology plan. The District Technology Committee meets monthly during the school year after school. Through the outcomes of these meetings the committee(s) gets feedback from stakeholders through district and building level technology and staff development committee participation, stakeholder surveys, other school site visits, vetted research, and outside consultants and the BOCES LHRIC Leadership and Model Schools technology programs.

The outcomes from these meetings provide the basis for instructional technology training, curriculum development and integrationing technology best practices in the classrooms and development offerings for a given school year.

The Professional Learning Planning Team is composed of the members of each school, in addition to other members of the school community. Administrators, CSEA, higher education, parents, pupil services, and the central office are represented on the team. The goals and outline of the technology plan are presented to this team for review and input to ensure the technology plan is consistent with the goals of district's professional development plan.

The Board of Education Curriculum Committee is comprised of Board of Education members, Central Office, Union Representatives, pupil services, parents and/or community members. The goals of the technology plan are presented to this committee for review and input to ensure the technology plan is consistent with the goals of district's curriculum long range plans and goals.

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

Due to the Covid 19 pandemic, the technology needs of our students and staff were modified due to the unique challenges that were faced during the 2019-2020 and 2020-2021 school years, such as schools being remote, hybrid instruction and very demanding social/emotional issues. We have built upon the previous plan to accelerate resources, funding, training, tools and staff to support the requirements of a flexible learning and teaching environment.

The planning committee identified its strengths from the previous plan by reviewing the items that impacted the ability of the district to implement teaching and learning during the pandemic. The items included the 1:1 iPad program for all students, adopting K-12 Learning Management Systems for all students and the tremendous amount of professional development that was coordinated for all staff. Areas of improvement that we implemented during the pandemic were the completion of a 1:1 iPad program and the full adoption of the K-12 Learning Management Systems. The continued areas of improvements are providing flexible opportunities for all staff to participate in professional development activities, introducing innovative STEAM programs, active learning spaces and digital equity.

All of the goals from the previous plan were achieved, but are on-going at the same time. Technology continues to transform public education, through innovative and flexible learning opportunities for students and staff.

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

As a result of the Covid pandemic, the district has designed instructional models that allow our schools to pivot between in-person, hybrid, and fully remote options when a situation requires such change in a seamless motion.

The district will continue to fund its 1:1 device program through its annual budget process. The new plan outlines the instructional requirements for technology resources such as: online systems, software, hardware, data systems, assessments, and training.

The plan addresses the need for flexibility in teaching and learning, where students are given opportunities to learn under different modalities, locations, self-paced or in collaboration with their peers.

Parent and community engagement during the technology planning was achieved through the annual technology assessment, participation on the district wide staff development committee and the Board of Education Curriculum Committee. The technology long range plan and budget presentation are presented annually at the public Board of Education meetings, where community input is also available. The district's technology professional development sessions are each required to include unit and lesson development that are aligned with the ISTE and NYS Standards as well as district curriculum and are reviewed by administrative staff. The collection of these various sources of data will be used to evaluate the following key areas:

• How are teachers and students enhancing critical thinking skills with technology.

• How are teachers and students using various forms of technology for flexible, creative, collaborative, rigorous and equitable teaching and learning.

• How are lesson plans and curriculum aligned with NYS Standards related to mastery of technology, digital literacy and engineering such as: NYS K12 Computer Science and Digital Fluency Learning Standards; 21st Century Information Literacy Standards; Next Generation Science Standards.

• How often do teachers and students discuss and review digital literacy, cyberbullying and cybersafety.

• Is the quality, quantity and delivery of the various technology professional development opportunities meeting the needs of the staff.

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.**

In addition to the District Instructional Technology Committee, the District Staff Development Policy Board, made up of Teachers, Administrators, Parents, and a representative from Higher Ed. meet throughout the school year to design, plan and review the district's professional development plans, activities, and offerings, including but not limited to instructional technology training and outcomes.

The overall professional development model decided upon by both committees for technology are the strategies to improve teaching and learning, promote collaboration and digital citizenship aligned with ISTE, NYS Standards and the district curriculum.

The District's Staff Development Policy Committee works under the direction of the Assistant Superintendent for curriculum and instruction to design and develop a comprehensive professional development plan to support the district's vision and mission.

The primary goals of these instructional technology models are to promote engagement with content, student responsibility for learning, and high academic rigor. Teachers will be provided with extensive technical training to learn to use mobile devices and evaluate software to enhance student learning. Teachers will also learn to design specific activities to promote collaboration and digital citizenship and provide students with differentiated learning opportunities. These activities include but are not limited to benchmark lessons, small group mini lessons, how to sheets, peer tutoring, how to podcasts. The cohort of teacher leaders will receive follow up in classroom coaching throughout the school year so that they are prepared to become turnkey trainers for their colleagues. These teacher leaders will also open their classrooms for inter-visitations and serve as model classrooms.

This instructional model is aligned with the existing technology professional development offered to all teachers annually throughout the district. Through the district's building level and district wide technology committees, specific technology related professional development opportunities are offered through our own Teacher Center or via out of district training opportunities through BOCES Model Schools, NYSCATE or ISTE.

The instructional staff is given the opportunity to receive ongoing training on the use of applications that support student learning and promote collaboration and digital citizenship. Outcomes of each session include unit and lesson development that are aligned with the ISTE and NYS Standards as well as district curriculum. Training sessions are offered during Staff Development Days as well as after school, Saturdays, and summers for in service credit or training stipends. Topics in support of the technology vision include:

• Apple iPads and apps for Instruction
• Schoology Learning Management System
• SeeSaw Learning Management System
• Nearpod
• Kahoot
• Digital Assessments
• BenQ Interactive TVs
• Virtual and Augmented Reality
• Robotics
• Coding for all grades
• Audio and Video production
• Video Conferencing and online learning techniques
• Online Digital Resources (e.g., online databases, websites, etc.)

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2022-2025 Instructional Technology Plan - 2021

III. Goal Attainment

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

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

     Significantly

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

     Significantly

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

     Fully

4.   **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**
     The district has met this goal:

     Significantly

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

     Moderately

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1. **Enter Goal 1 below:**

   Students will solve problems individually and collaboratively by applying technology skills to real world scenarios and adjusting the dynamics of a global environment, while taking responsibility for their own learning in a technology infused classroom that utilizes a variety of the content, research and learning management software tools available to all students and staff.

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
☐ Middle School	credit recovery programs
☐ High School	☐ Students who do not have adequate access to
☐ Students with Disabilities	computing devices and/or high-speed internet at their
☐ English Language Learners	places of residence
☐ Students who are migratory or seasonal farmworkers,	☐ Students who do not have internet access at their place
or children of such workers	of residence
☐ Students experiencing homelessness and/or housing	☐ Students in foster care
insecurity	☐ 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 district has subscribed to the Byte Bytes Clarity Technology Assessment System for the last five years through our LHRIC/BOCES model schools program and will continue to utilize this assessment system for the future. The district conducts the Clarity technology assessment annually and the results are reviewed by the district central office and the district's technology committee. The results of the assessment are used to help drive decision making around technology professional development and review any gaps in services, software, or hardware needs.   The Byte Bytes Clarity Technology Assessment survey data is used to measure goal accomplishment by comparing data to previous years assessments and examining the increases (or decreases) in the specific metrics being measured to determine if they are meeting benchmarks (using 60+% positivity or completion rate).

   The district also conducts an evaluation for each technology professional development session to determine if the session met the participant expectations and measures the quality of the content and of the instructor (using 60+% positivity rate). In addition, every teacher that completes a technology training is required to submit a lesson plan to demonstrate their proficiency in the course content for use in the classroom.

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

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Annually purchase Hardware/Devices	Director of Technology	NA	06/30/2025	$5100000
Action Step 2	Professional Development	Annually Coordinating/Securing Professional Development	Other (please identify in Column 5)	Coordinator of Instructional Technology	06/30/2025	525000
Action Step 3	Implementation	Annually Use resources and apply training practices to the classroom environment	Classroom Teacher	NA	06/30/2025	0
Action Step 4	Evaluation	Annually Conduct Bright Bytes Technology Survey	Director of Technology	NA	06/30/2025	30000

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	N/A	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	N/A	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	N/A	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	N/A	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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1. **Enter Goal 2 below:**

    Students and staff will advocate and practice safe, legal, and responsible use of information and technology using the New York State K12 Computer Science and Digital Fluency Learning Standards (ex. Impacts of Computing, Computational Thinking, Networks & System Design, Cybersecurity, Digital Literacy).

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
☐ Middle School	credit recovery programs
☐ High School	☐ Students who do not have adequate access to
☐ Students with Disabilities	computing devices and/or high-speed internet at their
☐ English Language Learners	places of residence
☐ Students who are migratory or seasonal farmworkers,	☐ Students who do not have internet access at their place
or children of such workers	of residence
☐ Students experiencing homelessness and/or housing	☐ Students in foster care
insecurity	☐ 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 district has subscribed to the Byte Bytes Clarity Technology Assessment System for the last five years through our LHRIC/BOCES model schools program and will continue to utilize this assessment system for the future. The district conducts the Clarity technology assessment annually and the results are reviewed by the district central office and the district's technology committee. The results of the assessment are used to help drive decision making around technology professional development and review any gaps in services, software, or hardware needs. The Byte Bytes Clarity Technology Assessment survey data is used to measure goal accomplishment by comparing data to previous years assessments and examining the increases (or decreases) in the specific metrics being measured to determine if they are meeting benchmarks (using 60+% positivity or completion rate).

    The district also conducts an evaluation for each technology professional development session to determine if the session met the participant expectations and measures the quality of the content and of the instructor (using 60+% positivity rate). In addition, every teacher that completes a technology training is required to submit a lesson plan to demonstrate their proficiency in the course content for use in the classroom.

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.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Annually Purchasing of Material and Supplies for Classroom technology	Director of Technology	NA	06/30/2023	$10,000
Action Step 2	Professional Development	Annually Coordinating Professional Development Contracts	Other (please identify in Column 5)	Coordinator of Instructional Technology	06/30/2023	10,000
Action Step 3	Implementation	Annually Using the material and professional development practices to implement in the classroom	Classroom Teacher	NA	06/30/2023	0
Action Step 4	Evaluation	Annually conducting the Bright Bytes Technology Survey	Director of Technology	NA	06/30/2023	10,000

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	N/A	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	N/A	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	N/A	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	N/A	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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1. **Enter Goal 3 below:**

   The district will annually utilize a variety of internal trainers, expert consultants, other educational entities, including institutes of higher education, to offer workshops, in-service and graduate courses (online and in-person), to continue to provide a foundation of technology proficiencies and integration strategies for classroom instruction, at home and real life situations. The purpose shall be to continuously improve the technology proficiency of staff, which will assist to meet the diverse learning needs of their students, including best practices for English language learners, and specialized instruction for students with disabilities

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
☐ Middle School	credit recovery programs
☐ High School	☐ Students who do not have adequate access to
☐ Students with Disabilities	computing devices and/or high-speed internet at their
☐ English Language Learners	places of residence
☐ Students who are migratory or seasonal farmworkers,	☐ Students who do not have internet access at their place
or children of such workers	of residence
☐ Students experiencing homelessness and/or housing	☐ Students in foster care
insecurity	☐ 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 district has subscribed to the Byte Bytes Clarity Technology Assessment System for the last five years through our LHRIC/BOCES model schools program and will continue to utilize this assessment system for the future. The district conducts the Clarity technology assessment annually and the results are reviewed by the district central office and the district's technology committee. The results of the assessment are used to help drive decision making around technology professional development and review any gaps in services, software, or hardware needs. The Byte Bytes Clarity Technology Assessment survey data is used to measure goal accomplishment by comparing data to previous years assessments and examining the increases (or decreases) in the specific metrics being measured to determine if they are meeting benchmarks (using 60+% positivity or completion rate).
   The district also conducts an evaluation for each technology professional development session to determine if the session met the participant expectations and measures the quality of the content and of the instructor (using 60+% positivity rate). In addition, every teacher that completes a technology training is required to submit a lesson plan to demonstrate their proficiency in the course content for use in the classroom.

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	Budgeting	Annually budget for the contracts for technology trainers - both in district and outside contractors	Other (please identify in Column 5)	Coordinator of Instructional Technology	06/30/2025	450000
Action Step 2	Professional Development	Annually coordinate the technology courses offering and certify completions	Other (please identify in Column 5)	Coordinator of Instructional Technology	06/30/2025	0
Action Step 3	Implementation	Annually teachers that participate in technology training are required to prepare a lesson plan for review and share with colleagues for best practices	Classroom Teacher	NA	06/30/2025	0
Action Step 4	Evaluation	Annually teacher that participate in any technology training must complete a survey on the quality of the content of the session and on the quality of the instructor	Other (please identify in Column 5)	Coordinator of Instructional Technology	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	N/A	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	N/A	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	N/A	(No Response)	(No Response)	(No Response)	(No Respo	(No Response)

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
					nse)	
Action Step 8	N/A	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

No

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V. NYSED Initiatives Alignment

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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 uses a variety of models to improve teaching and learning and promote collaboration and digital citizenship aligned with ISTE, NYS Standards and the district curriculum. The district will use 1:1 Mobile devices that provide 24/7 access to instructional resources such as online databases and curriculum specific software applications, and cloud-based software that promotes collaboration and creativity.
Teachers and students will have greater access to resources that promote personalized learning as well as peer to peer collaboration. This increased access will allow teachers to create differentiated learning pathways that allow all students to achieve success.
As part of this plan, inclusion of students with disabilities will be accommodated with input from the district assistive technology consultant. The consultant participates in CSE meetings where Assistive technology hardware and software is recommended. This person also works with the Office of Technology to purchase and implement recommended assistive technology devices or software and provides professional development and training to the staff, students, and parent/guardians.

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 began the implementation of its 1:1 iPad program about 5 years ago, where in grades K-5 we began to install iPad carts (25 iPads each) into each classroom and in Grades 6-12 students were given their own personalized iPad. The 1:1 project was completed in September 2021, with over 7000+ iPads in the district for all students and staff. The district has committed to funding the annual iPad replenishments through the installment purchase agreement with our LHRIC/BOCES.
The district also adopted SeeSaw (grades K-3) and Schoology Learning Management Systems (Grades 4-12) which provide an online platform for our staff, students and families to be able to deliver, organize, collaborate, communicate and create classroom content and student work on a platform that is accessible anywhere, anytime. These platforms allow students to continue to participate in classroom activities even when they are remote. The district received the district of the year award from Schoology in 2019.
Amazon Future Engineer Program: providing a comprehensive and equity driven curriculum in computer science for grades K-6 with potential expansion to grades 7-12.
STEM Ambassadors Program: grant funded training in collaboration with Mercy College to train educators to develop new models and best practices for teaching STEM.
The district has fully funded for many years the following key technology positions:
•   Director of Technology, who oversees the data, systems and networks of the districts, along with the technical support staff. The director of technology received the LHRIC Transforming Education through Leading and Learning (TELL) Award in 2020.
•   Coordinator of Instructional Technology and Library Systems, who oversees all of the various instructional hardware and software, professional development for all staff, the school libraries, the computer science teachers, the professional development staff and the implementation of the NYS K-12 Computer Science Standards.The Coordinator of Instructional Technology received the award from NYSCATE for Outstanding Technology Leader of the Year in 2017.
The district redesigned its entire computer network in all schools and classrooms six years ago using a combination of funding from the district s capital funds and Smart School Investment funds, where all classroom wiring, network switching, and wireless access points were replaced with a state-of-the-art fiber GPON network. The district received an Engineering Excellence Award (EEA) from American Council of Engineering of NY for this design. The district s computer network has enabled the district to creating learning opportunities and spaces throughout our school campuses by having seamless wireless connectivity to be able to deliver data, documents, video and audio without any interruption in services. The district will be exploring opportunities to expand its wireless network into the outdoor learning spaces of our schools and into the surrounding community.

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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 district uses technology as an equalizer to ensure access to the core curriculum and to differentiate instruction for all students with disabilities. Specifically, inclusion of students with disabilities will be accommodated with input from the district assistive technology consultant as part of the Committee for Special Education (CSE) process.

As part of this plan, inclusion of students with disabilities will be accommodated with input from the district assistive technology consultant. This consultant participates in all CSE meetings where Assistive technology hardware and software is recommended. This person also works with the Office of Technology to purchase and implement recommended assistance technology and provide professional development and training to the staff, students, and parent/guardians.

The district uses 1:1 Mobile devices (iPads) that provide 24/7 access to instructional resources such as online databases and curriculum specific software applications, and cloud-based software that promotes collaboration and creativity.

Specific applications that have been purchased for students with disabilities: TouchChat, BoardMarker and Co:writer. In addition the teachers use the accesibility functionality and tools built in the district issued iPads, such as voice over commands and text to speech, magnifier, touch screen, camera, drawing and markups, screen brightness (invert of colors), assitive touch, screen shots and Apple Classroom for teacher monitoring of iPad activity. These applications and tools allow teachers and students to greater access to resources that promote personalized learning as well as peer to peer collaboration. This increased access will allow teachers to create differentiated learning pathways that allow all students to achieve success.

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.**

- ☑ 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)

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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.**

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Writing and technology workshop for teachers

☑ Enhancing children's vocabulary development with technology

☐ Writer's workshop in the Bilingual classroom

☑ Reading strategies for English Language Learners

☑ Moving from learning letters to learning to read

☑ The power of technology to support language acquisition

☑ Using technology to differentiate instruction in the language classroom

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Web authoring tools

☑ Helping students connect with the world

☑ The interactive whiteboard and language learning

☑ Use camera for documentation

☐ Other (please identify in Question 8a, below)

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

- ☐ 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)

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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)

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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	2.00
Instructional Support	9.00
Technical Support	3.00
Totals:	**14.00**

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	Instructional and Administrative Software	NA	300,000	Annual	☑ 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	NA
2	End User Computing Devices	NA	5,100,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	NA

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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	Internet Connectivity	NA	240,000	Annual	☑ 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	NA
4	Professional Development	NA	450,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	NA

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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:			**6,090,000**			

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.whiteplainspublicschools.org/site/Default.aspx?PageID=17351

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

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VII. Sharing Innovative Educational Technology Programs

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

   - ☐ 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 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

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	(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 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/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 ☐ 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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	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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