2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 02/07/2022

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

Lauren Marquis

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

Director of Technology

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II. Strategic Technology Planning

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

   Webutuck students will possess the knowledge, desire, and ability to achieve their potential and make a significant contribution to society.

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

   Our mission is to educate students to look beyond today. The school community will utilize technology resources to enhance instruction, promote life-long thinking, learning and communication skills necessary for success in a 21st century global community. Educators will facilitate each student's individual learning path by matching technology tools with a variety of learning styles and academic levels. Our students will leave Webutuck equipped with life skills they need to make a significant contribution to society.

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.**

   Webutuck created a committee of stakeholders, including parents, students, support staff, classroom teachers, building administrators and district-level staff members. A few key members of the committee participated in the Dutchess County BOCES planning session to guide the process. Our committee met to determine our community values and how they relate to technology to drive the creation of our goals. The documents provided by BOCES and NYSED were reviewed and referenced throughout the process. A draft was written and revisited synchronously and asynchronously by committee members. A survey was sent out to our community in regards to digital equity that was referenced and utilized in goal formation. Our technology staff worked to collect information in regards to infrastructure and instructional technology.

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

   At the district level and building level, we reflected on how technology has changed over the last few years. We identified areas that were a strength from our last plan and areas that still needed improvement. We discussed that the plan needs to be revisited on a bi-annual basis by the committee to monitor progress. Any unmet goals will be addressed and reassessed. Areas of needs are reflected throughout the goals and action plan. We believe that our technology plan for 2018-2021 was a great start, but we need to continue our work in Blended Learning to ensure devices are being utilized within instruction most effectively and efficiently. We also need to ensure that we are able to sustain and maintain our online school community in regards to infrastructure, hardware and software, including cloud based computing

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

   As a result of the pandemic, we quickly transition to being 1:1 for the entire district. Previously, we had shared carts at our elementary school. We also needed to provide staff members with additional technology to facilitate the delivery of remote instruction. We also needed to determine if our network infrastructure was capable of supporting the increased number of devices and the daily live streaming that was taking place. Now that we are back to in-person learning, we want all of our lessons for best instructional technology practices to continue to be utilized. We want to ensure a blended learning model at all grade levels. We also want to be able to shift to remote learning when necessary in the future.

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

   Yes

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

   The Webutuck Central School District has adopted a professional development plan for staff that allows for attainment of the instructional technology vision and mission by providing professional development opportunities during Superintendent's Conference days, half day professional development days, after school faculty meetings, after school workshops entitled "Tech Tuesdays" and online workshops that allow for Blended Learning. Teachers sign up for these professional development opportunities using a web-based database, and thus the district has a constant and accurate count of how many teachers have participated in which areas, and what topics are particularly interesting to teachers. Online workshop activity completion is monitored by the district to ensure quality and quantity of completion of activities to ensure objectives of the workshops are met. In addition, Webutuck Central School District has been participating in the Dutchess BOCES Model Schools Program. There is one Model Schools trainer that is available for professional development and consulting, in order to meet the district's needs. These days have been instrumental in examining tools we utilize for personal learning paths for our students and using data from these paths to inform instruction in a more traditional model. Teachers also have available before/after-school and summer workshops on the integration of technology into their teaching practice provided from Dutchess BOCES Model Schools.

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III. Goal Attainment

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

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

    > Significantly

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

    > Significantly

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

    > Significantly

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:**

   The Webutuck Central School District will provide and maintain a safe, flexible, and effective digital learning environment for our school community.

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

   Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

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

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

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

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

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

   Providing and maintaining the district's infrastructure is an ongoing and multi-layered process. We have enabled multifactor authentication and will continue to enforce it. We will examine advanced Endpoint protection through Cybersentinel by Cisco, email protection through Barracuda Essentials and extended network protection. We will continue improving our disaster recovery and incident response plan along with the NIST CSF assessment to identify gaps in the security protection. We will be utilizing Cymetric Tool to ensure compliance to regulations for cybersecurity. After each security layer is added, additional assessment will be necessary. We will work in conjunction with DC BOCES and CSI to determine our levels of protection and revisit our disaster recovery and cybersecurity plans. In order to maintain an understanding of data privacy, it is critical to provide resources and trainings to create a culture of data privacy to keep our information safe.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Infrastructur	Update existing	Director of	Network Specialist	06/30/2	75,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	e	network infrastructure to include the most recent patches to ensure security.	Technology		024	
Action Step 2	Infrastructure	Improving safety by enhancing district's PA system with IP speakers and adding additional strobe lights on the outer parts of the building	Director of Technology	Business Official	06/30/2025	200,000
Action Step 3	Cybersecurity	Utilize Cymetric to decrease our risk profile and our ability to ensure compliance with ever changing regulations.	Director of Technology	Network Specialist	06/30/2023	60,000
Action Step 4	Data Privacy	Create a culture of data privacy and governance in the school district	Director of Technology	District Administration	06/30/2025	15,000

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	Planning	Update and revise Disaster Recovery Plan and Incident Response Plan.	Director of Technology	Business Official	06/30/2025	5,000.00
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 Respo	(No Response)

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
					nse)	

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1. **Enter Goal 2 below:**

The Webutuck Central School District is committed to advancing student achievement by ensuring quality professional development to increase capacity among staff, administration, and parents.

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

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

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

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

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

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

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

A professional development plan will be developed in conjunction with district and building level leadership, instructional lead teachers and union representation. A needs assessments will be developed and administered biannually in order to ensure we are meeting the interests and needs of the district in regards to professional development. Professional developments will be provided during Superintendent's Conference Days, Professional Development Half Days, Technology Thursday Sessions. Family/Parent Engagement Nights will be planned in order to support learning outside the classroom. Data will be reviewed to determine topics and efficacy of sessions, as well as instructional technology usage reports to ensure instructional tools are effectively utilized.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Complete the needs	Curriculum	Technology Director	09/30/2	00.00

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		assessment at the beginning of the year to determine professional development needs and interests.	and Instruction Leader		022	
Action Step 2	Research	Find local resources for professional development opportunities through local BOCES/RICs and align them with results from needs assessment.	Curriculum and Instruction Leader	Instructional Technology Teacher	01/30/2023	00.00
Action Step 3	Professional Development	Plan and implement professional development sessions utilizing resources provided by district, BOCES, RICs. Instructional staff will be provided with credit for presenting.	Instructional Technology Coach	Technology Director	06/30/2025	15,000.00
Action Step 4	Community Partnerships	Family and Parent engagement sessions will be provided once quarterly, in order to understand how to best support their child's learning at home utilizing the technologies.	Instructional Technology Coach	Curriculum and Instruction Director	06/30/2025	3,000.00

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Planning	The district technology committee will review the NYS Computer	Curriculum and Instruction	Instructional Technology Coach	06/30/2025	$15,000.00

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Science Standards and create a curriculum map by pairing standards with instructional lessons across the K-12 grade levels.	Leader			
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:**

Webutuck Central School District will utilize Blended Learning as our instructional model to increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences throughout grades K-12.

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

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

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

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

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

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

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

We will monitor completion of the "Digital Equity Standard Survey" which can be found in the Parent Portal. We will review and determine student need and ensure it is addressed. Other evaluation will include: Review of technology use by staff and students by monitoring usage reports from companies and surveys of the staff/students. Data from helpdesk tickets, student helpdesk tickets, student data from state and local assessments will be utilized to determine effectiveness of model and assist in identifying any areas in need of support with blended learning or instructional technology tools.

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	Planning	Maintain a running inventory of tools and resources that	Director of Technology	Business Official	06/30/2025	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		students and teachers utilize in the classroom during blended learning experiences.				
Action Step 2	Community Partnerships	Review Digital Equity Survey Completed by Parents to ensure students have what they need to be successful inside and outside of the classroom.	Director of Technology	Data Coordinator	06/30/2025	$30,000.00
Action Step 3	Research	Evaluate new technologies to address students needs within the classroom and determine best way to blend them into our current instructional models.	Instructional Technology Coach	Curriculum and Instruction Leaders	06/30/2025	30,000.00
Action Step 4	Professional Development	Learning walks and lesson studies will be utilized to improve blended learning model across the district and between other districts.	Instructional /PD Coach	Curriculum and Instruction Leaders	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	Implementation	Utilizing coaches and administration, blended learning instructional models will be monitored to ensure for effective implementation during	Instructional Technology Coach	Building Level Administration	06/30/2025	0.00

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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
		walkthroughs and structured planning times.				
Action Step 6	Purchasing	1:1 Device Replenishment	Director of Technology	Business Official	06/30/2025	45,000.00
Action Step 7	Purchasing	Sustainable Replenishment of Classroom Technology, ie Smartboards	Director of Technology	Business Official	06/30/2025	120,000.00
Action Step 8	Purchasing	Ensuring we maintain enough hotspots to address the needs as determined by the digital equity survey.	Director of Technology	Business official	06/30/2025	45,000.00

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 district will use technology to meet and support rigorous academic standards by providing professional development to the staff at a level where they feel comfortable, while challenging them to shift their traditional instructional model to a more blened learning model. Various forms of professional development will be provided to support the district overarching Blended Learning initiative. The shift to remote learning during COVID-19 and then again during a facilities emergency this year, has taught us the importance of supporting learning outside of the classroom and the importance of ensuring accessibility inside and outside of the school building. Continuous support for mobile devices will also be provided to all teachers and families to use at school and home. The district will continue to work with school staff on instructional technology tools that do allow for learning inside and outside the school walls. Technology is an essential component of Webutuck Central School District's educational program. Skills such as digital citizenship, data privacy and security, and various technological skills ranging from communicating digitally to submitting work online and computer science are all neccessary in order to prepare them for the global business market.

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.**

Funding has been allocated to establish an 'as-needed' model combined with an 'available for all' model. Specifically, every student is provided with a Chromebook or iPad from the district. As needed, mobile WiFi devices are also available. Additional funding is set aside yearly towards infrastructure maintenance and advancement to ensure network capacity. Workshops and Professional Development will be provided regularly for all stakeholders including students, staff, faculty and community partners including parents.

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.**

All individualized education plans (IEP's) are honored with every intention of meeting all student's needs. Devices, such as Chromebooks and iPads, are setup to assist the specific needs of students including accessibility settings, and peripheral devices/accessories that support the learning. This may include high contrast settings, text-to-speech. Additionally, specific applications and devices may also be made available for special needs including Read/Write on Chromebooks. Other applications that are in regular use to help teachers differentiate learning include, Zoom with breakout rooms, Nearpod, Edpuzzle, i-Ready, NoRedInk, Castle Learning, SeeSaw, Google Classroom and many others.

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)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

☐ Technology to support writers in the elementary classroom

☐ Technology to support writers in the secondary classroom

☐ Research, writing and technology in a digital world

☐ Enhancing children's vocabulary development with technology

☑ Reading strategies through technology for students with disabilities

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

☑ Using technology to differentiate instruction in the special education classroom

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

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Helping students with disabilities to connect with the world

☐ Other (please identify in Question 5a, below)

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

☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).

☑ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).

☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

☑ Home language dictionaries and translation programs are provided through technology.

☑ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.

☑ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.

☑ Learning games and other interactive software are used to supplement instruction.

☐ Other (Please identify in Question 6a, below)

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)

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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)

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.

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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	1.00
Technical Support	1.20
Totals:	**3.20**

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	Network and Infrastructure	n/a	400,000	One-time	☑ 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	n/a
2	Instructional and Administrative Software	n/a	60,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	n/a

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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	n/a	35,000	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	n/a
4	Professional Development	n/a	50,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	n/a

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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:			**545,000**			

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.**

    (No Response)

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Lauren Marquis	Technology Director	lauren.marquis@webutuck.org	☑ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Lauren Marquis	Technology Director	lauren.marquis@webutuck.org	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☑ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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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	Lauren Marquis	Technology Director	lauren.marquis@webutuck.org	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner Instruction and

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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

VII. Sharing Innovative Educational Technology Programs

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

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