

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

I. District LEA Information

---

Page Last Modified: 12/01/2021

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

Patrick Pomerville

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

Superintendent

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

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

---

Page Last Modified: 03/03/2022

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

The Waterford-Halfmoon Union Free School District is a partnership of school, parents and community dedicated to the goal of providing an excellent education for all of our students. Our mission is to ensure that all students develop and demonstrate the knowledge, skills, abilities and character needed to live useful, productive and rewarding lives.

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

Our mission is to ensure that every student develops the essential skills, knowledge and personal characteristics needed to become productive global citizens in a world that's dependent upon technology and its inherent resources. We strive to inspire students to be life-long learners in a society where technology is integral to most business and personal activities by creating a challenging and developmentally appropriate learning environment that integrates technology across all the curricular areas and where all students have equitable access to technology.

**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 Waterford-Halfmoon Union Free School District's Technology Committee was used in the planning process for developing the district's comprehensive instructional technology plan. The technology team consists of administration, teaching staff, district level network managers, district business manager, Board of Education members and parents from the community. The committee meets on a monthly basis and reviews the progress made on the technology plan and makes suggestions and revisions as the group works towards the final project. Committee is made up of administrators, teachers, IT department members, parents, and Board of Education members. The outcome of this year's committee is to review the current Technology Plan and develop a new plan that will help the district move forward and use technology to enhance the educational offerings for our students. The timeline set for this year's committee goals is to develop the new plan and submit it to NERIC for review by April of 2022.

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

Our planning process in developing the 2022-2025 Technology Plan is similar in nature to the process used in developing the 2018-2021 plan. One difference that the committee felt was that the committee was better prepared to tackle the development of the new plan since we were able to use the knowledge gained from developing and implementing the last plan. The committee enjoyed and benefitted from the collaboration of all members of the committee. Each member was able to bring in their information about the current state of our technology plan and we were able to identify the strengths and weaknesses of our current plan. These areas of strengths and weakness were listed in one of our workshop sessions and then we were able to use this list to help develop our new plan. The new plan we have developed does take into account any goals that we felt we did not achieve and still felt were valid and important to work to achieve. An example of this is the development of a Maker Space area for our students to work and explore technology innovation. The Maker Space was in our last plan never came to fruition. This space is now incorporated into our Capital Project Phase 2a plan that is currently in process and our Technology Plan reflects in one of our goals that this is part of our action plan.

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

---

Page Last Modified: 03/03/2022

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

As with our entire nation, COVID-19 presented huge challenges to our public school system. With the implementation of virtual learning over the last two years, our teaching staff made huge gains in their intellectual ability to adapt, learn, and provide quality instruction through the virtual education setting. Fortunately, our district had previously implemented 1:1 devices to a majority of our students and staff. Our internet connectivity was already at a level to handle this infusion of virtual learning demands. Some students and their families did need assistance with internet connectivity in their homes which address with Hot Spot devices that were lent out to those families in need. There was a need to update some of our Chromebooks but this was limited. Professional development was provided to our staff as the district prepared for the transition to virtual instruction. This was handled by both virtual PD as well as some in-person instructional days used in at various points over the last two years. Community presentations via Webex were held at various points of the year to engage parent and community stakeholders and gain their input not only during the COVID-19 pandemic but also assess their needs moving forward. Parent members on our Technologg Planning team help to provide the input we need as we develop our new plan. As we meet as a team and begin to reflect and create our goals, the information from our parents is listed and incorporated into the various action plan items at support our overall goals.

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

No

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

We are fully 1:1 in grades 3-12. We have computer carts for in classroom use in grades UPK-2 and we feel this currently meets the technology needs of our UPK-2 students. This current format is working well. If their is a need to go fully virtual in the future, we will access the computer cart devices and deploy them to any and all individual students in UPK-2 who made need a device at home.

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

Unknown

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

Page Last Modified: 03/03/2022

**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 WHUFSD maintains and updates its Professional Development Plan. In this plan we refer to the staff accessing professional development in numerous areas. One of these areas is professional development area is instructional technology. The plan also refers to staying up-to-date on professional practices. Over the last several years, instructional technology as it relates to areas such as hybrid and virtual instruction certainly has been a focus of our professional development and will be moving forward.

WHUFSD is committed to supporting the staff/professional development of its teachers, related service providers and teaching assistants. This three-year plan will guide our efforts, and is inclusive of staff activities to be undertaken in 2020-2023. WHUFSD staff not subject to the 100 hour PD requirement are encouraged to complete a minimum of 20 hours of staff development that address the goals of this plan. A standards-based staff/professional development process is already in place, and is to be continued. Most events have been at least a one-half day to a full day's experience. The Curriculum Cabinet decided there were three areas around which needs clustered: meeting the learning needs of students; keeping current with the profession; and continuing staff/professional development. The current team believes that these needs are still relevant to teachers and teaching assistants.

- Meeting the learning needs of students
- Help teachers and teaching assistants improve student achievement
- Meet needs of diverse learners
- Help all students improve their analytical skills
- Meet different learning styles of students
- Support and promote positive school climate in which students feel valued as learners and as members of a community
- Meet social and emotional needs of students
- Keeping current with the profession including instructional technology practices and helping students access this technology
- Promote collegiality/collaboration among teachers and teaching assistants
- Encourage good use of all resources and avenues for professional development
- Meet both staff and organization needs
- Immerse staff in their major discipline
- Embedding staff/professional development into practice
- Promote peer support among teachers and teaching assistants
- Support practical development activities that teachers and teaching assistants can implement immediately
- Take a systems approach (literacy, writing skills across the curriculum and this also includes technology literacy for educators)
- Is realistic and achievable
- Is inclusive of strategies and activities

In addition the Curriculum Cabinet will evaluate the effectiveness and implementation of the plan through the understanding that developing staff is the key to the success of the plan.

Acceptable professional development for CTLE must be taken from a sponsor approved by the New York State Education Department, or an approved consultant by the district. A consultant list is attached. The list will be updated as necessary two times a year. Acceptable CTLE shall be studied in the content area of any certificate title held by the individual or in pedagogy, and include any required study in language acquisition addressing the needs of English language learners. Acceptable CTLE must be conducted through activities designed to improve the teacher, teaching assistant, or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities also shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance. Generally, professional development activity hours may be considered to accrue according to the number of clock hours spent in the activity, e.g., in service workshop, conference session, etc. However, the Administration has the discretion to set the number of hours awarded for other activities, such as research, attendance at professional meetings, mentoring, etc. In the case of credit-bearing college courses, Commissioner's Regulations stipulate that each semester hour of credit is equal to 15 hours of professional development, and each quarter hour of credit is equal to 10 hours of professional development. The Curriculum Cabinet will review the various types of events/activities that will meet the 100-hour requirement as soon as such guidance is available by the Commissioner of Education.

The following list is an example of activities that may be approvable. It is not an all-inclusive list.

- Conferences (including Superintendent's Conference days)
- Professional association meetings (collaborative groups)
- Class/program visitations (include internal and external sites)
- Research involvement
- Presentations (as a presenter and encouraging teachers to do them)
- Specific training programs
- Scoring assessments and training assessors \*

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

---

Page Last Modified: 03/03/2022

- Supervisions for interns student teachers; mentor-intern program/process \*
- Curriculum writing (include constructing curriculum maps) \*
- College and University courses and programs (as instructors or students)
- Technology training/workshops, etc.
- District staff/professional development (participation for itinerants)
- New staff orientation program
- Webinars

\*Indicates PD applicable to teachers only.

In conclusion, as one can see from the above Professional Development Plan, the professional development opportunities provided by the district certainly include and align with technology professional development. We determine the current capacity of our educators through our observation and evaluation process completed by our Lead Evaluators each year. Certain domains used in our evaluation tool(NYSUT-Teacher Practice Rubric) include the review and use of technology in the classroom. The district's Curriculum Cabinet that is composed of administrators and teachers meet on a monthly basis to develop targeted, needs-based, and personalized professional development based on our teachers' capacity and interest. This professional development is then incorporated throughout the year during Superintendent's Days and additional before and after school programs available for all staff. Surveys after each professional development opportunity helps the Curriculum Cabinet Committee reflect on the effectiveness of the plan. The Lead Evaluators can also assess the effectiveness of the plan through their direct observations of the teaching staff and how they enhance their instruction with the use of technology and the training they have obtained through their participation in professional development they have received.

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

2022-2025 Instructional Technology Plan - 2021

III. Goal Attainment

---

Page Last Modified: 12/01/2021

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:**  
Moderately
- 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:**  
Moderately
- 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:**  
Significantly

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 03/21/2022

1. Enter Goal 1 below:

The district will provide specific times and methods for our teaching staff to participate in instructional based technology workshops that will allow for the learning of new information and time for peer collaboration to improve their teaching practices that will support all students UPK-12 by the enhanced use of technology and collaboration on best practices with their peers. These workshops and opportunities for peer collaboration will be provided during the four Superintendent Conference Days held over the timeline of this Technology Plan. Additional after-school workshops will be held during this same timeline throughout the three year plan. All teaching faculty including all teaching assistants in grades UPK-12 will be participating in these Superintendent Conference Days. Participation in the after-school workshops will be encouraged but not mandatory. The district will expect 100% participation during these Superintendent Conference Days and this will be measured by the required completion of the Google Form Survey sent out prior to each professional development day which will have the staff sign up for the various technology courses offered as well as the collaboration meetings held on these days. A follow-up evaluation form will be completed by each staff member upon completion of the Superintendents Conference Day that will give the district valuable feedback on what was accomplished and learned during each of these professional development days. A similar format will be used for the after-school workshops throughout the year. The goal will be to have completed 12 Superintendent Conference Days by June of 2025. A similar number of 12 after-school workshops will be completed by the same end date. It is the goal to have 75% of all staff complete at least 5 after-school workshops by June of 2025. A record of all workshops completed will be kept by the district through the use of the Google Form workshop sign-up format.

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

Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 03/21/2022

- 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.

This goal targets all students UPK-12 teaching staff with the intent to support and improve teaching instruction to have a positive impact on all students. We want our educators to dedicate time to collaborate not only with each other but with students to help improve their teaching practices both at the planning level as well as the instructional level. As you will see from our action steps, plans will be made to create team drives that will support both staff and student collaboration so best practices can be shared at the staff level and there will be a platform for students to collaborate at the student level. These drives can be developed during the Superintendent Conference Days. The District Technology Team in collaboration with the IT Department will use our Google Suite of tools to help us measure and evaluate our progress after implementation. We can measure the development of the grade level and department level team drives by actively reviewing the creation and use of these team drives through our IT Department. Also, building level administrators meet monthly with both grade levels and departments and can use this time to review the content of the team drives and work with the staff to improve the content and access to these collaboration tools. The district uses student performance data to help measure and evaluate progress and monitor the implementation of new programs and instructional practices. Regents examination scores, NYS 3-8 assessment data, iReady data, and teacher created assessments will be used to monitor for growth and improvement in academic data that indicates student growth. After each Superintendent's Conference Day where teachers have time to collaborate with colleagues, we use a summative evaluation survey to gain valuable information from the staff on the training they received. This information is brought back to our Curriculum Committee and Technology Committee where we reflect on the feedback and make necessary changes to support future trainings. The surveys are created on Google Forms and the data is collected immediately once the staff completes the survey. The administrative staff can also look for implementation of these technology enhance instructional skills during their teacher observations throughout the year. Element III.4.B of the NYSUT Classroom Teacher Rubric notes the teacher is highly effective if they seamlessly incorporate instructional approaches and technology into the lesson. In the case of creating team drives at each level, the benchmark will be to have a active and functioning team drive at each level. This will be monitored by our IT Department and analyzed by the Technology Committee.

- 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	Implementation	Development of team drives for each grade level and department to assist with the ability to collaborate and share information.	Director of Technology	N/A	09/16/2022	N/A
Action Step 2	Collaboration	Professional Development throughout the year to provide staff with the opportunity to participate in PD that allows for collaboration on best practices on how to enhance instructional practices with technology. 4 Superintendent	Superintendent	N/A	06/27/2025	10000



2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 03/21/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Conference Days each year along with 4 after-school professional development opportunities each year.				
Action Step 3	Evaluation	The district will implement evaluation forms after each Superintendent's Conference Day and after-school workshop to assess the feedback from the staff. This feedback will be used to improve future professional development.	Curriculum and Instruction Leader	N/A	06/27/2025	N/A
Action Step 4	Evaluation	The district will use its NYSUT Teacher Practice Rubric to help evaluate the amount of instructional approaches that incorporate the use of technology to enhance educational practices.	Building Principal	N/A	06/27/2025	N/A

7. This question is optional.

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

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

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

IV. Action Plan - Goal 1

---

Page Last Modified: 03/21/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Response)		Response)		Response)	
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(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](mailto:edtech@nysed.gov).

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 03/31/2022

1. Enter Goal 2 below:

The district will hire an Educational Technologist to assist students as they work to understand how to critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. The district will interview and hire an educational technologist no later than January of 2023. With the assistance of the American Rescue Plan financing, this goal is attainable. The goal will be measurable by the actual hiring of this person no later than January of 2023.

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

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

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 03/31/2022

- 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.**

As our district works to support our students ability to critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others, the district must first assure that our educators are fluent using these same digital tools. The first step in this process will be to use 2022-2023 to provide high quality professional development assisted by the support of an educational technologist. This work will include the hiring of an Educational Technologist to work with both staff and students. This work can also be complimented by the support of our media specialist that can work directly with faculty and staff to help provide the needed resources that can be demonstrated and implemented with our students, K-12. Through the use of our 1:1 mobile device initiative the students will have access to software and programs that will allow them to research assigned projects and find potential solutions to these projects. Our educational technologist and help create the oversight needed on how best to support our students and staff in this process. Incorporated into this will be the creation of a Makerspace in the Technology Wing to allow students to explore solutions to various problems with the assistance of various digital tools. Also, building level administrators meet monthly with both grade levels and departments and can use this time to review the progress students are making with the use of digital toos to construct knowledge, produce creative artifacts and make meaningful learning experiences. The teachers at this monthly meetings can share the artifacts and documents that their students have created to share with the administrative team. The district uses student performance data to help measure and evaluate progress and monitor the implemenation of new programs and instructional practices. Regents examination scores, NYS 3-8 assessment data, iReady data, and teacher created assessments will be used to monitor for growth and improvement in academic data that indicates student growth. This data and evidence can be analyzed and utilized to adapt the work or our educational technologists and media specialists so that students receive the instructional strategies that truly support the use of digital tools and a variety of resources to advance their knowledge base. The district will know that our goal has been accomplished when our students successfully complete assignments that demonstrate the use of various resources and digital tools that answer the questions posed or solve the problem presented to the students.

- 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	Staffing	The hiring of a Educational Technologist to work with faculty and staff to introduce and teach correct access of programs that can be then applied to instructional strategies that can be introduced and taught to students to help then access a variety of resources and artifacts for their projects that help make a meaningful learning experience for themselves and others.	Superintendent	N/A	01/02/2023	240,000
Action Step 2						

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 03/31/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Infrastructure	Update student Chromebooks on a rotating basis to assure aging Chromebooks are replaced with updated devices. This also includes updating Chromebook Carts in grades UPK-2.	Director of Technology	N/A	06/27/2025	120000
Action Step 3	Learning Spaces	During the current Capital Project, a space will be created in the newly renovated Technology Wing for the use by our Educational Technologist to work with students and staff for professional development as well as student courses and programs.	Superintendent	N/A	01/01/2024	3000000
Action Step 4	N/A	N/A	N/A	N/A	03/15/2022	N/A

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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

---

Page Last Modified: 03/31/2022

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

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 03/31/2022

1. Enter Goal 3 below:

The district will work to increase equity and inclusion for all students and their families in regards to access to educational technologies through the implementation of educationally based afterschool technology learning sessions for both students and families as well as surveys to determine the need to provide internet access to all families and especially those families that may not have access to consistent and reliable internet in their homes. In collaboration with this access to technology the district will establish a UPK-12 curriculum that teaches and establishes digital citizenship practices for all students. The district will implement six, teacher led, afterschool programs each year for the next three years to access students and their families that may not have regular access to quality technology resources in their home. To help target the appropriate population for these programs the district will administer, to all families, a confidential survey at the beginning of each school year to determine family need. Each year's administration of the survey and the data gained will help the district measure the success of the program by identifying if families have appropriate access to technology in their home. Through the use of the afterschool program evaluation form the district can review participation number, the number of afterschool programs actually completed, and the student and parent feedback on the program itself. This goal will be combined with the implementation of a digital citizenship component that teaches students and their parents proper aspects of digital citizenship as they access the internet and work with educational technologies. Specific guidelines will be created for all students at all grade levels and these important concepts will be taught at each grade level. This curriculum will be developed and implemented over the 2022-2023 school year by the teaching staff under the guidance of the Educational Technologist. Successful completion of this goal will be measured by the Digital Citizenship Guidelines document to be completed by June of 2023 along with the corresponding curriculum guide to be used by teachers for the 2023 through 2025 school years.

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

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

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 03/31/2022

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.

Our district wants to use technology to increase equity, inclusion, and digital citizenship practices. The district plans to hold after school sessions for economically disadvantaged students and their families to provide educational technology instruction for students that may not have access to this in their homes and to support parents on how to support their students and provide proper guidance on how to demonstrate responsible digital citizenship when using the internet and other digital resources. This can be measured by student and family attendance in these programs and surveys that evaluate the programs offered. As part of the district's goal of providing internet access to all families in the district, a yearly confidential questionnaire will be used to assess which families need access to internet in our community. All families that are identified as needing support with internet will be provided with this service through the deployment of mobile hotspots provided by the district. Our goal will be accomplished when all families that have indicated that they are in need of internet have signed a form noting that they now have this service in their home. This group of students and families will also be encouraged to participate in the afterschool programs designed to increase their knowledge of educational technologies and digital citizenship. The IT staff can monitor the usage of these hot spots to help evaluate the participation by families. The district will also address digital citizenship by providing digital citizenship classes to all students in their technology classes. The district will create a digital literacy and citizenship assessments at each grade level that assesses the students abilities. The data from these assessments can be used to adjust the curriculum at the end of each class or school year. The goal will be accomplished with over 95% of students score successfully on the assessments at each grade level in regards to proper digital citizenship knowledge.

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	Implementation	After school professional development opportunities for students and their families that provides access to educational technology learning to help support equity to technology for all students and their families in our school district.	Building Principal	N/A	06/27/2025	30000
Action Step 2	Curriculum	Create curriculum content that supports the teaching of digital citizenship during technology classes during the school year.	Building Principal	N/A	06/23/2023	15000
Action Step 3	Curriculum	Review of the NYS and ISTE technology standards to help develop grade by	Curriculum and Instruction Leader	N/A	06/23/2023	15000



2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 03/31/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		grade technology standards for benchmarks for students. This includes the creation of grade level assessments to be administered at the end of each school year to all students.				
Action Step 4	Infrastructure	Provide free internet access to families that do not have access.	Director of Technology	N/A	06/27/2025	30000

7. This question is optional.

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

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

8. Would you like to list a fourth goal?

No

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

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

Page Last Modified: 03/31/2022

**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's 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 through integrating technology into teaching and learning, having teachers use technology to facilitate their practice, having students demonstrate understanding of skills and concepts, and using technology to provide multiple pathways to access and participate in learning.

Technology is and will be integrated into teaching and learning throughout the Waterford-Halfmoon Union Free School District. The district recently updated its interactive Smartboards with new flat panel technology. These interactive flat panels are located in every teaching classroom and other teaching spaces throughout the district. The teaching staff uses the Google Suite of software to support the educational processes here at school. Google Classroom has been accessed by all our staff as well as their students and the students' families to help facilitate the learning through assignment tracking, detailed assignments as well as collaboration amongst our students as they work together on various projects. The 1:1 mobile device initiative has also help support student learning through the use of Chromebooks by every student as an intergral part of the edudational day and school year. These learning tools are used for communication, writing, research, and collaboration each and every day in our district.

Technology will be used by teachers to facilitate their educational practices now and into the future. The district will continue to offer quality professional development on instructional technology that will help them enhance their day to day instruction in the classroom. Our plan indicates that each of the four Superintendent Conference Days in each of the next three years as well as afterschool courses will be utilized to deliver this professional development. Currently the teachers use the Google Suite of tools to support their instruction. There will be an initiative to implement team drives for use by grade level teachers and departments so that collaboration and sharing of materials, best practices, and increased communication can help teachers facilitate their teaching practices.

Technology in our district does support our students in how they demonstrate understanding of skills and concepts. Currently programs such as iReady, Readworks, Go Math, Amplify Science, Brain Pop and others are just a few examples of how students are able to demonstrate their learning on various topics and subjects. In our three year plan, Superintendents Confernece Days as well as the support of a newly hired Educational Technologist will provide teachers will more professional development that can help our teaching staff with programs where students can demonstrate their understanding of skills nad concepts. The Google Suite of software such as Google Classroom allows students to participate in lessons and projects that lets them show what they've learning in the classroom setting.

Providing mulitple pathways to access and participate in learning is always a work in progress in our district. At the Junior/Senior High School our Apex Learning Program allows students to access course content through an on-line program. This allows students to take additional classes not offered in the traditional setting in our classrooms. It also allows for credit recovery for students that need to make up course work that they cannot fit into their regular schedule. In the area of special education, students with disabilities are afforded special instruction to help them access technology. One specific example is the use of our Assitive Technology Specialist who works with our students and staff to implement assistive technology hardware and software that makes it easier for students to gain the information they need or to communicate their knowledge and ideas with either staff or peers. As with our staff development into the future. Programs will be offered to help our staff better utilize these technologies to support their teaching practices.

**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.**

During the 2021-2022 school year, the Waterford-Halfmoon School District has taken the initiative to provide professional development at all its Superintendent's Conference Days on the topic of Diversity, Equity, and Inclusion. This will be reflected in our newest technology plan to address the need to provide equitable learning "everywhere, all the time" as emphasised in the area of equity and inclusion within what our focus will be with our DEI planning and initiatives. In the short term, the district continues to provide hot spots for all families that do not have internet access. In the long term, the district plans to implement a district wide survey that will provide data on family needs so that we can better provide for not only internet access at home but also after school learning sessions so families can better support their students with their work and the use of technology at home. Building this human capacity for parents to support their students will be important. Chromebooks at all levels UPK-12 grade continues to be a priority for the district to help "level the playing field" for all students to have equitable access to learning everywhere and all the time. The district has implemented a loaner program for any student that has a Chromebook in need of repair. Our technology infrastructure has been improved in the last technology plan and Smart Schools Bond Act work so that access to quality broadband is not an issue.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 03/31/2022

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 integration of technology across the curriculum is seen as one factor in helping all students to meet the new higher standards, including students with disabilities. We have adopted the inclusion model for providing services to students with disabilities within the general education classroom. Mobile devices and applications are being adopted and professional development is provided to all staff members to ensure students' academic success. In terms of providing students with disabilities access to the grade level curriculum, we contract with BOCES for an Assistive Technology Specialist to support teachers and those students with assistive technology integration that will support students with disabilities. Specifically, we have [pads with communication applications to assist our students who are language impaired/non-verbal (ie. Speak for Yourself, GoTalk9, First Phrases, Fun with Verbs and Phrases, Stories About Me, Writing Wizard app). For those students who need assistance with writing, we use Clicker Docs, an extension that assists students with word banks so students can express themselves and expand their vocabulary and writing techniques. We also have purchased Bluetooth Dongles to assist students with hearing impairments to use text to speech applications for their Chromebooks. Furthermore, we have purchased FM systems for our deaf students so their cochlear implants connect to the teachers microphone and students can hear the teacher provide instruction. These are the ways we use technology to address accessibility and differentiate and accommodate instruction to students with disabilities.

Our district is committed to equal access to technology for all students which includes equitable access to instruction, materials, and assessments.

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 03/31/2022

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)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 03/31/2022

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

<input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.	<input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.	<input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.
<input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.	<input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.	<input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./
<input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.	<input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.	<input type="checkbox"/> Provide online mentoring programs.
<input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity	<input type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.	<input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.
<input type="checkbox"/> Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.	<input type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.	<input type="checkbox"/> Offer a technology/support hotline during flexible hours.
<input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.	<input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for	<input type="checkbox"/> Make sure technology/support is offered in multiple languages.
<input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.	<input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./	<input type="checkbox"/> Other (Please identify in Question 9a, below)
<input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.	<input type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.	

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

---

Page Last Modified: 03/31/2022

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

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

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

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 03/31/2022

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	0.00
Instructional Support	0.00
Technical Support	2.00
<b>Totals:</b>	<b>2.00</b>

2. Investment Plan

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

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

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

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Staffing	N/A	240,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	End User Computing Devices	N/A	120,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 03/31/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Other (please identify in next column, to the right)	Maker Space Rooms	3,000,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input checked="" type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Professional Development	N/A	60,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A



2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 03/31/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
<b>Totals:</b>			<b>3,420,000</b>			

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

Yes

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

<http://www.whufsd.org/common/pages/DisplayFile.aspx?itemId=15559516>

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@nyscd.gov](mailto:edtech@nyscd.gov).

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/31/2022

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/31/2022

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/31/2022

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/31/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"> <li>Learning with Technology</li> <li><input type="checkbox"/> Infrastructure</li> <li><input type="checkbox"/> OER and Digital Content</li> <li><input type="checkbox"/> Online Learning</li> <li><input type="checkbox"/> Personalized Learning</li> <li><input type="checkbox"/> Policy, Planning, and Leadership</li> <li><input type="checkbox"/> Professional Development / Professional Learning</li> <li><input type="checkbox"/> Special Education Instruction and Learning with Technology</li> <li><input type="checkbox"/> Technology Support</li> <li><input type="checkbox"/> Other Topic A</li> <li><input type="checkbox"/> Other Topic B</li> <li><input type="checkbox"/> Other Topic C</li> </ul>
Please complete all columns	(No Response)	(No Response)	(No Response)	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1:1 Device Program</li> <li><input type="checkbox"/> Active Learning Spaces/Makers paces</li> <li><input type="checkbox"/> Blended and/or Flipped Classrooms</li> <li><input type="checkbox"/> Culturally Responsive Instruction with Technology</li> <li><input type="checkbox"/> Data Privacy and Security</li> <li><input type="checkbox"/> Digital Equity Initiatives</li> <li><input type="checkbox"/> Digital Fluency Standards</li> <li><input type="checkbox"/> Engaging School Community through Technology</li> <li><input type="checkbox"/> English Language Learner</li> <li><input type="checkbox"/> Instruction and</li> </ul>

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

VII. Sharing Innovative Educational Technology Programs

---

Page Last Modified: 03/31/2022

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

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