

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 01/12/2022

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

Keith Baisley

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

Director of Technology

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

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

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1. What is the overall district mission?

The New Paltz Central School District exists for the children of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth and development for all.

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

The New Paltz CSD Technology Department exists to provide technical, operational, and integration support for all. Our goal is to help develop innovative and engaging learning environments that promote student learning and inspire growth. We will work collaboratively to create a culture that empowers all to persevere and meet the new challenges of our world.

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.

Over the past three years, this technology plan was developed using building and district level committees composed of key stakeholders including: - Director of Technology - Building and District Administrators - Teachers - Library Media Specialists - Support Staff - Students (at the HS level) - Technology Staff These meetings occurred at each of our four schools between 2-4 times per year before/after school to discuss our short and long term technology goals resulting in a comprehensive plan to guide us moving forward. Our plan is to continue to collaborate in these groups to ensure that we are meeting our goals and preparing students to be citizens of the world, passionate about learning, and empowered. We will also assess and evaluate our progress to ensure equity for all students.

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

This plan will be consistent with our overall instructional technology goals of: 1) Helping students become responsible, ethical, and contributing citizens of the world. 2) Engaging students in education and create a passion for learning. 3) Empowering all students. The planning process was different than previous years for multiple reasons. During this timeline, we had a full-time Director of Integrated Technology to coordinate the technology department. We've restructured the department to best support the needs of our students and staff. We had an instructional technology teacher to assist with professional development and the effective integration of technology. We also had regular technology meetings to assess needs, planning, and evaluation. The planning committees and stakeholder groups helped us to understand the strengths and weaknesses while implementing our previous 3 year plan. Transparency and communication were essential for these meetings. We needed all staff to migrate to Google Workspace for email, calendar, etc to support increased productivity, collaboration, and integrate Chromebooks. We noticed vulnerabilities in our cybersecurity assessments. These committees helped us disperse information, turnkey new hardware/software, and identify and best protect the district from cyber threats. We will always address the goals from the previous plan because they are embedded into our mission and vision statements. The feedback from our collaborative committees help us to move forward with our 1:1 device initiative, best support our students/staff, and innovate for the future.

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

While we had a 5 year plan for a 1:1 device initiative in our district, we needed to expedite that plan to adapt to the needs of remote learning during the COVID pandemic. At the start of the pandemic, we surveyed our community using mass email, our website, and paper copies delivered with school lunches to gather data on the needs of our remote students. We distributed all of our shared devices, converted old devices to Chrome OS, and accepted donations to meet the needs of our community. We also purchased hot spots for any family in need of internet access and participated in site visits to homes to support these families with setting up equipment. This approach ensured every student that needed access to a device and/or internet, had access. Fortunately, our Smart Schools Bond Act was approved during the summer of 2020 and allowed us to purchase more devices. Over the past 15 months, we have distributed 1:1 devices to all students in grades 3-12 which has helped us to navigate a turbulent year of shifting from in-school, remote, and hybrid learning. During this time, we have provided a wealth of professional development opportunities for staff to best prepare our district to utilize technology effectively in their classrooms. We offered professional development through a variety of modalities including virtual, in-person, hybrid, 1-on-1 sessions, etc. In addition, the pandemic helped us best understand the needs of our students and community. When gathering parent/stakeholder feedback, we developed a technology help desk website for them to access instructional videos, resources, and to submit technology tickets. We've provided opportunities for parents to attend virtual training sessions so they could learn more about some of the software programs that our students were using in class (i.e. Google Classroom, Google Meet, etc.). The input collected from our stakeholders was vital to the development of our Instructional Technology Plan.

6. Is your district currently fully 1:1?

No

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II. Strategic Technology Planning

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

New Paltz Central School District is currently fully 1:1 for students in grades 3-12. Our K-2 school has devices available to be sent home with students, if we need to shift to remote learning, but we do not intend to be 1:1 for K-2.

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

Year 2026 or beyond

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.

Our professional development plan began with migrating our students and staff from Microsoft 365 to Google Workspace. This process involved hours of professional development workshops, training opportunities, communications, and the development of supporting resources. This process was successful and Google Workspace has helped us become more efficient as a district. This move also allowed us to introduce Chromebooks to the district and our 1:1 initiative. In addition to building that foundation, we also planned and offered professional development in the following areas: - Using Google Classroom to promote college and career readiness. - Research, writing, and technology in a digital world. - Differentiated student assessment through technology. - Assistive technology strategies for students with disabilities. - Integrating technology in the curriculum. - Project-based and inquiry-based learning - Supporting ELLs through the use of technology. - Promoting digital citizenship and a positive digital footprint. Those concepts are the focal points for our professional development strategy. These sessions/workshops are facilitated by the district's technology department, library media specialists, integrated technology teacher, and other staff members. We determined the capacity of educators through the use of surveys and interviews. Our instructional technology teacher reaches out to the staff in our schools, during each week, to work with them in specific capacities and scaffolds the sessions based on their level of knowledge and understanding. The effectiveness of our professional development plan is also based on survey and interview feedback. After our formal professional development workshops, we ask for feedback based on the quality of the session, effectiveness of the software/hardware, pacing of the instructor, etc. This plan has been working effectively over the past several years, but we will continue to ask for feedback to best prepare our staff.

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2022-2025 Instructional Technology Plan - 2021III. Goal Attainment

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

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners. The district has met this goal:**
Significantly
2. **Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning. The district has met this goal:**
Significantly
3. **Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments. The district has met this goal:**
Fully
4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision. The district has met this goal:**
Significantly
5. **Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life. The district has met this goal:**
Moderately

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Engage students in education to develop a passion for learning and empower them as they progress to become responsible, ethical, and contributing citizens of the world.

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.

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

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

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

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

Everything in our technology plan revolves around this goal and preparing our students for their future careers. We will integrate and use technology to support student achievement and engagement in instruction. This will be accomplished by research, budgeting, collaboration with key stakeholders, professional development and constant evaluation. Research will be completed by the technology department. We will research new technologies to support student engagement and growth. We will communicate with other school districts to help assess successful programs and initiatives. We will test and trial programs with small groups to implement key digital fluency skills like keyboarding and digital citizenship. After research is completed, we will budget for this hardware and software improvements for implementation and sustainability. During this process, we will continue to communicate and collaborate with key stakeholders including staff and students. The feedback from these stakeholders will drive the success of these programs and help us understand the needs of diverse departments and learners. Regarding evaluation, we'll use analytics collected from our software programs to monitor use and engagement to identify ROI. In addition, we'll use qualitative data collected from our staff, students, administrators, and other stakeholders to evaluate the effectiveness of our programs and direct us to new software to support their curriculum and student achievement. For this evaluation, we'll focus our assessment to center around how these tools engage students, leverage technology for effective assessment, align with state standards, and offer differentiation options to support classroom instruction.

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

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Research will be completed by the technology department. We will research new technologies to support student engagement and growth. We will communicate with other school districts to help assess successful programs and initiatives. We will test and trial programs with small groups to implement key digital fluency skills like keyboarding and digital citizenship.	Director of Technology	Technology Department	02/01/2023	0
Action Step 2	Data Privacy	Data privacy will always be a top priority when implementing new software. Any program that collects PII will have to be vetted by the District Privacy Officer and the provider will need to sign off on our Parents Bill of Rights and data privacy contact.	Director of Technology	District Privacy Officer	04/30/2023	0
Action Step 3	Budgeting	After research is completed, and privacy contracts are signed, we will budget for and this hardware and software improvements for implementation and sustainability.	Director of Technology	Assistant Superintendent for Business	05/22/2023	0
Action Step 4	Purchasing	Purchase hardware/software based on budget	Director of Technology	Purchasing Agent	07/01/2023	510,000 total

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		approval. Purchasing will be completed using funding approved through the Smart Schools Investment Plan, grant/stimulus opportunities, and our technology budget.				

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	Collaboration	Use school and district technology committees to collaborate on the needs of the schools and district. We'll use this feedback to continuously drive our hardware/software needs and support student engagement and growth.	Director of Technology	Technology Committees	06/30/2024	0
Action Step 6	Professional Development	Offer professional development, instructional resources, and 1:1 assistance to effectively implement these programs and best support our staff.	Director of Technology	Deputy Superintendent	05/30/2025	0
Action Step 7	Evaluation	Use programs to collect data and assess the frequency and effectiveness of software programs. Use technology meetings, interviews, and surveys to	Director of Technology	Instructional Technology Teacher	06/30/2025	0

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		qualitatively assess the effectiveness.				
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Technology knowledge and skills are becoming an essential component for our students to be contributing citizens in the world. Over the next three years, we plan to start implementation of the NYS Computer Science and Digital Fluency Standards and best prepare our staff to effectively integrate these standards into instruction.

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

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

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

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

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.

This goal will be measured based on the implementation timeline. In order to ensure staff is fully prepared to integrate these standards K-12 starting in September 2024, we'll need to communicate effectively, collaborate on unpacking the standards, and provide professional development opportunities. We'll use qualitative data and feedback from instructional staff to guide our professional development offerings. When this goal is successful, we'll have integrated the Computer Science and Digital Fluency standards (CS&DF) into all grade bands K-12.

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	Communications	Using the timeline for roll-out and	Director of Technology	Deputy Superintendent	08/31/2022	0

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		implementation provided by the NYSED website, we will start building awareness of the new standards through our technology team meetings, and faculty meetings, amongst other forums.				
Action Step 2	Collaboration	Working in partnership with the Deputy Superintendent and other curriculum leaders, begin the process of unpacking the standards during Superintendent's Conference Days and other opportunities to collaborate with instructional staff.	Curriculum and Instruction Leader	Director of Technology	03/30/2023	0
Action Step 3	Professional Development	Through the collaboration with our instructional staff, provide professional development opportunities for regarding building knowledge and effective techniques for integrating the standards into their curriculum. These professional development sessions will be a mix of in-person, remote, and hybrid instructional models and will be developed by the Director of Technology, Integrated Technology Teacher, and the resources available	Instructional Technology Coach	Director of Technology	08/31/2023	0

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		through the CS&DF website.				
Action Step 4	Implementation	All credit-bearing Computer Science courses will be aligned with NYS CS&DF Standards and by September 2024, all grades K-12.	Director of Technology	Deputy Superintendent	09/01/2024	0

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

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Continue to develop and update a robust, secure, sustainable technology infrastructure to protect sensitive data and best support our District's initiatives and innovation.

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

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

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

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

In order to best support our students and staff, we need to maintain a strong, secure infrastructure. This requires us to research, test, and invest in hardware/software that protects our information and promotes student growth, engagement, and achievement. We plan to keep up-to-date and continue to follow the NIST framework and CIS controls. We also plan to start external/internal penetration testing to identify any exploitable vulnerabilities in our system. We will use the data collected from these tools to drive our decisions regarding budgeting and purchasing for the 2022-2025 plan. We will also continue to provide resources and professional development to our staff to best educate them in phishing awareness and cybersecurity. In addition, we will continue to use our Smart Schools Investment Plan to provide sustainability of our 1:1 initiative and outfit our classrooms with interactive display technologies. The success of these programs will be monitored through qualitative feedback through the use of surveys, interviews, amongst other options.

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					

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Research	Research is essential for building infrastructure capability and security. We subscribe to various agencies for patch updates and vulnerability alerts.	Director of Technology	Technical Support Coordinator	07/01/2022	0
Action Step 2	Policy/Protocols	Using the NIST framework and CIS controls, continue to update policies, protocols, and plans (cybersecurity incident response, disaster recovery, etc.).	Director of Technology	Technical Support Coordinator	06/30/2025	0
Action Step 3	Evaluation	External and internal penetration testing to identify exploitable vulnerabilities in our system.	Director of Technology	Technical Support Coordinator	08/31/2022	25900
Action Step 4	Budgeting	In addition to regularly scheduled hardware/software updates, our budget will include any necessary upgrades based on the results of testing.	Director of Technology	Asst. Superintendent of Business	12/01/2023	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	Purchasing	Purchasing new servers, Chromebooks for 1:1, interactive displays, etc.	Director of Technology	District Purchasing Agent	06/30/2025	300,000
Action Step 6	Implementation	Implementation of new network devices, phone system, and	Director of Technology	Technical Support Coordinator	06/30/2025	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		hybridization of system.				
Action Step 7	Professional Development	Continue professional development for staff on how to effectively integrate technology and protect our data and sensitive information. Professional development includes mandated trainings, phishing tests, amongst other topics.	Director of Technology	Integrated Technology Teacher	06/30/2025	0
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.

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 New Paltz Central School District exists for the students of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth and development for all. Our vision is for our school community, which includes students, staff, families and community members, to be citizens of the world, passionate about learning and empowered to achieve their dreams. Instructional technology helps us to achieve our mission and vision by supporting our guiding principles. Instructional technology supports our focus on learning and success for all by providing our staff with software and devices we can use to differentiate learning and enhance instruction. It also assists in creating a cohesive and inclusive culture PK-12, across all buildings and departments by helping them develop 21st Century skills and understand the importance of digital citizenship and Internet safety in our society. Technology has been integrated into teaching and learning using the SAMR model. This model supports all teachers based on their ability levels with using technology in the classroom. We have staff dedicated to integrating technology that are vital in this process (Director of integrated technology, integrated technology teacher, library media specialists, etc.). However, while instructional technology is presented as a tool that can be used to engage students and enhance instruction, we focus on a balance of appropriate screen time and emphasize active screen time vs. passive. Technology is used to give students more autonomy in their learning process. Through concepts like project, inquiry, and problem-based learning, students have a wealth of resources available using their Chromebooks and the Internet to research and present information to an authentic audience. Technology also serves to empower and create success for disengaged and disenfranchised students through interactive, engaging curriculum and helping us prepare them to be college and career ready.

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.

Equitable learning was a major focus of our Smart Schools Investment Plan approved in 2020. The long-term solutions (5 year plan) were expedited to short-term solutions when the pandemic halted in-person instruction in March 2020. Our priority shifted to quickly providing devices for any students in need of a device and/or internet access for remote learning. Once our Smart Schools Plan was approved, we shifted the focus back to providing the same device for all students (which include a touchscreen, stylus, and additional accessibility features). We now have provided these 1:1 devices to all students in grades 3-12. Our 6-12 students take the devices home each day, while our 3-5 students keep their device in school (unless they also need access at home). We'll continue to survey our K-2 families to collect information on whether they need access to a device or internet access in the event of another shift to remote. Through this process, we have strengthened our relationships with community partnerships and they have been so supportive with fundraising and donation drives when necessary. The pandemic highlighted the benefits of these strong partnerships and the need to survey the community to assess gaps and areas of need. We will do anything in our capacity to support these families which include setting up a phone help desk line and, on occasion, house visits to provide tech support.

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 New Paltz Central School District provides access to technologies, including assistive technologies, for students with disabilities. All classrooms have been equipped with devices: grades K-2 utilize Chromebooks in learning centers, grades 3-5 have 1:1 devices that stay in the classroom, and grades 6-12 have 1:1 devices (that they can take home). In addition, computer labs and computer mobile carts are available in each of our schools for faculty to use with students. Special education classrooms have been provided with a variety of software programs and devices to support students with disabilities (which includes low tech devices such as screen magnifiers, headphones, microphones, etc.). If a student requires additional technology supports, we have a Committee for Special Education to facilitate their needs and we work collaboratively to provide effective assistive technology for those students. Regarding specific programs, all students have access to Co:Writer and Snap & Read. These two programs offer support to students in the form of word prediction, text-to-speech, speech-to-text, etc. The idea behind this plan was to make these options available to all students so that the students that need the support/assistance will feel more comfortable using these tools in their classes. In the past, I surveyed and interviewed students and found that they would sometimes feel embarrassed or that they felt like everyone was watching them while they used their assistive technology around other students. This model has helped those students and we have observed increased and more effective use of assistive technology in the classroom. Our SSIP emphasized the need to introduce 1:1 devices in order to increase student engagement and support differentiated instruction. The Chromebooks allow teachers to deliver more personalized lessons to students, while allowing them to learn at their own pace and ability level. Programs like Google Classroom support teachers in assigning resources and assignments to scaffold instruction and offer enrichment activities. These devices also promote the use of different modalities to best support all learners (videos, audiobooks, interactive resources that use the touchscreen and stylus features, etc.).

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V. NYSED Initiatives Alignment

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

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

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

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

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

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

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V. NYSED Initiatives Alignment

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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 10 languages most commonly spoken in the district

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

(No Response)

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

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

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V. NYSED Initiatives Alignment

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

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input 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 checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input checked="" 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 checked="" 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 checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. | <input checked="" type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. | <input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input checked="" 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 checked="" 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 - 2021V. 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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VI. Administrative Management Plan

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- Staff Plan** Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	2.00
Technical Support	4.00
Totals:	7.00

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	360,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" 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	Instructional and Administrative Software	N/A	150,000	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	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
					<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	Peripheral Devices	N/A	150,000	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 <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Network and Infrastructure	N/A	175,900	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources	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
					<input type="checkbox"/> 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	
Totals:			835,900			

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

Yes

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

<https://www.newpaltz.k12.ny.us/Page/8047>

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

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VII. Sharing Innovative Educational Technology Programs

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Keith Baisley	Director of Integrated Technology	kbaisley@newpaltz.k12.ny.us	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input 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 checked="" type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input checked="" type="checkbox"/> Personalized

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

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

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

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> <input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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

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