

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Joshua Culwell-Block

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

Other

- 2a. **If 'Other' was selected in Question 2 above, please identify the title.**

Director of Technology, Innovation & Mathematics

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DRAFT

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

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

The mission of the Chappaqua Central School District is to create a community for learning, where students, parents and staff are joined in the pursuit of academic excellence and personal growth in a caring environment. We seek to develop each student's full potential through a challenging curriculum, a diversified faculty, and a commitment to intellectual freedom. We will teach basic skills, foster creative and critical thinking, and provide a foundation for life-long learning. We will nourish our students' emotional lives and guide their social development, instilling in them an appreciation of self-worth, of individual difference, and of global interdependence. We will help them learn how to manage freedom and to act ethically so that each may become a responsible, contributing member of society.

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

The Chappaqua Central School District will create an innovative, agile atmosphere of learning that leverages advanced instructional technologies to support active learning environments. We will continually improve our secure and private Education Law 2-D compliant infrastructure and policies to support and advance District instructional visions and goals.

Digital Learning Goals:

1. Support Chappaqua students to be thoughtful learners and critical thinkers by providing a technology-infused, active learning environment.
2. Prepare Chappaqua students to become collaborative citizens.
3. Create an environment that increases the value and efficiency of learning time.

**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.**

A leadership group comprised of the Director of Technology, Innovation & Mathematics, Associate Director of Technology & Communication, and Director of Professional Learning led the creation of this plan. This team met four times over the course of the school year to lead the completion of this plan. This team then met with the broader technology teams to receive feedback.

They then received feedback and input from stakeholder groups: district administration, building administration, school board, faculty, parents, students, and technology department members. After feedback from stakeholder groups, the leadership team continued to formulate the plan to present for approval from stakeholder groups.

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

The primary goals of the previous Technology Plan were centered around the following:

- Create a mobile technology environment for all students and staff in the Chappaqua Central School District. This will facilitate seamless integration of technology across the district, and foster collaboration and inquiry-based learning.
- Leverage our innovative learning spaces that integrate technology, collaborative global learning, and STEAM education.
- Enhance our policies, procedures, infrastructure, and curriculum to maximize the security and privacy of our school district data.

This plan will build on the expanded capacity, establishment of creative spaces, and policy implementation to incorporate research-informed practices centered on student engagement, the development of critical thinking skills through project-based learning experiences.

This plan will also discuss infrastructure upgrades, cyber security, and 1:1 device refresh to support the innovative curriculum, instruction, and promote equity in the Chappaqua Central School District.

The planning committee used the metrics collected from the previous plan to inform this plan. We determined which goals we had achieved, as well as which goals we need to improve upon. The committee has decided that any goals that were not achieved in the previous plan will be reformulated as new goals in the next plan.

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

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

During the pandemic, our district fully implemented its 1:1 plan. We were fortunate enough to have our previous plan address the need for devices for all students and faculty. We accomplished this in March of 2020. We also provided significant professional learning around the use of devices for students to learn on during remote instruction and hybrid learning. This created an environment where students were consuming different instruction through the use of technology. We've learned that our students and faculty became proficient in programs like Zoom, and the use of our learning management system, Canvas. While our previous plan was to develop digital citizenship, leverage innovative instructional space, and seamlessly integrate creation in the curriculum, we have a need to continue that work. Our faculty and students are very proficient at using devices, now we need to work on enhancing the in-person instructional environment with technology. This plan will articulate technology use that will build upon our pandemic learning, and shift our thinking from consumers using technology, to technology as a creation engine.

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

Yes

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

The Chappaqua Central School District has a well-rounded professional learning community. Our technology plan, focused on increasing the use of creative and socially responsible technology and the use of innovated instructional space is embedded in all aspects of professional learning in the Chappaqua Central School District. This plan includes:

1. Leveraging online learning experiences such as Apple Teacher, Apple Learning Academy, Google Educator training.
2. Consulting with Apple Learning Specialists, STEAM, innovative space, and humanities consultants to create in-service, coaching, and learning teams.
3. Using Superintendent Conference Days for symposiums that focus on technology-embedded learning.
4. The District has a five-member staff development team that integrates technology professional learning in science, mathematics, literacy, social studies, and equity professional development.
5. The District partners with both LHRIC and Putnam-Northern Westchester BOCES on innovative professional learning opportunities
6. Our faculty are members of fellowships for curriculum development, STEAM, equity, and inquiry. Embedded in these fellowships are technology professional learning.
7. Our new teachers participate in a program called "Project 720". This is a four-year program that helps to infuse creation, technology, and instructional coaching in their work.
8. Classroom coaching by consultants and in-house professional development team
9. Book Clubs and teacher-led Learning Teams centered around research-based learning

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III. Goal Attainment

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

- 1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**

**The district has met this goal:**

Significantly

- 2. **Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**

**The district has met this goal:**

Significantly

- 3. **Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**

**The district has met this goal:**

Significantly

- 4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**

**The district has met this goal:**

Fully

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

**The district has met this goal:**

Significantly

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

The Chappaqua School District will create, enhance, and evaluate active learning environments that seamlessly integrate developmentally appropriate technology use in all curricular areas.

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

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

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

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

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

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

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IV. Action Plan - Goal 1

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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.

**Data Collection:**

1. Evaluation using the Danielson Rubric:

2E: Physical Space: Physical arrangement of classroom is safe, appropriate to the learning activities and learning is accessible to all students. To receive a 4 on this domain, a teacher must: The classroom is safe, and learning is accessible to all students, including those with special needs.

Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.

3C: Engaging Students in Learning: Active intellectual engagement by students; promotion of student inquiry; pacing is appropriate. To receive a 4 in this domain, the teacher must: Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.

2. Administrative learning walks, with the use of rubrics to connect technology use and active learning tied to the ISTE standards.

3. Teacher surveys around active student learning, and self-evaluation of technology use.

4. Student surveys of engagement in learning.

**Data Analysis:**

Our newly formed District data team will analyze the data collected and make recommendations for instructional enhancements, classroom and learning space modifications, changes in the professional development model for technology and active learning.

This team will also analyze the instructional technologies used in our active learning spaces, and develop a plan to enhance the use of creative technologies.

**Success:**

We will seek to analyze student engagement in our educational environments, and see that **all** students are engaged in the learning process.

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	Evaluation	Create an evaluation plan for our active learning spaces and technology integration	Curriculum and Instruction Leader	Assistant Superintendent, Director of Technology, Professional Development Team, Faculty, Students	12/23/2022	\$0.00
Action Step 2	Planning	Revisit the District Active Learning plans, and create enhancements to the plan and professional learning	Curriculum and Instruction Leader	Assistant Superintendent, Director of Technology, Professional Development Team, Faculty, Students,	02/28/2023	\$0.00

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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 3	Learning Spaces	Implement new technology, modification to active learning spaces, and revisit new spaces	Curriculum and Instruction Leader	Assistant Superintendent, Director of Technology, Professional Development Team, Faculty, Students, Director of Facilities	12/23/2023	TBD
Action Step 4	Professional Development	Create a professional development opportunities around active learning spaces and technology integration	Curriculum and Instruction Leader	Assistant Superintendent, Director of Technology, Professional Development Team, Faculty, Students, Director of Facilities	06/26/2024	TBD

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)
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:

Provide equitable technology-enhanced, culturally and linguistically responsive learning environments. Use technology to support equity in teaching, learning & communication.

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

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.

1. The District has completed an equity audit. This audit has outlined specific goals related to technology. We will measure these goals using the audit rubric.
2. The District will be completing additional equity surveys in the next five years. These surveys will determine if the District is meeting its goals.
3. The district will evaluate the achievement of sub-groups on state testing data including ethnicity, gender, home language, and special education status. We will use these results to help inform our success in this goal. This will be through a District created data team.
4. The district will create a rubric for equity in its software and online services, and determine if our tools are meeting our locally established metrics.
5. We will use metrics from the software and online services we implement to determine what features our students and staff are utilizing.

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	Communica	Implement new	Director of	Curriculum and	09/01/2	\$100,000



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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
	tions	communications systems that are accessible to all members of the Chappaqua community	Technology	Instruction Leader	022	
Action Step 2	Evaluation	Review all online products, software, classroom technology for diversity, equity & inclusion	Curriculum and Instruction Leader	Director of Technology	06/26/2023	\$0.00
Action Step 3	Implementation	Modify technology procurement procedures, eliminate non-equitable products, replace with linguistically & culturally responsive services.	Curriculum and Instruction Leader	Director of Technology	06/21/2024	\$500,000
Action Step 4	Professional Development	Create and implement a technology professional development plan around equity, digital communication and instruction	Instructional /PD Coach	Curriculum and Instruction Leader	06/30/2023	\$100,000

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Review our technology policies for diversity, equity & inclusion.	Curriculum and Instruction Leader	(No Response)	(No Response)	(No Response)
Action Step 6	Implementation	Make changes to technology policies, infrastructure, devices, and services based	Curriculum and Instruction Leader	(No Response)	(No Response)	(No Response)

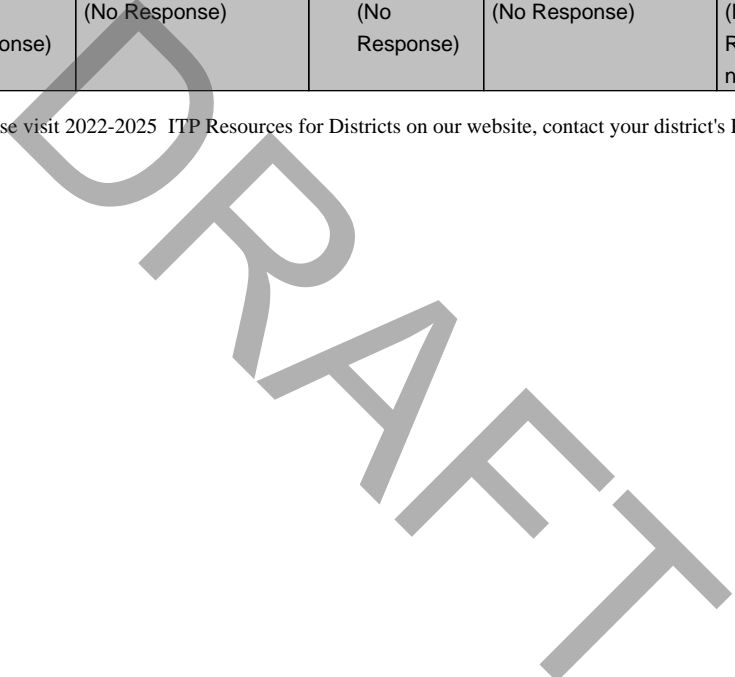
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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		upon diversity, equity & inclusion evaluation.				
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:

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

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.

The Technology Department will create a plan using the Consortium for School Networks (CoSN) guide for technology infrastructure implementation. During the planning phase, we will create benchmarks for connectivity, speed, and security. These metrics will be used to evaluate each component of the network over the next five years. We will monitor our 'Technology Work Order' system for measurements of any connectivity issues, to ensure we are improving our network infrastructure and security. We anticipate there will be additional cybersecurity requirements in the next five years, and will ensure we adhere to those requirements ahead of schedule.

6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Create a master plan for comprehensive cybersecurity, network infrastructure upgrade,	Director of Technology	Technology Team	06/30/2022	\$0.00

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		and				
Action Step 2	Cybersecurity	Contract with a 24/7 cybersecurity team that will monitor, evaluate, and test the network and its endpoints	Director of Technology	Technology Team	09/30/2022	\$150,000
Action Step 3	Infrastructure	Upgrade infrastructure including fiber, internet access, WAN, LAN, and WiFi	Director of Technology	Technology Team	06/28/2024	\$700,000
Action Step 4	Purchasing	Purchase new core network devices	Business Official	Director of Technology	06/30/2023	\$700,000

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

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

## V. NYSED Initiatives Alignment

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1. **Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.**

The Chappaqua Central School District believes that technology is fully integrated with all teaching and learning. Technology is a core component throughout our curriculum, including mathematics and literacy. We use adaptive testing to evaluate and personalize learning for all students. We believe that technology is an integral way for students to create meaning and demonstrate knowledge. Technology is a way to connect the world and support the creative process.

We have designed a one-to-one program for all students and faculty in the school district and have an infrastructure to support it. This infrastructure includes wifi, cloud-based systems, and connections to displays and peripherals throughout our campuses. This infrastructure has allowed us to view technology as a core component of our curriculum and instruction. As a result, we have a robust professional learning network that successfully integrates all aspects of learning through technology.

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.**

This plan articulates how the Chappaqua School District will provide equitable learning "everywhere, all the time." First, our one-to-one program ensures that all students and faculty have appropriate devices for learning. Second, we have redesigned our learning spaces to allow all students to learn in a comfortable, developmentally appropriate, 21st-century learning environment. Finally, the District is in the process of upgrading our network infrastructure and internet access to support future technological innovations.

The Chappaqua School District has hired a Director of Diversity, Equity, & Inclusion. Part of their work is to support technology - and help us reshape our technology services, professional learning, and device acquisition to support equitable education. In addition, we have a professional learning team of six that support all areas of curriculum - literacy, mathematics, science, social studies, equity, and digital literacy. Their work is centered around providing equitable access to learning for all students.

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 Chappaqua School District has selected iPads and Microsoft Surfaces for its one-to-one program. These devices were specifically chosen for their accessibility features. Our professional learning with our regular education and special education faculty shows them how to support students with disabilities. The professional development shows our faculty how to access voice dictation, screen readers, change font sizes, voice commands, record video and audio, and use noise-canceling headphones. We also use devices to differentiate instruction - this could be using online texts for students, audiobooks, skill-based-adaptive mathematics practice, and instructional videos that can be replayed. In addition, our infrastructure supports FM voice transmitters through student devices.

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)

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V. NYSED Initiatives Alignment

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

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

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

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

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

Yes

7a. If Yes, check one below:

Other (please explain in Question 7b, below)

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

We make sure that our Instructional Technology Plan addresses the needs of English Language Learners and their families in any language they speak.

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

## V. NYSED Initiatives Alignment

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

- |   |   |
|---|---|
| <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 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 checked="" type="checkbox"/> Reading strategies for English Language Learners                        | <input checked="" type="checkbox"/> The interactive whiteboard and language learning                |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read                        | <input checked="" type="checkbox"/> Use camera for documentation                                    |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition                 | <input type="checkbox"/> Other (please identify in Question 8a, below)                              |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom |   |

## 2022-2025 Instructional Technology Plan - 2021

## 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 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 checked="" 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 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 checked="" 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 - 2021**V. NYSED Initiatives Alignment

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

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

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2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	2.00
Instructional Support	1.00
Technical Support	15.00
<b>Totals:</b>	<b>18.00</b>

2. Investment Plan

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

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

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

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	2,500,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input 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	Network and Infrastructure	N/A	4,000,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input checked="" type="checkbox"/> District Public	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Internet Connectivity	N/A	40,000	Annual	<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 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	350,000	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 type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<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>6,890,000</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?**

Not Applicable

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.chappaquaschools.org/district/departments/technology>

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning <input type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input 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	Adam Pease	Assistant Superintendent of Curriculum & Instruction	adpease@chappaquaschools.org	<input type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makers paces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and

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	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 checked="" type="checkbox"/> Online Learning</li> <li><input checked="" type="checkbox"/> Personalized Learning</li> <li><input checked="" type="checkbox"/> Policy, Planning, and Leadership</li> <li><input checked="" type="checkbox"/> Professional Development / Professional Learning</li> <li><input checked="" 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	Ellen Moskowitz	Director of Professional Learning	elmoskowitz@chappaquaschools.org	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 1:1 Device Program</li> <li><input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces</li> <li><input checked="" type="checkbox"/> Blended and/or Flipped Classrooms</li> <li><input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology</li> <li><input type="checkbox"/> Data Privacy and Security</li> <li><input checked="" type="checkbox"/> Digital Equity Initiatives</li> <li><input checked="" 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 checked="" type="checkbox"/> Instruction and</li> </ul>

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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 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
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"> <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</li> <li>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>

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