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?**

Stephen J Parker Zielinski

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

Superintendent

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II. Strategic Technology Planning

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

The mission of the South Seneca Central School District is to create and maintain an environment that ensures that every student reaches a high level of academic achievement as determined by state and national standards. We commit to a comprehensive system of social, emotional, and academic support to assure this Outcome.

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

The primary vision for instructional technology at South Seneca is for students to have the access and the skills to make use of a wide platform of 21st Century tools, including cloud resources. The district will have full wireless network coverage, available to all members of the community, and classrooms will be equipped with the tools to make best use of Internet-based resources. Students will carry personal devices that allow for smooth use of instructional resources including calendar, apps for communication and collaboration, and platforms that aid in the completion of projects. Members of the educational community will have the opportunity to receive professional development and other training that maximizes the potential of these resources. Internally, we intend to build a replacement schedule for all hardware that supports the success of the plan and ensures that equipment is in good working order.

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.**

At South Seneca we make use of a District Technology Team composed of administrators, computer technology service employees, and teachers who meet at regular intervals during the school year to lead a vision for the district. Members include: Stephen Parker Zielinski, Superintendent; Miguel Andrade, Business Official; Adam Rundell, ES Principal; Tim Houseknecht, HMS Principal; Melissa Butler, HMS Assistant Principal; Stacey Clark, Director of Special Programs; Jon DuFour, Teacher and Interlaken Tech Coordinator; Rob Hamanet, Teacher and HS Tech Coordinator; Beth McCheyne, ES Librarian; Jody Gale, HMS Librarian. The Committee meets bimonthly.

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

2022-25 Plan Goals
1. One hundred percent of the district spaces in both buildings will have wireless network access, and both infrastructure and hardware owned by the district will be routinely maintained and upgraded or replaced as necessary.
2. All students will be trained to access and make use of educational internet based resources, and will have the means and the opportunity to regularly practice with them.
3. One hundred percent of administrators and faculty members will attend professional development sessions each semester to improve their ability to understand and utilize internet based resources with students and the school community.

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

COVID expanded our support umbrella to student and staff homes. It leveraged our 1:1 infrastructure in unexpected ways. It required staff to learn to rely more on cloud tools like Google Classroom, and Apps like Meet, Gmail and Chat. It introduced or expanded the use of dozens of digital resources.

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

Yes

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

Because instructional technology in the South Seneca district will be used in an ongoing effort to improve student access and rigor by allowing staff to explore technology in the classroom, help students explore technology to enhance their education and their lives in the future. Staff will have access to ongoing PD about new technology both through our district tech leaders and our district innovations personnel as well as access to asynchronous PD. By fostering opportunities to explore instructional tech and ongoing use of existing instructional tech, we will continue to help students prepare for current learning and future technology use.

Students currently use technology in the classroom to learn, cooperate, collaborate and demonstrate their learning via the Google Enterprise Platforms, Google Classroom, Peardeck, Jamboard, Nearpod in addition to other programs, websites and online tools. These will also be presented throughout the year for PD sessions to staff.

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2022-2025 Instructional Technology Plan - 2021

III. Goal Attainment

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

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

   Significantly

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

   Significantly

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

   Significantly

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

   Significantly

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

   Moderately

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1. **Enter Goal 1 below:**

   One hundred percent of the district spaces in both buildings will have wireless network access, and both infrastructure and hardware owned by the district will be routinely maintained and upgraded or replaced as necessary.

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

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

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

   ☑ All students
   ☐ Early Learning (Pre-K -3)
   ☐ Elementary/intermediate
   ☐ Middle School
   ☐ High School
   ☐ Students with Disabilities
   ☐ English Language Learners
   ☐ Students who are migratory or seasonal farmworkers, or children of such workers
   ☐ Students experiencing homelessness and/or housing insecurity

   ☐ Economically disadvantaged students
   ☐ Students between the ages of 18-21
   ☐ Students who are targeted for dropout prevention or credit recovery programs
   ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
   ☐ Students who do not have internet access at their place of residence
   ☐ Students in foster care
   ☐ Students in juvenile justice system settings
   ☐ Vulnerable populations/vulnerable students
   ☐ Other (please identify in Question 3a, below)

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

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

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 by comparing Instruction spaces to WiFi enable areas, and continuing to close any gaps that are identified by adding additional WiFi capacity. This goal will be measured by comparing the targeted life cycle replacement date of aging infrastructure against the actual planned date for replacement.

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	Other (please	Replace aging video camera servers and	Director of Technology	Business Official	06/30/2023	110,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	identify in Column 3, Description)	storage.				
Action Step 2	Infrastructure	Identify instructional areas with too little, too old, or no coverage	Director of Technology	Building Principals	06/30/2023	50,000
Action Step 3	Infrastructure	Replace obsolete Access Points	Director of Technology	Building Principals	06/30/2025	50,000
Action Step 4	Infrastructure	Replace aging virtual server hosts and storage area network	Director of Technology	Tech Staff	06/30/2024	50,000

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Infrastructure	Add new WiFi to any instructional spaces that lack WiFi	Director of Technology	Building Principals	06/30/2025	50,000
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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1. **Enter Goal 2 below:**

   All students will be trained to access and make use of educational internet based resources from any location, and will have the means and the opportunity to regularly practice with them. The district will collaborate with County governments to advocate for affordable high-quality rural broadband for every district household.

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.**

   The district will continue to support the 1:1 Chromebook program for students, and make WiFi Hotspots available to students with inferior Internet service at home; and use application engagement analytics from Google Classroom, Console, Classlink and CatchOn to achieve student and staff engagement targets.

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	Purchasing	Maintain sufficient Chromebooks to enable 1:1 program	Director of Technology	Building Principals	06/30/2023	95,000
Action Step 2	Evaluation	Share data with	Building	Teachers	06/30/2	7,200

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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
		stakeholders on student engagement to optimize strategies and resource choices.	Principal		023	
Action Step 3	Purchasing	Maintain sufficient Chromebooks to enable 1:1 program	Director of Technology	Building Principals	06/30/2024	95,000
Action Step 4	Evaluation	Share data with stakeholders on student engagement to optimize strategies and resource choices.	Building Principal	Teachers	06/30/2024	7,200

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	Purchasing	Maintain sufficient Chromebooks to enable 1:1 program	Director of Technology	Building Principals	06/30/2025	95,000
Action Step 6	Evaluation	Share data with stakeholders on student engagement to optimize strategies and resource choices.	Building Principal	Teachers	06/30/2025	7,200
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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1. **Enter Goal 3 below:**

   One hundred percent of administrators and faculty members will have access to
   professional development sessions each semester to improve their ability to
   understand and utilize internet based resources with students and the school community.

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 by the number training staff & faculty attend annually; by the number of lesson plans that are rewritten to include tech integration; by the hours of support received by staff and faculty from Tech Coordinators, and Technology Integration Specialists.

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	Professional Development	Teacher Workshops and Professional Development	Director of Technology	Principals, Teachers	09/30/2022	5,000

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
Action Step 2	Professional Development	Teacher Workshops and Professional Development	Director of Technology	Principals, Teachers	10/31/2022	5,000
Action Step 3	Professional Development	Teacher Workshops and Professional Development	Director of Technology	Principals, Teachers	12/31/2022	5,000
Action Step 4	Professional Development	Teacher Workshops and Professional Development	Director of Technology	Principals, Teachers	03/31/2023	5,000

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	Professional Development	Teacher Workshops and Professional Development	Director of Technology	Principals, Teachers	05/31/2023	5,000
Action Step 6	Professional Development	Teacher Workshops and Professional Development	Director of Technology	Principals, Teachers	06/30/2023	5,000
Action Step 7	Professional Development	Teacher Workshops and Professional Development	Director of Technology	Principals, Teachers	06/30/2025	60,000
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.**

Instructional technology in the South Seneca district will be used in an ongoing effort to improve student access and rigor by allowing staff to explore technology in the classroom, help students explore technology to enhance their education and their lives in the future. Staff will have access to ongoing PD about new technology both through our district tech leaders and our district innovations personnel as well as access to asynchronous PD. By fostering opportunities to explore instructional tech and ongoing use of existing instructional tech, we will continue to help students prepare for current learning and future technology use.

Students currently use technology in the classroom to learn, cooperate, collaborate and demonstrate their learning via the Google Enterprise Platforms, Google Classroom, Peardeck, Jamboard, Nearpod in addition to other programs, websites and online tools.

2. **Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.**

The district is committed to 1:1, as well as the option for Kajeets in selected homes.We have also implemented Paper tutorial, Khan Academy, Google Education to support students and KnowBe4 & OTIS PD for Teachers.

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 ongoing use of technology and access to the Google Enterprise as well as Google add ons such as Read Write allow for quick access to extended time, assignments that or modified in length, grouping students in break out rooms for small online settings, and innumerable ways in which access to curriculum adjustments are made to meet the individualized needs of students.

Students with disabilities use their 1:1 devices to access Google Classroom where the modified assignments live.

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)

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

    In the language spoken most commonly at home for all students

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.**

☐ Technology to support writers in the elementary classroom
☐ Technology to support writers in the secondary classroom
☐ Research, writing and technology in a digital world
☐ Writing and technology workshop for teachers
☐ Enhancing children's vocabulary development with technology
☐ Writer's workshop in the Bilingual classroom
☐ Reading strategies for English Language Learners
☐ Moving from learning letters to learning to read
☐ The power of technology to support language acquisition
☑ Using technology to differentiate instruction in the language classroom

☑ Multiple ways of assessing student learning through technology
☐ Electronic communication and collaboration
☐ Promotion of model digital citizenship and responsibility
☐ Integrating technology and curriculum across core content areas
☐ Web authoring tools
☐ Helping students connect with the world
☐ The interactive whiteboard and language learning
☐ Use camera for documentation
☐ Other (please identify in Question 8a, below)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

☐ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☐ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☑ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☑ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☐ Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.

☐ Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.

☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

☐ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☐ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☑ Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.

☐ Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.

☐ Class lesson plans, materials, and assignment instructions are available to students and families for

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

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

☑ Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.

☐ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☐ Provide online mentoring programs.

☐ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☑ Offer a technology/support hotline during flexible hours.

☐ Make sure technology/support is offered in multiple languages.

☐ Other (Please identify in Question 9a, below)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

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

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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	0.75
Instructional Support	0.20
Technical Support	3.50
Totals:	**4.45**

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	various hardware	248,107	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	general fund
2	Instructional and Administrative Software	various software	456,547	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	BOCES and general fund

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Network and Infrastructure	infrastructure	341,284	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	BOCES, General Fund, Erate
4	Professional Development	Supt Conf Days	26,450	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	BOCES and general fund

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**1,072,388**			

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

   Yes

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

   http://www.southseneca.org

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

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VII. Sharing Innovative Educational Technology Programs

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

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

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	Melissa Butler	Secondary Assistant Principal	mbutler@southseneca.org	☑ 1:1 Device Program ☑ Active Learning Spaces/Makerspaces ☑ Blended and/or Flipped Classrooms ☑ Culturally Responsive Instruction with Technology ☑ Data Privacy and Security ☑ Digital Equity Initiatives ☑ Digital Fluency Standards ☑ Engaging School Community through Technology ☑ English Language Learner ☑ Instruction and Learning with Technology ☑ Infrastructure ☐ OER and Digital Content ☑ Online Learning ☑ Personalized

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

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

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

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

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

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VII. Sharing Innovative Educational Technology Programs

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

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