

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 04/09/2022

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

Dr. Kaitlyn Sassone

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

Director of Technology

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

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II. Strategic Technology Planning

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1. What is the overall district mission?

The mission of the Rye City School District, in partnership with the community, is to ensure that every student is capable of becoming a life-long learner who can thrive in a global environment as a self-reliant and socially-responsible citizen. To realize this mission, our schools will provide an engaging, challenging, personalized program that supports each individual’s talents and potential in a fiscally-responsible manner.

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

The Rye City School District aspires to build technology-rich teaching and learning environments that promote communities of lifelong learners who are responsible, caring members of society and can think critically, communicate effectively, collaborate, and creatively problem-solve as active citizens in a technology-rich 21st century. In addition, the District aspires to implement a culture that fosters and enhances the fluid integration of instructional teaching and learning technologies to promote inclusive and accessible learning environments that meet the needs of all learners and their varying learning modalities. In an effort to realize this vision, all staff members will receive and participate in ongoing professional development that is accessible to their level of instructional technology readiness. This District-wide professional development will meet each teacher at his/her current comfort level and use of technology and will aim to strengthen and grow their technology integration skills to ensure movement across the SAMR model of professional development as appropriate for their teaching and learning goals and outcomes. To achieve this multifaceted vision, the District is dedicated to sustaining a robust infrastructure and network that will continue to support and meet the needs of all teachers and learners in the District.

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.

During the 2021-2022 school year, the District’s K-12 Technology Committee dedicated a significant portion of its meetings to discussing the goals for instructional technology use, and also outlined a process for creating the new Technology Plan. Members of the committee include a variety of stakeholders such as the Director of Technology/CIO, the Assistant Superintendent of Curriculum, the Assistant Superintendent for Business, the District Data Analyst, the Instructional Technology Staff Developers, building principals, teachers, community members, and Board members. Each meeting focused on a specific area of the Instructional Technology Plan. The committee met several times over the course of the school year to lead the completion of this plan. This comprehensive plan outlines the action steps the District will take to provide all members of its learning community with access to appropriate technological resources, enhanced instructional programs/spaces, and opportunities for professional growth.

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

To develop the 22-25 Instructional Technology Plan, the Rye City School District first reviewed the current plan to determine which goals we had achieved and which goals we needed to improve upon. Due to COVID-19, some of the goals were not addressed or had to be implemented differently than expected. Since the district has operated differently for the last two years, the Technology Committee had to consider these new experiences when creating our new goals and values. The committee decided that any goals that were not met in the previous plan would be rewritten and developed into new goals in the next plan. The goals in this plan highlight the significant focus areas the district will embark upon as they are directly connected to the Rye Commitment and mission statement.

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

During the pandemic, our district was tasked with outfitting devices for all faculty, staff, and students K-12. While the district was not fully prepared for this deployment, we were able to purchase/restore current devices to meet the demands of remote and hybrid learning. Throughout the pandemic, we also provided significant professional learning around the use of devices and various software applications for faculty, staff, parents, and students. These learning environments allowed all stakeholders to consume different instruction through the use of technology. Our faculty, students, and staff became highly knowledgeable in programs such as Google Meet, Google Classroom, etc. Moving forward, the district is working towards upgrading our mobile devices and outfitting our instructional learning environments with the proper technology that will support all teaching and learning. In addition, the district will use the NYS Digital Equity survey data to make sure all families have access to technology not only in school but also at home.

6. Is your district currently fully 1:1?

No

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II. Strategic Technology Planning

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

Rye City School District Current Device Structure:

- K-1: students have access to sharable Chromebook and iPad carts per grade level
- 2-5: students are assigned their own Chromebooks. These devices stay in school unless a parent requests that the device and charger be brought home.
- 6-8: 1:1 Chromebooks for all students (device, charger, carrying case)
- 9-12: required to bring their own device and charger (BYOD) to school daily
- Students with IEP and 504 accommodation plans are provided with the necessary assistive technology as per the individual plan.
- The RCSD has provided district-issued devices and hotspots through our loan program to families in need

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

School year 2024-2025

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.**

Professional learning in the Rye City School District is a vital component of our commitment to serving our faculty, staff, and students. We are committed to high-quality, research-based professional learning to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional learning initiatives. Professional learning is tailored to the needs of individual teachers, grade levels, departments, and buildings, aligned with District initiatives, and progresses across grade levels, Kindergarten through grade 12, and when appropriate, is continuous and sustained.

The Rye City School District has a well-rounded professional learning team. The team is comprised of in-house professionals that include but are not limited to staff developers K-12, Assistant Superintendent for Curriculum and Instruction, Director of Technology, Director of Special Education, and Special Education Supervisors. The district also partners with outside consultants, LHRIC, and Putnam-Northern BOCES on professional learning opportunities.

Training topics are informed by regular surveys of staff to assess needs and wants, as well as organizing topics by skill level. Professional learning for faculty and staff takes many forms including in-service workshops, book clubs, classroom coaching cycles, lunch sessions, Superintendent's Conference days, curriculum Mondays, department meetings, Tech Tip Tuesday electronic newsletters, and technology quarterly bulletins.

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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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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

The Rye City School District will create active learning environments that seamlessly integrate technology to support all teaching and learning.

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

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 instructional technology goal will be measured and evaluated through the following measures:

- Learning walks will be conducted to connect the use of technology and active learning in the classrooms (ISTE standards)
- Faculty and staff surveys around active learning and the integration of technology (self-evaluation)
- Student surveys to determine engagement and use of technology in the classroom

The stakeholders outlined in the plan will be responsible for analyzing the data collected and making recommendations for enhancements and changes within the active learning environments. In addition, professional learning opportunities will be tailored to meet the needs of faculty and staff around active learning and technology integration in the classroom.

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	Conduct walkthroughs	Director of	Assistant	06/30/2	0

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		and create an evaluation plan for upgrading active learning spaces	Technology	Superintendent Curriculum & Instruction	022	
Action Step 2	Professional Development	Continue to create a foundation of Digital Citizenship/Literacy curriculum that enables teachers to incorporate key components when necessary as part of teaching and learning	Director of Technology	Assistant Superintendent Curriculum & Instruction, Curriculum & Instructional Leaders, Professional Learning Team, Library Media Specialists, Administrators, Faculty	06/30/2025	5,000
Action Step 3	Professional Development	Create professional learning opportunities around active learning spaces and technology integration	Director of Technology	Assistant Superintendent Curriculum & Instruction, Curriculum & Instructional Leaders, Professional Learning Team, Administrators, faculty, students	06/30/2025	5,000
Action Step 4	Learning Spaces	Integrate new technology into active learning classrooms and continue to build new spaces throughout the district	Director of Technology	Assistant Superintendent Curriculum & Instruction, Director of Facilities, Professional Learning Team, Administrators, faculty, students	06/30/2025	100,000

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

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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
	(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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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Use annual NYS Digital Equity Survey data to inform the district of technology needs. Develop a standard equipment refresh cycle to provide and maintain up-to-date devices for all students. Investigate ways to address ongoing issues of device damage and loss to reduce expenditures and ensure fiscal responsibility.

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.

New York State requires all public schools to provide information on student and teacher access to devices and the internet in their places of residence. The district will ask all RCSD families and educators to complete the Digital Equity survey to obtain this information. The district will evaluate the data from the survey to determine the state of digital equity for students and teachers. The district will generate a plan to provide devices and internet access based on student and teacher needs. A five-year replacement cycle will be established, and create an insurance plan for families whose students are a part of our 1:1 device initiative. In addition, the district will survey our High School students and families regarding our BYOD device structure. The district will use the survey results to determine the best device makeup for students 9-12.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Disseminate NYS	Director of	Instructional	06/30/2	0

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Digital Equity Survey to all families K-12 via the parent portal. Hard copies will be provided to those families who are unable to submit the survey online due to limited technology access. The survey will be sent out several times a year until all families have submitted their documentation.	Technology	Technology Coach	025	
Action Step 2	Implementation	The district will provide mobile devices/hotspots to students in need based on the NY Digital Equity Survey results. The district currently provides devices/hotspots to families who meet the Federal income guidelines. The district will need to expand its practice and provide devices to all students in need. A formal process will be developed, implemented, and shared with the community.	Director of Technology	Building Principal, Instructional Technology Coach	06/30/2025	5,000
Action Step 3	Budgeting	Update Rye Middle School's 1:1 devices and policy to include an Insurance Plan option for families. Allowing families to partake in the Insurance Plan will minimize the amount of money families are expected to pay when	Director of Technology	Business Official	06/30/2025	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
		a device is damaged/lost/stolen. This insurance policy will protect the device against an assortment of damages.				
Action Step 4	Evaluation	Continue to monitor and evaluate the functionality of all mobile devices within the district. Establish a five-year replacement cycle for grades K-12. Devices outside the five-year window will be used for spare parts or brought to asset recovery. Keep inventories of all technology hardware district-wide.	Director of Technology	Instructional Technology Coach	06/30/2025	5,000.00

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Planning	Develop and implement a 1:1 device program at Rye High School	Director of Technology	Building Principal	06/30/2025	100,000.00
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

The district technology team will design, implement, and sustain a robust, secure infrastructure to ensure sufficient, reliable high-speed connectivity for all stakeholders within the RCSD community. The infrastructure upgrade will support the instructional needs of all learners, educators, and administrators.

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 Rye City technology department will create a five-year plan using the Consortium for School Networks (CoSN) and the NIST Cybersecurity Framework guide for technology infrastructure implementation. During the design phase, the district's IT team will create benchmarks around the areas of connectivity, speed, and security. These areas will be evaluated over five years once the plan is implemented. In addition to the infrastructure plan, the district will continue to use our Faculty and Student Help Desk systems to determine what areas of the network need improvements. We anticipate that there will be additional cybersecurity/data privacy mandates over the next five years and will put processes and provide training ahead of schedule once NYS releases the mandates.

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	Director of	Technology Team	06/30/2	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
		for comprehensive cybersecurity, network infrastructure upgrade, and data privacy	Technology		022	
Action Step 2	Infrastructure	Upgrade PA systems district-wide	Director of Technology	Technology Team/Security Coordinator	06/30/2025	500,000.00
Action Step 3	Infrastructure	Install new classroom door locks district-wide	Director of Technology	Technology Team/Facilities	06/30/2025	100,000
Action Step 4	Infrastructure	Upgrade infrastructure including cabling, fiber, internet access, WAN, LAN, and Wi-fi districtwide	Director of Technology	Technology Team	06/30/2025	300,000

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	Cybersecurity	Determine and implement software systems that will monitor, evaluate, and test the network and its endpoints	Director of Technology	Technology Team	06/30/2025	(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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IV. Action Plan - Goal 3

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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.

Many of the goals outlined in the instructional technology plan will exceed the life of this plan in an effort to support rigorous academic standards attainment and performance improvements for students. Examples of this include the District's commitment to continue to participate in monthly Technology Committee meetings to discuss, evaluate, and plan for instructional technology. In addition, through adherence with the instructional technology vision and the RCSD mission as well as the subsequent goals and action steps, the District will work to provide technology-enhanced learning environments that focus on inclusive, interactive, and individualized teaching and learning to support all learners. This includes providing equitable access to a variety of digital resources that support standards-based learning experiences integrated with appropriate technology which will provide transformative learning experiences for students. Providing teachers access to relevant and rigorous professional development to ensure the integration of technology will be an integral part of this attainment. This will create a learning environment that engages, challenges, and supports individual talents, interests, and potential.

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 will continue to survey all faculty, staff, students, and families each year to determine their technology needs. Our equity survey is administered through our student information system. If families cannot respond to the electronic version of the survey, they can request a paper copy from the district. At this time, all administrators, teachers, aides, TAs, and nurses are provided with a district-issued device. Rye has a specific device structure for students K-12 (see previous response). Over the next few years, the district will expand its 1:1 program and continue to provide loaner devices and hotspots to those individuals in need.

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.

A thorough evaluation of student-specific accommodations, 504 and IEP plans will be reviewed to ensure students with disabilities are served through the use of instructional technology as well as assistive technology devices to ensure access and participation in the general curriculum. This includes committee meetings, MTSS teams, and annual review meetings. Instructional technology and assistive technology will be selected on an individual basis for students based on their individualized learning needs. Tools will be evaluated based on the effectiveness of use and purpose in providing students equitable access to the general curriculum. To support this, teachers will receive professional development and training to learn how to use and successfully incorporate the use of all tools and devices in the classroom. For example, students with visual impairments will have access to ScreenLeap which will allow the instructor to mirror content from a class projector to a student device. In addition, Learning Ally (audiobook) allows students to participate in the same reading as their peers by modifying the text and reading the text aloud to the student. Specifically, this tool is used to support students with dyslexia and students with disabilities. Additionally, Kami and Read&Write are tools that are also being used with students who require access to annotate PDFs and to produce speech to text.

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.

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

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

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

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

Yes

7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

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

(No Response)

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 checked="" type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Web authoring tools |
| <input checked="" 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 | |

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V. NYSED Initiatives Alignment

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

- 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 - 2021V. NYSED Initiatives Alignment

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

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

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

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	1.00
Instructional Support	2.00
Technical Support	6.00
Totals:	9.00

2. Investment Plan

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

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

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

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Network and Infrastructure	cabling, fiber, internet access, WAN, LAN, and Wi-fi districtwide	300,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources 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	Professional Development	Professional Development	10,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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VI. Administrative Management Plan

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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 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	End User Computing Devices	Devices	100,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input checked="" type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Peripheral Devices	Active Learning equipment (interactive TVs)	100,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

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VI. Administrative Management Plan

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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	
Totals:			510,000			

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

Yes

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

Rye City SD Current Technology Plan
 Rye City SD DRAFT Technology Plan

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

2022-2025 Instructional Technology Plan - 2021

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 checked="" 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 checked="" type="checkbox"/> Technology Support |
| <input checked="" type="checkbox"/> Data Privacy and Security | <input checked="" 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	Dr. Kaitlyn Sassone	Director of Technology	sassone.kaitlyn@ryeschools.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 checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input checked="" type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input checked="" type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input checked="" type="checkbox"/> Personalized

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

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

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

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

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

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

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