

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 03/22/2022

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

James Bruni

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

Other

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

Administrator of Business & Operations

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II. Strategic Technology Planning

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

The mission of the Seneca Falls Central School District is to provide quality educational opportunities and experiences for all students in a safe and positive environment that promotes academic excellence.

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

Over 150 years, the residents of the Seneca Falls Central School District have valued quality education in their community and that tradition continues with this current vision of education.

A Safe Learning Environment

- All students have a right to equal educational opportunities.
- Regardless of a child's circumstances, teachers can positively influence his/her life.
- Education shall promote the overall health and wellness of the individual.
- Technology enables students to expand their educational horizons and opportunities.
- Technology shall be utilized to be competitive at all levels of education and into the workforce.
- The District shall strive for excellence within the bounds of the available resources.

The Development of the Student

- Education shall reinforce the core values of integrity and honesty.
- Education shall incorporate Character Education.
- Schools shall promote respect for self and others as well as an appreciation and understanding of diversity.
- Education shall help people become productive members of society.
- Students must be challenged to maximize their potential. A Commitment towards Collaboration and Communication
- Education shall be the collective responsibility of the school, parents, community and students.
- Students, parents, staff and the larger community must all be kept informed of the consequences of decisions and actions relating to education within the district.
- Education must help students become effective verbal and written communicators.

A Focus on Student Learning

- Learning shall be enjoyable, challenging and inspirational.
- Education shall foster basic skills, critical thinking and creativity.
- Each student shall explore learning opportunities beyond those, which take place on the classroom.
- Students shall be active participants in defining their own learning processes.
- Education shall provide students with daily opportunities to experience success.
- Learning is an on going, lifelong process.

3. **Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.**

The Seneca Falls CSD Technology Committee started the development of the Technology Plan in the Fall of 2021 (with an early Spring completion goal) and an updated meeting in September 2024 with a stakeholder group including:

1. District Technology Committee
2. Instructional Technology Staff
3. Classroom Teachers (Representative from each building K-2, 3-5, 6-8, 9-12, and Special Education)

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II. Strategic Technology Planning

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4. Other: Library Media Specialist, Parent Representative

5. Administration support: Administrator of Business and Operations (Director of Technology), Director of Curriculum and Instruction, and one building representative (Principal of 3-5 Building)

6. Input from the District Safety Committee regarding an upgrade to Wireless badge access to all internal classroom door locks

The SFCSD Technology Committee began the year out with a survey in September to elicit new membership. The committee met on Oct. 12, Nov. 9, Jan. 4th, Feb 1st, and March 1st. The committee reviewed the last technology plan and created new goals and action steps for the new technology plan due in the Spring.

District technology refresh plans were developed and evaluated throughout the academic year. Report of progress was provided to the Seneca Falls CSD Board of Education. Technology Plan development and action plans were also shared with the District Curriculum Council (Team Leaders and Department Chairs) for feedback.

The committee developed three goals and an additional goal aligned to the proposed Smart Bond Investment Plan.

The following outcomes were developed and shared with the District Curriculum Council and Board of Education:

Goal #1: Implement blended learning practices to support student achievement and engagement through the seamless integration of instructional technology into teaching and learning;

Goal #2: Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

Goal #3: Increase and maintain equitable access to high-quality devices for students and educators.

Goal #4: Upgrades to campus notification/communication systems and door entry systems (wireless door locks) in order to improve building and classroom safety and increase equitable access to information.

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

The District built off of the previous three-year goals with modifications for more focused action plans on instructional technology integration. The planning process this time was different as the previous plan focused more on the acquisition of hardware and software. The planning committee worked collaboratively on the purposeful usage of platforms and applications to improve on achievement gaps from the pandemic. The planning committee focused on reflection on the previous tech plan by identifying action items that needed to continue and areas that needed to change. The committee felt all three goals were met in some fashion. The committee felt we needed to push past acquisition and focus more on training and professional development to improve utilization and meaningful integration.

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

The District focused instruction and training on our district's learning management system (Google Classroom and Google Apps for Education). The committee reflected on the pandemic learning environment and the hardware and software applications. The committee felt that the use of Zoom as a conference platform, the use of purchased wireless hotspots for at home learning, and the continued refresh of student devices (chromebooks) allowed students and teacher to stay connected throughout the pandemic. The committee feels that the new plan reflects on the community needs through our at home connectivity and learning survey. The new plan does continue the previous goal of the device refresh plan including teacher and student devices and district infrastructure upgrades (wireless and networking). The new technology plan places a large emphasis on professional development related to instructional technology integration with a focus on ongoing on-demand professional development and a smaller focus on "one and done" training sessions. Training sessions will also reflect the goal of building internal capacity by allowing teachers to become trainers and pass information along quicker and to a larger scale.

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6. Is your district currently fully 1:1?

Yes

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

The new technology plan builds off of the District's Professional Development Plan Goal #5 "Engaging Lifelong Learners". The objective of this goal is to increase implementation of blended learning environments and student engagement. The committee identified specific areas for professional development on Instructional software and hardware including Google Classroom, Chromebook applications, digital tools and extensions, and other learning management applications such as Seesaw. Hardware training includes how to use the new Boxlight interactive boards which replaced older Smartboards. The professional development plan includes on-demand PD, after-school learning sessions, job-embedded PD, and instructional technology coaching. The plan also includes surveys to elicit participant input in order to drive professional development opportunities and provide feedback on the effectiveness of the PD sessions. In order to continue sustained support, and post-professional development sessions, the instructional tech coach will perform second-level or advanced differentiated sessions to meet teachers where they are. In addition, staff will be trained on an upgraded campus-wide notification system as well as internal door access systems (funded by the Smart Schools Investment Plan).

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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:

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:

Significantly

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Implement blended learning practices to support all student achievement and engagement through the seamless integration of instructional technology into teaching and learning that provide equitable opportunities.

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.

- Collection of instructional application usage data through Clever, Google Admin Console, GoGuardian, Department level surveying. Benchmark: Maintain usage from previous school year. Usage data will be analyzed each spring to determine PD opportunities/software renewal Goal Met: usage of instructional applications remain consistent or increases annually
- Blended learning Practices: Observational Data Administrators will complete observations in order to evaluate Blended Learning practices and instructional technology integration to meet the needs of all learners (General education students, students with disabilities and ELL students). Observation data will be analyzed through district conversations to drive PD decisions, coaching opportunities and collaborative opportunities Goal met: Instructional practices and technology implementation is evident in

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IV. Action Plan - Goal 1

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classrooms

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 | Research | Collection of instructional application usage data from Clever, Google Admin Console , GoGuardian or Teacher/Department Surveys: Student usage of instructional applications will help identify potential areas for professional development needs and determine software renewals | Instructional Technology Coach | Director of Technology | 06/20/2025 | 0 |
| Action Step 2 | Curriculum | Leverage software for formative assessments to identify gaps in student learning and provide instruction to meet the student's needs. Leverage software like nearpod, google forms, IXL, iReady, quizziz, quizlet, Raz-Kids, etc. | Curriculum and Instruction Leader | Director of Technology | 06/20/2025 | 336000 |
| Action Step 3 | Implementation | Share out of best practices at faculty, department and curriculum council meetings that leverage BL strategies | Director of Technology | Director of Curriculum & Instruction | 06/20/2025 | 0 |
| Action Step 4 | Evaluation | Observation completion on domain 2 and 3 based on instructional practices. Admin post observation review | Building Principal | Director of Curriculum & Instruction | 06/20/2025 | 0 |

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IV. Action Plan - Goal 1

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| | Action Step | Action Step - Description | Responsible Stakeholder: | 'Other' Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|--|-------------|---------------------------|--------------------------|---------------------------------|--------------------------------|------------------|
| | | with classroom teacher | | | | |

7. This question is optional.

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

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

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

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

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.

- | | |
|--|--|
| <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.

- Develop a survey that collects data on what technology teachers need PD on(Afterschool PD opportunities) Benchmark: Continued offerings for Instructional Technology Collected: Surveys to assess needs which will drive PD offeringsGoal Accomplished/Analyzed: PD requests provided throughout the year, including Superintendent Day conferences. Survey results analyzed to create a list of offerings
- Track Technology PD offerings and attendance Benchmark: One offering per month with maxed out attendees (20 participants)Review attendance and offerings to determine other needs Goal Accomplished: Full year of monthly technology offerings
- Follow-Up PD Analysis Benchmark: Teachers are implementing Instructional Technology in classroom after PD sessionsCollection:

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IV. Action Plan - Goal 2

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PD Follow-up survey to see how and if teachers are leveraging PD in their classroom and to assess needs
 Goal Accomplished: Teachers are implementing tech practices in classroom

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 | Professional Development | Create a survey to Drive PD. Develop a calendar of PD offerings | Curriculum and Instruction Leader | Instruction Tech Coach | 06/20/2025 | 0 |
| Action Step 2 | Planning | Provide release time or setup after school PD opportunities professional learning | Curriculum and Instruction Leader | Instruction Tech Coach | 06/20/2025 | 18600 |
| Action Step 3 | Evaluation | Conduct survey to evaluate PD effectiveness and implementation | Curriculum and Instruction Leader | Instruction Tech Coach | 06/20/2025 | 0 |
| Action Step 4 | N/A | N/A | N/A | N/A | 06/30/2021 | 0 |

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

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

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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 |
|---------------|---------------|---------------------------|--------------------------|---------------------------------|--------------------------------|------------------|
| 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:

Increase and maintain equitable access of high-quality devices to students and educators.

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.

- | | |
|--|--|
| <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.

- *Chromebook/Windows device review (Google Console and Gopher)* Benchmark: Each chromebook/windows laptop will have google/windows license and operating system data Analysis: Review and rank chromebooks/laptops according to google/windows license Goal: All devices will be active under a google license.
- *Digital Equity Survey* Benchmark: All students have access to devices and Internet Analysis: Review data from survey to assess connectivity needs Goal: 100% internet accessibility at homes within district
- *HelpDesk Ticket review* Benchmark: 100% Ticket resolution through various solutions Review data to analyze areas of concern amongst devices Goal: Helpdesk tickets lead to which items require refresh
- *Refresh cycle plan (Display screens, computers, student devices)* Benchmark: Obsolescence planning provides obtainable refresh of devices Analysis: looking at device life cycle to determine priorities Goal: All devices are in proper working condition

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IV. Action Plan - Goal 3

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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 | Purchasing | Develop a refresh plan for all hardware (student devices, staff devices, classroom instructional technology) | Director of Technology | Application Support Specialist | 06/20/2025 | 300000 |
| Action Step 2 | Communications | Communicate HelpDesk procedures for student and staff use to support devices -Formally email helpdesk to more accurately track data on device needs/services - Record data on help desk services. | Director of Technology | Application Support Specialist | 06/20/2025 | 0 |
| Action Step 3 | Policy/Protocols | Develop a procedure on hotspot distribution -survey individual families -disperse hot spots to families that lack internet access | Director of Technology | Application Support Specialist | 08/31/2022 | 7130 |
| Action Step 4 | N/A | N/A | N/A | N/A | 06/30/2021 | 0 |

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

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

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| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|---------------|---------------------------|--------------------------|---------------------------------|--------------------------------|------------------|
| | | | | | nse) | |
| 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?**

Yes

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IV. Action Plan - Goal 4

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1. **Enter Goal 4 below:**

Upgrades to campus notification and communication systems and a wireless door entry system in order to improve campus safety and increase equitable access to information

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.**

- | | |
|--|--|
| <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.**

Research has shown that in order for students to learn efficiently they require a safe and secure learning environment. This will be done by upgrading the campus notification and communication system. The district is planning to leverage BOCES state aid to complete this upgrade. The district has collected information from students and staff through various student meetings and in collaboration with the District Safety Committee. The District Safety Committee (consisting of administrators, teachers, staff, students, parents, and community representatives) researched and developed a plan to create a more safe and secure environment by leveraging communication through the following:

*Increase equity and access to students and staff who may have barriers to accessing information through standard means of

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IV. Action Plan - Goal 4

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communication (audio or visual announcements)

*Universal Public Announcement System (including classroom news, building activities, and celebrations)

*Communication through various classroom and hallway announcement panels (Including digital clocks and message boards)

In light of recent school safety issues regionally, the Board of Education, in conjunction with the District Safety Committee recently adjusted Goal #4 to include the installation of wireless door access for all internal classroom doors. The committee supported the need to be able to initiate a faster lockdown of doors as well as remove physical keys from the district classroom doors. This upgrade to wireless badge access to classroom doors will be completed through the 2024 Smart Schools Investment Plan as well as the capital project to be starting in 2025.

6. List the action steps that correspond to Goal #4 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 | Research | Research vendors that can provide communication packages that include a full-scale upgrade to the entire system | Director of Technology | Business Official | 12/20/2024 | 0 |
| Action Step 2 | Purchasing | Purchase will require application for SMARTBond funding for the wireless door access as well as a BOCES Cross Contract for the communication system. This entails a long process of local and state level approvals. The quote from the vendor will include Equipment, technical services and subcontractor work | Director of Technology | Business Official | 08/31/2025 | 2305600 |
| Action Step 3 | Implementation | Implementation is provided through the vendor by technical services and subcontractor work to install the communication system | Business Official | Director of Technology | 07/31/2026 | 0 |

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| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|-------------|--|--------------------------|---------------------------------|--------------------------------|------------------|
| | | components and wireless badge access throughout the district. | | | | |
| Action Step 4 | Evaluation | Upon completion, the board of education facilities committee in collaboration with the technology committee will examine the installation and provide an update on its completion to the board and begin the process of planning the training involved to all parties. | Director of Technology | Business Official | 08/31/2026 | 0 |

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

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

8. Would you like to list a fifth goal?

No

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IV. Action Plan - Goal 4

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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.

- Technology will be integrated through Blended Learning Strategies Students can have some choice over path, pace, space, and place to make learning meaningful Students will leverage technology to develop their skills in the 4Cs- creativity, collaboration, communication, and critical thinking as well as demonstrate their learning through multiple pathways and modalities. Technology can be leveraged to give students choice and voice in their learning opportunities. Teachers will leverage technology to help inform their instruction through formative assessments that leverage tech for data-driven instruction. Teachers will leverage technology to create student-centered learning experiences in which students become agents of their learning and to provide equitable opportunities to access grade-level content (technology accommodation tools like text-to-speech, speech-to-text, translation, etc.). Classrooms will implement learning management systems to support online instruction Teachers will post content and assignments that can be accessed on demand for reinforcement, in-person and distance learning.
- Computer Science and Digital Fluency Standards capacity building and implementation Fall 2025 Provide opportunities for computer science and digital fluency learning for students K-12. Student use of one-to-one devices throughout K-12 (Chromebooks) will assist with computer knowledge acquisition and increase capabilities of typing skills and troubleshooting low level device and software issues.
- Upgraded communication system and wireless door access to provide a safe and secure learning environment Utilizing Smart Schools Bond funding, provide locked classrooms as well as a collection of physical keys Utilizing BOCES Cross Contract services, provide a campus notification and communication system in order to improve campus safety and increase equitable access to information

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.

- 1:1
- Hotspots per requests
- Staffing: Help desk support, Instructional Tech Specialists turnkey support,
- Infrastructure: Increased capacity of wireless in each classroom, Updated server to allow for an increase in data usage
- Partnerships: W-FL BOCES- help desk ticket and Technology Integration
- Campus-wide notification system for increased communication of building operations and safety procedures and provide equitable access to notifications

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.

- Students are assigned 1:1 devices- Chromebooks unless there is a different device requested in their 504, IEPs. In which, the district purchases specific devices to support adaptive technology accommodation.
- Each Chromebook has accessibility features built-in which provide access for students with needs. For example, closed captioning for audio, text-to-speech, and speech-to-speech are built into the Google Workspace.
- Teachers post work to Google Classroom for digital access for students who have access to computers for typing, speech-to-text

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- features, and text-to-speech.
- PD for pillar products like KAMI, Google, Nearpod, FlipGrid, etc. include segments focused on accessibility and differentiation.
- Campus-wide notification system for increased communication of building operations and safety procedures and provide equitable access for notifications (Smart Schools Investment Plan)
- Training for all students on the door access system to explain how the process works when they need to leave and enter the room during instructional time.

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

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

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

- | | |
|---|--|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input 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 type="checkbox"/> Enhancing children's vocabulary development with technology | <input 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 type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in | <input type="checkbox"/> Other (please identify in Question 5a, below) |

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the special education classroom

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

7B. If Yes, check one below:

In the 5 languages most commonly spoken in the district

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

(No Response)

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

- | | |
|---|--|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| | <input checked="" type="checkbox"/> Integrating technology and curriculum across |

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| | |
|---|---|
| <input type="checkbox"/> Writing and technology workshop for teachers | core content areas |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input type="checkbox"/> The interactive whiteboard and language learning |
| <input type="checkbox"/> Moving from learning letters to learning to read | <input 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 | |

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

| | | |
|--|---|---|
| <input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input checked="" type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | <input type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. | <input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input type="checkbox"/> Create a survey to obtain information/about students' | <input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their | <input type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| | | <input type="checkbox"/> Make sure technology/support is offered in multiple languages. |

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| | | |
|---|--|---|
| <p>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.</p> <p><input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.</p> <p><input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.</p> <p><input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.</p> | <p>districts Learning Management System or website.</p> <p><input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</p> <p><input checked="" type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/.</p> <p><input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.</p> | <p><input type="checkbox"/> Other (Please identify in Question 9a, below)</p> |
|---|--|---|

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.**

- a) 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.
- b) The district uses instructional technology to facilitate classroom projects that involve the community.
- c) 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.
- d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- e) 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.
- f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- g) Other (please identify in Question 10a, below)

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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 | 1.40 |
| Instructional Support | 1.60 |
| Technical Support | 1.00 |
| Totals: | 4.00 |

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 | End User Computing Devices | NA | 307,130 | Annual | <input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input checked="" 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, | N/A |

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| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|---|---|-------------------------------------|----------------|------------------------------------|--|------------------------|
| | | | | | to the right) <input type="checkbox"/> N/A | |
| 2 | Instructional and Administrative Software | N/A | 540,000 | Annual | <input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input checked="" 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 |
| 3 | Professional Development | N/A | 18,600 | Annual | <input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional | N/A |

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| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|----------------|-----------------------------|-------------------------------------|------------------|------------------------------------|---|------------------------|
| | | | | | 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 | |
| 4 | Network and Infrastructure | N/A | 2,305,600 | One-time | <input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | N/A |
| Totals: | | | 3,171,330 | | | |

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?

No

4. Districts are required to post either the responses to this survey or a more comprehensive technology plan that

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includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.

<https://www.senecafallscsd.org/district/seneca-falls-central-school-district-plans>

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

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VII. Sharing Innovative Educational Technology Programs

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

| | | |
|---|--|--|
| <input checked="" type="checkbox"/> 1:1 Device Program | <input checked="" type="checkbox"/> Engaging School Community through Technology | <input checked="" type="checkbox"/> Policy, Planning, and Leadership |
| <input 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 |
| <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology | <input checked="" type="checkbox"/> Infrastructure | <input checked="" type="checkbox"/> Instruction and Learning with Technology |
| <input checked="" type="checkbox"/> Data Privacy and Security | <input checked="" type="checkbox"/> OER and Digital Content | <input checked="" type="checkbox"/> Technology Support |
| <input checked="" type="checkbox"/> Digital Equity Initiatives | <input checked="" type="checkbox"/> Online Learning | <input type="checkbox"/> Other Topic A |
| <input checked="" type="checkbox"/> Digital Fluency Standards | <input checked="" type="checkbox"/> Personalized Learning | <input type="checkbox"/> Other Topic B |
| | | <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 | James Bruni | Administrator of Business & Operations | jbruni@senecafallscsd.org | <input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input 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 checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input checked="" type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input 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 | Eric Waples | Coordinator of Technology Integration | ewaples@senecafallscsd.org | <input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology |

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| | Name of Contact Person | Title | Email Address | Innovative Programs |
|-----------------------------|------------------------|--|----------------------------|---|
| | | | | <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input checked="" type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input checked="" type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input checked="" type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input checked="" type="checkbox"/> Special Education Instruction and Learning with Technology <input 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 | Jodie Verkey | Director of Curriculum and Instruction | jverkey@senecafallscsd.org | <input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning |

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| | Name of Contact Person | Title | Email Address | Innovative Programs |
|--|------------------------|-------|---------------|--|
| | | | | Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input checked="" type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input checked="" type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology |

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| | Name of Contact Person | Title | Email Address | Innovative Programs |
|-----------------------------|------------------------|------------------------------|-----------------------------|--|
| | | | | Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C |
| Please complete all columns | Karissa Blamble | Director of Special Programs | kblamble@senecafallscsd.org | <input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / |

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| | Name of Contact Person | Title | Email Address | Innovative Programs |
|--|------------------------|-------|---------------|--|
| | | | | Professional Learning <input checked="" 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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