

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

I. District LEA Information

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

Jennifer Wall

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

Director of Technology

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

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

We develop confident, continual learners who are caring community members.

- provide a nurturing environment that cultivates creativity and offers opportunities to discover and learn.
- provide opportunities for students to develop and practice effective interpersonal skills.
- provide experiences that enable students to succeed in a changing environment.

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

The Solvay Union Free School District's shared mission is to develop confident, continual learners who are caring community members. To achieve this mission, Solvay Schools is committed to leveraging innovative classroom technologies that are personalized, equitable and are intended to enhance student learning outcomes through learner driven experiences. These experiences may include using technology to communicate and collaborate to solve problems, think critically, become innovative designers and promote the need for digital safety in an ever-changing connected world.

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

The planning for the district's Instructional Technology Plan took place monthly between August 2021 through April 2022 through in person and virtual meetings with a variety of stakeholder groups. In addition to various in person and virtual meetings, information to support the Instructional Technology Plan was collected through email, one on one conversations, classroom observations and the use of Google Forms. Stakeholder groups included administrators from each of the district's buildings, grade level team or department representatives from each of the district's buildings, students from each building, community members as well as technology department staff members. Additionally, based on the district's Shared Leadership Model (Strategic Planning) the building leadership teams and curriculum counsel were also consulted throughout the planning process to ensure advocacy for and financial planning of items outlined in the Instructional Technology Plan.

The committee began the planning process by reviewing the previous three year plan and reflecting on its successes. Collaboratively, stakeholders developed the shared vision for Instructional Technology. Next, three district technology goals were developed to help guide the district to meet its aspirations for the use of instructional technology in the district over the next three years in an effort to support rigorous academic standards attainment and performance improvement for students.

The group reviewed how instructional technology has allowed for differentiation, equity and the impact among student stakeholder groups including students with disabilities, ELL, and homelessness. The committee also reflected on the use of instructional technology to facilitate culturally responsive instruction and learning environments as well as how the pandemic has impacted stakeholders and their need and use of instructional technology.

The outcomes of the process used allowed the committee to redefine it's vision for instructional technology in the classroom as well as the opportunity to reflect on areas where growth could occur. From these identified areas, the committee created an action plan to help support the implementation of rigorous standards, improve connectivity for learners, and continue to provide relevant and rigorous professional development in order to improve student performance.

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

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**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's Instructional Technology Plan is reflect of the previous three year plan. This years planning process was different from the previous year because the committee also reflected on how connectivity (the availability of WiFi and devices) has changed our expectations of student participation, what impact the lack of connectivity had on our learners and what is the next level our district wants to meet in regards to instructional technology.

The planning committee identified the strengths and areas of improvement based on the outcomes of the previous plan through reflection, conversations and a review of our current instructional technology equipment and software usage.

1. The committee found that previously, the district worked to **provide equal access** for all students. The 2022-2025 plan will improve upon the connectivity and security for stakeholders by supporting the need for updates to improve the security and reliability of the district's WiFi, continue to provide access to those in their homes who need connectivity and will utilize the NIST Framework and EdLaw2d to ensure proper protocols are being followed in regards to cyber security and personal identifiable information. The district plans to continue to provide resources for districts 1:1 device policy which includes the re-development of a replacement plan over the next three years.

2. Additionally the previous plan called for the **creation of a robust digital citizenship curriculum**. Solvay plans to continue the work of this previous goal by creating an implementation plan for the roll out of the NYS Computer Science and Digital Literacy Standards for all learners. This includes spending time curriculum mapping, developing and acquiring curriculum resources, providing professional development to staff and aligning credit bearing courses to the Computer Science and Digital Literacy Standards.

3. Lastly, Solvay plans to continues and improve its **professional development offerings**. During the next three years, the district's Technology Plan includes the call to provide rigorous professional development for instructional technology initiatives in order to improve the capacity of stakeholders regarding technology programs for everyday use such as Google apps for education, Kami and Parent Square, the computer science and digital literacy standards and cybersecurity.

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

The Instructional Technology Plan reflects the experiences of the COVID pandemic by creating a focus on connectivity for student learners and their families as well as faculty and staff. During the pandemic the district was able to provide online and blended learning opportunities through the use of the district's one to one device policy and it's ability to provide mifi's to those families in need of connectivity at home through grant funding.

From the district's experiences we have made plans to ensure that all students have access to a chromebook device and the ability to request mifi's for their households as needed. We have put a replacement plan into place for student devices as well as improvements to the procedure for deployment of student devices for the beginning of the school year and as for when students begin their enrollment. This new deployment process also takes into account the transient population of our district.

Parents and community members have also been able to utilize technology to improve and enhance communication with the district by being able to message their student's teacher directly through the Parent Square Application as well as the availability to attended parent/teacher, IEP/504, CSE and other meetings virtually.

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

Yes

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

Solvay Schools is committed to leveraging innovative classroom technologies that are personalized, equitable and are intended to enhance student learning outcomes through learner driven experiences. To do this, the district is committed to offering robust professional development to its faculty and staff in the areas that support the 1:1 Chromebooks, Google Apps for Education (Google Classroom), district supported curricular and software programs (such as Amplified Reading/Delta Math and ClassLink/GoGuardian/Parent Square) instructional technology (like Kami and SMARTNotebook) and assistive technology (like GoTalkNow). These professional development offerings will be offered by district employees or outside agencies, asynchronously and synchronously, throughout the school year, during the summer and on staff development days. The district will also utilize its Model Schools COSER to provide access to a variety of offerings that can enhance student learning outcomes.

The capacity of educators is determined and evaluated for its effectiveness in a variety of ways. In addition to using data generated by individual programs and software, help desk tickets are reviewed, classroom observations are completed, and feedback from staff is welcomed.

The effectiveness for professional development plan will be evaluated based on a reduction in help desk tickets (eg: teachers effectivity know how to generate a ClassLink badge, if they no longer ask for help to create one). Additionally, data provided by ClassLink and software programs will show an increase in usage as the teacher's capacity for the program is built. Classroom observations will also provide formative data in regards to the effectiveness of professional development or the need to offer additional sessions. Overall, the district should expect to see improvement in student learning outcomes as well as a increased progression of the teacher and student's technology skills, digital citizenship and autonomy.

The professional development offerings will be re-evaluated monthly at the technology committee meetings and curriculum council meetings in order to provide teachers with the opportunity to express their needs and interests.

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

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

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Implementation of the NYS Computer Science and Digital Fluency Learning Standards.

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.

This instructional goal will be measured and evaluated using formative data throughout its implementation. The district plans to begin by curriculum mapping the standards to determine what is being taught, what is somewhat being taught and what is not being taught. After this process is complete the district plans to develop and acquire curricular resources and provide professional development in order to fully implement the standards in the classroom.

Evidence for the implementation of NYS Computer Science (CS) and Digital Fluency (DF) Learning Standards will be collected as follows:  
A cross curricular map will be created and used to help develop and acquire curricular materials. Records of professional development will show that professional development was provided and that teachers participated. Classroom observations will be used to determine if and how the standards are being implemented. The district will know the goal has been accomplished if the CS and DF standards are implemented in all grade bands k-12 and student learning outcomes improve.

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					

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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
	Planning	Create an implementation plan for the implementation of the NYS Computer Science and Digital Fluency Standards and ISTE Standards for students	Director of Technology	n/a	12/31/2022	3000
Action Step 2	Curriculum	Curriculum map the standards	Assistant Superintendent	n/a	09/01/2023	3000
Action Step 3	Curriculum	Develop and acquire curricular resources	Curriculum and Instruction Leader	n/a	12/30/2023	3000
Action Step 4	Professional Development	Roll out the standards and provide training to staff members	Curriculum and Instruction Leader	n/a	12/30/2023	5000

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	Implementation	Work to align credit bearing courses with NYS CS&DF	Curriculum and Instruction Leader	n/a	06/30/2025	2000
Action Step 6	Implementation	CS&DF Standards implemented in all grade bands K-12	Classroom Teacher	n/a	06/30/2025	0
Action Step 7	N/A	(No Response)	(No Response)	(No Response)	06/30/2021	(No Response)
Action Step 8	N/A	(No Response)	(No Response)	(No Response)	06/30/2021	(No Response)

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Improve connectivity for learners, educators and leaders.

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

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

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

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

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

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

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

This instructional technology goal will be evaluated during and after implementation based on the ability to provide a secure and reliable network for learners, educators and leaders. The district will know the goal has been accomplished if we are able to improve the Wifi connectivity in each of the three district building as evidence by a reduction in the amount of help desk tickets that are received in regards to lack of WiFi. The district will also plan to continue to provide MiFi hotspots to any learner in need. This will be completed if no families report a lack of connectivity in their home. The district will use the NIST Framework to help manage data security and privacy risk factors. We will have completed this goal if we have improved our cybersecurity posture since 2022. The district will continuously review EdLaw2D compliance and use ClassLink and GoGuardian to gather data about the use of applications by students. This will be completed if faculty and staff are using compliant apps with their learners during their lessons. The district will annually review it's data breach protocols based on best practice and guidance from the CNYRIC DPSS service. This will be completed if we have improved our cybersecurity posture since 2022.

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					

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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
	Planning	Complete connectivity needs	Director of Technology	n/a	12/31/2022	0
Action Step 2	Budgeting	Build a budget	Director of Technology	n/a	12/31/2022	0
Action Step 3	Infrastructure	Update district WiFi	Director of Technology	n/a	07/01/2025	200000
Action Step 4	Policy/Protocols	Use the NIST Framework to help manage data security and privacy risk	Director of Technology	n/a	06/30/2025	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	Data Privacy	Review EdLaw2d Compliance and update as needed	Director of Technology	(No Response)	06/30/2025	0
Action Step 6	Cybersecurity	Review the data breach protocol and cyber security plan and update as needed	Director of Technology	(No Response)	06/30/2025	0
Action Step 7	Professional Development	Provide professional development to all staff in order to increase our cybersecurity posture.	Director of Technology	(No Response)	06/30/2025	2000
Action Step 8	Evaluation	Evaluate and re-evaluate annually	Director of Technology	(No Response)	06/30/2025	0

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Provide relevant and rigorous professional development for all staff

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.

This instructional goal will be accomplished if the district can use innovative classroom technology to personalize and enhance learning experiences. This goal will be measured by the staff's success with teaching students how to use technology to communicate and collaborate to solve problems, think critically, become innovative designers and the improvement of student's digital citizenship skills and awareness. Formative data will be collected through classroom observations and analyzed to determine what successes have occurred and what needs may be present in an ongoing review. Data will also be collected through the technology helpdesk and ClassLink in order to provide a snapshot of staff needs. Frontline records will show that professional development was offered and completed to build staff capacity in the areas of district supported instructional Technology Tools (such as Kami, Chromecasting, GoGuardian, ClassLink), Curricular Software (such as Amplify Reading, Delta Math), Assessment Software (such as LinkIt, IXL, AIMSWeb, Google Forms), assistive technology (GoTalkNow) and professional development that aligns with use of the Computer Science and Digital Fluency standards. Additionally the district plans to improve their cybersecurity posture by offering various trainings to improve the staff's understanding and knowledge about EdLaw2D, PII, phishing, and potential causes for data breaches. The professional development offerings will be re-evaluated monthly at the technology committee meetings and curriculum council meetings in order to provide teachers with the opportunity to express their needs and interests.

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.

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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
Action Step 1	Planning	Create a plan for PD that aligns with the district's mission and vision for Instructional Technology	Director of Technology	n/a	12/30/2022	0
Action Step 2	Research	Research best practices to support the PD plan	Director of Technology	n/a	12/30/2023	0
Action Step 3	Professional Development	Provide relevant and rigorous PD to support teaching with technology	Director of Technology	n/a	06/30/2025	25000
Action Step 4	Evaluation	Evaluate to determine additional needs or changes	Director of Technology	n/a	06/30/2025	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 Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fourth goal?

No

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

IV. Action Plan - Goal 3

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

## V. NYSED Initiatives Alignment

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

At Solvay Union Free School District, instructional technology is used to support rigorous standards and improve student learning. To support this, Solvay uses the following devices, tools and applicaitons to support the implementaiton of NYS Learning Standards as well as the ISTE Standards.

- 1:1 Chromebooks** are used to differentiate instruction, extend educational experiences beyond the school day and provide a variety of resources beyond those found in a textbook. Chromebooks allow students to connect to the world inside and outside of the school building through collaboaritive experiences with their peers, the community and experts.
- Instructional Applications** are used for summative and formative assessments to demonstrate an understanding of skills and concepts. Some examples of these instrutinoal applications used by teachers and students include: Amplify Reading, IXL, AimsWeb, KWT, & Happy Numbers.
- Varitey of Apps and Digital Tools** are used by students to showcase their learning experiences in many ways. Examples of these apps include Google Apps (Classroom, Docs, Slides, Forms) , Flipgrid, Kami, & Seesaw.
- Assistive Technology Tools** such as GoTalkNow and Prologue2 are used by students and staff to provide students with equitable learning opportunities for SpEd Students as well as translation tools for ELL students.
- SMARTBoard/Chromecast** are used in classrooms throughout the district to enhance instruction and allows faculty to facilitate their lessons with rigor, engagement and collaboration.

**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 plans to provide equitable learning everywhere, all the time. To do this the district plans to continue to support and allocate resources to continue with a 1:1 chromebook environment for all students and has created a replacemnt plan that is financially sustainable so that students always have access to a device whether they are in the building or at home. Additionally the district plans to continue to allocate resources dedicated to providing MiFi's to families who are in need of connectiivty in their homes.

The district plans to continue to offer dedicated staff to provide technology support through their helpdesk for students and families as well as staff.

The district also plans to continue to use our partnerships with Onondaga County through ARISE and the Promise Zone to help to identify students who lack connectivity outside of the school campus, in addition the results submitted by families through the Digital Equity Survey.

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## V. NYSED Initiatives Alignment

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- 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.**

Instruction is differentiated in a variety of ways to support the individual learning needs of students with disabilities. By utilizing Solvay's 1:1 Chromebook initiative and support for adaptive devices such as iPads for communication, teachers and IT are able to designate and specifically assign software and additional hardware/devices to students for the equitable access of curricular materials and learning experiences. In order to best serve the needs of our students with disabilities we make the technology accessible to their levels. For instance, we can program some of our instructional technology to read passages and questions to the students instead of asking them to read it independently (Kami, Google Read and Write, Link It, Amplify Reading). We can also incorporate more visual aides, which have been proven to be effective with students with disabilities (Kami, GAFE, SeeSaw). Additionally, many of the programs we use are programmed to place students at specific levels based on a placement test they take at the beginning of the year (Amplify Reading, Keyboarding without Tears, Happy Numbers, AIMSweb, IXL, etc). This ensures that they are receiving appropriate instruction at their level.

Other examples of how technology is used to serve students with disabilities include:

- Speech to text for writing (Voice Typing in Google Docs)
- iPads used exclusively for communication using the GoTalkNow and Proloquo2go application
- Chromebook Tablet mode for use with the KITE program
- Use of Google Classroom and SeeSaw to Share agendas, post written instructions and share video directions with students and support teachers/staff. These programs also allow teacher the ability to easily differentiate the lesson for students with disabilities
- Flipgrid and Vocaroo for video and voice recordings as an alternative way to express their knowledge
- Provide enhanced digital visuals with the ability to zoom in/out
- Touchscreen devices available for students with fine motor challenges
- Kami Application for tools to show learning (pictures, highlighting) and to get modifications such as directions read, video directions and the use of graphic organizers
- Use of Google Apps for information and research to assist with assignments (definitions, images)
- Keyboarding without Tears to build typing fluency
- Access to sites to provide practice opportunities and below grade level texts for on grade level topics
- Students who are hard of hearing have a FM device that the teacher wears and is also connected to the classroom sound system in order for students to be able to hear instructions better.
- Ability to type notes instead of write them
- Color coordinating for writing utilizing Google Doc to organize thoughts
- Text/audio links to in-class novels for access
- Video access to supplement reading and provide background knowledge
- Google Forms for digital assessments with the ability to save responses for students who need extended time
- Access to a calculator via their chromebook
- Aimsweb Plus - survey level assessment for Oral Reading Fluency
- CKLA Amplify Hub - reads passages from the units
- Link It - text to speech for testing accommodation to read to students and answer eliminator
- Happy Numbers-digital mathematics practice
- Brainingcamp.com - for access to math manipulatives
- Reveal Math School for online math manipulatives
- Physical Therapy Services: technology provides access to videos/picture that provide visual cues and added demonstration when a student is working on a new skill
- Jupiter system to provide enlargement of resources
- Access curriculum resources with different lexile levels for reading comprehension

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V. NYSED Initiatives Alignment

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

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

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

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

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

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

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V. NYSED Initiatives Alignment

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

Yes

- 7a. **If Yes, check one below:**

In the 5 languages most commonly spoken in the district

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

(No Response)

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

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

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## V. NYSED Initiatives Alignment

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

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.   | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.   | <input 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 type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./  |
| <input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.   | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.   | <input type="checkbox"/> Provide online mentoring programs.  |
| <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity  | <input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.   |
| <input checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.                     | <input checked="" type="checkbox"/> Offer a technology/support hotline during flexible hours.  |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.   | <input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for   | <input type="checkbox"/> Make sure technology/support is offered in multiple languages.  |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.   | <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/.           | <input type="checkbox"/> Other (Please identify in Question 9a, below)   |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.   | <input type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.              |  |

**2022-2025 Instructional Technology Plan - 2021**V. NYSED Initiatives Alignment

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

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

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](mailto:edtech@nysed.gov).

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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	1.80
Instructional Support	0.20
Technical Support	0.60
<b>Totals:</b>	<b>2.60</b>

2. Investment Plan

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

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

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

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Network and Infrastructure	n/a	200,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input 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	End User Computing Devices	n/a	775,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	American Rescue Palm

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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 checked="" type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Professional Development	n/a	30,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <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	Instructional and Administrative Software	n/a	100,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	n/a

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
<b>Totals:</b>			<b>1,105,000</b>			

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

Not Applicable

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

<https://www.solvayschools.org/districtpage.cfm?pageid=342>

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](mailto:edtech@nysed.gov).

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VII. Sharing Innovative Educational Technology Programs

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

<input checked="" type="checkbox"/> 1:1 Device Program	<input type="checkbox"/> Engaging School Community through Technology	<input checked="" type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input 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 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 type="checkbox"/> OER and Digital Content	<input type="checkbox"/> Other Topic A
<input checked="" type="checkbox"/> Digital Equity Initiatives	<input type="checkbox"/> Online Learning	<input type="checkbox"/> Other Topic B
<input checked="" type="checkbox"/> Digital Fluency Standards	<input 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	Jennifer Wall	Director of Instructional Systems and Technology Support	jwall@solvayschools.org	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input checked="" type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Learning <input checked="" 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 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	Ellen Sheehan	Director of Special Educaiton	ESheehan@solvayschools.org	<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 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	Jessica Whisher-Hehl	Asst Superintendent for Instruction	jhehl@solvayschools.org	<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 checked="" 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

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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 checked="" type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	Beth Hysten	ENL coordinator	bhysten@solvayschools.org	<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 checked="" 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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