

2018-2021 Instructional Technology Plan Update - 2020 Optional Technology Plan update

I. District LEA Information

Section I - District LEA Information

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

Chris G Connors

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

Director of Technology

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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II. Strategic Technology Planning

Section II - Strategic Technology Planning

1. What is the overall district mission?

The Herricks School District, a Community of Learners, through its educational programs, promotes intellectual curiosity and creative expression, values diversity, and measures success by one's personal development and contributions to society.

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

Curriculum Driven Technology: Learning with technology. Technology supports curriculum, curriculum informs technology and teachers/learners drive the learning experiences. Teachers serving as coaches and facilitators, students will devote more time to higher-level thinking and problem solving in all curriculum areas.

3. List three goals that will drive the attainment of the vision.

	List Goals
Goal 1	Develop and implement a plan to for a 1:1 Chromebook initiative device for grades 6-12, to provide equitable access to all to enhance instruction.
Goal 2	Expand and update Chromebook carts in the elementary schools to allow for greater access to devices in grades 2-5.
Goal 3	Develop an array of relevant professional development opportunities for all staff on instructional and digital technologies to support our 1:1 initiative.

4. Do you want to list a fourth goal that will drive attainment of the vision?

No

5. Do you want to list a fifth goal that will drive attainment of the vision?

No

6. 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 Herricks Instructional Technology plan is an on going process that requires continuous evaluation. Through yearly surveys, to informal conversations in the hallway, no means are over looked. The district has numerous ways to receive input from various stakeholders in our district and community. It is vital to have as many different types of stakeholders as possible. Parents and members of the community share their ideas with members of our Technology Committee based on daily feedback from their children. Starting with our students and teachers, who use the technology everyday, provide us with details on how technology can impact them everyday lives. Meeting with the Student Government and building level technology committees help us develop a clear idea of how technology can impact students and teachers. Our building Technology Integration Specialists, who work with teachers in small groups to incorporate technology, meet quite regularly to discuss the happenings of their building technology usage. At our administrative meetings, principals and department leaders are encouraged to identify instructional models used in their building, evaluate teachers in the use of good instructional practices using technology and serve as conduits for the implementation of the technologies at the classroom level. Continuously working on our core technology initiative's with our central office to align our district goals, shows the community and all district staff the importance of a shared Technology vision. All decisions start with our curriculum and if a technology does not enhance what we are currently doing, then other technologies need to be explored. Technology in a classroom, should be seamless and transparent.

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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.

To support the efforts of our teachers as they incorporate the use of technology into the classroom curriculum, Herricks has a number of different staff development programs. The Herricks Teacher Center Consortium has offered many in-service courses for our teachers and staff. The focus of these courses is on dealing with how to use technology to support the curriculum. The operative phrase for most of these courses is how "the curriculum drives the use of the technology." Perhaps the most interesting and innovative initiatives of our staff development efforts is how the Computer Integration teachers interact with the classroom teachers. Each school has a computer integration teacher supported by the services of a computer lab teaching assistant. The computer teachers meet with the classroom teachers to discuss how the technology can best support the curriculum. Professional development has been and will continue be given in a range of different settings. From department meetings to faculty meeting, early morning sessions to late afternoon. A variety of ways PD is deliver is necessary to expanding use of technology. We recently introduced several new systems and updated software packages to the district. In this 2020-2021 school year, the district created a District-Wide Professional Development position that focuses on the technology integration challenges facing our teachers and staff.

8. How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.

With the completion of our network upgrade, our ability to connect multiple devices to our network has increased 10 fold. Chromebooks: Currently we have at least one to two Chromebooks carts per department at secondary levels and 1 Chromebook cart per grade level at the elementary schools. For this current year, our focus will be rolling out a 1:1 for students in grades 6-12, with the following year of going 1:1 with Chromebook carts in grades 2-5. The district will utilize various usage logs and surveys to gather feedback from parents, students, teachers and administrators to evaluate the progress and of the aforementioned items. Tools like ClassLink and GoGuardian will help us keep track of how often devices and instructional tools are being utilized.

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III. Action Plan - Goal 1

Section III - Action Plan

Overview: This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #1

Develop and implement a plan for a 1:1 Chromebook initiative for grades 6-12 to provide equitable access to all staff and students to enhance instruction.

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

3. 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
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

4. List the action steps that correspond to Goal #1 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Planning	With completion of our infrastructure upgrade and installation of wireless access through the district, we are beginning the process of preparing a 1:1 Chromebook initiative 6-12. Keeping in mind the recommendations of the District Wide Ed Tech Committee.	Director of Technology	N/A	Sept (09)	2020	0
Action Step 2	Planning	These steps include updating the inventory and evaluating existing Chromebook devices, as well as selecting and procuring new devices to reach the volume necessary for distribution of devices 6-12.	Director of Technology	N/A	Oct (10)	2020	0
Action Step 3							

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Planning	With the district inventory been updated and existing devices evaluated, an additionally 1050 devices have been ordered to meet immediate needs of the district.	Director of Technology	N/A	Oct. (10)	2020	420,000
Action Step 4	Implementation	Configuring and preparing devices for deployment Chromebooks to staff and students 6-12 and to K-5 grades on as needed basis for remote learning due to nationwide pandemic.	Director of Technology	N/A	Nov. (11)	2020	0

5. 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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Implementation	Distribution of over 1200 devices to staff and students to meet remote learning requirements.	Director of Technology	N/A	Dec. (12)	2020	0

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 6	Planning	To reach our ultimate goal of our 1:1 initiative for devices for grades 6-12, additional devices will need to be procured as well as the replacement of existing devices that are reaching end of life (approximately 1000 more devices).	(No Response)	N/A	Dec. (12)	2020	400,000
Action Step 7	Evaluation	Device usage and effectiveness will be monitored through logs and surveys throughout the year.	Director of Technology	n/a	June (06)	2021	0
Action Step 8	(No Response)	(No Response)	(No Response)	N/A	(No Response)	(No Response)	0

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III. Action Plan - Goal 2

Section III - Action Plan

Copy Goal #2, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #2

Increase the availability and access to technology in the elementary classrooms and to allow for easy access to devices in grades K-5.

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

3. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

3. Target Student Population(s)

- | | |
|--|---|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Migrant students |
| <input checked="" type="checkbox"/> Pre-K-2 | <input checked="" type="checkbox"/> Homeless students |
| <input checked="" type="checkbox"/> Grades 3-5/6 | <input checked="" type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input checked="" type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below) |
| <input checked="" type="checkbox"/> ELL/MLLs | |

4. List the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Planning	Based on the research and input from the District Wide Ed Tech Committee, grades 2-5 would be provided with Chromebook carts for each classroom to reach our 1:1 goal. Grades K-2 would be provided with iPads at a ratio of 1 device for every 4 students. These devices will remain in the classroom for use during the school day.	Director of Technology	N/A	Sept (09)	2020	0
Action Step 2	Budgeting	Plan and budget for the procurement of devices in grades K-5 (approximately 1000 devices).	Director of Technology	N/A	Dec. (12)	2020	400,000
Action Step 3							

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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Implementation	Chromebooks and iPads will be configured in the summer and deployed in the Fall for usage.	Director of Technology	N/A	July (07)	2021	0
Action Step 4	N/A	Teachers will begin to utilize Chromebooks in their classrooms for instruction, homework and projects and to facilitate student driven instruction	N/A	N/A	Sept. (09)	2021	0

5. 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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Evaluation	Device usage and effectiveness will be monitored through logs and surveys throughout the year.	Director of Technology	N/A	Dec. (12)	2021	0
Action Step 6	(No	(No Response)	(No	(No	(No	(No	(No

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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Response)		Response)	Response)	Response)	Response)	Response)
Action Step 7	(No Response)	(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)	(No Response)

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III. Action Plan - Goal 3

Section III - Action Plan

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #3

Develop an array of relevant professional development opportunities for all staff on instructional and digital technologies to support our 1:1 initiative.

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

5. 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)

- All students
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

4. List the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Planning	Based on the input from the District Wide Ed Tech committee and building level tech meetings, we will proceed with a district wide 1:1 initiative and begin the process of evaluating and selecting programs/application/educational tools to enhance our 1:1 initiative.	Director of Technology	N/A	June (06)	2019	0
Action Step 2	Planning	Through various methods but not limited to, we will use surveys, meetings and dialogue to evaluate and select educational platforms that will be utilized to support our 1:1 and develop a comprehensive professional development plan to support the initiative.	Director of Technology	N/A	June (06)	2020	0
Action Step 3							

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	Planning	Working with the Teachers Center, Ed Tech Committee, and district staff, PD will be developed to support our faculty in using educational technology tools.	Director of Technology	N/A	July (07)	2020	0
Action Step 4	Planning	To support district wide professional development, a district wide staff developer was hired to assist in the ongoing planning and implementation of professional development.	Director of Technology	N/A	Aug. (08)	2020	0

5. 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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	Professional Development	Based on the district wide needs assessment in regard to staff development along with feedback from community, staff and students, implementation has begun on providing professional development for all staff	Director of Technology	N/A	Sept. (09)	2020	0

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	t	members.					
Action Step 6	Professional Development	Working the district staff developer and in consideration of feedback from all involved develop additional methods of staff development including online platforms, virtual trainings, and in-person, when appropriate.	Instructional/ PD Coach	N/A	September (09)	2020	0
Action Step 7	Professional Development	Implement a single-sign on solution for teachers and students to simplify access to educational tools and train the users on the utilization of a single-sign on solution.	Instructional/ PD Coach	N/A	September (09)	2020	0
Action Step 8	Evaluation	Receive feedback from district staff regarding Professional Development experience through surveys and teachers connections. This will help ensure training quality. This is an ongoing process that is done after every PD session run by the district.	Instructional/ PD Coach	N/A	June (06)	2021	0

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IV. NYSED Initiatives Alignment

Section IV - NYSED Initiatives Alignment

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

By supporting rigorous academic standards and to improve student performance, the district will provide staff with ongoing professional development in the areas of technology. The staff will continually plan and utilize the technology in order to reinforce future ready skills such as communication, creativity, collaboration and critical thinking. Allowing our staff to explore and take risks with new teaching methods including but not limited to Flipped Classroom's and incorporating 21st skills into the classroom are key aspects of improving instruction. Students will be challenged through course work, STEAM initiatives and future ready skill building. The district will continually evaluate databases, software, and technologies to provide the most current and global rich learning experiences for our students through technology.

2. **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 curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

The district provides district computers, software for home download use and the SOLO literacy suite, which is of the most popular assistive technology accommodations, including a text reader, graphic organizer, talking word processor, and word prediction. The accommodations in SOLO put students in charge of their own learning. We recently rolled out Snap and Read (screen reader) to all district devices. We have a district Adaptive Technology Specialists that reviews the needs of our Special Education students and makes recommendations regarding technologies that could benefit our students. The District is committed to ensuring that assistive technology devices and/or services are made available to a student with a disability, when appropriate, as part of the student's Individualized Education Program (IEP). Advance planning in the selection and ordering of books will help ensure that students with disabilities receive their instructional materials at the same time as the other students in the class. If the CSE determines that a student needs his or her instructional materials in an alternative format, the IEP will specify the accommodations for the individual student and any related instruction and/or assistive technology devices needed for the student to access the alternative format materials. Instructional materials provided in electronic files can offer many flexible options for a student with a disability to access the curriculum when the files are used with a variety of technology and tools such as computer screens using highlighted and enlarged text, screen readers or Braille printers. Students will have access to appropriate software and hardware in order to provide these materials in an alternative format. This may include, but not be limited to, computers, printers, scanners, alternative keyboards, Braille note takers, tape recorders, screen readers, speaking browsers, screen magnification devices, scan and read, and Braille translation. The district will also access appropriate agencies and resource centers to assist in the conversion of materials into Braille format

3. **How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- 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.
- 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 3a, below)

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IV. NYSED Initiatives Alignment

4. 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 their student language and content learning with the use of technology. Check all that apply.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Enhancing children's vocabulary development with technology
- Reading strategies through technology for students with disabilities
- Choosing assistive technology for instructional purposes in the special education classroom
- Using technology to differentiate instruction in the special education classroom
- Using technology to increase options for students with disabilities to demonstrate their knowledge and skills
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students with disabilities to connect with the world
- Other (please identify in Question 4a, below)

5. How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.

- 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/MLL 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 5a, below)

5a. If 'Other' was selected in Question 5 above, please explain here.

By the upgrading our wireless infrastructure and increasing the number devices with the SSBA funds, we will be able to continue to supply more devices like SMART TV's, chromebooks and other network able equipment. Our ELL's student will be able to better utilize the next generation wireless SmartBoards for the district's co-taught English Language Arts and English as a New Language classes. In addition, students are given digital glossaries to ensure comprehension and to develop independence as ELLs navigate the school day and the materials they must read. ELLs are provided with Chromebooks to assist them with their work when they are with their ENL/ESL teachers district-wide. Numerous online programs are used to record students to check on their fluency. Students are also provided with online age and proficiency level appropriate readers in both English, and if available, in their native language.

6. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

6a. If Yes, check one.

In the 5 most spoken languages in the district

6b. If 'Other' was selected in 6a, above, please explain here.

n/a

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IV. NYSED Initiatives Alignment

7. **Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

- | | |
|---|---|
| <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 word | <input checked="" type="checkbox"/> Promotion and model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing Children's Vocabulary Development with technology | <input checked="" type="checkbox"/> Web authoring tools |
| <input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom | <input checked="" type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input checked="" type="checkbox"/> The interactive whiteboard and language learning |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read | <input checked="" type="checkbox"/> Use camera for documentation |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 7a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

8. **How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?**

- 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.
- The district does not use instructional technology to facilitate culturally responsive instruction.
- Other (please identify in Question 8a, below)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	3.10
Technical Support	2.50
Totals:	6.60

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	1,000,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input 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
2	End User Computing Devices	N/A	100,000	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 Resources Aid <input type="checkbox"/> Smart Schools	N/A

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V. Administrative Management Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	N/A	N/A	0	N/A	<input 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 type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	N/A
4	N/A	N/A	0	N/A	<input 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 type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	N/A
Totals:			1,100,000			

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V. Administrative Management Plan

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

Yes

4. Please indicate whether or not the district has a public website.

The district has a public website.

4a. Provide the URL of the district's public website.

www.herricks.org

5. Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.

Yes

5a.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

District Technology Officer

6. Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.

Yes

6a. If 'Yes' was selected in Question 6 above, please identify the responsible person's title.

Lisa Rutkoske Assistant Superintendent for Business

7. Has a district-wide information security and/or privacy audit ever been performed in the district?

Yes

7a. If 'Yes' was selected in Question 7 above, please identify how often a security and/or privacy audit has been performed?

Yearly

7b. If 'Yes' was selected in Question 7 above, please indicate whether the audit(s) was/were performed by an independent 3rd party contractor.

Some of the audits were performed by a 3rd party contractor

8. Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?

Yes

9. Does the school district provide for educating minors about cyberbullying awareness and response?

Yes

10. Does the district have an Internet Safety Policy?

Yes, and I will upload the policy.

10a. Please upload the district's Internet Safety Policy.

45261.pdf

11. Does the district have a Cyberbullying Policy?

Yes, and I will upload the policy.

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V. Administrative Management Plan

11a. Please upload the district's Cyberbullying Policy.

0115.pdf
45261 (1).pdf
Policy-4526.pdf

12. Does the district have a Parents' Bill of Rights for Data Privacy and Security?

Yes, and I will provide the URL to the Parents' Bill of Rights for Data Privacy and Security.

12a. What year was the Parents' Bill of Rights for Data Privacy and Security policy first posted?

2017

12b. Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.

<https://www.herricks.org/domain/62>

13. Does the district have an information breach policy that addresses the district's planned response to an information breach?

Yes, and I will upload the policy.

13a. Please upload the policy that addresses the district's planned response to an information breach.

Policy-8635.pdf

14. Provide a direct link to the district's technology plan as posted on the district's website.

<https://ny02208178.schoolwires.net/Page/12966>

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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VI - Sharing Innovative Educational Technology Programs

Sharing Innovative Educational Technology Programs

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 category that is not on the list.

<input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Privacy and Security
<input type="checkbox"/> Device Planning and Implementation (1:1; BYOD)	<input type="checkbox"/> Professional Learning
<input type="checkbox"/> Digital Citizenship	<input type="checkbox"/> Project-based Learning
<input type="checkbox"/> Infrastructure	<input type="checkbox"/> Other Topic A
<input type="checkbox"/> OER and Digital Curriculum	<input type="checkbox"/> Other Topic B
<input type="checkbox"/> Personalized Learning	<input type="checkbox"/> Other Topic C
<input type="checkbox"/> Pilots and Proof of Concept	

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	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	Samantha Gerantabee	Library Media Specialist	sgerantabee@herricks.org	<input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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 in order to obtain more information about the innovative program(s) at your district.

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.