

I. District LEA Information

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**Section I - District LEA Information**

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

Nateasha McVea

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

Assistant Superintendent

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

II. Strategic Technology Planning

**Section II - Strategic Technology Planning**

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

District Mission: As a unified community, the East Ramapo Central School District (ERCSD) is committed to educating the whole child, by providing a healthy, safe, supportive, engaging and challenging learning environment.

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

District Vision: To become proficient in all that we do.  
 District Vision for Technology: The East Ramapo Central School District's seeks to empower our students to become innovation-ready, through the development of 21st century skills, that are critical for success in the digital age.  
 ERCSD is committed to providing the appropriate infrastructure and educational technology to sustain a District-wide culture of technology integration, as well as support the District's Mission and Vision. To ensure a smooth implementation of our blended learning initiative, the initial goals of the Technology Plan focus on, yet are not limited to infrastructure (connectivity, servers, storage and security apparatus).

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

	List Goals
Goal 1	The District will have an enterprise level wireless solution with 802.11 a/c capabilities, radius server <i>and Mobile Device Management (MDM)</i> , to provide a robust secured network to students, faculty, and staff, as evidenced by wireless controller reporting tools and technical indicators.
Goal 2	A complete District upgrade to a full-featured <i>Unified Communications/VOIP</i> solution, as the foundation for District's emergency notification security system, will be installed, to support a safe environment that is conducive to learning, as evidenced by comprehensive benchmark reporting of completion by <i>Project Management Team</i> .
Goal 3	The District will have a fully operational digital security surveillance system, to assure the safety and social emotional wellbeing of the ERCSD, which is essential to academic achievement , as evidenced by a 100% installation of Cameras, alarms, visitor management systems, one button lock-down and access control, at all occupied educational sites.

**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 ERCSD Technology Committee began monthly planning sessions in July 2017, to develop a vision for instructional technology integration and goals aligned to that of the Mission and Vision of the District. The committee considered the articulated needs of students, parents, faculty and staff, administration and community, to identify the priority needs that influence the core of the plan as it was developed.

Members of the District Technology Committee function as ambassadors for the District Technology Plan, providing information about the plan and receiving feedback regarding the plan. The ERCSD Technology Committee will meet quarterly during a school year to continue planning, implementation and monitoring of the plan.

Technology Plan Membership:

- Cabinet
- Building Admin.
- Blended Coach
- BOCES
- Curriculum Planning Board/Teachers

**2018-2021 Instructional Technology Plan - 2018****II. Strategic Technology Planning****7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.**

The purpose of the ERCSD Professional Development Plan (guided by the Strategic Academic Plan and District Comprehensive Improvement Plan) describes a vision for adult proficiency that is standards-based, data-driven, strategic, collaborative, and focused on the academic achievement – proficiency of all students. Through these Plans, the District works to develop and strengthen a professional culture that fosters adult learning through a multi-pronged approach.

The Professional Development Plan is intended to ensure that the professional development opportunities provided to District faculty are meaningful, ongoing, and reflective of best practices based on student achievement data. The professional development plan for technology will align with the Smart Schools Investment (SSIP-Approved July 2017) and will also act as a subset document to the District's Professional Development Plan for teaching and learning.

Professional development will be provided to all administrators, teachers, and Level III certified teaching assistants for a minimum of 100 hours every five years. Each administrator, teacher and certified teaching assistant will receive minimally 30 hours per year. Professional development will be available based on our needs assessment driven by the Diagnostic Tool for School and District Effectiveness (DTSDE) rubric and process and will be directly aligned to New York State regulations and Common Core/Next Generation Learning Standards.

All faculty members will be required to avail themselves of these opportunities for professional growth and collegial sharing. Teachers will furthermore be able to engage in professional growth opportunities via their registration and participation in the following:

District Sponsored Professional Development Opportunities:

- High-Quality Learning Targets that are unpacked with students to create student ownership of learning
- Formative Assessment practices, including common checks for understanding to be used daily in instruction
- Engagement practices that include protocols and other strategies that challenge student thinking
- Use of Data to Inform instruction, including strategies to scaffold and differentiate learning to meet the needs of all students
- Leadership development and sustainability of effective teachers and principals, including on-site coaching both external and internal.
- Standards-based curriculum alignment to Common Core/Next Generation Learning Standards
- Special Education & English Language Learners /Bilingual classroom implementation of standards-based curriculum & instruction
- Promoting a culture of social and emotional learning through efficacy and growth-mindset.
- Conferences, workshops, and resources designed to enhance student achievement and engagement in learning
- Workshops focused on the integration of our core District goals, Preparing Students with 21st Skills and the integration of technology hardware and software for the purpose of enhancing teaching and learning
- Expanded training for all aspects of the Dignity for Students Act (DASA).
- Enhanced resources & supports for Part 154 and 154-3 Implementation
- Supporting ALL learners through instructional practice aligned to the Standards and Universal Design for Learning (UDL)

Through:

- In-service courses
- The District mentoring program
- Peer coaching
- Curriculum workshops
- Textbook review committees
- State assessment scorers' training sessions
- New teacher orientation program
- Professional Learning Communities
- Interdisciplinary team planning meetings
- Articulation meetings
- District-wide Data Analysis committee meetings
- Supervision of student teachers and observers
- District and/or school committees
- Site-based teams

Professional Development Opportunities Sponsored by Other CTLE Approved Organizations:

- Courses and workshops offered by BOCES of Rockland and Putnam Counties
- Embedded Strategic Planning Partnerships (Eureka Math, EL Education, Performance Fact Inc. and PLC Associates, Inc.)
- Regional conferences sponsored by curriculum specific professional organizations
- Local conferences sponsored by curriculum specific professional organizations
- Visitations to local colleges and universities
- Membership and participation in professional organizations

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- Workshops and institutes offered by the College Board
- College and university coursework

**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.**

Instructional technology goals will be measured through diagnostic reporting and feedback from monitoring parties, as well as users, through surveys (ex. Brightbytes) and feedback from on-site District committees, including, yet not limited to the Technology Committee. District personnel will complete surveys to gauge satisfaction and inform next steps relative to professional development decisions. The survey results will also be used by the Technology Committee to explore further opportunities and learning needs of our students, as well as the deployment of hardware and software, directly connected to the curriculum and instructional goal of blended learning implementation District-wide. The data will drive the decisions and actions of the subsequent plan. The survey will be administered on a trimester basis and serve as a baseline to the evaluation of technology trends and goal progression. Additional data will be coupled with said surveys that speaks directly to technology use and impact on instruction and academic achievement.

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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**

The District will have an enterprise level wireless solution with 802.11 a/c capabilities, radius server and Mobile Device Management (MDM), to provide a robust secured network to students, faculty, and staff, as evidenced by wireless controller reporting tools and technical indicators.

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

4. 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
- 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 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
		Phase	Action Steps					
	Infrastructure	Wireless AP Install	Install cabling and APs in remaining schools  <b>Frequency:</b> One time (with possible future revisions). <b>Intended Impact:</b> Schools have the	Director of Technology	n/a	Sept (09)	2018	460,000

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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
			ability to provide robust wireless district wide					
Action Step 2	Infrastructure	Wireless AP Install	Turn up additional wireless APS at remaining schools  <b>Frequency:</b> One time. <b>Intended Impact:</b> Wireless is active	Director of Technology	n/a	Dec. (12)	2018	300,000
Action Step 3	Infrastructure	MDM - LDAP Authentication	Users need to be added to eDirectory group  <b>Frequency:</b> One time (with possible future revisions).	Other (please identify in next column, to the right)	3rd party contractor.	Oct. (10)	2018	50000
Action Step 4	Infrastructure	MDM - LDAP Authentication	Script installation on Windows Laptops  <b>Frequency:</b>	Director of Technology	n/a	Oct. (10)	2018	20000

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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
			One time. <b>Intended Impact:</b> Enable Windows Laptops for LDAP					

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	Infrastructure	MDM - LDAP Authentication	Update Google admin console on Chromebooks to push new 802.1xSSID  <b>Frequency:</b> One time. <b>Intended Impact:</b> Enable	Director of Technology	n/a	Oct. (10)	2018	10000

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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
			Chromebooks for 802.1x					
Action Step 6	Infrastructure	LDAP Authentication	Update AP Groups when ready to go live. <b>Frequency:</b> One time (with possible future revisions). <b>Intended Impact:</b> Go Live on wireless APs	Other (please identify in next column, to the right)	3rd party contractor.	Dec. (12)	2018	10000
Action Step 7	Infrastructure	LDAP Authentication	Provide Knowledge Transfer to ERCSD Staff <b>Frequency:</b> One time . <b>Intended Impact:</b> Knowledge Transfer	Other (please identify in next column, to the right)	3rd party contractor.	Jan. (01)	2018	10000
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 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**

A complete District upgrade to a full-feature *Cisco Unified Communications/VIOP* solution, as the foundation for District's emergency notification security system, will be installed, to support a safe environment that is conducive to learning, as evidenced by comprehensive benchmark reporting of completion, by *Aspire and LHRIC Project Management Team*.

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

4. 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)**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> All students    | <input type="checkbox"/> Migrant students   |
| <input type="checkbox"/> Pre-K-2                    | <input type="checkbox"/> Homeless students  |
| <input type="checkbox"/> Grades 3-5/6               | <input 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 type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below)                                |
| <input 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	Infrastructure	Deploy new phone system to Transportation & District Offices  <b>Frequency:</b> Ongoing throughout the mid-Fall <b>Intended Impact:</b> To replace existing legacy phone system	Director of Technology	n/a	Oct. (10)	2018	500,000
Action Step 2	Infrastructure	Deploy new phone system at Fleetwood, Margetts, Grandview, Lime Kiln, Summit Park  <b>Frequency:</b> Ongoing throughout the Fall/Winter	Director of Technology	n/a	Jan. (01)	2019	250,000

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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
		<b>Intended Impact:</b> To replace existing legacy phone system					
Action Step 3	Infrastructure	Deploy new phone system at Eldorado, Kakiat, Hempstead, Pomona  <b>Frequency:</b> Ongoing throughout the Winter/Spring <b>Intended Impact:</b> To replace existing legacy phone system	Director of Technology	n/a	March (03)	2019	250,000
Action Step 4	Infrastructure	Deploy new phone system at East Ramapo High School, Spring Valley High School and Chestnut Ridge Middle School  <b>Frequency:</b> Ongoing throughout the Spring <b>Intended Impact:</b> To replace existing legacy phone system	Director of Technology	n/a	May (05)	2019	250,000

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.

2018-2021 Instructional Technology Plan - 2018

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
Action Step 5	(No Response)	(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)	(No 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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2018-2021 Instructional Technology Plan - 2018

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**

The District will have a fully operational digital security surveillance system, to assure the safety and social emotional wellbeing of the ERCSD, which is essential to academic achievement, as evidenced by a 100% installation of cameras, alarms, visitor management systems, one button lock-down and access control, at all occupied educational sites.

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

4. 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)**

- 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	Infrastructure	Hardware wiring <b>Responsible:</b> Coordinator of Safety and Security <b>Participants:</b> Building & Grounds <b>Frequency:</b> Ongoing throughout the Fall (nightly) <b>Intended Impact:</b> To establish the primary wiring for the security systems	Other (please identify in next column, to the right)	third party contractor	Jan. (01)	2019	\$400,000

2018-2021 Instructional Technology Plan - 2018

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
			)				
Action Step 2	Infrastructure	Cameras and alarms <b>Responsible:</b> Coordinator of Safety and Security <b>Participants:</b> Building & Grounds <b>Frequency:</b> Weeknights for three months <b>Intended Impact:</b> To establish a network system with interoperability between all district building.	Other (please identify in next column, to the right)	third party contractor	March (03)	2019	\$1,000,000
Action Step 3	Infrastructure	Visitor management systems and access control <b>Responsible:</b> Coordinator of Safety and Security <b>Participants:</b> Building & Grounds <b>Frequency:</b> Weeknights for three months <b>Intended Impact:</b> To establish a verification system that will allow users to identify wanted individuals, active order of protections, and known sex offenders.	Director of Technology	n/a	March (03)	2019	135,000
Action Step 4	Infrastructure	User training <b>Responsible:</b> Coordinator of Safety and Security <b>Participants:</b> Security and select building employees <b>Frequency:</b> two sessions <b>Intended Impact:</b> To train selected district employees/ first responders on the operability of system.	Other (please identify in next column)	third party contractor	April (04)	2019	1000

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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
			mn, to the right )				

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	(No Response)	(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)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

2018-2021 Instructional Technology Plan - 2018

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
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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**2018-2021 Instructional Technology Plan - 2018**

## 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.**

Technology will be embedded into instruction with the goal of enhancing student engagement, for the purpose of increased student academic achievement. The use of intentional hardware and software for the purpose of improved practice, will provide a more effective and efficient means of meeting the needs of all students through timely data analysis and feedback, for differentiating instruction.

Meeting the needs of all students, through the education of the whole child, is the Mission of the East Ramapo Central School District. Differentiating instruction through the use of technology, will increase access to information for all student based on entry points (data-determined performance levels), while ensuring that students receive equitable access to grade-level content-specific standard-based curriculum. The use of technology as a support tool for those students working toward language acquisition, as well as students who require mandated supports, as it speaks to individualized plans, will have access to technological hardware and software to assist in both comprehension and expression, as it speaks to the acquisition of knowledge and their demonstration of their understanding.

The overall goal of a blended learning approach to education will afford teacher and students with opportunities that empower students to become innovation-ready, through the development of 21st century skills that are critical for success in the digital age.

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.**

East Ramapo's Office of Special Student Services uses various technology systems to support the unique learning needs of students with disabilities. Teachers, use programs such as Achieve 3000 and Language Live at the K-12th grade levels to differentiate ELA content for students as well as provide remedial supports on concepts students have not yet mastered. Similarly, for students who require more intensive remedial supports, programs such as Fast ForWord are brought in to meet students at their current levels of performance and provide instructional scaffolds that will eventually foster greater independence with grade level tasks.

In the area of mathematics, iXL is used as an instructional support for students who require repetition and additional practice time.

Technology materials such as iPads and Smart Technology software, are used to provide differentiation for students in the area of communication. Teachers and therapists guide students in utilizing iPads to communicate their needs. Additionally, iPads are used to track student progress and offer reinforcements for students with behavioral challenges, with the intent of expand focus during instructional times. Educational Apps through iPads and SmartBoards also allow for greater differentiation for students who require visuals and interactivity to enhance focus for learning.

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.

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

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.

Spanish and Creole, due to pop....dominant language

**2018-2021 Instructional Technology Plan - 2018**

## 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 type="checkbox"/> Research, writing and technology in a digital word                      | <input type="checkbox"/> Promotion and model digital citizenship and responsibility                 |
| <input type="checkbox"/> Writing and technology workshop for teachers                            | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Enhancing Children's Vocabulary Development with technology             | <input checked="" 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 type="checkbox"/> Reading strategies for English Language Learners                        | <input checked="" 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 type="checkbox"/> The power of technology to support language acquisition                 | <input type="checkbox"/> Other (please identify in Question 7a, below)                              |
| <input 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](mailto: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	4.60
Instructional support	1.00
Technical Support	8.00
<b>Totals:</b>	<b>13.60</b>

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	Network and Infrastructure	n/a	1,100,000	One-Time	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input 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	Internet Connectivity	N/A	240,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools	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	End User Computing Devices	N/A	2,650,000	N/A	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input checked="" 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
4	Peripheral Devices	N/A	1,650,000	One-Time	<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 checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input checked="" 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
<b>Totals:</b>			<b>5,640,000</b>			

V. Administrative Management Plan

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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.

<https://www.ercsd.org/>

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

No

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

No

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.

Yes - all 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 provide the URL to the policy.

10b. Please provide the URL to the district's Internet Safety Policy.

<https://www.ercsd.org/site/handlers/filedownload.ashx?moduleinstanceid=58&dataid=693&FileName=4526-1---Internet-Safety.pdf>

11. Does the district have a Cyberbullying Policy?

No. The district does not have such a policy.

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?

2014

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

[https://www.ercsd.org/cms/lib/NY02205564/Centricity/Domain/44/Parents\\_Bill\\_of\\_Rights\\_-\\_01-30-16.pdf](https://www.ercsd.org/cms/lib/NY02205564/Centricity/Domain/44/Parents_Bill_of_Rights_-_01-30-16.pdf)

**2018-2021 Instructional Technology Plan - 2018**

V. Administrative Management Plan

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

No. The district does not have such a policy.

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

<https://www.ercsd.org/cms/lib/NY02205564/Centricity/ModuleInstance/5783/ERCSD%20Tech%20Plan201618.pdf>

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2018-2021 Instructional Technology Plan - 2018

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 checked="" type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Privacy and Security
<input checked="" 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 checked="" 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.	(No Response)	(No Response)	(No Response)	<input 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	AZHAR AHMAD	DIRECTOR- MIS	azhar@ercsd.org	<input checked="" type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input checked="" 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	Sonia Dominguez	blended learning coach	sdominguez@ercsd.org	<input checked="" 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 checked="" type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning



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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.
				<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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VI - Sharing Innovative Educational Technology Programs

	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

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