

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

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?**

William Blum

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](mailto:edtech@nysed.gov).

2018-2021 Instructional Technology Plan - 2018

II. Strategic Technology Planning

**Section II - Strategic Technology Planning**

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

It is the mission of the Eastchester Public Schools to provide an environment that fosters mutual respect, promotes the uniqueness of the individual, provides opportunities for student successes, and guides all students intellectually, emotionally, physically and socially using technology.

In order that students may become life-long learners and Digital Citizens of society, we encourage students to incorporate technology to develop:

- Ethical values
- Civic responsibility
- Self-motivation
- Global responsibility
- Processes of learning
- Facility in social interaction
- Problem-solving skills
- Life planning skills
- A comprehensive base of knowledge

Upon the strength and effectiveness of this mission, in partnership with parents and community, rest the future of those children whom we serve.

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

We expect that technology will continue to be a compelling, driving force in the global economy of the 21st century. In the Eastchester Union Free School District, students will access, interpret, and apply information through the skillful and timely use of technology in order to advance their learning. Teachers will develop technology skills to integrate technology seamlessly into curriculum and instruction. Support staff will use their technology skills to incorporate technology into their daily job responsibilities. Administrators will support and evaluate the implementation of technology into curriculum and instruction, while using technology to manage student data, programs, and resources.

Teaching and learning in the classroom will be enhanced through a “Bring Your Own Device” (BYOD) initiative that will inherently foster a culture and practice of research, collaboration, and communication. Curricular content and textbooks will be made available electronically so a student’s device will serve as his or her primary, and possibly sole, hub for instructional materials.

The Google Applications for Education will provide a unified platform for students to access classroom information, manage curricular content, work collaboratively with peers and teachers, and hold virtual meetings. Courses that promote STEM (science, technology, engineering, and mathematics) ideals have been added to the District’s course catalog and will become increasingly more robust each year.

The innovative use and applications of technology in our district will result in the development of students who are responsible and sophisticated users and creators of technology and who appreciate the vast contribution of technology in their learning environment.

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

	List Goals
Goal 1	Provide a robust infrastructure that will be the foundation for a district wide BYOD, mobile learning and integrated technology curriculum.
Goal 2	Continue the Professional development and expansion of the Google for education platform to meet the anticipated 2020 district wide transition to Google.
Goal 3	Develop curriculum and processes for the integration of technology into classroom learning K-12.

**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

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- 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.**

Eastchester School District has organized internal committees and surveyed parents, students, PTA groups and the community to collect and discuss ideas that would then assist in the development of the districts Instructional technology plan. The following committees were organized and then re-structured to meet the districts evolving discussions and directional planning.

During the 2016-2017 school year the district utilized the building level technology committees which met monthly and were tasked with collecting information that would help form the district vision and goals. The building technology committee's representatives would share their ideas, discussions and suggestions with the district's Board of Education (BOE) Technology committee. The building level committees are comprised of building teachers from each grade level and the building administrator. The BOE committee is made up of building level technology committee members, community members, BOE members, Superintendent of schools, Assistant Superintendent of Curriculum and the Director of Technology. The 2016-2017 BOE Committee utilized the input from the building level technology committees, student surveys, PTA groups and community members to develop the districts vision, goals and direction to for the 2018-2021 Instructional technology plan.

During the 2017 -2018 school year the BOE committee was restructured to form the District Technology Committee which includes building level technology committee members, building administrators, Assistant Superintendent of Curriculum, Superintendent of Schools and the Director of Technology. This committee's goal was to refine the vision, goals and direction provided by the BOE Committee into a three year Instructional Technology plan for the Eastchester School District. The outcome of this committee is the 2018-2021 Instructional Technology plan which addresses the districts infrastructure and instructional goals along with the proposed budget to execute this plan.

- 7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.**

As the Eastchester Union Free School District designs, plans, and implements any professional development opportunity, we strive to anchor ourselves in the NYS professional development standards: Designing Professional Development, Content Knowledge and Quality Teaching, Research-based Professional Learning, Collaboration, Diverse Learning, Student Learning Environments, Parent, Family and Community Engagement, Data-driven Professional Practice, Technology, and Evaluation. The District's professional development initiatives in technology center on the Google Applications for Education. We will provide our teachers with training in the Google Applications for Education using two differing methodologies. The first approach will be a fellowship program that provides participants with 10 full days of professional development through the school year. Participants will be trained by a Google Certified Instructor in the various Google applications with the intention of creating a Google Classroom for use with students. The second approach is a Teacher led training sessions that consists of a series of 2-hour professional development sessions with a graduate of the Google fellowship. The sessions are less intensive, but still provide teachers who are interested in learning more about the Google Applications for Education with an opportunity for professional learning. In addition, the District participates in the Model Schools Program of the Lower Hudson Regional Information Center. This membership enables us to send teachers to training workshops on various areas aspects of instructional technology. During the 2016-17 school year, until the end of this instructional technology plan, we plan to send teachers to workshops on Google applications for Education, coding, maker spaces, and designing dynamic interactive white board lessons.

Finally, we provide training in MOODLE to our teachers. MOODLE, as of the 2016-17 school year became the District's primary learning management system. Key Stakeholders: Assistant Superintendent for Curriculum and Instruction, Director of Technology, Building Administrators, Teachers, Board of Education.

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- 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.**

Working with the Lower Hudson Regional Information Center Eastchester UFSD implemented the use of the Clarity survey tool. The Clarity survey tool provides a technology assessment of the district in several areas. Eastchester plans to use the Clarity survey tool twice a year to reevaluate the district technology plan and guide the district when making decisions in multiple areas including the integration of technology, professional development, student assistive technology, staffing and the development of best practices and procedures. The Clarity survey tool will assist in identifying areas that need attention and additional support also allowing us to see the impact on technology initiatives that have been implemented. Eastchester will be using the Clarity survey tool during the 2018-2019 school year and administering the survey to parents, teachers, students, administration and support staff. Clarity survey tool provided the district with a clear insight and perspective of survey participants who are also the District's stakeholders. When additional information or specific information is required the district will use a second survey tool named Survey Monkey. Survey Monkey is used to create specific questions when additional information is required about a specific areas mentioned above. Additional information used to evaluate our technology plan is collected from the building technology committees, BOE technology committee, administrator evaluations and classroom visits. These resources allow direct feedback on the use of devices and the integration of technology into the curriculum and instruction in the classroom. Meeting regularly with these groups allows the district to collect their feedback along with the responses received from the Clarity survey tool to re-evaluate the technology plan and improve on how we provide technology for all the District's stakeholders to be successful.

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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**

Provide a robust infrastructure that will be the foundation for a district wide BYOD, mobile learning and integrated technology curriculum beyond the 2018-2021 Instructional Technology Plan.

**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 - 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	Purchasing Continue to work with LHRIC/BOCES to purchase Cisco network switch equipment, Aerohive wireless access points and engineering labor.	Director of Technology	Assistant Superintendent of Business	Dec. (12)	2018	375,000.
Action Step 2	Planning Planning the arrival, configuration and installation schedule with LHRIC and Vendors to coordinate the upgrade of Network Switch equipment and Wireless access points.	Director of Technology	N/A	March (03)	2019	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. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 3	Implementation	The configuration of new switches and installation of the new Cisco network switches. Removal of old network switches.	Director of Technology	N/A	March (03)	2019	0
Action Step 4	Implementation	Installation of Aerohive Wireless Access points and the configuration of wireless access points to the Hive manager utilizing the newly installed Cisco network switches.	Director of Technology	N/A	May (05)	2019	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	Other (please identify)	Testing and verification of the wireless network and the configuration of the SSID's created.	Director of Technology	N/A	May (05)	2019	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
	in Column 2, Description)						
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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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**

Provide professional development and expansion of the Google for education platform to meet the anticipated 2020 district wide transition to Google.

**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)**

- |   |   |
|---|---|
| <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	Collaboration	Collaborate with LHRIC Model Schools to plan and provide a fourth Google Fellowship Cohort for teachers (15), as well as new training for administrators and administrative support staff.	Assistant Superintendent	N/A	Aug. (08)	2018	35,000
Action Step 2	Professional Development	The Google training will start in September and continue throughout the 2018-2019 School Year.	Assistant Superintendent	N/A	June (06)	2019	0
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
	Evaluation	During the 2018-2019 school year, the Assistant Superintendent for Curriculum and Instruction will meet with the Model Schools team to assess progress and discuss enhancements to the professional development being provided.	Assistant Superintendent	N/A	June (06)	2019	0
Action Step 4	Staffing	Examine and evaluate the current Technology Department staffing model to evaluate the need for the addition of an instructional technology position.	Assistant Superintendent	N/A	June (06)	2019	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	Planning	Collaborate with the District Technology Committee to determine, plan and execute the training of the remainder of the staff in Google applications during the	Assistant Superintendent	Director of Technology	Aug. (08)	2019	(No Response)

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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
		2019-2020 school year.	erintendent				
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**

Develop curriculum and processes for the integration of technology into classroom learning K-12, including the addressing of specific needs related to students with disabilities and ELL students.

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

1. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

**3. Target Student Population(s)**

<input checked="" type="checkbox"/> All students <input type="checkbox"/> Pre-K-2 <input type="checkbox"/> Grades 3-5/6 <input type="checkbox"/> Middle School <input type="checkbox"/> High School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> ELL/MLLs	<input type="checkbox"/> Migrant students <input type="checkbox"/> Homeless students <input type="checkbox"/> Economically disadvantaged students <input type="checkbox"/> Students between the ages of 18-21 <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs <input type="checkbox"/> Other (please identify in Question 3a, below)
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**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	Collaboration	Work With Model Schools to research existing applications that will enhance or replace existing curriculum to integrate technology into those programs that are applicable.	Assistant Superintendent	N/A	June (06)	2019	0
Action Step 2	Collaboration	Identify and visit existing programs in fellow school districts.	Assistant Superintendent	Technology Committee	June (06)	2020	5,000

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 3	Professional Development	Plan and schedule Professional Development for the applications and processes the district wishes to adapt and implement	Assistant Superintendent	Technology Committee	June (06)	2020	5,000
Action Step 4	Implementation	Working with LHRIC Model Schools the district will implement the professional development for staff. This will be an ongoing professional development initiative that will last beyond 2021.	Assistant Superintendent	Technology Committee	June (06)	2021	45,000

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)

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 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**

## 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.**

The Eastchester School District is in the process of upgrading the districts infrastructure to provide an environment that will support todays students and our future students as connected learners. The goal of the Eastchester School District is to provide technology as a resource that students are able to use both in and out of instructional spaces to achieve their goals for learning. By integrating technology into the districts curriculum instructors will be able to customize and provide instruction to students of all levels. Eastchester anticipates that through the integration of technology students will become more engaged in curriculum and become active participants in their curriculum development.

Eastchester will introduce curriculum, software and devices that will provide all district users with the highest quality of technology that is achievable. Through professional development instructors will be trained and provided ongoing support to integrate technology into their curriculum and classroom structure. By using technology the new classroom structure can develop into any form and the options for learning would be unlimited and no longer restricted to location. Our goal of making students connected learners can be achieved using technology and interactive tools for sharing and researching information.

The Eastchester technology plan is to create a robust infrastructure and enhanced learning environment using technology in which instructors, students, support staff and community are able to be effective, creative and competent users. Integration of technology into curriculum will ultimately increase student achievement and create a life long learner prepared for the environment they will enter after High School.

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 Eastchester School District offers students a comprehensive instructional experience at an appropriate level of rigor. We provide a variety of support services to students with disabilities including laptops, Chromebooks, iPads, APP's and software to match each student with technology that best meets their abilities and will assist in their learning. Working with the Special Education Department and private consultants the districts technology department provides students with disabilities devices and apps that will give students equitable access to instruction, resource materials and assessments. Individual learning plans may include technology from manufacturers like AMDI which provides assistive speech and communication cases to best utilize the iPads for a student requiring that assiatance. Many of the instructional learning tools that are provided to students and used with instructors for assistive learning are APP's through the Google play store and Apple iTunes along with communication and learning tools available in the Android and IOS app stores.

However, regardless of a child's placement, disability or academic ability, all students have the same equitable access to all of the technology the district owns and operates. The District fully complies with the Regulations of the Commissioner of Education in New York State sections 200.4(d)(2)(v)(b)(6), 200.4(d)(3)(v) and 200.4(e). In sum, all students, regardless of disability, will have access to the general curriculum and district owned technology as defined by their Individual Education Plan (IEP).

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)

2018-2021 Instructional Technology Plan - 2018

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 type="checkbox"/> Research, writing and technology in a digital world  | <input checked="" type="checkbox"/> Electronic communication and collaboration  |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology  | <input type="checkbox"/> Promotion of model digital citizenship and responsibility  |
| <input type="checkbox"/> Reading strategies through technology for students with disabilities                                   | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas   |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input type="checkbox"/> Helping students with disabilities to connect with the world   |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in 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.

(No Response)

**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 type="checkbox"/> Technology to support writers in the elementary classroom                          | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input type="checkbox"/> Technology to support writers in the Secondary classroom                           | <input 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 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 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](mailto:edtech@nysed.gov).



2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	0.00
Technical Support	3.00
<b>Totals:</b>	<b>4.00</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	350,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input 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	Professional Development	N/A	45,000	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 checked="" 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	Instructional and Administrative Software	N/A	50,000	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 checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	N/A	NA	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	NA
<b>Totals:</b>			<b>445,000</b>			

## 2018-2021 Instructional Technology Plan - 2018

## 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.

<https://district.eastchesterschools.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.

Chief Information 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.

Chief Information Officer

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.boarddocs.com/ny/eufsd/Board.nsf/files/AXNKUX539A60/\\$file/5170%20Rules%20and%20Code%20of%20Ethics%20for%20Student%20Network%20and%20Internet%20Users.pdf](https://www.boarddocs.com/ny/eufsd/Board.nsf/files/AXNKUX539A60/$file/5170%20Rules%20and%20Code%20of%20Ethics%20for%20Student%20Network%20and%20Internet%20Users.pdf)

11. Does the district have a Cyberbullying Policy?

Yes, and I will provide the URL to the policy.

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V. Administrative Management Plan

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**11b. Please provide the URL to the district's Cyberbullying Policy.**

[https://www.boarddocs.com/ny/eufsd/Board.nsf/files/ATBMUX59F8C9/\\$file/Policy%20%230115%20-%20Student%20Harassment%20and%20Bullying%20Prevention%20and%20Intervention.pdf](https://www.boarddocs.com/ny/eufsd/Board.nsf/files/ATBMUX59F8C9/$file/Policy%20%230115%20-%20Student%20Harassment%20and%20Bullying%20Prevention%20and%20Intervention.pdf)

[https://www.boarddocs.com/ny/eufsd/Board.nsf/files/AX42WD0426E1/\\$file/5130\(c\)%20-%20R%20Student%20Bullying%20Prevention%20and%20Intervention%20Regulation.pdf](https://www.boarddocs.com/ny/eufsd/Board.nsf/files/AX42WD0426E1/$file/5130(c)%20-%20R%20Student%20Bullying%20Prevention%20and%20Intervention%20Regulation.pdf)

[https://www.boarddocs.com/ny/eufsd/Board.nsf/files/AX42UX03F098/\\$file/5130\(c\)%20Student%20Bullying%20Prevention%20and%20Intervention.pdf](https://www.boarddocs.com/ny/eufsd/Board.nsf/files/AX42UX03F098/$file/5130(c)%20Student%20Bullying%20Prevention%20and%20Intervention.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?**

2016

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

<https://district.eastchesterschools.org/m2/pluginfile.php/36/course/section/10/Parents%20Data%20Bill%20of%20Rights.pdf>

**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.**

The district Instructional Technology Plan 2018-2021 will be posted in September after the review process has been completed and any revisions or corrections requested are completed.

Eastchester Schools 2015 to 2018 Technology Plan

<https://district.eastchesterschools.org/m2/pluginfile.php/36/course/section/10/2015-2018%20Eastchester%20Technology%20Plan.pdf>

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).

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 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.	(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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VI - Sharing Innovative Educational Technology Programs

	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

2018-2021 Instructional Technology Plan - 2018

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

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).