2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Ryan Orilio

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

Director of Technology

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

The mission of the Herkimer Central School District is to successfully carry out the educational tenets of our philosophy by providing:
- An atmosphere conducive to learning which is at once both challenging and secure.
- A variety of curricular opportunities in an organized structured manner.
- Information, role models, and opportunities for appropriate decision-making.
- A diversified program which offers curricular and extracurricular activities and encourages productive use of leisure time.
- An educationally sound system of evaluation and assessment.
- To secure this mission of the district is committed to use, support and enhance the professional expertise of all staff.

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

The basic goal of education, to prepare our students for life-long learning and success has not changed. However, the tools and instructional methods used to achieve these goals are constantly evolving. Technology offers students an avenue to succeed as citizens in a global society in which information is growing at an incredible rate. Technology can improve communication, enhance thinking skills, make instruction more efficient and effective, and develop life skills critical to success. It is the vision of Herkimer Central Schools that students be engaged in a stimulating academic environment and a rigorous curriculum that is student-centered and focused on inquiry-based learning.

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

Date	Type	Outcome	Stakeholders
Summer 2021	Virtual Synchronous Meeting	Instructional Technology Mission/Vision Statement	Administrators, Teachers, Parents, Community Members
October 2021	Virtual Synchronous Meeting	Instructional Technology Goals	Administrators, Teachers, Parents, Community Members
February 2022	Virtual Synchronous Meeting	Instructional Technology Goals and Action Plan	Administrators, Teachers, Parents, Community Members
March 2022	Face to Face Meeting	Instructional Technology Goals	Students

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

- The planning process for this version of the Instructional Technology Plan closely mirrored the planning for the previous plans, however, the majority of the planning took place in virtual meetings (synchronously) instead of face to face meetings. Coinciding with each synchronous meeting were also a variety of asynchronous discussion topid for the group as a whole.
- The Technology Committee reviewed the previous Technology Plan and discussed (virtual but synchronous) the previous goals as outlined and described. As a group we discussed what we had and had not seen happening, and from that, identified strengths and areas of improvement.
- The goals from the previous version of the Instructional Technology Plan that have not been fully met (largely due to COVID) are integrated into this plan's goals. Even this version's goals are worded differently, the same content is included in the goals, just in a slightly different context.

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

- This plan allows for the importance of internet connectivity ALL students and faculty. We now offer internet hotspots to any student or staff member who does not have readily accessable internet access at their home.
- Previous plans did not have the district moving to a 1:1 computing environment so quickly, but the pandemic forced us to change course and now we are at a 1:1 computing environment.
- Professional development is now largely offered virtually, and in some cases asynchronously, in order to better meet the needs of diverse staff and faculty requirements, access, and schedules.
- Deployment of devices changed as a result of the pandemic from a shared device model, to an individual use model.

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

Yes

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

- Professional development is offered to staff and faculty at Herkimer CSD from a variety of vendors and mediums. Offerings are available from the district itself, our local RIC and BOCES, local Teacher Center, NYSCATE, and direct from our technology partners. These offerings can be synchronous or asynchronous, face to face or virtual, and continuing or one-time.
- Professional Development opportunities are distributed to staff and faculty through an internal calendar, emails, Social media, and through 1:1 contact with teachers.
- The content of available professional development varies greatly, but in general, the vast majority relates to one of the previous Instructional Technology Plan goals.
- Staff is surveyed each year on their instructional technology needs, desires, and aptitude. This results in more tailored professional development recommondations for that staff member(s).

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

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners. The district has met this goal:**

    Moderately

2. **Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning. The district has met this goal:**

    Moderately

3. **Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments. The district has met this goal:**

    Fully

4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision. The district has met this goal:**

    Significantly

5. **Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life. The district has met this goal:**

    Minimally

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1. **Enter Goal 1 below:**

    Provide relevant, timely, and ongoing professional development on best practices in technology integration and data security.

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

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

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

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

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

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

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

    This goal will be evaluated in two ways:
    • An end of year survey to all instructional staff, that measures their level of comfort with technology integration practices.
    • Ongoing surveys that follow professional development opportunities (survey for participants at conclusion of professional development meeting or class)
    This data will be collected and analyzed at least annually by the Director of Technology and Technology Integration Coach.

6. **List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Staff needs/knowledge survey	Instructional Technology Coach	n/a	09/30/2022	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 2	Evaluation	Evaluation of survey results	Instructional Technology Coach	n/a	09/30/2022	0
Action Step 3	Planning	Professional Development Planning	Director of Technology	n/a	10/31/2022	0
Action Step 4	Implementation	Implement PD topics and sessions	Director of Technology	n/a	10/31/2023	0

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

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

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1. **Enter Goal 2 below:**

Update classrooms to offer the best available teaching and learning tools to students.

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

Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

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

   - ☑ All students
   - ☐ Early Learning (Pre-K -3)
   - ☐ Elementary/intermediate
   - ☐ Middle School
   - ☐ High School
   - ☐ Students with Disabilities
   - ☐ English Language Learners
   - ☐ Students who are migratory or seasonal farmworkers, or children of such workers
   - ☐ Students experiencing homelessness and/or housing insecurity

   - ☐ Economically disadvantaged students
   - ☐ Students between the ages of 18-21
   - ☐ Students who are targeted for dropout prevention or credit recovery programs
   - ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
   - ☐ Students who do not have internet access at their place of residence
   - ☐ Students in foster care
   - ☐ Students in juvenile justice system settings
   - ☐ Vulnerable populations/vulnerable students
   - ☐ Other (please identify in Question 3a, below)

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

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

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

This goal will be measured through a close look at our current inventory of classrooms and their installed/integrated technology. This will allow HCSD to identify the classrooms and places of need and address them.

6. **List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Evaluate current classroom technology inventory/tools.	Director of Technology	n/a	09/01/2022	n/a
Action Step 2	Planning	Plan for classroom technology upgrades	Director of Technology	n/a	12/01/2022	n/a
Action Step 3	Implementat	Conduct upgrades in	Director of	n/a	07/01/2	n/a

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	ion	classrooms	Technology		023	
Action Step 4	Professional Development	Classroom technology training for teacher	Instructional Technology Coach	n/a	07/01/2024	n/a

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

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

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1. **Enter Goal 3 below:**

Update and strengthen the HCSD network infrastructure to be able to fully support both current and planned uses and installations.

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

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

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

- ☑ All students
- ☐ Early Learning (Pre-K -3)
- ☐ Elementary/intermediate
- ☐ Middle School
- ☐ High School
- ☐ Students with Disabilities
- ☐ English Language Learners
- ☐ Students who are migratory or seasonal farmworkers, or children of such workers
- ☐ Students experiencing homelessness and/or housing insecurity

- ☐ Economically disadvantaged students
- ☐ Students between the ages of 18-21
- ☐ Students who are targeted for dropout prevention or credit recovery programs
- ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- ☐ Students who do not have internet access at their place of residence
- ☐ Students in foster care
- ☐ Students in juvenile justice system settings
- ☐ Vulnerable populations/vulnerable students
- ☐ Other (please identify in Question 3a, below)

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

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

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

We will work closely with the network technicians from MORIC to evaluate our current network infrastructure. This will be followed by a plan for where we believe our network infratsructure should be at the end of this plan, including an implementation schedule for getting there.

6. **List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Evaluate current network infrastructure.	Director of Technology	n/a	07/31/2022	n/a
Action Step 2	Planning	Create network plan	Other (please identify in Column 5)	MORIC & Tech Director	12/01/2022	n/a
Action Step 3						

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Implementation	Begin network updates as per planning	Director of Technology	n/a	07/01/2024	n/a
Action Step 4	N/A	n/a	N/A	n/a	06/30/2021	n/a

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

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

8. **Would you like to list a fourth goal?**

No

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

   At Herkimer CSD we realize that instructional technology is nothing more than a tool for effective learning. Teachers use technology where appropriate to advance content, present ideas in new or engaging ways, and to support 21st century activities like student publishing. In these ways, the use of instructional technology supports all classrooms and content areas in making learning rigorous and aligned to current standards. Students use technology in a variety of ways to demonstrate their understanding of a concept or skill. This includes, but is not limited to, recording videos, learning reflections, collaborative documents and slideshows, interactive images, digital publishing, photography and image editing. Technology is also used to provide multiple pathways for students to access and participate in learning. This is accomplished via tools that allow for online access to course materials and assignments, expanded instructor availability via videoconferencing, 24/7 content access through platforms like NewsELA and Youtube, and a variety of differentiation and accessibility tools build into student devices.

2. **Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.**

   Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc. Herkimer CSD plans to use the following strategies to address the need to provide equitable learning.
   • Access to a connected device for all staff and students
   • Provide internet access to students and faculty who do not have it on their own
   • Continual network infrastructure upgrades to support increased need for device access and bandwidth
   • Training for staff and students on using available resources

3. **Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.**

   Students with disabilities are served through a variety of differentiation methods and tools. These include, but are not limited to, the following:
   • Student 1:1 devices (chromebooks and iPads) are equipped with assistive technologies that include screenreaders, voice to text, screen magnifiers and other display modifications, sticky keys, translation tools, and other assistive technologies.
   • Tools like Google Classroom, GoGuardian, and Lightspeed allow our teachers to differentiate instruction for learners with different needs, by allowing the teacher to modify assignments and activities, and assign to individual students.

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

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

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

    ☐ Technology to support writers in the elementary classroom
    ☐ Technology to support writers in the secondary classroom
    ☑ Research, writing and technology in a digital world
    ☐ Enhancing children's vocabulary development with technology
    ☐ Reading strategies through technology for students with disabilities
    ☑ Choosing assistive technology for instructional purposes in the special education classroom
    ☑ Using technology to differentiate instruction in the special education classroom

    ☐ Using technology as a way for students with disabilities to demonstrate their knowledge and skills
    ☑ Multiple ways of assessing student learning through technology
    ☐ Electronic communication and collaboration
    ☐ Promotion of model digital citizenship and responsibility
    ☑ Integrating technology and curriculum across core content areas
    ☑ Helping students with disabilities to connect with the world
    ☐ Other (please identify in Question 5a, below)

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

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

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

    Yes

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

    In the 5 languages most commonly spoken in the district

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

    (No Response)

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

☑ Technology to support writers in the elementary classroom	☑ Multiple ways of assessing student learning through technology
☑ Technology to support writers in the secondary classroom	☑ Electronic communication and collaboration
☑ Research, writing and technology in a digital world	☑ Promotion of model digital citizenship and responsibility
☑ Writing and technology workshop for teachers	☑ Integrating technology and curriculum across core content areas
☐ Enhancing children's vocabulary development with technology	☐ Web authoring tools
☐ Writer's workshop in the Bilingual classroom	☑ Helping students connect with the world
☐ Reading strategies for English Language Learners	☐ The interactive whiteboard and language learning
☐ Moving from learning letters to learning to read	☑ Use camera for documentation
☑ The power of technology to support language acquisition	☐ Other (please identify in Question 8a, below)
☑ Using technology to differentiate instruction in the language classroom	

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

☐ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☐ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☐ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☐ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☐ Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.

☐ Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.

☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

☑ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☐ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☐ Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.

☑ Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.

☑ Class lesson plans, materials, and assignment instructions are available to students and families for

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ 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.

☐ Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.

☐ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☐ Provide online mentoring programs.

☐ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☑ Offer a technology/support hotline during flexible hours.

☐ Make sure technology/support is offered in multiple languages.

☐ Other (Please identify in Question 9a, below)

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

☑ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.

☑ The district uses instructional technology to facilitate classroom projects that involve the community.

☑ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.

☑ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.

☑ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

☑ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

☐ Other (please identify in Question 10a, below)

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1. **Staff Plan Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.**

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.50
Technical Support	1.80
Totals:	**3.30**

2. **Investment Plan Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three. Provide a three-year investment plan to support the vision in Section II and goals in Section IV. A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.   All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.**

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	n/a	240,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	n/a
2	Network and Infrastructure	n/a	50,000	One-time	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate	n/a

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Other (please identify in next column, to the right)	Physical Security (cameras and access)	100,000	One-time	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	n/a
4	Peripheral Devices	n/a	35,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources	n/a

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**425,000**			

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

   https://www.herkimercsd.org/wp-content/uploads/2020/02/HCSD-2013-18-Technology-Plan.pdf

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

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

   ☐ 1:1 Device Program
   ☐ Active Learning Spaces/Makerspaces
   ☐ Blended and/or Flipped Classrooms
   ☐ Culturally Responsive Instruction with Technology
   ☐ Data Privacy and Security
   ☐ Digital Equity Initiatives
   ☐ Digital Fluency Standards

   ☐ Engaging School Community through Technology
   ☐ English Language Learner
   ☐ Instruction and Learning with Technology
   ☐ Infrastructure
   ☐ OER and Digital Content
   ☐ Online Learning
   ☐ Personalized Learning

   ☐ Policy, Planning, and Leadership
   ☐ Professional Development / Professional Learning
   ☐ Special Education Instruction and Learning with Technology
   ☐ Technology Support
   ☐ Other Topic A
   ☐ Other Topic B
   ☐ Other Topic C

2. **Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.**

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

3. **If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted to obtain more information about the innovative program(s) at your district.**

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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