YONKERS PUBLIC SCHOOLS

2018-2021

INSTRUCTIONAL TECHNOLOGY PLAN

Section I - District LEA Information

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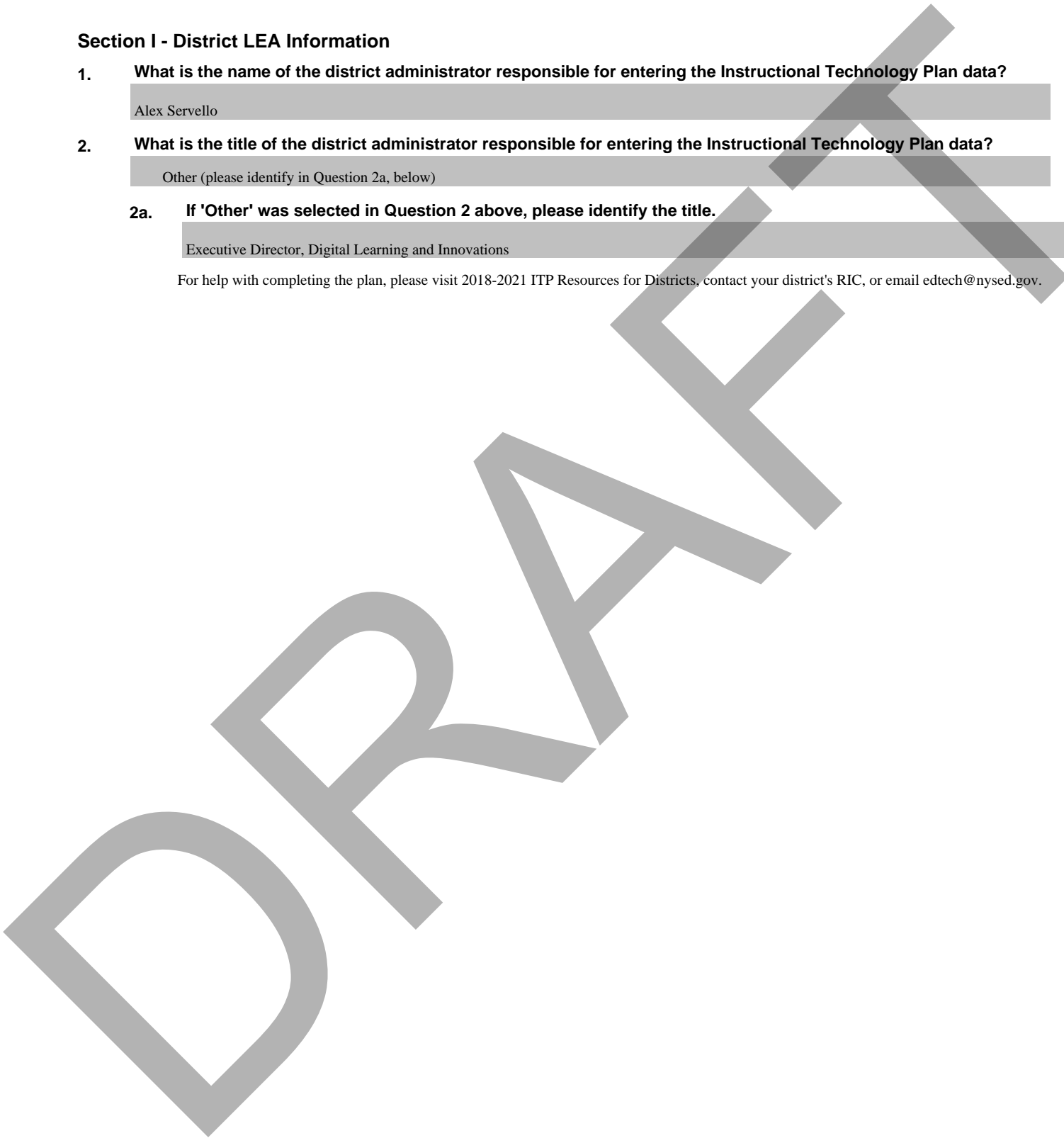
Alex Servello

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

Other (please identify in Question 2a, below)

2a.　**If 'Other' was selected in Question 2 above, please identify the title.**

Executive Director, Digital Learning and Innovations

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

Section II - Strategic Technology Planning

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

Creating a Foundation for Success: Innovation. Inspiration. Excellence for All. The Yonkers Public School district is committed to preparing all learners for the opportunities of today and tomorrow in a culture of inquiry. All are encouraged to take initiative for their own development, think critically, actively listen, participate fully and acquire decision making and leadership skills.

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

Yonkers Public Schools is committed to preparing students who:
• have equitable access to digital resources that support personalized learning and mastery of content
• understand how technology can be used to foster 21st Century skills
• are exposed to the expanding technology industry and have opportunities to explore potential technology careers
• understand the permanence of their digital footprint and how to safeguard personal information on the internet

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

	List Goals
Goal 1	Utilize technology and data-driven instruction to create personalized learning environments that meet individual student needs, including those of students with disabilities and English language learners.
Goal 2	Improve equity and access in the district by promoting single sign-on to all digital resources, expanding the usage of open educational resources (OER), and increasing at-home technology access.
Goal 3	Expose students and provide pathways to careers in technology by integrating computer science principles in instruction, developing partnerships with current technology professionals, and providing opportunities for students to receive technology certifications prior to graduation.

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

Yes

4a. **List Goal #4**

Review and monitor District policies on acceptable use of digital resources and data sharing practices and explore new strategies for educating students and staff on these policies.

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

No

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

Beginning in May 2018, various stakeholder groups (teachers, administrators, students, and parents) were invited to participate in two District Technology Plan committee meetings with the Executive Director of Digital Learning and Innovations and the Director of Infrastructure Support. The objectives of these meetings were:
• To inform stakeholders of the 2018-2021 District Instructional Technology Plan, its contents, and key changes from the 2015-2018 plan
• To develop a strategic plan that includes a vision statement, attainable instructional technology goals aligned with the District's goals, and action plans with responsible stakeholders.
Additionally, the Executive Director of Digital Learning and Innovations and the Director of Infrastructure Support met with Instructional Technology Liaisons (ITLs) from each building throughout the Spring of 2018. During these meetings, technology needs and aspirations for the District were shared. The discussions from the committee meetings and the ITL meetings helped inform the District's technology goals and action plans.
In September 2018, the Executive Director of Digital Learning and Innovations met with students representing all high schools to further discuss the current state of technology in the District and their hopes for technology education. The Technology Plan was reviewed with the Division of Teaching and Learning and other central office administrators to ensure alignment with the District's Goals, 3-year Strategic Plan, and District Comprehensive Improvement Plan. A draft of the District's Technology Plan was presented to the Board of Trustees in October 2018 for final approval and is presented on the District's website for public comment.

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

Topic	Audience	Date
Microsoft Innovative Educator Workshops	Teachers and Administrators (Building and Central Office)	September 2018-June 2021
Clever Single Sign-on	Teachers, Administrators, and Parents	September 2018-January 2019
Becoming a #GoOpen District and Evaluating Open Educational Resources	Teachers, Administrators, and the Division of Teaching and Learning	January 2019-June 2019
Protecting Students with COPPA, CIPA, and FERPA	Teachers and Administrators	September 2019-January 2020
Classroom Design, Digital Tools, and Procedures that Support Personalized Learning	Teachers and Administrators	September 2019-June 2020
Supporting Student Learning at Home with Digital Resources	Parents	September 2019-June 2020
Differentiating Instruction for Students with Disabilities and ELL/MLLs using Digital Resources	Teachers and Administrators	September 2019-June 2020
Introducing Computer Science at the Elementary Level	Pre-K-6 Teachers	January 2020-June 2020
Developing Computer Science Skills at Home	Parents	January 2020-June 2020
Internet Safety and District Technology Policies	Parents	January 2020-June 2020

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

Instructional technology goals will be measured with the following metrics:
• A decrease in the ratio of updated devices to students
• Usage statistics of technology tools disaggregated for at home and in school use
• The number of classes that have active Microsoft Teams or other virtual classrooms
• Lesson plans that reflect the use of technology tools to differentiate instruction and promote student-centered learning
• Instructional technology professional development attendance data and agendas
• Instructional technology parent workshop attendance and access to related resources
• Replacing at least one textbook in each content area with an open educational resource (OER)
• Evaluation results of OER that measure their alignment with standards and District goals
• Enrollment data in computer science courses that prepare student for industry certifications
• Elementary school master schedules that schedule time for computer science instruction
• The number of industry partnerships that provide students with technology mentoring and career exposure
• Evaluation results of current District policies that measure their alignment with FERPA, COPPA, and CIPA
• The number of students who express pursue post-secondary education or careers in technology
• Curricular resources that promote the use of technology tools

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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**

Utilize technology and data-driven instruction to create personalized learning environments that meet individual student needs, including those of students with disabilities and ELL/MLLs.

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

2. 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	☐ Migrant students
☐ Pre-K-2	☐ Homeless students
☐ Grades 3-5/6	☐ Economically disadvantaged students
☐ Middle School	☐ Students between the ages of 18-21
☐ High School	☐ Students who are targeted for dropout prevention or
☐ Students with Disabilities	credit recovery programs
☐ ELL/MLLs	☐ 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	Infrastructure	Update District devices to Windows 10 to ensure full capability to run all Office 365 tools.	Director of Technology	N/A	June (06)	2019	$0
Action Step 2	Professional Development	Provide ongoing (at least 4 per year) Microsoft Innovative Educator workshops to teachers and administrators to increase capacity with use of Office 365 tools both in the classroom and in school operations.	Curriculum and Instruction Lea	N/A	June (06)	2021	$10,000

2018-2021 Instructional Technology Plan - Annually - 2018

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
			der				
Action Step 3	Collaboration	Collaborate with Instructional Technology Liaisons and other stakeholders to determine an action plan for promoting personalized learning in the District, assign lab classrooms throughout the district that demonstrate effective personalized learning, and develop a evaluation system to assess current digital technology resources.	Curriculum and Instruction Leader	N/A	May (05)	2019	$15,000
Action Step 4	Evaluation	Review current technology using a District-developed evaluation system to ensure current resources support active use by students and provide necessary scaffolds for students with disabilities and English language learners.	Curriculum and Instruction Leader	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 #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	Communications	Develop student-facing and parent-facing resources that explain the uses of each of our digital technology resources to help determine which are best suited to individual students.	Curriculum and Instruction Leader	N/A	Jan. (01)	2019	$0
Action Step 6	Implementation	Encourage teachers to maintain active Microsoft Teams for each of their classes to maintain class documents in one place and allow students to customize how they organize and demonstrate mastery of the content.	Building Principal	N/A	Sept. (09)	2019	$0
Action Step 7	Professional Development	Provide professional development to teachers and parents on the use of digital resources to support differentiation for students with disabilities and ELL/MLL learners	Curriculum and Instruction Leader	N/A	Jan. (01)	2020	$15,000
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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Section III - Action Plan

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

1. **Goal #2**

Improve equity and access in the district by promoting single sign-on to all digital resources and expanding usage of open educational resources (OER).

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

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

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

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

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	Implementation	Implement Clever Single Sign-On to ensure equitable access to digital resources for all students and staff from all devices both in and out of the District.	Curriculum and Instruction Leader	N/A	Sept. (09)	2018	$0
Action Step 2	Planning	Develop a committee of multiple stakeholders to determine the District's readiness to become a #GoOpen District through the U.S. Department of Education and an action plan to promote the use of open educational resources	Curriculum and Instructio	N/A	Jan. (01)	2019	$3,000

	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
		throughout the District.	n Leader				
Action Step 3	Purchasing	Maintain existing and purchase new devices for schools to reduce the device to student ratio and ensure consistent access to devices for students.	Director of Technology	N/A	June (06)	2021	$500,000
Action Step 4	Evaluation	Evaluate various open educational resources (OER) to ensure alignment with current New York State standards and District goals and provide a list of District-approved OER to all teachers.	Curriculum and Instruction Leader	N/A	Sept. (09)	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.

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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Section III - Action Plan

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

1. **Goal #3**

   Expose students to careers in technology by integrating computer science principles in instruction, developing partnerships with current technology professionals, and providing opportunities for students to receive technology certifications prior to graduation.

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)**

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Community Partnerships	Collaborate with community partners to provide professional development to teachers on computer science and age-appropriate lessons to introduce the concepts at the elementary level.	Curriculum and Instruction Leader	N/A	June (06)	2021	$20,000
Action Step 2	Community Partners	Maintain current and explore new opportunities for technology companies to provide mentorship and career exposure programs.	Curriculum and Instr	N/A	June (06)	2019	$0

2018-2021 Instructional Technology Plan - Annually - 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
	hips		uction Leader				
Action Step 3	Communications	Promote free self-guided resources that allow students to continue learning computer science principles at home.	Curriculum and Instruction Leader	N/A	Jan. (01)	2019	$0
Action Step 4	Curriculum	Explore industry certifications to promote technology careers and incorporate related curriculum into high school program offerings.	Building Principal	N/A	June (06)	2021	$0

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5							

2018-2021 Instructional Technology Plan - Annually - 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
	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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Section III - Action Plan

Copy Goal # 4, which you listed in Section II by responding "Yes" to Question 4, and respond to all questions below.

1. **Goal #4**

   Review and monitor District policies on acceptable use of digital resources and data sharing practices and explore new strategies for educating students and staff on these policies.

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

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

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

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

4. **List the action steps that correspond to Goal #4 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	Evaluation	Review current technology-related policies with District counsel to ensure alignment with CIPA, COPPA, and FERPA and enact appropriate changes.	Director of Technology	N/A	Mar ch (03)	201 9	$0
Action Step 2	Professional Development	Provide professional development to teachers and administrators to review any changes to District policies and ensure all individuals are aware of their responsibilities with respect to related laws.	Curriculum and Instruction Lea	N/A	Sept . (09)	201 9	$15,000

		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
				der				
Action Step 3		Evaluation	Review current methods of educating students on internet safety and collaborate with high school students on opportunities for them to present to younger students on the topic.	Curriculum and Instruction Leader	N/A	Sept. (09)	2019	$0
Action Step 4		Professional Development	Provide parent workshops on District policies and how to support internet safety at home.	Building Principal	N/A	June (06)	2021	$0

5. **This question is optional.**
If more action steps are needed, continue to list the action steps that correspond to Goal #4 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								

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 4

	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
	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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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.**

As per Yonkers Public Schools 3-year Strategic Plan, the District's work is driven by five goals: student achievement informed by 21st century skills curricula, professional development to enhance student learning outcomes, a data-driven culture based on high expectations and accountability, supports for the diverse social and emotional needs of our students, and family involvement and community engagement that builds the infrastructures to support student success. Instructional technology is critical to the District's achievement of these goals and is integrated into classroom instruction, professional development, and at-home supports for student learning.

In order to improve student achievement, instruction needs to support digital literacy and students' understanding of how technology can foster 21st century skills. Through Clever single sign-on, all students have uninterrupted access to the District's technology tools. This allows students to personalize their learning experience, use tools that best meet their learning needs, and emulate the expectations of post-secondary education and careers in modern society. It also gives students access to digital assessment tools that allow them to prepare for end of year exams, further develop their content knowledge, and monitor their progress with real time data. The District's adoption of Microsoft Office 365 gives students and teachers access to virtual classrooms and other tools that allow students to demonstrate mastery of content in creative ways. Additionally, resources that introduce students to computer science principles are used to expose students to technology career pathways and develop the skillset necessary for a knowledge-based economy.

Instructional technology ensures consistent and equitable access to all curricular resources across the District. Central Office administrators use OneDrive to share resources with teaching staff and administrators and make revisions to curriculum based on student achievement data. Additionally, since OneDrive can be accessed from any device either in or out of the district, teaching staff can access these resources whenever they plan instruction. This also allows for asynchronous professional development so that teachers can engage in professional learning on their schedule. It also allows for the District to develop parent-facing and student-facing resources that can be accessed from home.

Instructional technology supports the District's data-driven culture by providing all stakeholders with real-time data that informs instructional decisions. Parents and students can review performance data in assessment programs to monitor students' performance and determine areas of need for at-home learning. Teachers can also review performance data to make classroom decisions about student grouping, differentiated instruction, and skill gaps that require additional instruction. School-based and central office administrators can view trends to determine common areas of need and accomplishment across a building or the District.

Instructional technology is used to galvanize the relationship between school and home. Parents/guardians have access to the District's website and social media channels for updates on District events, important information and forms, and information on the various academic programs offered. Additionally, through Clever single sign-on, parents/guardians know that students have access to the same instructional technology at home as they do at school. For families with limited access to computing devices, many of the resources we do use have mobile apps enabled. Additionally, the Yonkers Public Library has added Clever as a shortcut on its devices to ease access for students outside of 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.**

Assistive technology is provided to students as required in their Individualized Education Plans (IEP) or Section 504 plans. Dyna Vox communications devices are used with certain non-verbal students. I-Pads equipped with speech output apps (Proloquo-2-Go and Snap+Core) are used to service our students who have difficulty with expressive language. Students diagnosed with certain hearing impairments are provided FM units, upon an audiologist's recommendation. Those with certain visual disabilities are provided specialized computers (Braille Note Touch 32) or keyboards with Braille overlays.

All students have access to Microsoft Office 365 and several tools within the system increase accessibility for students with disabilities. Immersive Reader is available in Word, Outlook, OneNote, and Edge and allows students to have text read aloud with highlighting to improve fluency and decoding. Additionally, students can change the spacing between words, have syllables identified, and label the parts of speech. Additionally, all Windows devices have speech recognition software that allows dictation to be used in lieu of typing.

Microsoft Teams and other digital classrooms allow students to customize the organization of content to best meet their learning needs. By pairing with additional Microsoft applications, students can demonstrate their mastery of content by creating a variety of products. Using Microsoft Teams also ensures that co-teachers, support staff, and parents have equitable access to all class materials.

Digital assessment programs allow teachers to develop assessment goals for students that align with IEP goals and provide immediate feedback to students. Additionally, these programs can be paired with digital videos and lessons to allow students to review material at their own pace. Accessibility options in these digital assessment programs allow students to emulate the accommodations available to them in computer-based NYSED 3-8 testing.

Clever Single Sign-On ensures equitable access to all students to the District's technology resources. These include learning games and digital media to supplement classroom instruction that can be either assigned by the teacher or accessed independently by the student.

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)

4. **Please select the professional development that will be offered to teachers of Students with Disabilities that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

   ☑ Technology to support writers in the elementary classroom

   ☑ Technology to support writers in the secondary classroom

   ☑ Research, writing and technology in a digital world

   ☑ Enhancing children's vocabulary development with technology

   ☑ Reading strategies through technology for students with disabilities

   ☑ Choosing assistive technology for instructional purposes in the special education classroom

   ☑ Using technology to differentiate instruction in the special education classroom

   ☑ Using technology to increase options for students with disabilities to demonstrate their knowledge and skills

   ☑ Multiple ways of assessing student learning through technology

   ☑ Electronic communication and collaboration

   ☑ Promotion of model digital citizenship and responsibility

   ☑ Integrating technology and curriculum across core content areas

   ☑ Helping students with disabilities to connect with the world

   ☐ Other (please identify in Question 4a, below)

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

   ☑ Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system)

   ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).

   ☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

   ☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

   ☑ Home language dictionaries and translation programs are provided through technology.

   ☑ Hardware that supports ELL/MLL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.

   ☑ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.

   ☑ Learning games and other interactive software are used to supplement instruction.

   ☐ Other (please identify, in Question 5a, below)

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

Status Date: 11/01/2017 10:10 AM - Not Submitted

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

(No Response)

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.**

- ☑ Technology to support writers in the elementary classroom
- ☑ Technology to support writers in the Secondary classroom
- ☑ Research, writing and technology in a digital word
- ☑ Writing and technology workshop for teachers
- ☑ Enhancing Children's Vocabulary Development with technology
- ☑ Writer's workshop in the Bilingual classroom
- ☑ Reading strategies for English Language Learners
- ☑ Moving from learning letters to learning to read
- ☑ The power of technology to support language acquisition
- ☑ Using technology to differentiate instruction in the language classroom

- ☑ Multiple ways of assessing student learning through technology
- ☑ Electronic communication and collaboration
- ☑ Promotion and model digital citizenship and responsibility
- ☑ Integrating technology and curriculum across core content areas
- ☐ Web authoring tools
- ☑ Helping students connect with the world
- ☑ The interactive whiteboard and language learning
- ☑ Use camera for documentation
- ☑ Other (please identify in Question 7a, below)

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

VR/AR technology for virtual field trips

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.

Section V - Administrative Management Plan

1.   **Staff Plan**

	Full-time Equivalent (FTE)
District Technology Leadership	1.50
Instructional support	2.00
Technical Support	20.00
Totals:	**23.50**

2.   **Investment Plan**

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	350,000	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
2	Peripheral Devices	N/A	150,000	One-Time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☑ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools	N/A

2018-2021 Instructional Technology Plan - Annually - 2018

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."
					Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Instructional and Administrative Software	N/A	450,000	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
4	Professional Development	N/A	20,000	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
Totals:			**970,000**			

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

The district has a public website.

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

www.yonkerspublicschools.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.

Director, Infrastructure Support

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.**

Executive Director, Research, Data, and Privacy

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

No

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.yonkerspublicschools.org/site/handlers/filedownload.ashx?moduleinstanceid=1625&dataid=6745&FileName=Acceptable-Use-Policy.pdf

11. **Does the district have a Cyberbullying Policy?**

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

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

https://www.yonkerspublicschools.org/cms/lib/NY01814060/Centricity/domain/70/docs/policy/Student-Harassment-Prevention-0115.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?**

2015

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

https://www.yonkerspublicschools.org/Page/1676

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

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

13b. **Please provide the URL to the policy that addresses the district's planned response to an information breach.**

https://www.yonkerspublicschools.org/cms/lib/NY01814060/Centricity/domain/70/docs/policy/Section-8000.pdf
INFORMATION SECURITY BREACH AND NOTIFICATION REGULATION - Policy 8635-R

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

https://www.yonkerspublicschools.org/Page/30348

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

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.**

   ☐ Active Learning Spaces/Makerspaces
   ☐ Culturally Responsive Instruction with Technology
   ☐ Device Planning and Implementation (1:1; BYOD)
   ☐ Digital Citizenship
   ☐ Infrastructure
   ☐ OER and Digital Curriculum
   ☐ Personalized Learning
   ☐ Pilots and Proof of Concept

   ☐ Policy, Planning, and Leadership
   ☐ Privacy and Security
   ☐ Professional Learning
   ☐ Project-based Learning
   ☐ 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	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	(No Response)	(No Response)	(No Response)	☑ Active Learning Spaces/Makerspaces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ 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 in order to obtain more information about the innovative program(s) at your district.**

2018-2021 Instructional Technology Plan - Annually - 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.**
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☑ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning

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

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

2018-2021 Instructional Technology Plan - Annually - 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.
				Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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