

Oppenheim-Ephratah-St. Johnsville Central School District  
44 Center St.  
St. Johnsville, New York 13452  
1-518-568-2011

## Three Year District Technology Plan

July 1, 2018  
To  
June 30, 2021

Prepared by:  
Oppenheim Ephratah St. Johnsville Central School District Technology Planning Committee

# Oppenheim Ephratah St. Johnsville Central School District

## Mission Statement

*The mission of the OESJ Central School District is for every student to experience an enriching environment where they will master the skills necessary for 21<sup>st</sup> century learning and reach their full potential for applying knowledge. All OESJ students will have the opportunity to engage in meaningful and authentic learning through teachers' use of research based, innovative instructional practices. We will educate our students to become life-long learners, cooperative workers, quality producers and outstanding citizens.*

### **Introduction:**

The Oppenheim-Ephratah-St.Johnsville Central School District (OESJ CSD) started the 2013-2014 school year as a newly formed school district. In December of 2012 a merger was approved after a comprehensive merger study was conducted with recommendations made for these two rural school districts to merge resulting in a new school district. OESJ CSD is located in the Mohawk Valley of New York State, between Albany and Utica, in the foothills of the Adirondack Mountains. The district is rural in nature and the focus is on school and community activities. There is no major industry in the area, with the school district being the largest employer in the area. The majority of the property is residential and many of the residents are on fixed incomes. A review of free and/or reduced lunch information, one of the best internal sources of socio-economic data, reveals the percent of educationally disadvantaged students per building: D.H.Robbins, approximately 68%; OESJ elem/middle school is 59% and the OESJ High School is 50%. Student school population is 771 students in grades K-12.

During the spring of 2013 a new seven member board of education was elected, financial operations were merged and a budget was adopted, new school colors were created, policies adopted, a relocation of the central office and the recruitment and selection of three new building principals. This merger involved the combination of two middle schools and high schools into one of each respectively. Previously, Oppenheim-Ephratah encompassed approximately 83 square miles, with a student population density of 4.2 miles while St. Johnsville was more compact encompassing 34 square miles with approximately 13 students per square mile. The District currently has an Acting Superintendent, a Business Official, CIO/APPR Coordinator and three building principals representing D.H. Robbins (K-5, 253 students); Oppenheim Elementary and Middle School (PreK-8, 295 students) and a high school (9-12, 225 students). The coordination and communication that is required to bridge the different factions requires leadership, developing school and district capacity and reaching out to the various community representatives. The district has

approximately nineteen percent of Students with Disabilities receiving special education programs.

At the high school level, the merger allows more opportunities to be available for high school students. Common curriculum, instructional strategies and the use of data to inform instruction are areas needing further development with the consistent articulation of district and school wide expectations.

Note: This plan was prepared by following the guidelines and requirements of: Part 100.12 of the Commissioner's Instructional Computer Technology Plans.

## **Technology Vision Statement**

The vision that guides the use of instructional technology in the Oppenheim Ephratah St. Johnsville Central School District is to create a collaborative learning environment for all, in which our students can achieve their full potential and contribute to our evolving local and global communities. This environment will enable and support students and teachers to implement transformative uses of technology while enhancing students' engagement with content and promoting the development of self-directed and life-long learners. Students will transition from consumers of information to creative producers and owners of knowledge. Specifically we aspire for our students to be:

- Information seekers, analyzers and evaluators
- Problem solvers and decision makers
- Creative and effective users of productivity tools
- Communicators, collaborators, publishers and producers
- Informed, responsible and contributing citizens

To ensure that our students exemplify the drive capability and compassion to achieve their full potential, we are committed to further developing collaborative professional learning communities based on integrative professional development for teachers, enhancing classroom environments implementing high-quality instruction, assessment and learning through the integration of technology and curriculum.

The Board of Education, district staff and community members will all play a key role in the development and support of effective and high quality 21st Century educational experiences.

## **General Objectives and Goals**

The possibilities of using technology as tools for learning continue to grow at a rate that makes it almost, if not, impossible for school districts to keep pace. As our children are exposed more and more to the technology that society makes available, the classroom teacher is left to compete with this technology. There is a fine line between education and entertainment. We need to stimulate the senses if we are to capture the interest of the students and keep them involved with their learning. Not all students come to school anxious to learn. They are here because they are told they have to be and not because they see a benefit to learning. Schools need to be transformed into places of learning through technological innovation. Well planned and executed technology integration makes it possible to entertain, educate and inform all at the same time. Students need to be more involved and active when it comes to learning and computers, by themselves, are not the answer. A holistic

approach to learning is the answer and computers are just one of the tools used to accomplish this goal. Other goals that will help attain this vision are:

1. To provide authentic learning experiences for all staff so that the opportunity to enrich, modify and redefine their practice, work or curriculum is always made available, thereby creating a culture that continues to engage and empower all learners.
2. To improve, update and expand upon our current network infrastructure and operational capabilities in order to provide all users a more reliable, accessible and robust network experience.
3. To create engaging, empowering and collaborative learning environments by providing technology at the point of instruction which will enable teachers to seamlessly integrate technology into authentic student learning experiences.

## Goals of the Board of Education and the Technology Planning Committee

- Establish guidelines for the implementation of Technology for the purpose of helping students exceed all established New York State Standards.
- To create a long term technology integration plan for the Oppenheim-Ephratah-St. Johnsville Central School District provision for the repair and maintenance of equipment.
- To establish guidelines and promote teacher awareness and training in the use and integration of technology in the classroom.
- Identify the places where technology is being used and identify how new or better uses of technology could improve curriculum and student achievement.
- Identify the areas where technology could used and to derive a plan of implementation.
- To create an environment of awareness and collaboration so that student, teachers, administration, parents, and community leaders all participate in the success of technology integration throughout the OESJCS District.

### **Strategy of the Technology Plan**

- Establish clear goals and realistic strategies for using telecommunications and information technology to improve education, library services and the integration of technology across all curriculum areas
- To establish guidelines for the assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education and library services.
- Establish a realistic budget to acquire and maintain the hardware, software, professional development, and other services that are needed to implement the strategy.
- To establish a practical and effective evaluation process that will enable the school and library to monitor progress towards the specific goals and make mid-course correction in response to new developments and opportunities that may arise.

# Professional Development

Establish guidelines for professional development and a strategy to ensure all staff know how to use new technologies to improve education and library services.

- Our goal is to train each staff member so that they are comfortable in using, applying and integrating computer technology into their everyday classroom.
- Throughout the school year it has been the past practice of Oppenheim-Ephratah-St.Johnsville Central School to provide technology training for teachers throughout the school year on Superintendent's Days. This time is generally spent divided between curriculum development and technology training/awareness of one form or another.
- OESJCSD does offer technology training and awareness sessions on an as need basis during and after school. These training sessions will be expanded and the Technology Education wing will include the use of some of the latest classroom technologies.
- Our school has in a place a technology use survey that all teachers will be required to fill out once at mid-year and once at the end of the year. This will be used to monitor the use of technology in the classroom and also to identify staff training needs. These sheets when completed will be collected and used by the Technology Planning Committee in order to identify areas of need and make recommendations for future acquisitions of technology and training. (See attachment B)
- Available current technology training/workshops for all new and current teachers and staff members.
  - Google Drive
  - Google Docs, Slides, Sheets, etc.
  - Google Add-Ons
  - Ready Math
  - iReady Diagnostic & Instruction
  - Gmail
  - Google Classroom
  - SchoolTools
  - All areas of Internet Access
  - Website Development
  - Chromebook
  - Google Apps for Education
  - Smart Notebook
  - Nearpod
  - Castle Learning
  - Other Student software

- Library Services - Training is done on a continuing and as needed basis and several sessions a year during scheduled Superintendent Conference Days. Listed below is a list of some of the more popular Software programs used:
  - "Webmax" This is an on-line database used by teachers to order VCR tapes DVD's, Audio books, Library books, Teacher Guides, and other curriculum/classroom material
  - "Aimes Digital Curriculum" An on-line, web base tool for teachers so they can develop and publish on-line lesson plans for students to access and view.
  - [CERF\(Curriculum & Education Resource Finder\)](#)
  - [Children's Literature Database \(CLCD\)](#)
  - [Ciderpress](#)
  - [Citationmachine](#)
  - [EBSCO](#)
  - [netTrekker](#)
  - [Firstsearch](#)
  - [Galenet](#)
  - [Grolier On Line Encyclopedia](#)
  - Catalogue for OESJCSD local Library
  - [Accelerated Reader Book Finder](#)
  - [UXL Junior Reference Collection](#)
  - [World Book Online](#)
- Common Core- A curriculum management program used to develop and improve our curriculum strategy K-12. Teacher guide lines and course requirements are constantly being developed and maintained for consistency. Training is done on a continuing and as needed basis.
- **Infrastructure, Hardware, Technical Support and Software**

To establish guidelines for the assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education and library services. Although Oppenheim-Ephratah- St. JohnsvilleCentral School is small and rural our commitment to technology is our driving force.

- First Light of Albany, New York is currently providing our Internet services and we have a dedicated 1Gb Fiber optic line running into our school.
- Currently we operate a Microsoft Active Directory Network , for network and user Administration. The network architecture for this is Ethernet, which currently is operating over fiber optics cabling.
- Switches are located strategically throughout the building in order to provide the most efficient distribution of data. The complete OESJCSD campus also has a wireless network with fast network connect directly to the fiber optic switches.
- We currently have:
  - Student Information System (SchoolTool) hosted with NERIC
  - 4 Windows 2012 Data/File Servers
  - 1 LightSpeed Systems Bottle Rocket Web Filter
  - We currently have a one to one device initiative which provides the following
    - Each student is provided with a Chromebook. Grades K-6 Chromebooks are left on campus and not signed out. Grades 7-12 students are all issued individual Chromebooks for use on and off campus.
  - All teachers classrooms are quipped with at least one computer and Smartboard or Interactive Panel.
- A wide variety of software products are available to students and Staff.
- All student and teacher computers have access to our administrative software SchoolTool that, is used for

attendance, grading and other student related information.

- OESJCSD has a formal written perpetual inventory with “Property Registration Tags” attached to all devices.
- A fulltime certified network technician (CNA) is employed by the district.
- All computer repair and recommendations are performed in house.
- All printers are network printers for greater flexibility and resource management.
- All copiers have network access for data storage, scanning, and maintenance.



## Currently Software packages and Technology

- Word Processing
- Working with Templates
- Reports
- Resume
- Letters
- Creative Writing
- Written Assignments
- Databases
- Data Storage and Manipulation
- Excel Spreadsheets
- Graphs
- Mathematical Calculations
- Recording of Raw data
- I Movie
- I Photo
- Garage Band
- Desktop Publishing
- PowerPoint Presentation
- LCD Overhead projector presentations
- Analog and Digital Computer capturing equipment
- Satellite Dish
- Educational Program Viewing
- Laser Disk System
- Classroom Construction Tutorial
- Digital Camera
- Scanner
- Fax Machine
- Digital Microscopes
- IP TV Teleconferencing
- General Workstation operations
- Tutorial software
- Computer Assisted Design & Drawing, CAD
- Computer Assisted Machining, CAM
- Communications: E-mail
- Local Area Network
- Microsoft Network System
- Internet: Research, On Line Courses, Web site development
- Automated Library System

## Funding and Budget Process

The OESJCSD Technology Committee recognizes that this plan is only a guideline for implementing technology within the district. Adjustments to this plan are made regularly as technology and school environment evolve and improve. We will monitor and be aware of the day to day needs of our students, staff and administration and make all necessary improvements and modifications.

- Establish a realistic budget to acquire and maintain the hardware, software, professional development, and other services that are needed to implement the strategy.
- The OESJCSD Technology Committee understands the importance of evaluating this plan and the impact it has on the day to day operations of the district.
- Every effort will be made by The OESJCSD Technology Committee to insure the implementation and maintenance of this plan.
- All of our computer and technology equipment and network systems are maintained by our district staff. Teachers and Staff are instructed on correcting common problems involving printer setting, network login and software options, etc.

## Monitoring and Evaluation

The Technology Committee has established a practical and effective evaluation process that will enable the school and library to monitor progress towards the specific goals and make mid-course correction in response to new developments and opportunities that may arise. Evaluation of our planned tasks for the current school year will be performed during the beginning of the OESJCSD school year in September. (See attachment A)

The majority of the assessment of the effectiveness of the implementation of this plan will be the responsibility of the Technology Planning Committee. This committee, which is made up of teacher representatives from most curricular areas, OESJCSD Administrative Staff, a board member and student representatives, meets once every ten weeks to assess progress and discuss new strategies. It is a time of sharing, reflection, and brainstorming for new ideas. All teachers are asked at different times throughout the year to list the various ways they are implementing technology into their curriculum and comment on its effectiveness. The Technology Plan is available for Public viewing by students, parents and community leaders at:

Below are some of the topics which are discussed at these meetings:

- Technology Plan evaluation.
- Student performance
- Data collection process.
- Plan review time schedule.
- Accountability for implementation.
- Technological proficiency, student, teacher, staff.
- Technology in the classroom evaluation.
- Positive Technology indicators.
- Analyze effectiveness of disbursement.
- Analyze implementation changes.
- Organizational implementation.
- New Technology Strategy.
- Allocation of technology equipment and funds.
- Parent and community involvement.

## **Internet Safety and Ethical Use**

In keeping within the recommendations and standards of the “Children’s Internet Protection Act” (CIPA) of December 2000, Oppenheim-Ephratah-St.Johnsville Central School filters and blocks internet access to undesired websites and other unwanted material. Oppenheim-Ephratah-St.Johnsville Central School was also one of the first schools to adopt and administer an “Ethical use of Technology Policy “(see attachment c) for all Students, Teachers and Staff members using the Internet. This policy is reinforced in all classes informing students and parents the importants of knowing the dangers of unmonitored internet computer activity and has become part of the curriculum at OESJCSD.

From the first day Oppenheim-Ephratah-St.Johnsville Central School went online “Surf Control” has been monitoring the Internet for all users and we also purchases upgrades on an annual basis. Our current version is VER.5.3.0.SP.2 of “Surf Control.”

The “Ethical use of Technology Agreement” has been board approved and is on file for each student using computers. The contract/agreement is renewable on a yearly basis. (See Attachment d)

### **SUMMARY**

- At the end of each school year the OESJCSD District will demonstrate growth in the use of technology in our school.
- Teacher training will be offered on a regular an ongoing basis to meet the needs of integrating technology successfully into the classroom.
- OESJCSD Teachers and Staff will be involved in the design, assessment and improvement of this Technology plan.
- The OESJCSD District will install improved computer/technology related equipment, services and programs over the next 3 years.
- With the resources available to the OESJCSD District we will take great pride in providing the best education available to our students.
- The staff at OESJCSD believes that even in a small rural district we can accomplish our many goals and task with the help of all teachers, staff and administration. The size of our school is not the determining factor in the success or failure of our students. OESJCSD students will succeed because of our dedicated employees and their relentless drive to be the best.

OESJCSO Ethical use of Technology Policy  
(Technology Plan attachment C)

SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES  
(ACCEPTABLE USE POLICY)

The Board of Education will provide access to various computerized information resources through the District's computer system ("DCS" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

This policy is intended to establish general guidelines for the acceptable student use of the DCS and also to give students and parents/guardians notice that student use of the DCS will provide student access to external computer networks not controlled by the School District. The District cannot screen or review all of the available content or materials on these external computer networks. Thus some of the available content or materials on these external networks may be deemed unsuitable for student use or access by parents/guardians.

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events. Parents and guardians must be willing to establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The appropriate/acceptable use standards outlined in this policy apply to student use of technology via the DCS or any other electronic media or communications, including by means of a student's own personal technology or electronic device on school grounds or at school events.

Standards of Acceptable Use

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

District students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the District's school conduct and discipline policy and the District Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The Computer Coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should NOT expect that information stored on the DCS will be private.

Notification

The District's Acceptable Use Policy and Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCS.

Regulations will be established as necessary to implement the terms of this policy.

Adopted: 7/1/13  
Revised: 8/7/14

**Acceptable Use Policy**  
**2015-2016**  
**Computer and Internet Use**  
**Oppenheim-Ephratah-St. Johnsville School District**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
Homeroom: \_\_\_\_\_ Teacher: \_\_\_\_\_  
Student ID: \_\_\_\_\_ Class of: \_\_\_\_\_

Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Parent or Guardian's Signature: \_\_\_\_\_

**PLEASE RETURN TO THE DISTRICT AS SOON AS POSSIBLE. YOUR STUDENT DOES NOT HAVE COMPUTER ACCESS UNTIL THIS IS RETURNED.**

The purpose of the Internet is to provide access to unique resources. Our goal in providing this service to students is to promote educational excellence within the OESJ Schools by facilitating resource sharing and innovation. The use of the computer network is a privilege, not a right! To remain eligible as a user, the use of your account must be in support of and consistent with the educational objectives of the District.

**Acceptable Uses:**

- All use of the Internet must be in support of educationally related inquiry.
- Network user ID's are ONLY to be used by the authorized owner of the account.
- All use of messaging software, including e-mail, must be in support of educationally related inquiry.
- Only school-provided devices may be connected to the network.

**Unacceptable Uses:**

- Sharing passwords or seeking passwords belonging to other individuals or making unauthorized entry into another individual's network account.
- Impersonation—real names MUST be used, pseudonyms are not allowed.
- Using profanity, obscenity or language that may be offensive to another user.
- Personal attacks upon others, including attacks that may be interpreted as "bullying" or "cyber-bullying".
- Illegal installation of copyrighted software on District network. Users must respect all copyright issues regarding software, information, all media (i.e., music, video, intellectual property) and attributions of ownership. The unauthorized copying or transfer of copyrighted materials is not acceptable.
- Downloading or uploading pirated or illegal software.
- Publishing, accessing, distributing, downloading, forwarding or sending any information which violates or infringes upon the rights of others or which would be considered abusive, profane or sexually or ethnically offensive.
- Using the network for financial or commercial gain.
- Downloading computer applications or installing software applications or computer hardware without first having the express permission from the OESJ School District.
- Using the network for illegal activities or political lobbying.
- Accessing or processing pornographic materials, or inappropriate text files.
- Accessing or processing files dangerous to the integrity of the network.
- Creating any inappropriate documents or other digital content.
- Degrading or disrupting equipment, software or system performance.
- Disclosing or disseminating personal information regarding minors (i.e., address, phone number, pictures, social security number and academic standing).
- Bypassing or attempting to bypass any security measures or software the District has in place including but not limited to, internet content filtering, desktop security and anti-virus software.
- **Users shall not use system resources for any non-instructional purpose, including but not limited to: personal email account access (e.g. Hotmail, AOL, Yahoo, Gmail, etc.), personal instant messaging (chatting), social networking sites (e.g. Facebook, MySpace, Twitter), online shopping, online gaming or personal use of streaming media such as online radio stations, music videos or video broadcasts.**

(over, continued)

**EMAIL:**

The OESJ School District reserves the right to monitor users' online activities and to access, review, copy and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email. All emails may be subject to the Freedom of Information Law.

**VIOLATIONS:**

This agreement shall serve to protect actions and computer usage that may occur off campus, but have a nexus to the school community that substantially disrupts the work and discipline of the school and places a profound and significant impact on students within the District (i.e. an off-campus student who during non-school hours consistently emails another student's district email with offensive, demeaning and threatening content). This shall not serve to suppress individuality or personal viewpoints, but simply to protect the safety of students and the sound educational environment the District proudly upholds.

Students using the District's computer network and equipment are required to comply with the District's policy and regulations governing the District's computer network both on and off campus. Failure to comply with the policy or regulation may result in disciplinary action as well as suspension and/or revocation of computer access privileges.

Additionally, illegal activities are strongly prohibited. Any information pertaining to or implicating illegal activity will be reported to the proper authorities. Transmission of any material in violation of any federal, state and/or local law or regulation is prohibited.

**DISCLAIMER:**

The OESJ School District makes no guarantee about the quality of the services provided and is not responsible for any claims, losses, damages, costs or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the District's network are to be borne by the user. The District also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the OESJ School District, its affiliates, or employees. Accordingly, anonymity is NOT allowed. As an educational institution, we believe that individuals must take responsibility for their actions and words.

The OESJ School District makes no warranties of any kind, either expressed or implied, for the Internet access it is providing. The school is not responsible for:

- Any damages users suffer, including, but not limited to, loss of data resulting from delays or interruptions in service;
- The accuracy, nature or quality of information stored on school diskettes, hard drives or servers or gathered through school-provided Internet access;
- Personal property used to access school computers or networks or for school-provided Internet access; or
- Unauthorized financial obligations resulting from school-provided access to the Internet.

**The individual in whose name a system account is issued will be responsible at all times for its proper use. Thus, users have full responsibility for the use of their account. All violations of this policy will be treated as the sole responsibility of the owner of the account. Any violation of this policy must be reported to school administrators.**

I have read the 'District Acceptable Use Policy' and I hereby release the District, its personnel and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my use of, or inability to use, the District System, including but not limited to claims that may arise from the unauthorized use of the system to purchase products or services. I agree to follow the rules contained in the 'District Acceptable Use Policy' and I understand that if I violate the rules, access to the Internet and/or District can be terminated and I may face other disciplinary measures.

**PHOTO CONSENT FORM**

As a part of the district's promotion of school activities or recognition of student achievement, district staff members or the news media may photograph or video individual students or groups of students, while they are engaged in school activities not normally open to the public. Your child's photographic image may thereafter appear in district publications, school website, newspapers or newscasts.

**PLEASE SEND THE SCHOOL A SEPARATE NOTE IF YOU DO NOT WANT YOUR CHILD'S PICTURE PUBLISHED.**

**Other Important Information**

Parent or Guardian email address: \_\_\_\_\_

2018-2021 Instructional Technology Plan - Annually - 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 Cooper

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).



II. Strategic Technology Planning

**Section II - Strategic Technology Planning**

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

*The mission of the OESJ Central School District is for every student to experience an enriching environment where they will master the skills necessary for 21st century learning and reach their full potential for applying knowledge. All OESJ students will have the opportunity to engage in meaningful and authentic learning through teachers' use of research based, innovative instructional practices. We will educate our students to become life-long learners, cooperative workers, quality producers and outstanding citizens.*

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

*The vision that guides the use of instructional technology in the Oppenheim Ephratah St. Johnsville Central School District is to create a collaborative learning environment for all, in which our students can achieve their full potential and contribute to our evolving local and global communities. This environment will enable and support students and teachers to implement transformative uses of technology while enhancing students' engagement with content and promoting the development of self-directed and life-long learners. Students will transition from consumers of information to creative producers and owners of knowledge. Specifically we aspire for our students to be:*

- *Information seekers, analyzers and evaluators*
- *Problem solvers and decision makers*
- *Creative and effective users of productivity tools*
- *Communicators, collaborators, publishers and producers*
- *Informed, responsible and contributing citizens*

*To ensure that our students exemplify the drive capability and compassion to achieve their full potential, we are committed to further developing collaborative professional learning communities based on integrative professional development for teachers, enhancing classroom environments implementing high-quality instruction, assessment and learning through the integration of technology and curriculum.*

*The Board of Education, district staff and community members will all play a key role in the development and support of effective and high quality 21st Century educational experiences.*

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

	List Goals
Goal 1	To provide authentic learning experiences for all staff so that the opportunity to enrich, modify and redefine their practice, work or curriculum is always made available, thereby creating a culture that continues to engage and empower all learners.
Goal 2	To improve, update and expand upon our current network infrastructure and operational capabilities in order to provide all users a more reliable, accessible and robust network experience.
Goal 3	To create engaging, empowering and collaborative learning environments by providing technology at the point of instruction which will enable teachers to seamlessly integrate technology into authentic student learning experiences.

**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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II. Strategic Technology Planning

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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.

The Administrative Team, Technology Committee, Curriculum Coordinating Council and subcommittees met several times over the past year to analyze district data and identify the needs of our students. Several staff surveys were executed concerning the goals of the teachers. The administrators met weekly for the past three years and discussing all aspects of the organization, compiled a perpetual list of district concerns, identifying common themes, and sharing this information with stakeholder committees.

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

Software and online applications exist for all grade levels and all subject areas. Through the library media specialist at the secondary level and technology specialist at the elementary will support teachers in the use of new and existing applications. Grade level, department meetings and faculty meetings are utilized to introduce new applications to staff. Within departments in the secondary schools, directors and teachers introduce, train and support one another in utilizing applications. Workshops for training purposes of required applications are offered within the district's Professional Development Plan. Additional workshops exist for other applications that would enhance instruction. These are taught by district staff, BOCES or Model Schools. Smart School Bond Act funds will be directed toward expanding the network infrastructure and capabilities in addition to the acquisition of new software and programs for staff and students. Additional workshops and learning opportunities have been and will continue to be created for teachers in those buildings with specific focus in using technology as a means to enhance, modify and redefine current educational practice.

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.

Evaluation of the Technology plan is essential to its success. Annual software and hardware audits will be conducted to ensure that all technology that is purchased is to be used with fidelity. The District Technology Committee and the Curriculum Coordinating Council will still meet often throughout each year to observe and regulate goals as well as to evaluate new hardware and other resources that may be implemented. These committees regularly survey the staff as to their needs.

As far hardware Technology Department utilizes various hardware devices and package applications to watch and assess the network and infrastructure. Nagios, Lansweeper, as well as a network support contract will provide both on and off-site support 24x7. These services monitor devices, such as switches, routers, servers, and cameras, and traffic. Benchmarks and thresholds are set to send alerts of outages and potential issues. For security, the Cisco Meraki Firewall is employed as the initial line of defense. A Lightspeed server application is employed to watch traffic and content filtering. Access management list helps to categorize websites that allow different levels of protection and access depending on what group you are assigned.. Active Directory is employed to outline user file level access. GoGuardian is used by classroom teachers to monitor and guide classroom activities on student devices.

At the end of the three years covered in this plan, the district would seek to: Determine if all objectives were met; Measure the effectiveness of the then current available technology against the then state-of-the-art and emerging technologies being used in education; Determine if technology and, specifically, the items included in this plan have improved or enhanced instruction, communication and/or the management of the district. Where we fall short, we will work to see where the weakness was and then take the necessary steps to strengthen our weaknesses.

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

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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**

**Goal 1: To provide authentic learning experiences for all staff so that the opportunity to enrich, modify and redefine their practice, work or curriculum is always made available, thereby creating a culture that continues to engage and empower all learners.**

**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). Check all that apply.**

- |   |   |
|---|---|
| <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 checked="" type="checkbox"/> Other (please identify in Question 3a, below)                     |
| <input type="checkbox"/> ELL/MLLs                   |   |

**3a. If 'Other' was selected in Question 3 above, please identify target student population(s).**

staff

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Planning	<b>Survey staff for use of current technology and need.</b>	Other (please identify in next column)	Technology Committee Chairperson	Oct. (10)	2018	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
			mn, to the right )				
Action Step 2	Planning	<b>Building principals set personal technology goal each year with instructional staff.</b>	Building Principal	N/A	Oct. (10)	2018	0
Action Step 3	Professional Development	<b>Provide, or extend to staff, professional development opportunities throughout the year based on tech needs/goals.</b>	Other (please identify in next column, to the right )	Curriculum Coordinating Council	June (06)	2019	\$3,000
Action Step 4	Implementation	Previous action steps will be replicated in years 2 and 3 of the plan.	Director of Technology	N/A	June (06)	2021	\$3000

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.

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III. Action Plan - Goal 1

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

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

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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**

To improve, update and expand upon our current network infrastructure and operational capabilities in order to support any devices or technology necessary for student engagement, enhanced instruction, school security, and communication. This will include all of the work and current technologies utilized by the district as well as any future technologies to provide all users a more reliable, accessible and robust network experience.

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

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

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

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Infrastructure	<ul style="list-style-type: none"> <li>Create a long-term perspective and plan to assist school administrators in making tough decisions about where and how monies will be allocated over the next ten years.</li> <li>Create a funding strategy that will cover the cost of devices network upgrades and professional development.</li> </ul>	Director of Technology	N/A	June (06)	2019	0
Action Step 2	Infrastru	Using e-Rate funding increase wifi density to provide an access point in	Director	N/A	Sept	2019	63,000

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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	cture	every room in the district	of Technology		(09)		
Action Step 3	Infrastructure	<p>Using Smartbond funding upgrade WAN Backbone between OESJ JR\SR High School on 44 Center Street, ST. Johnsville to the OESJ Elementary Building Located at 6486 State Highway 29 St. Johnsville, NY 13452</p> <ul style="list-style-type: none"> <li>• Replace any non cat 5E or higher cabling in both districts.</li> <li>• Adding new WiFi access points in all buildings currently without this technology.</li> </ul> <p>Once in receipt of Smart Schools funds the District plans on working with outside contractors, including NERIC, to design, configure and install all necessary hardware and software. Once the work begins our in-house technicians will work directly with the vendors to ensure that all district initiated protocols and safeguards are implemented and adhered to.</p>	Director of Technology	N/A	June (06)	2020	250,000
Action Step 4	Infrastructure	<ul style="list-style-type: none"> <li>• Replace existing switches and routers with upgraded equipment.</li> <li>• Replacing current main NOC servers with new equipment</li> <li>• Upgrade WiFi controllers and switches and access points in the Middle School</li> <li>• The overall redesigning our network</li> </ul>	Director of Technology	N/A	June (06)	2021	350,000

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III. Action Plan - Goal 2

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	<b>for more reliable and efficient fail-over capability</b>					

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	(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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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
	se)		se)		se)	se)	

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 - Annually - 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**

To create engaging, empowering and collaborative learning environments by providing technology at the point of instruction which will enable teachers to seamlessly integrate technology into authentic student learning experiences.

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Planning	Survey staff for use of current technology and need.	Other (please identify in next column, to the right)	Curriculum Coordinating Council	June (06)	2021	0

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 2	Curriculum	<b>Increase student proficiency with online learning environments by exposing every student K-12 to a rich digital citizenship and literacy platform that allows teachers access to high quality digital lessons to enrich student learning.</b>	Classroom Teacher	N/A	June (06)	2019	\$7,000
Action Step 3	Implementation	<b>Beginning in 6th grade, enlist students to begin an online platform to organize their learning that will align their strengths and interests to post-secondary goals, improving student outcomes and connecting learning to life. Monitor and evaluate it's use and by surveying post-graduates.</b>	N/A	Guidance Counselor	June (06)	2019	\$7,000
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	N/A

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.

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III. Action Plan - Goal 3

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

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 - Annually - 2018

IV. NYSED Initiatives Alignment

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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.**

In 2015 OESJ made a commitment to provide our staff and students with the technology resources necessary to be successful in the 21st century. Over the last 3 years, the District has invested over \$750,000 of its own funds to totally rebuild our technology infrastructure from the ground up. By investing in state of the art routers, switches, access points, servers and all other vital components, OESJ has positioned itself as one of the most technologically equipped districts in the Region. This investment allowed us to provide a one to one Chromebook environment for grades K-12; which has thereby enabled us to use a variety of diagnostic testing and instructional platforms including i-Ready and Castle Learning. Using a combination of i-Ready and Ready Math we are able to deliver student instruction, performance diagnostics and progress reports based on K-12 NYS Common Core Standards in both Math and Reading. Students take diagnostic tests a minimum of 3 times throughout the year and, based on the results of those tests, receive differentiated online instruction according to their ability. The district is able to run customized reports on current student, class, and district performance and progress throughout out the year.

The district also requires teachers and staff to work collaboratively within and across grade and building levels to deliver content and curriculum that is both engaging and technology-enriched. Curriculum and instruction are under constant evaluation to ensure standards alignment and promote college and career readiness.

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.**

Providing students with choices in their learning can be an important vehicle in supporting their success. A variety of assistive technology tools are utilized with students with different needs within the District. Assistive technology devices are determined based on specific students' needs and Committee on Special Education recommendations made after students have received an Assistive Technology Evaluation. Recommendations for assistive technology can include text to speech and/or speech to text software which is utilized to provide increased support for comprehension of written or verbal language, audio books, large print materials, video materials, special paper, braille reader, braille, classroom with sound field, word processor, computer, electronic textbooks, technology with word prediction, handheld microphones, magnifier/place finder, iPad, other mobile technology devices, and Augmentative Communication Devices. Assistive technology is utilized to increase options for students to demonstrate knowledge and skill in any academic, special area or elective class. Providing alternative methods for students to communicate and respond by using assistive technology tools levels the playing field for the students with different abilities. Learning games and other interactive software are used to supplement instruction and provide alternative learning opportunities for students who might need reinforcement of the general education curriculum. Students' learning spaces can be differentiated to allow for mobility and the use of technology devices. Setting up workstations and centers so that students can work in small groups, pairs or one-on-one with a teacher enhances learning. Providing students the option of multi- modality opportunities in learning is important. Options could include watching a video, looking at pictures, reading text or interacting with a diagram or hearing the text read to them. The use of 1:1 Chromebooks and iPads allow students with disabilities to fully utilize all of the assistive technology apps, extensions, and other solutions that devices provide to participate in the same general education curriculum as their classmates. Feedback from teachers, students, and parents is used to evaluate the effectiveness of the implemented strategies. The feedback is then used to make any necessary adjustments that may better serve 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)

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IV. NYSED Initiatives Alignment

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

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

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

- Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system)
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL/MLL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify, in Question 5a, below)

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.

No

2018-2021 Instructional Technology Plan - Annually - 2018

IV. NYSED Initiatives Alignment

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

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

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

- The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- The district uses instructional technology to facilitate classroom projects that involve the community.
- The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- The district does not use instructional technology to facilitate culturally responsive instruction.
- Other (please identify in Question 8a, below)

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

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V. Administrative Management Plan

**Section V - Administrative Management Plan**

**1. Staff Plan**

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	1.00
Technical Support	1.00
<b>Totals:</b>	<b>3.00</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	70,000	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	Instructional and Administrative Software	N/A	258,220	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools	N/A



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V. Administrative Management Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	End User Computing Devices	N/A	110,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input 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
4	Professional Development	N/A	95,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input 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
<b>Totals:</b>			<b>533,220</b>			

V. Administrative Management Plan

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

Yes

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

The district has a public website.

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

<https://www.oesj.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 of Technology

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.

Director of Student Support Services

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?

Every Five Years

- 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.oesj.org/wp-content/uploads/2018/01/Oppenheim-Ephratah-St.-Johnsville-CSD-Policy-Manual-2017.pdf>  
Page 529 Policy 8271

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.oesj.org/wp-content/uploads/2018/01/Oppenheim-Ephratah-St.-Johnsville-CSD-Policy-Manual-2017.pdf>  

- Pages
- 432 Policy 7550
- 529 Policy 8271

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

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

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

2014

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

<https://www.oesj.org/about-us/policies-and-procedures/595-2/>

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.oesj.org/wp-content/uploads/2018/01/Oppenheim-Ephratah-St.-Johnsville-CSD-Policy-Manual-2017.pdf>  
Page 188 Policy 5672  
Page 358 Policy 7243

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

<https://sites.google.com/a/oesj.org/oesjcsd/oesj-technology-plan-2015-2018>

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

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VI - Sharing Innovative Educational Technology Programs

**Sharing Innovative Educational Technology Programs**

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

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

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

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

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

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	Adam Heroth	Jr/Sr High School Principal	adam.heroth@oesj.org	<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 checked="" type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input checked="" type="checkbox"/> Professional Learning <input checked="" 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	Karen Johnson	K-12 Media Specialist	karen.johnson@oesj.org	<input checked="" type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input checked="" type="checkbox"/> Personalized Learning

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	William Cooper	Director of Technology	william.cooper@oesj.org	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input checked="" type="checkbox"/> Infrastructure <input checked="" type="checkbox"/> OER and Digital Curriculum <input checked="" type="checkbox"/> Personalized Learning <input checked="" type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input checked="" 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	Sarah Jewett	Teacher	sarah.jewett@oesj.org	<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 checked="" 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	Melissa Cobb	Teacher	melissa.cobb@oesj.org	<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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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Security <input checked="" 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).