

2018-2021 Instructional Technology Plan - 2018

I. District LEA Information

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Section I - District LEA Information

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

Vincent Raicovi

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.

2018-2021 Instructional Technology Plan - 2018II. Strategic Technology Planning

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Section II - Strategic Technology Planning**1. What is the overall district mission?**

The mission of the Middle Country Central School District is to empower and inspire all students to apply the knowledge, skills and attitudes necessary to be creative problem-solvers, to achieve personal success, and to contribute responsibly in a diverse and dynamic world.

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

Technology is constantly changing and rather than trying to “teach technology”, we can best prepare our students for success in their lives beyond high school by setting up opportunities for them to solve real-world problems with the aid of technology. Students should be given opportunities to access, analyze, synthesize and present ideas and information as they work on research based projects. Integrating technology in support of learning is best accomplished by giving students access to tools for communicating and problem solving. Teaching strategies that support the integration of technology include: less directing and more guiding; designing activities that require students to deal with substantive questions, engaging students in collaborative projects, and work that requires analysis and research. The state standards for all subject areas repeatedly reference the words: analyze, interpret and infer. Having students engage in web-based research to solve problems will help our students to meet and exceed the standards in all subject areas.

Vision

- Students working on collaborative, interactive, challenging projects with the aid of technology.
- Learning opportunities involving the use of technology aligned with New York state standards.
- Students communicating with other students, teachers and specialists in support of learning.
- Teachers communicating with other teachers; accessing information and being part of an on-line learning community.
- Students engaging in self-paced learning.
- Students and teachers using wireless technologies and devices to bring technology to the point of instruction.
- Students involved in web based research in support of instruction.
- Teachers using technology to enhance learning opportunities and ease clerical tasks.
- Students accessing on-line library/database collections.
- Students learning to use technological tools and software that are used in a variety of “real-world” settings.
- Administrative information systems that are accessible to teachers, parents and administrators with appropriate security clearance.
- Administrative and support personnel having access to data that helps guide decision making and allocation of resources.
- Resources available on the district website to promote learning opportunities for the MCCSD community.
- Technological systems in place, which reduce paperwork and costs and improve communication.

Goals**Teachers**

- Expand turnkey training program with emphasis on integration of technology in the learning environment.
- Improve communication district-wide through the use of e-mail and shared calendars.

Students

- Increase the use of computers and Chromebooks to provide increased access to technology.
- Develop school to career partnerships with vendors and internship opportunities in the area of technology.
- Provide access to an increasing number of educational on-line resources.
- Develop partnerships/linkage with area colleges, universities and the business community that afford our students better placement opportunities and link our curriculum more closely with what is happening at the college and professional level.

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Administration/Support

- Provide on-going training on productivity software.
- Reduce paperwork and costs associated with report generation and publication of information.

Community

- Expand school to community links via website.
- Expand number of educational links and resources on the district web site.

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

	List Goals
Goal 1	To create a learning environment that will explore and provide for every aspect of students' capacities for learning by developing a broad, challenging, and engaging curriculum. We will provide students with the knowledge and skills necessary for the twenty-first century.
Goal 2	The Middle Country Central School District recognizes the importance of professional development in integrating technology into teaching and learning. The challenge of professional development is to prepare classroom teachers to launch curriculum-rich activities with appropriate tools. Technology can be used as a tool to provide access to resources that a teacher can use to enhance the learning experience.
Goal 3	Middle Country's network infrastructure plays an important role in its learning environment. It supports district servers, switches, wireless access points, locally hosted software programs, internet hosted programs and services, apps, desktops, iPads, Chromebooks, and laptops. In addition, it supports staff owned and guest devices. The network must support present and future needs as much as possible, with ever increasing speed, security, and reliability to consistently support teaching and learning.

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

No

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

No

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

The committee discussion included administrators, teachers, library media specialists and support staff from both the building and district level. In addition, staff from the District's Computer Center were included in any conversation, as were outsourced vendor technicians for their expertise, when needed.

Moving forward, the same cross section of stakeholders will be utilized. In addition, recommendations and requests for initiative specific hardware and software platforms come from various district committees. One such committee is the Middle Country Commission for Educational Advancement, which is driving Middle Country's STEM initiative. Major technology acquisitions that have taken place as a

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result of the synergy between committees include NAO robots at the elementary level, Lego robotics at the middle school level, and VEX Robotics program at the high school level. In addition, they have supported 3D printing and zSpace Virtual STEM labs initiatives at the middle and high school level.

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

The Middle Country Central School District recognizes the importance of professional development in integrating technology into teaching and learning. The challenge of professional development is to prepare classroom teachers to launch curriculum-rich activities with appropriate tools. Technology can be used as a tool to provide access to resources that a teacher can use to enhance the learning experience.

Our professional development plan includes department meetings, faculty meetings, training workshops, one-on-one sessions, Superintendent's Conference Day workshops, peer coaching, conferences, technology department technical support, one-on-one training, Lunch and Learns, and Eastern Suffolk BOCES workshops and training. Our goal is to empower educators to effectively take advantage of digital resources and professional development websites as they design technology-embedded lessons and units of study. Teachers are faced with uncharted opportunities of helping students to analyze their abilities to access unlimited amounts of information. All staff will receive timely, appropriate and ongoing development opportunities. We must become life-long learners ourselves and create an organizational culture of learning. These opportunities must be flexible enough to address the various needs and learning styles of all individuals.

Recent in-service courses, workshops, and Superintendent's Conference Day workshops have included but are not limited to: SMART Notebook for Smart Board, Google G Suite, Castle Learning, Assistive Technology for Speech, Coding in the Classroom, Delta Math, e-Board Advanced, Flipped Classroom, GoGuardian for Teachers, Introduction to NAO Robotics, Method Test Prep for Educators, NEWSELA Training for PPS Staff, Considerations for Including Students with Disabilities, Instructional Implications and Recommendations for ELLs, and Geometer's Sketch Pad.

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 members of the technology committee will serve as district, building, and department liaisons to share any issues or concerns their colleagues have. Curriculum Coordinators and Chair people inform the technology department of any future pilots, new programs, issues and concerns. Using a ticketing system, all staff have the ability to put in tech requests, which are generally addressed within a day. Having electronic tech requests documents issues, which allows the Technology Department to better assess if an issue is building, district-wide or an isolated incident. It also allows all members of the technology department to determine to see how issue were resolved by another tech. The Technology Department can assess staff needs and discuss with requests that involve further planning with the appropriate staff members.

Statistical metrics are available through nearly all of our technological management systems. Whether it be JAMF for managing our iPads, or Google and GoGuardian for our Chromebooks, each gives staff members valuable insight into device usage. Teachers use NWEA MAP growth reports to differentiate instruction and pinpoint individual student needs. Higher-level reports give administrators the context to drive improvement across entire schools and systems.

The technology committee will conduct ongoing surveys to ensure that the present technology is supporting staff, students and community members. The technology department will conduct surveys, and members are available for staff, students, and community members via email, phone and office. The desired outcomes include utilizing technology to differentiate learning, providing adaptive technology and supporting creativity, critical thinking, collaboration and communication.

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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

To create a learning environment that will explore and provide for every aspect of students' capacities for learning by developing a broad, challenging, and engaging curriculum. We will provide students with the knowledge and skills necessary for the twenty-first century.

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

4. 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

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	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	Evaluation of our learning environments and curriculum is an on-going continuous process. We evaluate our progress through various methods including: projects, presentations, online testing, state testing, collection of usage and content data from Google for Education, and Clever, teacher observations, attendance, graduation rates, as well as student, teacher, administration and community feedback.	Assistant Superintendent	N/A	June (06)	2021	0
Action Step 2	Curriculum	The Middle Country Central School District is committed to providing an array of programs, opportunities and services that will support all students as they endeavor to meet the challenges of excelling in a rigorous academic curriculum, communicating in an environment of respectful social interaction and developing their interests and talents. As a district, we have expanded research	Assistant Superintendent	N/A	June (06)	2021	0

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	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
		and application of best practices to enhance instruction and curriculum; provided opportunities for professional development for staff; and incorporated elements of best practice into curriculum development. By offering a wide array of learning opportunities, programs and courses, we have ensured opportunities for students to engage in critical thinking and problem solving, effective communication, collaboration and creativity as part of their school experience and provided for effective use of technology and real-world application of knowledge and skills.					
Action Step 3	Collaboration	We have endeavored to foster communication with and participation of all constituents of the school and larger community. Our district is fortunate in having talented and dedicated professional staff that are committed to the success of our students and who	Assistant Superintendent	N/A	June (06)	2021	0

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III. Action Plan - Goal 1

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	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
		<p>value opportunities to analyze data and reflect upon professional practice in order to continually improve program.</p> <p>Our teachers collaborate in many ways; many develop lesson plans, and many join each other's professional social learning networks to work together. We encourage our learning community to collaborate on developing rubrics, online resources, question banks, SMART Board lessons and curriculum resources.</p>					
Action Step 4	Learning Spaces	<p>Middle Country's classrooms all have high-speed Internet, WIFI access with a staff BYOD network, and SMART Boards, with software and devices appropriate for the content. We have desktops, laptops, iPads and Chromebooks. Software applications are carefully selected based upon research and successful pilots. Teachers are provided with ongoing, engaging professional development and encouraged to attend local conferences</p>	Director of Technology	N/A	June (06)	2021	1242066

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	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
		<p>to assist them in designing personalized learning for every student. Technology offers the opportunity for flexible seating options and classroom arrangements. Learning is no longer confined to four walls and 45-minute sessions. With the approval of previously submitted NYS Smart Schools Investment Plans, Chromebooks will be distributed to all students between grades four through eight. The district piloted 1:1 Chromebooks with all of our 5th grade students during the 2017-2018 school year and the Chromebooks moved with the students to 6th grade for the 2018-2019 school year. All teachers in grades four through eight have already received their own Chromebooks</p> <p>We are continuously looking to improve on supporting learning by creating learning spaces that inspire our students and staff to be lifelong learners.</p>					

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III. Action Plan - Goal 1

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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	(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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III. Action Plan - Goal 2

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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

The Middle Country Central School District recognizes the importance of professional development in integrating technology into teaching and learning. The challenge of professional development is to prepare classroom teachers to launch curriculum-rich activities with appropriate tools. Technology can be used as a tool to provide access to resources that a teacher can use to enhance the learning experience.

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

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

3. Target Student Population(s)

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

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

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1			N/A			97500

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III. Action Plan - Goal 2

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	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
	Research	Middle Country administrators research best educational practices through professional journals, conferences, county/state/regional organizations, professional memberships, workshops and learning networks. Our administrators are lifelong learners who lead by example. Many of them utilize social media such as YouTube and Twitter to enhance their professional development and build their professional learning networks. Data analysis, personal observations and program evaluation enable them to determine building and department needs. New programs are piloted in the district and implementation of new programs is based on success of the pilots. Administrators seek to remain current with pedagogy through conference attendance and participation in relevant workshops. By maintaining professional memberships, practicing	Assistant Superintendent		June (06)	2021	

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III. Action Plan - Goal 2

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	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
		<p>administrators and educators access journals and materials related to their fields. Commitment to networking allows colleagues to gain knowledge of practices in nearby districts to determine relevance and effectiveness.</p> <p>Our administrative team spends time exploring professional development techniques. Purposeful attendance at conferences is designed to support professional learning goals and increase instructional strategies. If they feel it is beneficial, they will provide their staff professional development. Training is provided through a variety of methods from email messages with resources, webinars, expert demos, peer to peer, and hands on workshops and meetings.</p>					
Action Step 2	Curriculum	The Middle Country Central School District acknowledges the importance of professional development in integrating technology into teaching and learning.	Assistant Superintendent	N/A	June (06)	2021	180,000

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III. Action Plan - Goal 2

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	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
		<p>The true challenge of professional development is to prepare classroom teachers to launch curriculum-rich activities with appropriate tools. Technology can be used as a tool to provide access to resources that a teacher can use to enhance the learning experience.</p> <p>Our professional development plan includes workshops, one-to-one sessions, in-service course offerings, collegial circles, workshops run by various administrators, Superintendent's Conference Days, peer coaching, and conferences, technology department technical support, one-on-one training, Lunch and Learns and Eastern Suffolk BOCES workshops and training.</p> <p>Our goal is to empower educators to effectively take advantage of digital resources and professional development websites as they design technology-</p>					

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	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
		<p>embedded lessons and units of study. One of the main goals the Technology Department is that teachers will create their own learning networks. Learning networks represent the increased strength of two people over the power of an individual.</p> <p>Teachers are faced with uncharted opportunities of helping students to analyze their abilities to access unlimited amounts of information. All staff will receive timely, appropriate and ongoing development opportunities. We must become life-long learners ourselves and create an organizational culture of learning. These opportunities must be flexible enough to address the various needs and learning styles of all individuals.</p> <p>Recent in-service courses, workshops, and Superintendent's Conference Day workshops have included but are not</p>					

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	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
		limited to: SMART Notebook for Smart Board, Google G Suite, Castle Learning, Assistive Technology for Speech, Coding in the Classroom, Delta Math, e-Board Advanced, Flipped Classroom, GoGuardian for Teachers, Introduction to NAO Robotics, Method Test Prep for Educators, NEWSELA Training for PPS Staff, Considerations for Including Students with Disabilities, Instructional Implications and Recommendations for ELLs, and Geometer's Sketch Pad. Future courses will be based on teacher needs and feedback. Many of our professional development workshop incorporate using technology through website and online resources.					
Action Step 3	Professional Development	Professional development should be ongoing and supported by the various stakeholders. The intent is for participants to remain current with pedagogy and advancements in educational research	Assistant Superintendent	N/A	June (06)	2021	0

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	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
		<p>through development of new skills or increasing expertise. The first step is to assess the instructional needs and areas of opportunity to enhance instruction. The Professional Development Planning Committee and administrators select participants based on level or subject area and determine the ultimate goal of the professional development in alignment with standards and district goals. This long-term plan is broken into short and medium range goals are developed to introduce topics and support teachers.</p> <p>Planning is the key to successful professional development and our district plans professional development with the District Professional Development Planning Committee which consists of administrators and teachers.</p> <p>Personalizing instruction to meet the needs of individual learners is as</p>					

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	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
		important for staff members as it is for students. Professional Development is based on department, school or individual needs such as new programs are implemented or when new standards are introduced.					
Action Step 4	Evaluation	Evaluation of professional development begins with a baseline to determine current levels of performance and learning. Next, goals must be established to measure progress throughout the process. This includes level of teacher understanding, changes to instructional practice, and impact on student performance to determine effectiveness and identify gaps in knowledge and skills. To truly evaluate professional development teacher observation and evaluation is vital to determining if new training has transformed teaching and learning in the classroom. In some cases, evaluation of staff professional	Assistant Superintendent	N/A	June (06)	2021	0

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	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
		<p>development is done through several methods mostly through surveys. Middle Country strives to offer teachers, staff and students the highest standard of technology possible. Teachers will receive training as well as ongoing support on technology equipment and curriculum integration. No longer will classrooms be confined by time and space. Our children will truly be connected learners -- sharing, exploring and evaluating information through many forms of interactive technology. The goal of the technology plan is to create a student-centered, technology-enhanced learning environment in which students, staff and community are able to effectively use technology with confidence and competence, create seamless integration of technology into all phases of the curriculum, raise student achievement and foster lifelong learning.</p>					

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	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
		Through the use of technology, various learning styles will be addressed so that all students can learn and achieve success in a global world.					

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)	(No Response)	(No)	(No)	(No)	(No)	(No)

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	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
	Response)		Response)	Response)	Response)	Response)	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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III. Action Plan - Goal 3

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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

Middle Country's network infrastructure plays an important role in its learning environment. It supports district servers, switches, wireless access points, locally hosted software programs, internet hosted programs and services, apps, desktops, iPads, Chromebooks, and laptops. In addition, it supports staff owned and guest devices. The network must support present and future needs as much as possible, with ever increasing speed, security, and reliability to consistently support teaching and learning.

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

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

3. Target Student Population(s)

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

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

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1			N/A			0

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III. Action Plan - Goal 3

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	Evaluation	<p>Assess network needs based on technology committee concerns, surveys, administrative feedback, staff surveys, staff feedback, students' comments, parent concern, technology requests received and technology staff members' feedback and observations. To make an accurate evaluation of the district network it is important to first determine staff expectations.</p> <p>The district has connectivity in every classroom and meeting area. We have wireless access in all classrooms, libraries and auditoriums and add additional access as needed. We have separate wireless SSIDs for district owned devices, staff personal devices, and district guest devices. We light our own dark fiber and have maintenance contracts guaranteeing certain levels of response. Every staff member has a network account with email access. User</p>	Director of Technology		June (06)	2021	

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

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	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
		<p>access to the network is limited to their roles. Students have network access and no email access. Students have access to network folders based on their classes. Every classroom has access to mobile devices as well as desktops.</p> <p>The health of our network can be evaluated based on our network downtime. It is critical to avoid network interruption as much as possible. If a network outage occurs, it is important to diagnose it , resolve the problem, and develop a solution to prevent it from reoccurring. The network must provide consistency and speed to run our in-house and web-based applications. We have continually increased our Internet speed, based on network needs and NYS requirements for Smart Schools funding. The Technology Department has a long-existing policy for network infrastructure equipment replacement to be done in a</p>					

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III. Action Plan - Goal 3

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	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
		<p>consistent manor (approximately every seven years) to provide the district with a reliable, consistent network access. The Middle Country Central School District is in the process of replacing all of our MDF and IDF closets district wide.</p> <p>The network currently supports all district devices, applications and programs, and provides consistent high-speed Internet access. Tech requests regarding network speeds are a rare occurrence and are more likely a user or software error rather than a network problem. It is our goal to be proactive regarding user needs and continue to increase speed and reliability to support future needs.</p>					
Action Step 2	Budgeting	<p>Middle Country's technology budget begins with determining the number of devices that will be replaced based on our 6-year replacement policy. Contractual software renewals must be included in the budget.</p>	Director of Technology	N/A	June (06)	2021	0

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III. Action Plan - Goal 3

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	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
		<p>The Technology Department constantly researches new models and analyzes which features best fit the needs of the curriculum. We pilot new models and compare specifications. Part of the selection process is trying to determine future needs. The models need to exceed present model performance to be chosen as a good six-year replacement model.</p> <p>The Technology Department negotiates directly with computer manufactures to guarantee the best pricing and value for the district.</p> <p>The technology budget needs to include resources to cover infrastructure, planned replacements and emergency replacements. Network infrastructure is replaced in a timely manner to avoid network interruptions due to hardware failure.</p> <p>We do an inventory of supplies to determine future supply needs.</p>					

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III. Action Plan - Goal 3

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	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
		<p>Middle Country is fortunate to have alternate funding methods as well. We utilize E-rate funding to purchase new network switches and wireless access points, and the NYS Smart Schools Bond to fund our replacement network switches and to start our 1:1 Chromebook Program.</p> <p>The Technology Department understands that every new device and software purchase comes with a responsibility to support it and replace it in future budgets. All district technology equipment should be in good working order or be replaced. The Director of Technology regularly meets with the Assistant Superintendent for Business and the Deputy Superintendent for Curriculum and Instruction to determine district priorities and budgetary allocations.</p>					
Action Step 3	Infrastru	The network is the backbone that supports our district digital content for	Director	N/A	June (06)	2021	1,083,546

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III. Action Plan - Goal 3

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	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
	culture	teaching, learning, and instructional support. Middle Country staff, students, and parents rely on our network being available at all times. The list of items the network doesn't support has become shorter than the list of devices and applications that it does support. Middle Country has approximately one-thousand-eight-hundred (1800) staff members and ten-thousand (10,000) students on our network. We communicate and support approximately four thousand-five-hundred (4500) guardians through email, PowerSchool parent portal, our district website, and Blackboard Connect. We utilize an on-premises ADFS server to support single sign-on for many of our web connected applications, including Google for EDU, PowerSchool, and Clever. This only adds to the importance of the network being operational at all times, evenings and	of Technology				

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III. Action Plan - Goal 3

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	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
		<p>weekends included.</p> <p>Redundancy is a part of the network design to minimize network downtime. Middle Country currently has a main datacenter at Dawnwood Middle School and a disaster recovery site at Newfield High School. This configuration enables us to increase our ability to recover from a ransomware attack, virus or natural disaster. Middle Country is currently in the process of upgrading our intra-building fiber to better support higher speeds at our endpoints, but also between buildings. We currently have a 1 Gbps internet connection. The district has full wireless penetration to all fourteen (14) instructional buildings and all non-instructional buildings. As we've increased our reliance on mobile devices and allowed staff BYOD, we have begun to plan to increase access point density throughout our buildings.</p>					

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III. Action Plan - Goal 3

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	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
		<p>We will be replacing our datacenter with a hyperconverged solution using the Smart Schools bond. It will provide constant snapshots, deduplication and replication. We have the latest antivirus, firewalls, spam and web filters in place. Server snapshots, deduplication and replication make a hyperconverged datacenter an added layer of defense against ransom and malware attacks.</p> <p>It is our goal to be proactive regarding user needs and continue to increase speed and reliability to support future needs. The Technology Department staff members stay up to date with the latest network advancements by researching and attending conferences or webinars.</p> <p>We have monitoring applications to ensure our network running efficiently. It alerts us of issues. We are proactive with software updates for switches and servers.</p>					

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III. Action Plan - Goal 3

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	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 4	Cybersecurity	<p>Our network is critical to our teaching, learning, data reporting and district business operations. Digital and online resources have become a necessity in all areas. Cyber-security is an area of deep concern for the Middle Country Technology Department.</p> <p>We have approximately 1,800 staff members and 10,000 students utilizing our network. One weak link can cause network and security issues. We have antivirus, firewalls, spam filters and web filters to prevent malicious content from entering our network. We utilize link protection services through our spam filter to block malicious links. Permissions are given based on written administrative requests for staff. Staff members have access only to what they need on the network. Middle Country segments network access to decrease unauthorized users. Access to both our student</p>	Director of Technology	N/A	June (06)	2021	207000

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III. Action Plan - Goal 3

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	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
		<p>management system, PowerSchool, and our district financial software, envision, is granted to users based on job responsibilities.</p> <p>The best line of defense against cyber threats is a well-trained staff. We train staff members on best practices and alert them when we become aware of malicious content and spam. We have clear procedures to remedy user accounts when they inform us they've clicked on a malicious link or given their username and password out mistakenly. We meet with them personally to discuss ways to avoid this in the future and go over cyber security recommendations.</p> <p>For the 2018-2019 school year, we have contracted with KnowBe4 to provide all district staff awareness training. In addition, they provide simulated phishing attacks to help identify weak points.</p> <p>Our students' privacy is also critical to us.</p>					

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	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
		<p>We work with software companies that are FERPA and COPPA compliant. We only share student data that is needed for students to access programs with outside companies and everything is done using secure methods.</p> <p>The Technology Department acknowledges that educational institutions are being targeted by hackers. As such, we take updating servers and switches seriously, and install updates and security patches on a consistent basis. We meet with security experts and research the latest methods to hopefully stay ahead of hackers. We discuss known corporate and educational security breaches with experts and look for ways to prevent that from occurring on Middle Country's network. The technology department proactively looks to use best practices to ensure user privacy and prevent network interruption.</p>					

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III. Action Plan - Goal 3

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5. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

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

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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.**

Middle Country provides an environment for providing multiple levels of support for students challenged by a rigorous curriculum. The district provides specialized support services as part of an overall commitment to equity and success. All technology purchases support the use of technology to improve the potential for success of all the district's students.

The technology purchased through Smart Schools Investment Funds supports student learning both inside and outside of the classroom. Chromebooks will provide students with opportunities to research and supplement classroom learning experiences with additional learning materials. Partnerships with local organizations such as the Cradle of Aviation, Brookhaven National Laboratory, and Stony Brook University support students as they utilize technology to access learning resources outside of their classroom.

With additional Smart Schools Investment Plan approvals, over 600 devices per grade level will go home with students to enable the learning process to continue outside the school environment and to further connect home and school environments. The technology devices provide all students with the opportunity to remediate and accelerate outside of the classroom environment. The technology moves forward the development of student non-cognitive skills – skills such as collaboration, teamwork, sharing of ideas and problem solving – both inside and outside of the school day.

For all learners in the Middle Country CSD, most new technology purchases will be driven by our Capstone initiative. The district Capstone initiative will have grades 5, 7, and 12 require an extended research experience around a self-selected topic. Students experience an exercise in critical thinking and creativity, choosing their own inquiry paths aligned with their interests. Teachers reinforce students' strengths in the research process and facilitate development of chosen product, culminating in a demonstration of 21st century skills.

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

The Middle Country CSD is at the forefront of the innovative use of technology with students with disabilities and ELLs. In addition to iPad carts in most special education classrooms, the district introduced Chromebook carts to every ELL classroom districtwide during the 2017-2018 school year. ELL students utilize devices to supplement classroom learning and to be part of technology delivered software programs that develop specific skills areas in literacy and mathematics.

Special education teachers and staff at Middle Country utilize technology learning experiences for younger student with disabilities as an integral part of experiential learning. The district is working to implement new technology-based interventions to address the needs of a significantly increasing ELL population. Middle Country supports differentiated learning strategies as the core of personalized learning and individualization for students.

The Middle Country CSD is continuously monitoring learning gaps and looking to implement research-based strategies. In addition to assessing and addressing the academic needs of economically disadvantaged students, the district is also looking closely at the effective use of technology to address curriculum and age specific gaps. Technology can be an important tool related to assessment of these gaps, implementation of learning strategies and the monitoring of strategies and progress.

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

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IV. NYSED Initiatives Alignment

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(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.

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

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

- Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system)
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

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IV. NYSED Initiatives Alignment

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- 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

6B. If Yes, check one.

In the 15 most spoken languages in the district

6C. 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.

- | | |
|---|---|
| <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 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

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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.

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V. Administrative Management Plan

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Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	3.00
Instructional support	11.00
Technical Support	13.00
Totals:	27.00

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 - Chromebooks & Lab Replacements	2,297,588	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input 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	Network and Infrastructure	N/A - MDF & IDF Switches	471,958	One-Time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District	N/A

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V. Administrative Management Plan

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	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."
					Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Network and Infrastructure	N/A - Wireless Updates	668,656	One-Time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next	N/A

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V. Administrative Management Plan

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	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."
					column, to the right) <input type="checkbox"/> N/A	
4	Professional Development	N/A-Technology Specific	180,000	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 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
Totals:			3,618,202			

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.

4B. Provide the URL of the district's public website.

<http://www.mccsd.net>

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V. Administrative Management Plan

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

Yes

5B.

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

6B.

If 'Yes' was selected in Question 6 above, please identify the responsible person's title.

Coordinator for District Data Services

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

Yes

7B. If 'Yes' was selected in Question 7 above, please identify how often a security and/or privacy audit has been performed?

Every Two Years

7C. 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 upload the policy.

10B. Please upload the district's Internet Safety Policy.

MCCSD-Internet Safety Policy.pdf

11. Does the district have a Cyberbullying Policy?

Yes, and I will upload the policy.

11B. Please upload the district's Cyberbullying Policy.

MCCSD-Bullying Policy.pdf

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V. Administrative Management Plan

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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.

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

2018

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

<https://www.mccsd.net/dataprivacy>

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

Yes, and I will upload the policy.

13B. Please upload the policy that addresses the district's planned response to an information breach.

MCCSD-Information Breach Policy.pdf

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

<http://www.mccsd.net/tech>

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

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VI - Sharing Innovative Educational Technology Programs

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Sharing Innovative Educational Technology Programs

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

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

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply.
				<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.

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	Vincent Raicovi	Director of Technology	vraicovi@mccsd.net	<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 checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<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	Jonathan Singer	Director of Curriculum	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" 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 checked="" type="checkbox"/> OER and Digital Curriculum <input checked="" type="checkbox"/> Personalized Learning <input checked="" type="checkbox"/> Pilots and Proof of Concept <input checked="" 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	Peter Desjardins	Coordinator for District Data	(No Response)	<input type="checkbox"/> Active Learning

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				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 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	(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

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

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	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

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