2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Joseph A. Monastero

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

Director of Technology

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1. What is the overall district mission?

The mission of the Board of Education is to develop skills and impart knowledge that will enable students to function as independent, lifelong learners in a highly literate, technical, and continually changing society; to help students develop habits of healthful living; foster the development of aesthetic appreciation; and provide humanizing experiences to enable students to live in harmony with themselves and to function as respectful, responsive, and responsible members of the local, national, and global communities. The educational program will provide each child with the fundamental academic skills and basic knowledge required for his/her maximum educational development, the opportunity for each child to develop his/her interests and abilities to the fullest extent according to his/her individual potential, and special services to promote the physical, mental and emotional development of each child. It is the district's goal to foster in students good work habits, integrity, self-discipline, good sportsmanship, self-confidence, and a sense of purpose. Extracurricular activities will be offered when possible to enhance the academic program. The Board encourages parents and teachers to offer their expertise in helping to develop a school environment that is academically challenging, psychologically satisfying, and socially fulfilling for students at all levels. The objectives of an educational program are best realized when mutual understanding, cooperation, and effective communications exist among the home, community, and school.

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

We strive to continually analyze and improve the district's infrastructure and software/tools to provide an environment where students and staff will use a variety of technological applications and hardware to work collaboratively, in a student-centered environment that is supportive and encourages academic risks.

- Where students are productive, thoughtful, creative, respectful, and able to cooperate with others in the global society.
- Where interactive communication and sharing of information is the norm.
- Where professional development is an integral part of the learning process, providing all staff with the tools needed to enhance the learning of all Cold Spring Harbor students.

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

The District has used a variety of instructional personnel, community members, outside venders, government agencies and staff in the planning process of the Instructional Technology Plan. Stakeholders groups included, but were not limited to, district and building level staff. Thought the entire year members of the technology team(weekly meetings) and outside vendors/consultants were used to assist in identifying possible needs of the district in the area of technology. BOCES staff, along with assistance from the Cybersecurity and Infrastructure Security Agency (CISA) of the Department of Homeland Security (DHS) (weekly reports), determined needs in the area of security and network infrastructure. Continuous discussion and consultation occurred with fellow Directors of Technology during BOCES organized meets, phone and zoom discussions to provide best practices. Library Media Specialists' and Technology Integration Specialists' knowledge and skill sets have been used in building the plan. Public Board of Education meetings provided opportunities to discuss technology plans, current and future. Three meetings were convened for staff and community members to review, comment, and participate in the plan.

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

Cold Spring Harbor continues to integrate responsible student-centered technology into a collaborative learning environment. The district continuously reviews the technology infrastructure and plans accordingly. All equipment is inventoried and mapped for replacement/upgrade in a timely manner to ensure expanding functionality and security. Students are encouraged to embrace technology, critical thinking, and problem-solving to further enhance their learning, better understand the world and become productive citizens. We have continued to provide and support staff development in the area of technology integrations for district staff. Restrictions on in person meetings, social distancing and other pandemic issues required the use of video conferencing, phone conversations, smaller group meeting sizes and multiple cancelations and or rescheduling of meetings. While these issues caused inconveniences it also helped all involved to share in the learning experiences of our students. The committee identified and acknowledged that the infrastructure is robust and has been able to handle multiple changes in instruction caused by the pandemic. Providing an open dialog with all groups (Staff, students, parents and vendors) allowed for adjusts, purchases and training to take place when needed. The plan continues on the path of continued growth, learning, reflection and improvement.

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

The COVID-19 pandemic created challenges in all aspects of life. These challenges were addressed with input from students, staff, parents, and the community. Together the district met each challenge and provided a safe and effective educational environment for students and staff. The district provided a 1:1 learning environment, providing devices for all students K-12. The district infrastructure (Internet, WiFi, devices, network, and learning tools) was able to handle the added stress of remote learning. Due to an environment of long-range planning, community, and Board of Education support, the required components needed to educate the students in Cold Spring Harbor were in place prior to the pandemic. This support also allowed the district to quickly pivot and purchase equipment and software/services when needed. As a district, we will take the valuable knowledge reinforced during the pandemic (long-range planning, open reception to suggestions, quest to continually improve) to guide future instructional technology plans and the district into the future. When needed, the district provided a hybrid learning environment for students. This model allowed for students to learn in person and from a remote location in an effort to ensure social distancing. Each classroom was equipped with a web camera with mic, a condenser Snowball microphone and a teacher voice-enhancing portable sound system. Teachers used these tools with their Promethean board's equipment with 4K displays and 20 Amp speakers of the Promethean Panel or a Smartboard. Staff used their district provided Chromebooks to view students' remote learners. The district WiFi and internet bandwidth met the needs of remote learning via web-based conferencing software. Bandwidth utilization was continually monitored for usage. At no point did the district exceed 75% of bandwidth capacity. Regarding home internet access, the student community was surveyed multiple times and an easy to use method was set up on the district website for families to communicate internet needs. All requests were addressed in a timely manner. The district continued its planned purchasing cycle of 1:1 devices for students and staff. An adjustment was made to order devices earlier in the preceding year in an effort to counter global supply chain constraints and restrictions. When the pandemic first hit, forcing the district to stop in-person learning by order of the county executive, a method for the distribution of 1:1 devices was quickly established for students who did not take a unit home with them when the buildings closed. Prior to the start of the pandemic, Cold Spring Harbor provided a robust level of professional development for its staff. The pandemic provided new challenges to education that were never experienced before, nor expected. Cold Spring Harbor quickly developed professional development to support staff in the area of remote learning/teaching. The sessions guided staff in the use of video conferencing platforms, video recording/editing, Learning Management Systems, digital books, and a multitude of other digital resources. The Library Media Specialists, technology integrators and other staff taught these sessions to keep education operational. Due to schools being shut at the start of the pandemic, professional development was provided via a video conferencing program. We relied on our local BOCES and vendors to provide supplemental training for our staff. We also contracted with professionals who had previous experience teaching in a remote environment to provide baselines and best practices for staff to follow. Remote instruction required not only the staff to have technology skills, but also for the students to quickly enhance their skills using technology.
Fortunately, Cold Spring Harbor had a device for all students and was utilizing Canvas for grades 7 to 12 for a few years when the pandemic hit. At the elementary level, Google classroom was already utilized in grades 4 to 6 with fidelity. These students were accustomed to LMS programs, and switching to remote learning was done with reduced pain. Younger students, as young as four, required the assistance of parents to help navigate the ever-changing learning environment. Fortunately, the pandemic hit New York in March. This time frame allowed students to already be acquainted with the many resources available to them for learning. This experience provided a foothold to leap off of when we were forced to close the buildings and teach remotely.

6. Is your district currently fully 1:1?

Yes

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

The purpose of our district's professional development plan is to promote student achievement, in a student-centered learning environment, by providing opportunities aligned to our district goals and the NYSED professional development standards. For this to be achieved, we provide ongoing support for teachers to stay current with the various technological upgrades utilizing hardware and software. This occurs in collaborative settings. In addition, we take feedback from students, parents, teachers, and leaders to inform our decisions to provide quality learning opportunities throughout the district. Staff will be administered "Usage of...." and "Needs Professional Development of...." surveys covering a variety of technology areas (Canvas and Google Classroom, our Learning Management Systems, G-Suite for Education and other District directed programs.) These surveys will measure how staff are using these tools with their students along with what professional development they need to expand the effective inclusion of these resources in educating students. A deep understanding of professional development needs will be derived from these surveys. This data, along with input from the administrative team, will be used to develop the appropriate level of professional development for each staff member. The goal is to address all Professional Development needs resulting from the surveys. The Cold Spring Harbor team of in-house turn-key trainers and outside trainers will then educate the staff on the topics derived from the surveys and administrative team input. Cold Spring Harbor has and will continue to use the turn-key trainer method to deliver professional development to our staff. Turn-key trainers are provided "Feed-the-Trainer" professional development from a variety of experts in the field of instructional technology to keep them at the top of the instructional technology field. Cold Spring Harbor will continue to use the following meeting times to provide professional development: faculty and department meetings, delayed school starts, full and half-day sessions. Cold Spring Harbor will also continue to offer summer courses to our staff in the area of instructional technology. We are members of the ITRC (Intercounty Teacher Resource Center) where professional development is offered to our staff in a school-directed manner. At Cold Spring Harbor, we support the staff taking courses offered by outside education organizations that support the goals of the District. Cold Spring Harbor has used and will continue to use local and national conferences to learn about advances in the instructional technology field. Teams of staff will continue to attend and present at these conferences. Staff members are also offered time to meet with in-house staff developers for assistance. These drop-in sessions offer staff assistance with instructional technology before and after the school day. The sessions are run by in-house staff developers with expertise in the area of instructional technology. The training that occurred prior to and during the pandemic provided staff, students, and parents with tools to continue learning. Sessions taught during the pandemic build off of a strong knowledge base, allowing for continued growth in the appropriate use of technology to educate students.

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

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

   Significantly

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

   Significantly

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

   Significantly

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

   Significantly

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

   Significantly

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1. Enter Goal 1 below:

The goal of Cold Spring Harbor is to grow an environment where students and staff can use a variety of technology (applications and hardware) to work collaboratively in a student-centered collaborative environment that is supportive and encourages academic risks in learning. Some of the key integration programs are our Learning Management Systems (Canvas, grades 7-12 and Google Classroom, grades K-6). Other systems like Kami (Doccumnt manipulation), iXL (Math resource), and Star Renansance (Ela and Math resource). We will analyze staff and students' usage data from these essential programs to provide insight into integration levels and student performance. We will analize the data and if/when staff and students are not utilizing these programs, intervention remediation will be provided on a as needed basis. Student achievement and engagement are the primary goals of a school district. The seamless integration of technology where appropriate is needed to enhance teaching and learning. The use of quality professional development has been and will continue to be a cornerstone of the Cold Spring Harbor Central School District. Providing a variety of methods for staff to obtain training in the use of educational technology has been deployed and will continue in the future. We have used and will continue to provide in-person, remote, group, and individual modalities to provide professional development. Cold Spring Harbor works with all stakeholders on the seamless integration of technology into teaching and learning where appropriate. Professional development will continue to occur before, during, and after the school day to provide time for staff training on the use of educational technology. Part of the educational process is to provide students with technical training to enhance their ability to learn in all environments. We also stress to only use technology when appropriate. The staff has participated in the statewide Smart Start Grant to assist in the professional development of K-8 teachers in their knowledge and expertise of the NYS Computer Science and Digital Fluency Learning Standards that were adopted in December 2020. This program will continue for five years and will include over 35 staff members, or roughly 20% of the teaching staff. The staff has worked collaboratively to incorporate coding, Genius Hour, and elements of STEAM (Science Technology, Engineering Arts, and Math) into their lessons. This work will continue in the future to expand upon the current program. The use of outside vendors, BOCES, and conferences will be the primary methods to obtain inroads in these areas. We have used and will continue to use alumni and community members in the area of STEAM to provide expertise in their areas of interest and assist students in learning real-world skills. Presentations and competitions provide students with innovative methods to learn and share their knowledge. Students will continue to make presentations and compete to showcase their knowledge and skills. Some examples of these are: STEAM fairs, technology fairs, classroom, grade level, and school-wide presentations, robotics competitions, presentations at parent group meetings, conferences, and more will be utilized. Student work has been and will continue to be showcased on the district website and social media platforms. The key to all of this work is to develop a safe environment for students and staff to learn in. The phrase "technology is a journey, not a destination" is a motto that we need to live by. We strive to remember that everyone needs to continually learn and expand their knowledge and know that there are multiple correct pathways to solve problems. These beliefs will allow for new and innovative ways to use technology. We will continue to instill in our students that everything is attainable and encourage students to ask the question, "How do we ....?" instead of "Can we...?"

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

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.

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

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

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

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

Goals are measured by evaluating to what degree the tool performs the task it is asked to perform. Measurement of these goals will be performed by the procedures, actions, and outcomes of the student work. Formative assessments will provide a metric on how students understand the known capabilities of said tools and programs. Summative assessments, like a project, written paper, self-assessment, and students instruction of classmates provide a measure of creativity and collaboration that a paper exam can never measure. The feedback from competitions and presentations will provide staff and students with important real-world knowledge of their work and understanding of the use of technology. The district will use the results from State assessments, and the BARS reports from ESBOCES to perform item GAP analysis. All questions where CSH has a negative comparative regional GAP will be analyzed and reviewed for improved student learning methods. The analysis will also be conducted by subgroups, all students scoring one or two will have a deep dive analysis of the results to construct plans to assist students in learning the skills. Continual formative dip strick analytics of instructional software results like Newsela and iXL will be utilized all year to assess instruction and current student knowledge of topics and skills. These tools provide metrics on student performance, growth, and needs. NYS Regents BARS reports from ESBOCES will be utilized to perform item GAP analysis. All questions where CSH has a Negative comparative GAP will be analyzed and reviewed for improved student learning. The analysis will also be conducted by subgroups, all students scoring one or two will have a deep dive analysis of the results to construct a plan to assist them in learning the skills. Cold Spring Harbor will purchase the essay component from the College Board for Advanced Placemat Exams. Staff will analyze the data from this resource to understand students' learning gaps and address topics with future students better.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Work with staff and students on reviewing student needs and ways to meet the needs. Work with students in providing ways to showcase student work and knowledge. This is an ongoing process	Director of Technology	District Administration	06/01/2023	0
Action Step 2	Planning	Provide the means for student to showcase their work. Provide staff with the professional	Director of Technology	District Administration	06/01/2023	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		development to integrate technology into learning				
Action Step 3	Implementation	Provide access to presentation avenues and quality Professional development	Director of Technology	District Administration	10/02/2023	$200,000
Action Step 4	Evaluation	Review all presentations via feedback. Provide surveys and feedback opportunities for all professional development	Director of Technology	District Administration	06/01/2025	0

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

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

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1. Enter Goal 2 below:

The integration of learning technologies has occurred since the beginning of time. We learn from experiences, the use of tools, and our environment. Professional development in the area of technology allows for a foundation of how specific tools operate and fit into the learning world. The proper use of technology moves people from asking the question “Can we...?” to “How do we...?”. “Can we...?” implies that there are limitations in what we can do. “How do we...?”, states that we can do whatever we need to do, we just have to figure out how to do it. Cold Spring Harbor will continue to provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies. Our goal is to move 10% of staff up to the next level of integration each year (Entry **to** Adaptation **to** Transformation stages). Staff level determination will be measured by program usage data, student output/results, observations, and staff discussions. We will continue to use surveys and/or discussions with staff and students to pinpoint needs to assess them with the integration of learning technologies. This data will drive the courses, seminars, workshops, and work sessions offered to staff. These options will continue to mesh with the technology integrations specialists in the district in assisting when needed. Professional Development may include morning, during the day, or after school hours when trainers are available to answer questions—having a trainer available for quick questions has been a very effective method in supporting staff at where they were and moving them in the right direction. We will continue and approve upon professional development as more technology is integrated into learning. We will survey and rate teacher integration via three levels (Entry, Adaptation and Transformation. The entry-level is when users are aware that technology creates new possibilities for learning and teaching; however, the nature of the activity stays the same with the simple introduction of technology to learning. At the Adaptation Stage, technology becomes thoroughly integrated into teaching patterns. At this stage, users effectively utilize technology to prepare, and present information, and students often pursue individual interests. At the Transformation Stage, technology widely changes and expands the learning environment. Proper technology usage widely changes and expands the learning environment. Project-based learning activities are common, and students are self-directed. Students have many opportunities to design their learning pathways, and teachers utilize new assessment forms. There is an emphasis on higher-order thinking. Conferences, local and national, will continue to provide staff with access to new tools and ways of integrating technology into the learning process. Staff will continue to present and attend these conferences to expand their knowledge. Staff will then take what they have learned and share it with their colleagues. Cold Spring Harbor will continue to host conferences (recent examples: Canvas Day, "De-fronting" the Classroom, Classroom of the Future visits by local university staff and students) and schools on best practices, providing opportunities for sharing. At these events, educators from around the area shared and will continue to share their technology experiences in education, building together paths that enhance student learning. We will continue to use our local Model Schools resources to learn from experts and share with our colleagues the effective use of technology to educate students. Virtual learning became commonplace during the pandemic. While this is not how our students should learn, virtual learning has opened the door to allow experts not located near Cold Spring Harbor to share their experiences and knowledge with our staff, where it would otherwise be impossible. Cold Spring Harbor CSD worked with eight Long Island school districts to write and win participation in the NYS Smart Start Grant Program. Together we share 2.5 million dollars spread over five years to develop, implement, and share innovative programs that provide professional development and support to increase expertise in computer science, engineering, and educational technology among teachers in grades K-8. The grant started in the 2021/2022 school year, allowing ~100 teachers and leaders to advance student engagement in computer science, engineering, and educational technology. We will continue to build off the NYS standards and provide staff with meaningful professional development to integrate problem-solving skills into everything we do. This training will focus on providing choices in how to accomplish said goals. We will test, try, experiment with, and do whatever is needed to keep an open mindset and believe that everything is achievable.

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

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

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

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

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

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

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

The integration of learning technologies goal will be evaluated by the Board of Education, the superintendent of schools, leadership team, staff, and students. We all need to be part of the solution. The plan will be measured quantitatively by using: Analysis of NYS Standardized Assessments (Grades 3-12) and other measures of student growth (iXL, Star, and other tests). We will look for upward trends in student scores overall. We will also analyze detailed reports for each student to understand their specific learning needs. The goal will be measured qualitatively with surveys administered to staff, students, and parents, observation of student work, engagement, and interactions with each other, and discussion with all included groups (students, staff, administration, parents, and the like). The goal is to make each student the best possible learner and human. This is a journey, not a destination. Our goal is to build the capacity of teachers integrating technology into learning by a 10% increase of staff moving up throught the three levels of integration each year. (Entry stage **to** Adaptation stage **to** Transformation stage)

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Work with all parties involved to obtain needed/desired professional development.	Director of Technology	All involved parties	01/10/2023	0
Action Step 2	Communications	Provide avenues for all involved parties to	Director of Technology	All involved parties	04/03/2023	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		provide feedback and desires related to professional development.				
Action Step 3	Planning	Develop methods to collect and analyze input from all involved parties.	Director of Technology	All involved parties	12/29/2023	0
Action Step 4	Professional Development	Provide the required professional development.	Curriculum and Instruction Leader	All involved parties	07/01/2025	$150,000

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Continually evaluate staff and student technology integration	Assistant Superintendent	Director og Technology	07/01/2025	$1000
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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1. Enter Goal 3 below:

Cold Spring Harbor's goal is to provide a robust, secure network for all staff and students to utilize. The requirment for a robust, reliable network is a requirement for all schools today. The network provides the backbone on which learning takes place, business is transacted, and communication between the school district and community occurs. Whether it is, how assignments are distributed, reviewed, shared, collected, or graded; Learning Management Systems (LMS) like Canvas or Google Classroom, combined with other tools, is the platform on which students work collaboratively to illustrate their knowledge and thought processes. Cold Spring Harbor has and will continue to provide the needed resources to maintain and enhance the network.

- The district provides yearly data safety and security training via in-person discussions with staff and with the use of the Global Compliance Network (GCN). With GCN, staff watch interactive video/slides and answer questions related to the content.
- Cold Spring Harbor deploys robust endpoint (antivirus) protection to keep devices and files safe from malicious software. Endpoint protection systems are designed to quickly detect, analyze, block, and contain attacks in progress. The district also utilizes multiple network monitoring systems that continualy reviews network logs and prevent unwanted entry into the district. The technology team will continue to monitor logs daily and remediate where necessary.
- The district uses a robust firewall to scan all incoming and outgoing network traffic. The firewall prevents bad actors from accessing the network. We also use these monitoring systems to identify where patches and software updates are needed. The updates and patches are deployed in a timely manner.
- Multiple email filtering systems prevent unwanted emails from reaching district email boxes. The systems analyze all email content, the reputation of the sender, lists of internal and external known unwanted emails, and heuristic filters. If a spam email does enter a distinct mailbox, when reported to the Tech Team, the emails are blocked for future prevention and pulled and deleted from all current mailboxes.
- Network files are backed up on-site to storage at our Network Operations Center (NOC) and to the disaster recovery computing center located at a different building in the district. Network files are also backed up to a cloud service. Financial records are backed up to two additional locations for added security; the sites are BOCES and an out-of-state facility. Periodic tests of the backups are performed to ensure that the proper data is backed up and retrievable. Backups are performed in real-time (incrementally) and nightly, depending on the system and usage.
- The district has participated in multiple penetration tests. With each test, the district improves its security posture.
- Cold Spring Harbor is working with the Cybersecurity and Infrastructure Security Agency (CISA) of the Department of Homeland Security (DHS) to identify vulnerabilities in our network. After receiving weekly CISA reports, we review the data and make adjustments as needed. The tech team will continue to stay vigilant and run these types of tests to keep the network secure.
- In addition to the CISA reports, Cold Spring Harbor utilizes additional network analysis tools that continualy analyize our network to identify possible vulnerabilities and remediate them immediately.
- Our established network monitoring systems continualy analyze every action on our network and alert the tech team to suspect activity. All issues are addressed within a 72 hour time frame.
- The tech team also uses vulnerability testing via our BOCES RIC One Resource. This yearly testing, in conjunction with CISA and inhouse scanning, provides an ongoing procedure for quickly finding and patching network issues. Security is a journey, not a destination.
- Yearly Phishing campaigns are run via these two services. The data from these services are used to prevent future phishing campaigns and educate staff on how to stop malicious emails from penetrating the network.
- Multi-factor authentication (MFA) has been deployed for all server and technology staff. MFA utilization is expanding to include more staff.
- Scripts are run periodically to identify network accounts that have not been accessed recently. Accounts that are no longer needed are then deactivated.
- All network systems (servers, switches, wifi access points, computers, security appliances, and software) are cataloged in our inventory system. Each item has a planned replacement schedule. Each year network system items are reviewed for functionality and a replacement schedule is determined for the item. If there is a need, the timelines are adjusted.
- The district has two separate 1 Gigabit pipes to the internet. Both pipes are protected with DDoS (Distributed Denial of Service) of Protection. Each pipe is purchased from a different vendor and enters the district's fiber network at a different location/building. The network traffic is balanced between the two pipes, providing a robust connection to the internet. The network is designed to fail over to an internet pipe if one pipe fails.
- The district wifi network has been updated/upgraded over the past 2 years, providing complete internal (in the building) coverage. This update/upgrade included replacing and adding access points and updating the controllers and software that operates the wifi. The district will be expanding the number of exterior access points at all of the schools to provide wireless access for outdoor learning. Covid pushed many learning opportunities to occur outside of the traditional indoor learning environments. Outdoor wifi access has become a must, and the district is meeting this requirement.
- Our goal is to patch and repair network vulnerabilities in a timely manner while also not causing disruptions to operations. We will immediately act upon the realization/reporting of a known vulnerability.

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

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

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

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

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

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

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

The network is evaluated via the reports provided by the Cybersecurity and Infrastructure Security Agency (CISA) of the Department of Homeland Security (DHS) and vulnerability testing via BOCES RIC One Resource. The Tech Team will also monitor network usage and performance, via our monitoring systems. If the reports indicate adjustments to the network are needed, they will be made. We will also utilize real-world observations of performance to determine the effectiveness of the network.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Research hardware, software, tools, workspaces, and strategies that will assist educators in better using technology in the learning process	Director of Technology	Technology Team and Staff	12/01/2022	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Determine the cost of the item(s) to be purchased. Determine the most cost-effective purchasing method (Out Right, via BOCES, Multi-year, other),Incorporate item(s) in budget. Phase in purchases of some items due to cost via a BOCES multi-year purchase.				
Action Step 2	Collaboration	The district-wide technology committee, administration, and technology team will continually analyze the operational function of the network to maximize the utilization of current and future technologies.	Director of Technology	Technology Team and Staff	08/01/2023	0
Action Step 3	Purchasing	The district-wide technology committee, administration, and technology team will continually analyze the operational function of the network to maximize the utilization of current and future technologies.	Director of Technology	Technology Team and Staff	08/31/2024	$600,000
Action Step 4	Implementation	The Director of Technology, tech team, maintenance staff, other required CSH staff and vendors will implement the plan.	Director of Technology	Technology Team and Staff	06/30/2025	0

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

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Evaluate the age and performance of equipment and procedures	Director of Technology	Tech Team	01/01/2024	$20000
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fourth goal?

No

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

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

The use of instructional technology provides for an environment where digital connectivity increases, making it possible to extend education beyond the physical confines of the traditional classroom. Students work in a 1:1 environment across the district. Students in grades K-1 use an iPad as their primary device. Chromebooks and physical computers are used when needed. Students in grades 2-12 use a Chromebook as their primary device and use an iPad, Mac desktop, or physical computer when needed. All staff are provided with a Chromebook. All of our Chromebooks are touch screen and stylus enabled. These devices allow for:

- Opportunities to support students' active creation rather than passive consumption.
- Opportunities to learn in a flexible, physical, and remote environment that offers multiple resources and work areas for students to collaborate and connect with peers as well as teachers.
- Opportunities to participate in a continuous learning culture where teachers are learners as much as their students.
- Continued analysis of the network infrastructure to provide valuable feedback on best practices of maintaining a system where access to the necessary tools are accessible and scalable to meet the needs of our learning community.
- Cold Spring Harbor utilized multiple technical resources to provide staff and students with access to learning resources. These technical resources include but are not limited to the virtualization of computer desktops. Virtualization provides students and staff access to all computer files and programs from web-based devices regardless of its operating system. The district also utilizes Google Workspace for Education Fundamentals and Office 365 for staff and students to work in collaborative cloud-based environments. These tools allow students and staff access to resources via web-based devices, which include district- provided and home-based (including phone) devices. All of these technical resources provide for collaborative tools, allowing staff and students to work as teams to solve complex real-world questions.
- Cold Spring Harbor uses sharing software via Promethean interactive boards and Google, which allows classes to work together as students broadcast their work for classmates and teachers to view and cooperatively learn from. Collaboration teaches students that together they can accomplish more than they will alone.
- Use of technology to engage students as creators and interpreters, instead of simple consumers of information. The SAMR Model provides a path for staff and students to follow in the adoption process of technology.
- Adoption of the SAMR Model as a way of utilizing technology for learning. SAMR: "Substitution, Augmentation, Modification, and Redefinition." Integration of technology requires the thoughtful use of resources in obtaining meaningful results. SAMR illustrates a progression that adopters of educational technology follows as they progress through teaching and learning with technology.

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

Cold Spring Harbor currently operates in a 1:1 learning environment, with a schedule for replacing approximately 1/4 of the Chromebooks every year with new devices. Chromebooks are used 1:1 in grades 2-12. In grades K and 1 iPads are replaced approximately every 4 to 5 years and are assigned on a 1:1 basis. Home WiFi access is universal in the Cold Spring Harbor CSD. During 2020-2021 one family contacted the district requesting assistance to home WiFi due to damage at the home. The district assisted in restoring home access. Parents can contact the District or fill out the Technology Request form found here . When someone fills out the form, the Director of Technology is alerted. All requests are addressed as soon as possible. Cold Spring Harbor is committed to maintaining a robust and safe network infrastructure across the district. These plans are outlined in goal 3 of the Technology Plan.

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

Cold Spring Harbor operates in a 1:1 environment using a combination of Chromebooks, tablets, laptops, and traditional computers. Assistive technology allows for differentiation of instruction through speech to text and text to speech technology (Kami, Google text to speech, etc...). Students utilize touchscreen, stylus-enabled Chromebooks, and tablets to communicate their ideas and knowledge with staff and fellow classmates. Collaborative programs, such as Google Workspace for Education Fundamentals, Office 365, Nearpod, Kami, and Learning Management Systems (Canvas and Google Classroom) allow for educators and students to work at individually determined levels of skills to best meet and enhance students where they are and promote maximum learning. Reading tools, such as Learning Ally, newsELA, Star Reading, and Degrees of Reading Power (DRP) help students read at their individual level, allowing all students the ability to equally participate in class activities. Math programs such as iXL, Xtramath, and Star help to continually assist students in the ability to solve problems and become better at this skill. Using computer coding/problem-solving software such as Kidoyo and code.org, provides students with the ability to solve problems in creative and novel ways. These differentiation tools also allow staff to understand individual student reading, math, and problem-solving needs, allowing for individualized instruction to take place. Assistive technologies, such as FM listening devices, flexible furniture/learning spaces, enlarging the font size and reading aloud programs allow students with audio and/or visual needs to fully participate in the learning process. At the start of hybrid teaching, each teacher was provided with a personal voice amplification device to help cast their voice in rooms that contained plexiglass dividers. Many of the staff have continued to use these devices, finding that students benefit from voice amplification tools. Other digital tools allow students with disabilities to be served by allowing them to fully participate in the learning process. Devices and programs include, but are not limited to personal communication devices such as touchscreen convertible Chromebooks, iPads, Interactive Panels, and computers. These devices utilize a wide variety of tools to assist students with disabilities. Additional tools used are Google Docs, Sheets, Keep, Slides, Drive, Forms, and Math, digital book distribution. A long list of programs used includes: Brainpop, Castle Learning, Linguafun, Mathbits, Quizlet, Reading A to Z, Discovery Education, Ed Helper, and Kahoot. A wide list of plugins and extensions for Chrome are also used such as "Read, Write" screen readers, Screencastify, Kami, casting and screen capture. Technology solutions, serve to supplement the curriculum and digital resources following principles of universal design.

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

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

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

- ☑ Technology to support writers in the elementary classroom
- ☑ Technology to support writers in the secondary classroom
- ☑ Research, writing and technology in a digital world
- ☑ Enhancing children's vocabulary development with technology
- ☑ Reading strategies through technology for students with disabilities
- ☑ Choosing assistive technology for instructional purposes in the special education classroom
- ☑ Using technology to differentiate instruction in the special education classroom
- ☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills
- ☑ Multiple ways of assessing student learning through technology
- ☑ Electronic communication and collaboration
- ☑ Promotion of model digital citizenship and responsibility
- ☑ Integrating technology and curriculum across core content areas
- ☑ Helping students with disabilities to connect with the world
- ☐ Other (please identify in Question 5a, below)

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

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

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

Yes

7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

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

(No Response)

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

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

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

- ☑ McKinney-Vento information is prominently located on individual school websites, as well as the district website.
- ☑ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.
- ☐ Offer/phone/enrollment as an alternative to/in-person/enrollment.
- ☐ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity
- ☐ Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.
- ☐ Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.
- ☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.
- ☐ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.
- ☐ Provide students a way to protect and charge any devices they are provided/with/by the district.
- ☑ Replace devices that are damaged or stolen/as needed.
- ☐ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.
- ☑ Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.
- ☑ Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.
- ☐ Class lesson plans, materials, and assignment instructions are available to students and families for
- ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./
- ☐ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☐ Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.
- ☑ Adjust assignments/to be completed successfully using/only/the/resources students have available./
- ☐ Provide online mentoring programs.
- ☑ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.
- ☐ Offer a technology/support hotline during flexible hours.
- ☐ Make sure technology/support is offered in multiple languages.
- ☐ Other (Please identify in Question 9a, below)

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

- ☑ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- ☑ The district uses instructional technology to facilitate classroom projects that involve the community.
- ☑ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- ☑ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- ☑ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- ☑ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- ☐ Other (please identify in Question 10a, below)

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	4.30
Technical Support	6.00
Totals:	**11.30**

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	750,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☑ District Public Bond ☑ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☑ Other (please identify in next column, to the right) ☐ N/A	CSH Educational Foundation
2	Instructional and Administrative Software	N/A	500,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate	CSH Educational Foundation

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☑ Other (please identify in next column, to the right) ☐ N/A	
3	Internet Connectivity	N/A	400,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☑ Other (please identify in next column, to the right) ☐ N/A	CSH Educational Foundation
4	Network and Infrastructure	N/A	400,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☑ District Public Bond ☑ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources	CSH Educational Foundation

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Aid ☐ Smart Schools Bond Act ☑ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**2,050,000**			

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

Not Applicable

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

https://www.csh.k12.ny.us/Domain/997

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

- ☑ 1:1 Device Program
- ☑ Active Learning Spaces/Makerspaces
- ☑ Blended and/or Flipped Classrooms
- ☑ Culturally Responsive Instruction with Technology
- ☑ Data Privacy and Security
- ☑ Digital Equity Initiatives
- ☑ Digital Fluency Standards
- ☑ Engaging School Community through Technology
- ☑ English Language Learner
- ☑ Instruction and Learning with Technology
- ☑ Infrastructure
- ☐ OER and Digital Content
- ☑ Online Learning
- ☑ Personalized Learning
- ☑ Policy, Planning, and Leadership
- ☑ Professional Development / Professional Learning
- ☑ Special Education Instruction and Learning with Technology
- ☑ Technology Support
- ☐ Other Topic A
- ☐ Other Topic B
- ☐ Other Topic C

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Joseph A. Monastero	Executive Director of Instructional and Administrative Technology	jmonastero@csh.k12.ny.us	☑ 1:1 Device Program ☑ Active Learning Spaces/Makerspaces ☑ Blended and/or Flipped Classrooms ☑ Culturally Responsive Instruction with Technology ☑ Data Privacy and Security ☑ Digital Equity Initiatives ☑ Digital Fluency Standards ☑ Engaging School Community through Technology ☑ English Language Learner ☑ Instruction and Learning with Technology ☑ Infrastructure ☐ OER and Digital Content ☑ Online Learning ☑ Personalized

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Genevieve LaGattuta	Assistant Superintendent for Curriculum and Instruction	glagattuta@csh.k12.ny.us	☑ 1:1 Device Program ☑ Active Learning Spaces/Makerspaces ☑ Blended and/or Flipped Classrooms ☑ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☑ Digital Fluency Standards ☐ Engaging School Community through Technology ☑ English Language Learner ☑ Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☑ Online Learning ☑ Personalized Learning ☑ Policy, Planning, and Leadership ☑ Professional Development / Professional Learning ☑ Special Education Instruction and Learning with Technology ☑ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	Dr. Tina Smith	Executive Director of Special Education & Pupil Personnel Services	tsmith@csh.k12.ny.us	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☑ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

VII. Sharing Innovative Educational Technology Programs

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

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