

**2018-2021 Instructional Technology Plan - Annually - 2018**

I. District LEA Information

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**Section I - District LEA Information**

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

Joshua Culwell-Block

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

Director of Technology

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

DRAFT

**2018-2021 Instructional Technology Plan - Annually - 2018****II. Strategic Technology Planning****Section II - Strategic Technology Planning****1. What is the overall district mission?**

The mission of the Chappaqua Central School District is to create a community for learning, where students, parents and staff are joined in the pursuit of academic excellence and personal growth in a caring environment. We seek to develop each student's full potential through a challenging curriculum, a diversified faculty, and a commitment to intellectual freedom. We will teach basic skills, foster creative and critical thinking, and provide a foundation for life-long learning. We will nourish our students' emotional lives and guide their social development, instilling in them an appreciation of self-worth, of individual difference, and of global interdependence. We will help them learn how to manage freedom and to act ethically so that each may become a responsible, contributing member of society.

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

VISION: Active student learning

We want students engaged in experiences that involve meaningful inquiry, action, imagination, invention, interaction, hypothesizing, and personal reflection.

VISION: Strong student collaboration

We want students to work cooperatively toward a common goal, exchange ideas, and rely on one another to create a product or arrive at a solution that could not be achieved by an individual.

TECHNOLOGY VISION:

Chappaqua Central School District is committed to creating an innovative, agile atmosphere of learning that leverages advanced instructional technologies to support active learning environments. CCSD looks to improve its infrastructure, systems and support to advance district instructional visions and goals.

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

	List Goals
Goal 1	Create a mobile 1:1 computing environment for all students and staff in the Chappaqua Central School District. This will facilitate seamless integration of technology across the district, and foster collaboration and inquiry-based learning.
Goal 2	Create innovative learning spaces that integrate technology, collaborative global learning, and STEAM education.
Goal 3	Develop policies, procedures, infrastructure, and curriculum to maximize the security and privacy of our school district data.

**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.**

Throughout the 17-18 school year, we have had a multi-faceted approach to developing a technology plan. We created a 'K-12 Technology Committee' that met monthly; this group is comprised of administrators, teachers, and students. We also have a community based 'Innovation Committee' that consisted of administrators, students, faculty, parents, and students. The outcomes of both of these groups was a common set of digital learning goals, a plan for 1:1 computing, and a professional development/ - student learning plan for innovative space and technology.

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

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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.**

Faculty and Staff will engage in a variety of professional development activities to support the teaching and learning goals of the Chappaqua Central School District:

1. Summer Technology Forums: 3 day workshops on mobile computing, digital citizenship, personalized learning, collaboration, and subject area technology implementation
2. School Year Professional Development for every faculty member:
  - In-service courses
  - Professional development days around space & technology,
  - Inquiry questions that drive the APPR process around collaboration, space, and technology
  - Learning teams
  - Faculty meetings
3. Fellowships - Multi-Year intensive fellowships:
  - ALLF - Active Learning Leadership Fellowship
  - ATF - Advanced Technology Fellowship
  - CAIT - Chappaqua Accessible Instruction Fellows
  - TARP - Teacher Action Research Project
  - GPS - Graduate Positioning System Fellows
  - Greeley, Inc - Social Emotional Learning Fellowship
4. In-Classroom coaching by a team of 5 full-time professional developers.

**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.**

To assess the success of this project, we plan on the following:

1. We will use measurable indicators from ISTE & Chappaqua Digital Learning Goals:
  - ISTE Standards for Students
  - ISTE Standards for Educators
  - Chappaqua Central School District Digital Learning Goals
2. We will use data collection methods and rubrics around: classroom observation, back-end data analysis of device usage, parent/student/faculty & teacher interviews/surveys.
  - For observations, we will create a tool that will help us evaluate our digital learning as it relates to district Vision and Goals. These can be done during 'Learning Walks' at our schools.
  - Back end data analysis: we can use data tools that assess usage of the devices, and implementation ease.
3. Analyze the data from all sources to tell the story of digital learning in Chappaqua.

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## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 1

## Section III - Action Plan

**Overview:** This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

## 1. Goal #1

Create a mobile 1:1 computing environment for all students and staff in the Chappaqua Central School District. This will facilitate seamless integration of technology across the district, and foster collaboration and inquiry-based learning.

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

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

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

	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	Budgeting	Budget for long term sustainment of a 1:1 learning environment	Business Official	N/A	June (06)	2018	0
Action Step 2	Purchasing	Purchase devices, and equipment to upgrade our wireless infrastructure.	Director of Technology	N/A	September (09)	2021	1,400,000
Action Step 3	Policy/Protocol	Develop policies and protocols for the use, and ability to take devices off school property.	Director of	N/A	September (09)	2018	0

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	cols		Technology				
Action Step 4	Community Partnerships	Collaborate with our school foundation, PTA, and Chappaqua families for support of this initiative.	Director of Technology	N/A	Dec. (12)	2021	0

5. This question is optional.

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Infrastructure	Continue to expand our wireless network and network bandwidth.	Director of Technology	N/A	Sept. (09)	2018	100,000
Action Step 6	Professional Development	Provide professional development for teachers around digital learning goals	Curriculum	N/A	Dec. (12)	2021	400,000

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	onal Development	and mobile device usage.	m and Instruction Leader				
Action Step 7	Evaluation	Develop and implement evaluation procedures for a 1:1 initiative.	Curriculum and Instruction Leader	(No Response)	Dec. (12)	2021	40,000
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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**2018-2021 Instructional Technology Plan - Annually - 2018****III. Action Plan - Goal 2****Section III - Action Plan**

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

**1. Goal #2**

Create innovative learning spaces that integrate technology, collaborative global learning, and STEAM education. Spaces will support the district vision of active learning.

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

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

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

- |   |   |
|---|---|
| <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	Research	<p>Visit schools that have innovative learning spaces such as Hillel Day School &amp; Bloomfield Hills High School, in Detroit, MI.</p> <p>Read articles and books about space from authors such as Prakash Nair and Heidi Hayes Jacobs.</p> <p>Attend workshops on space and technology at LHRIC and other conferences.</p>	Curriculum and Instruction Leader	N/A	March (03)	2019	30000
Action Step 2	Budgeting	Budget for technology, professional development, and construction for new spaces.	Director of	N/A	Jan. (01)	2019	0

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you 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
			Technology				
Action Step 3	Curriculum	Develop & implement innovative skills list and rubrics in technology skill rich STEAM, Maker, and interdisciplinary humanities areas of education	Assistant Superintendent	N/A	September (09)	2020	100000
Action Step 4	Professional Development	Develop professional development opportunities for teachers around, space, technology, STEAM, Maker, and active learning. Implement professional development experiences around space, technology, STEAM, Maker, and active learning. Utilize the expertise of consultants for professional development opportunities.	Instructional Technology Coach	N/A	June (06)	2021	500000

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

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Learning Spaces	<p>Construct learning spaces that facilitate student experiences in STEAM, Maker, and active learning.</p> <p>These spaces, at each building, will have a curricular impact on technology usage and 21st century learning.</p> <p>We will construct the following: Elementary School - Maker spaces and Global Learning Centers (Library)</p> <p>Middle School: STEAM Centers</p> <p>High School: Global Learning Center (Library), STEAM Center, Small Learning Communities.</p>	Assistant Superintendent	N/A	September (09)	2021	42,000,000
Action Step 6	Evaluation	Throughout the learning and implementation process, we will be studying the teaching and learning that occurs in our newly built spaces. We will make instructional changes, and professional development shifts as we progress in our use of the new spaces, and as technology advances.	Assistant Superintendent	N/A	June (06)	2021	2000
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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## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 3

## Section III - Action Plan

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

## 1. Goal #3

**Develop policies, procedures, infrastructure, and curriculum to maximize the security and privacy of our school district data.**

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

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

## 3. Target Student Population(s)

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

## 4. List the action steps that correspond to Goal #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	Professional Development	Increase faculty/staff awareness and education with regards to information security and privacy. <ul style="list-style-type: none"> <li>Beginning with the administrative council and school board, educate and build support for information security and privacy.</li> <li>Research best practices in professional development around information security and privacy, and educate the faculty and staff.</li> </ul>	Director of Technology	N/A	June (06)	2021	45000
Action Step 2	Infrastructure	Audit our systems for data privacy. Implement new systems or upgrade older	Director of Tec	N/A	June (06)	2020	500000

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		systems, if needed.	Technology				
Action Step 3	Infrastructure	Purchase and install Qualys for data privacy and security auditing.	Director of Technology	N/A	June (06)	2019	75000
Action Step 4	Staffing	Work with human resources to have security training as part of new staff orientation, and continued education	Assistant Superintendent	N/A	June (06)	2021	20000

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	Curriculum	Implement Common Sense Media curriculum, educate students on	(No Res	(No Respons	(No Res	(No Res	(No Respons

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	m	information security and privacy in our elementary schools and middle schools	ponse)	e)	ponse)	ponse)	e)
Action Step 6	Policy/Protocols	Develop a periodic data privacy audit routine to guarantee compliance	(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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## 2018-2021 Instructional Technology Plan - Annually - 2018

## IV. NYSED Initiatives Alignment

## 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.**

The Chappaqua Central School District believes strongly in rigorous academic standards. We utilize technology and digital tools in all aspects of our student instruction. We have created digital learning goals to guide any instructional decisions with relation to technology. Each goal has indicators we use to evaluate technology and instructional decision. Chappaqua Digital Learning Goals

**Digital Learning Goal #1 - Support Chappaqua students to be thoughtful learners and critical thinkers by providing a technology-infused, active learning environment**

**Digital Learning Goal #2 - Prepare Chappaqua students to become collaborative citizens**

**Digital Learning Goal #3: Create an environment that increases the value and efficiency of learning time**

We use the goals to make decisions about academic programs, and digital learning support. It is embedded in the fabric of our school district.

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 Director of Special Education and the Director of Technology meet periodically during the year, as well as attend external workshops together to co-construct the assistive technology plan for our inclusive district. Additionally, special education teachers meet with both directors to discuss student requirements as well as contribute to the overall assistive technology plan. Classroom and special education teachers work with technology support staff to ensure that instructional requirements are outlined and specified and differentiated instructional strategies are included across all curricular components. A district Assistive Technology committee co-facilitated by the Director of Special Education and the Director of Technology meets periodically throughout the year to assess the needs of our students with disabilities. Additionally, a parent committee for students with disabilities also meets periodically during the school year in conjunction with district staff to address and support student requirements and to enhance the home school connection. The laptop purchases from the smart schools bond will provide access to the appropriate educational materials and resources for general education students, students with disabilities and English language learners.

Students with disabilities are supported through the use of various software resources aligned with their developmental levels. Programs with multimedia components including audio and video are used to develop skills as well as reinforce previously learned skills. Adaptive software provides opportunities for skill progression and differentiation. Basic word processing assists with the writing process.

The district uses a learning management system at all levels that provide all students full access to any instruction that occurs in, or outside the classroom. Educators post videos of lessons, as well as scaffolded assignments for students of all levels - so students have appropriate access to the curriculum and instruction.

Any device selected for our learning environments have accessibility features and support all students, whether special education, ELL, or regular education students.

3. **How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- ☒ Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system).
- ☒ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ☒ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☒ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☒ Assistive technology is utilized.
- ☒ Technology is used to increase options for students to demonstrate knowledge and skill.
- ☒ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (please identify in Question 3a, below)

**2018-2021 Instructional Technology Plan - Annually - 2018****IV. NYSED Initiatives Alignment**

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

- |   |   |
|---|---|
| <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.
- ☒ Home language dictionaries and translation programs are provided through technology.
- ☐ Hardware that supports ELL/MLL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- ☐ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- ☒ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (please identify, in Question 5a, below)

- 6. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.**

Yes

- 6a. If Yes, check one.**

In the 5 most spoken languages in the district

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

(No Response)

**2018-2021 Instructional Technology Plan - Annually - 2018****IV. NYSED Initiatives Alignment**

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

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

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

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

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## 2018-2021 Instructional Technology Plan - Annually - 2018

## V. Administrative Management Plan

## Section V - Administrative Management Plan

## 1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	2.00
Technical Support	8.00
<b>Totals:</b>	<b>11.00</b>

## 2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	2,000,000	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 checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Instructional and Administrative Software	N/A	250,000	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	N/A

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## V. Administrative Management Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					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	400,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Professional Development	N/A	200,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input checked="" type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
<b>Totals:</b>			<b>2,850,000</b>			

## CHAPPAQUA CSD

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V. Administrative Management Plan

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

Not Applicable (There are no non-public schools in the district)

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

The district has a public website.

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

<http://www.ccsd.ws>

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

Yes

- 5a.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

Network Director

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

Yes

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

Director of Technology & Innovation

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

No

8. Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?

Yes

9. Does the school district provide for educating minors about cyberbullying awareness and response?

Yes

10. Does the district have an Internet Safety Policy?

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

- 10b. Please provide the URL to the district's Internet Safety Policy.

<https://www.ccsd.ws/board-of-ed/policies-and-regulations/policies-and-regulations-5000-students/policy-5016-acceptable-use-policy-for-student-computer-and-internet-use-grades-k-4-and-5-12>

11. Does the district have a Cyberbullying Policy?

No. The district does not have such a policy.

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

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

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

2018

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

[https://www.ccsd.ws/uploaded/CCSD/Departments/Technology/Parents\\_Bill\\_Of\\_Rights\\_for\\_Data\\_Privacy\\_and\\_Security.pdf](https://www.ccsd.ws/uploaded/CCSD/Departments/Technology/Parents_Bill_Of_Rights_for_Data_Privacy_and_Security.pdf)

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

No. The district does not have such a policy.

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

<https://www.ccsd.ws/district/departments/technology>

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

## 2018-2021 Instructional Technology Plan - Annually - 2018

## VI - Sharing Innovative Educational Technology Programs

## Sharing Innovative Educational Technology Programs

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

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

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

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VI - Sharing Innovative Educational Technology Programs

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and 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/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning

## 2018-2021 Instructional Technology Plan - Annually - 2018

## VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<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/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and 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/Makers paces <input type="checkbox"/> Culturally Responsive

## 2018-2021 Instructional Technology Plan - Annually - 2018

## VI - Sharing Innovative Educational Technology Programs

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

**2018-2021 Instructional Technology Plan - Annually - 2018**VI - Sharing Innovative Educational Technology Programs

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				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](mailto:edtech@nysed.gov).