

A. LEA Information

1. **What is the total student enrollment based on the most recent BEDS Day submission?**

2,387

2. **What is the student enrollment by grade band based on the latest BEDS Day submission?**

	Enrollment
Grades K-2	418
Grades 3-5	548
Grades 6-8	606
Grades 9-12	815

3. **What is the name of the district administrator entering the technology plan survey data?**

Ken Jockers

4. **What is the title of the district administrator entering the technology plan survey data?**

Director of Technology

4a. **If the response to question four was "Other", please provide the title.**

(No Response)

B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

For the Students:

- Develop 21st century skills for academic success and meet technology literacy standards.

For the Staff:

- Create improved learning environments for increased student success by providing teachers with technology equipment and training to promote infusion into the curriculum.

2. Please provide the executive summary of the instructional technology plan, including vision and goals.

Mt. Sinai Union Free School District is a suburban school district serving a student population of approximately 2500 students, K-12. It has a relatively homogeneous student population from a stable middle-class community. The District has worked hard to involve a broad range of stakeholders in developing this new Technology Plan. Central to our planning is consideration of the needs of students in a changing world. What is presented here is a "Work in Progress." We have taken the state's standards as the overarching principles in which to design our District framework. The use of computers and computer networks has become increasingly common in schools, as an aid in instruction and to provide educational enrichment. Computer networks provide schools with unique opportunities for statewide, national and international collaboration on class projects, curriculum materials, and idea sharing. Students (and staff) will have access to various software applications, hundreds of databases, libraries and computer services from all over the world through Internet and other electronic information systems. The Internet allows students the opportunity to reach out to many other people to share information, learn concepts, and research subjects by the sending and receiving of messages using a computer with network and Internet access.

The Mt. Sinai School District is committed to the optimization of student learning and teaching. It considers a computer network to be a valuable tool for education and encourages the use of computers and computer-related technology in district classrooms. Through software applications, online databases, electronic mail, and the vast resources of the Internet the network will significantly enhance educational experiences and provide statewide, national and global communications opportunities for staff and students.

The District has designated a computer coordinator to oversee the use of district computer resources. It has district-wide computer technicians to assist in maintaining the network and keeping the hardware in good running condition. It has hired staff to assist in the development of curriculum projects, prepare in-service programs for the training and development of district staff in computer skills, and for the incorporation of computer use in all subject areas.

Additionally, the District has automated the high school, middle school and elementary school library media centers. This includes software for library automation and obtaining machine-readable cataloging records to replace the card catalog. This software also enables students to use electronic search techniques to query resources in other libraries and on the Internet.

3. Please summarize the planning process used to develop the instructional technology plan. Please include the stakeholder groups participating and outcomes of the instructional technology plan development meetings.

The Technology Committee consists of District employees and other stakeholders who meet throughout the year to monitor and implement the technology plan. The goal of the Technology Committee is to develop new strategies and projects to meet the needs of our staff and students. The Technology Committee consists of: parents, teachers, staff developers, and district/building administrators. Board of Education, student, and community input is also sought to look at technology and the education process from disparate vantage points. Community meetings and events specific to technology communicate its importance to educational goals and the need for its adequate funding.

The Committee is responsible for all ongoing efforts to develop, review, and update the District's Technology Plan. For example, the Committee met in February of 2015 to review current survey results of teacher's needs and wishes for technology training and equipment. The results of this survey allowed us to make an informed decision and develop new strategies on how to move forward towards our technology goals. As another example of the planning process, the Committee met in June of 2015 to review results of a survey given to the teachers regarding their opinions on the desirability of implementation of a 1:1 device to student program. The Committee recognizes that the Instructional Technology Plan is a "Work in Progress". Agendas, minutes, and attendance at meetings are all maintained by the District Technology Department.

4. **Please provide the source(s) of any gap between the current level of technology and the district's stated vision and goals.**

Access Points (Checked)
Cabling (Checked)
Connectivity (Checked)
Device Gap (Checked)
Network (Checked)

- 4a. **Please specify if "Other" was selected in question four.**

(No Response)

5. **Based upon your answer to question four, what are the top three challenges that are causing the gap? If you chose "No Gap Present" in question four, please enter N/A.**

The District budget is not sufficient to meet our stated vision and goals. We are looking to the Smart Schools funding and E-rate 2.0 to fill the gap.

C. Technology and Infrastructure Inventory

1. **What is the available network broadband bandwidth? Please express speed in Mb (Megabits) or Gb (Gigabits). ***

	Minimum Capacity (Expressed in Mb or Gb)	Maximum Capacity (Expressed in Mb or Gb)
Network Bandwidth: Incoming connection TO district schools (WAN)	50Mb	50Mb
Internal Network Bandwidth: Connections BETWEEN school buildings (LAN)	2Gb	4Gb
Bandwidth: Connections WITHIN school buildings (LAN)	100mB	1Gb

2. **What is the total contracted Internet access bandwidth for your district? Please express speed in Mb (Megabits) or Gb (Gigabits).**

50Mb

3. **What is the name of the agency or vendor that your district purchases its primary Internet access bandwidth service from?**

Cablevision Lightpath

4. **Which wireless protocols are available in the district? Of these, which are currently in use? Check all that apply.**

	Available/In Use
802.11a	Available (Checked) In Use (Checked)
802.11b	Available (Checked) In Use (Checked)
802.11g	(No Response)
802.11n	Available (Checked) In Use (Checked)
802.11ac	(No Response)
802.11ad	(No Response)
802.11af	(No Response)

5. **Do you have wireless access points in use in the district?**

Yes

5a. **What percentage of your district's instructional space has wireless coverage?**

50

6. **Does the district use a wireless controller?**

Yes

7. **What is the port speed of the switches that are less than five years old in use in the district?**

1Gb

8. **How many computing devices less than five years old are in use in the district?**

	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop computers/Virtual Machine (VM)	201	201
Laptops/Virtual Machine (VM)	360	360
Chromebooks	0	0
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	16	16
Tablets less than nine (9) inches without access to an external keyboard	14	14
Tablets nine (9) inches or greater without access to an external keyboard	35	35
Totals:	626.00	626.00

9. Of the total number of students with disabilities in your district, what percentage of these students are provided with assistive technology as documented on their Individualized Education Programs (IEPs)?

4

10. From your technology needs assessment, please describe any additional assistance or resources that, if provided, would enhance the district's ability to provide improved access to technologies, including assistive technologies, for students with disabilities.

Students who receive assistive technology devices/programs may also receive assistive technology consultation services on their Individualized Education Plan. This forum provides support to personnel who have direct contact with the student with a disability regarding specific assistive technology devices.

It's important for our staff to stay informed of the latest adaptive equipment, software, and subscription based websites that have proven to be effective with students with special needs. Additional funding for PD workshops/conferences/webinars would help to expand the staff's knowledge of how to infuse technology into the curriculum. Funding to purchase software that caters to a child's specific need would also be helpful. For example, we have several students whose reading would benefit greatly if they had access to the Fast ForWord and Reading Assistant software. Purchases such as these greatly enhance the learning process for these struggling readers. In addition to computer programs, iPads would be another way to differentiate instruction for students with special needs. Many apps exist that have proven to be effective with students with autism, speech and language delays, physical disabilities, etc. Funding to provide the teachers with an iPad would allow them to accommodate the student's individual needs. Financial assistance with purchasing and maintaining the iPads and apps would be necessary in order for us to provide this type of support to our students. Overall, we could greatly improve the technical resources that we provide to our students with special needs if we had the financial means to purchase and maintain such items.

11. How many peripheral devices less than five years old are in use in the district?

	Number of devices in use that are less than five years old
Document Cameras	3
Flat Panel Displays	38
Interactive Projectors	0
Interactive Whiteboards	77
Multi-function Printers	3
Projectors	70
Scanners	15
Other Peripherals	111
Totals:	317.00

12. If a number was provided for "Other Peripherals" please specify the peripheral device(s) and quantities for each.

4 iPad stands
 3 Web cams
 3 Video Conference Units
 6 Smart Technologies Smart Slates
 2 Smart Technologies Smart Response Systems
 40 Presentation Remotes
 38 External DVD Reader/Writers
 15 Headsets

13. Does your district have an asset inventory tagging system for district-owned equipment?

Yes

14. Does the district allow students to Bring Your Own Device (BYOD)?

Yes

14a. On an average school day, approximately how many student devices access the district's network?

400

15. 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

D. Software and IT Support

1. What are the operating systems in use in the district?

	Is this system in use?
Mac OS Version 9 or earlier	No
Mac OS 10 or later	Yes
Windows XP	No
Windows 7.0	Yes
Windows 8.0 or greater	Yes
Apple iOS 7 or greater	Yes
Chrome OS	No
Android	No
Other	No

2. Please provide the name of the operating system if the response to question one included "Other."

(No Response)

3. What are the web browsers, both available and supported, for use in the district?

	Web Browsers available and supported for use
Internet Explorer 7	No
Internet Explorer 8	No
Internet Explorer 9 or greater	Yes
Mozilla Firefox	Yes
Google Chrome	Yes
Safari (Apple)	Yes
Other	No

4. Please provide the name of the web browser if the response to question three included "Other."

(No Response)

5. Please provide the name of the learning management system (LMS) most commonly used in the district.

Many of our teachers deliver digital learning content through their classroom websites. The website building tools that we most commonly use are Quia, Weebly, Edmodo, and Google Sites/Classroom.

Quia not only allows teachers to create a classroom website, but it also allows them to develop assessments, student surveys, and create numerous learning games for student review. Teachers use Quia to keep track of their student's learning by viewing the results of the quizzes and surveys submitted by their students.

Many teacher websites also include links to:

- Castle Learning so that students can practice what they learned in class or move on to a topic of their choice
- Presentations or handouts made with Microsoft Word or PowerPoint for student learning and review
- Online digital textbooks that offer dynamic and interactive content

6. Please provide the names of the five most commonly used software programs that support classroom instruction in the district.

1. Office Suite
2. Smart Notebook
3. Google Classroom
4. Quia
5. IXL

7. Please provide the names of the five most frequently used research databases if applicable.

1. Virtual Reference Collection (ESBOCES School Library System)
2. RUSA-Reference and User Services Association (American Library Association)
3. Noodletools
4. Khan Academy
5. Live-brary.com (Suffolk County Library System)

8. Does the district have a Parent Portal?

Yes

8a. Check all that apply to your Parent Portal if the response to question eight is "Yes."

- Attendance (Checked)
- Homework (Checked)
- Student Schedules (Checked)
- Grade Reporting (Checked)
- Transcripts (Checked)
- Other (Checked)

8b. If 'other' was selected in question eight (a), please specify the other feature(s).

Teacher Comments.

9. What additional technology-based strategies and tools, besides the Parent Portal, are used to increase parent involvement?

- Emergency Broadcast System (Checked)
- Website (Checked)
- Other (Checked)

9a. Please specify if the response to question nine was "Other".

Digital signage message sign outside at the two entrances to the district. Digital signage in the Middle and High School buildings. This signage is remotely controllable and updated regularly to inform parents of calendar events, District and building information, etc.

10. Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technical support.

Title	Number of Current FTEs
Technical Support Staff	2.00
Director of Technology	1.00
	3.00

E. Curriculum and Instruction

1. What are the district's plans to use digital connectivity and technology to improve teaching and learning?

A number of instructional computing models are used throughout the district.

Grades K-4 classrooms have a printer and 8 computers that are available for student use. This setup is ideal for the elementary grades that typically use their classroom for all subjects. The students are instructed through teacher demonstrations and then rotated/grouped on the computers to complete assignments. Due to sharing of the computers, the classroom model is conducive to student's cooperative learning in small group projects. New this year is the addition an iPad class cart. Teachers have, and will continue to be trained, on using these iPads with their students. The success of this implementation will determine future iPad cart purchases.

Grades 5-12 classrooms have access to student computers via a portable computer cart.

All K-12 classrooms have a SmartBoard that allows teachers to incorporate visual, tactile and auditory learning into each lesson through the use of video clips, interactive websites and software. Often BrainPop or the Digital Media Library are used to introduce or supplement a lesson. Teachers also develop interactive lessons using Smart Notebook. Often students will be called up to interact with the SmartBoard during a teacher's lesson. This multi-sensory form of learning captures the attention and engages learners at any time of day.

In addition to the above, all K-12 teachers have access to:

- computer labs and carts for hands-on activities
- document cameras to project workbooks, assignments, science experiments, math manipulatives, etc.
- teacher iPads with SmarBoard 'mirroring' for whole-group instruction
- videoconferencing equipment to connect globally

2. Does the district's instructional technology plan address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?

Yes

2a. If "Yes", please specify.

Students with special needs must be provided services in the least restrictive environment (LRE) format. In order to level the playing field for students with disabilities functioning within the general education setting, assistive technology may be one of the solutions allowing students to work with their cohorts without the need for more restrictive measures. For example, if a student has access to a computer for written work assignments, then a scribe may not be necessary within that same scenario. It is important to factor in the world of technology and infuse it within the learning environment not only for general education students, but more importantly for students with a disability. Many students with a disability show an improvement of self-esteem when given the opportunity to promote independence through technology as opposed to having them depend upon an adult for assistance. The use of an iPad for all special education staff members would allow those educators/providers to incorporate such technology in their instruction. Students who are able to use touch screens and apps on their functional level are more prone to progress, than to use other basic levels such as a keyboard. The use of an iPad along with the SmartBoards already utilized within the district classrooms would further enhance the proper use of technology. Curriculum is more challenging now than ever before, so the ability to optimize the teaching process will in turn optimize the learning process.

3. Does the district's instructional technology plan address the provision of assistive technology specifically for students with disabilities to ensure access to and participation in the general curriculum?

Yes

3a. If "Yes", please provide detail.

Students with disabilities must spend the maximum amount of time possible within the general education setting. The purpose of "Time Out Of Regular Class (TORC)" and "Time In Regular Class (TIRC)" are extremely important when approving special education services. With that said, the use of assistive technology with the wide variety of services available actually enhances the student's ability to spend more time within the general education setting in a more productive manner. Some of these assistive technology devices/services often carry over into post-secondary education and/or into the work force once the student graduates from compulsory education.

The district of residence ultimately has the responsibility of providing the necessary Individualized Education Plan (IEP) elements and maintenance of such services within the federal and state mandated guidelines. The ongoing need to review when assistive technology is necessary, justified, and appropriate is a task for the Committee on Special Education (CSE) or Committee on Preschool Education (CPSE). It has been apparent with past and current cases, that the use of such technology is vital for specific cases. For example, the use of an iPad and application programs, as well as augmentative communication devices/systems has been successful with autistic students and significantly speech and language impaired students. Use of word processors, adaptive keyboards, and word prediction software have been extremely helpful for students with learning disabilities. With funding and support for such assistive technology resources, the progress and success for students with disabilities would certainly be optimized.

F. Professional Development

1. **Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience, and method of delivery within your summary.**

Professional development opportunities for the staff are identified by the Technology Committee through observations / informal assessments and staff input (via surveys). One of the goals of this committee is to develop new strategies and projects to meet the needs of our staff and students.

Professional development is provided in the form of:

- Superintendent Conference Day Workshops
- A full-time staff developer provides daily support, training, scheduled workshops, etc.
- Hardware and software training for the technical staff
- Approval of graduate level or in-service technology courses (for credit)
- Summer workshops (for credit/stipend)
- Out of district conferences
- Outside consultants (BOCES, Right Reason, AIMSweb, etc.)
- Release time for out-of-district observation

Examples of professional development that occurred recently or will occur in the future are Google Classroom, Office 365, 21st Century Web Tools, and iPads in the Classroom.

Below is a table demonstrating the

Strategies	2015 - 2016	2016 – 2017	2017 – 2018
Full time technology staff developer to provide daily support and training	Ongoing	Ongoing	Ongoing
Superintendent's Conference Day technology workshops	4 per year	4 per year	4 per year
District sponsored summer technology workshops for compensation	July-August	July-August	July-August
Approval of appropriate graduate and/or in-service technology courses	Ongoing	Ongoing	Ongoing
Use of My Learning Plan to manage attendance and progress in professional development goals	Ongoing	Ongoing	Ongoing
Outside consultants as needed	Ongoing as needed	Ongoing as needed	Ongoing as needed
Approval of appropriate out-of-district technology conferences	Ongoing	Ongoing	Ongoing
Technology Committee (consisting of administrators, teachers, staff development and parents) meeting to determine where there is a need for training	Throughout school year	Throughout school year	Throughout school year
Teacher surveys distributed electronically to determine needs of staff for upcoming year	Throughout school year	Throughout school year	Throughout school year
Hardware and software training for technical staff	As necessary	As necessary	As necessary
Parent training available through adult education	Fall and Spring	Fall and Spring	Fall and Spring
Parent training for school applications-tutorials (Power School portal, School Messenger, NutriKids, etc.) available upon	Ongoing	Ongoing	Ongoing

request			
Teacher training for various web based programs used by the district available on school website	Ongoing	Ongoing	Ongoing
Specific Power School staff member assigned to assist teachers with Power Teacher	Ongoing	Ongoing	Ongoing
Mentors appointed to first year teachers responsible for helping incorporate/infuse technology into the curriculum	Ongoing	Ongoing	Ongoing

2. Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technology integration training and support for teachers.

Title	Number of Current FTEs
TechnologyStaff Developer	1.00
	1.00

G. Technology Investment Plan

1. Please list the top five planned technology investments in priority order over the next three years.

	Anticipated Item or Service	Estimated Cost	Is Cost One-time or Annual	Potential Funding Source (May list more than one source per item.)
1	Other	391,250	One Time	Smart Schools Fund;E-Rate 2.0;Technology Budget
2	Laptops	336,000	One Time	Smart Schools Fund;Technology Budget
3	Desktops	211,500	One Time	Smart Schools Fund;Technology Budget
4	Wi-Fi	204,800	One Time	Smart Schools Fund;E-Rate 2.0;Technology Budget
5	Servers	96,450	One Time	Smart Schools Fund;Technology Budget
Totals:		1,240,000.00		

2. If "Other" was selected in question one, please specify.

In item #1 above, we plan to replace our three end-of-life (EOL) Core switches and obsolete 62.5 micron multi-mode inter-building fiber backbone. We will be increasing the bandwidth between our three buildings from 2/4Gb to 10Gb as well as be increasing our Internet connection from 50Mb to 250Mb to acheive the 100Mb per 1,000 student SED guideline. We are including here implementation of ISP diversity through inclusion of a 2nd carrier and load balance during normal operation/non-failed state. We are also including here new redundant firewalls to handle the increased data throughput and a modern data back-up solution.

H. Status of Technology Initiatives and Community Connectivity

1. Please check any developments, since your last instructional technology plan, that affect the current status of the technology initiatives.

- Changes in District Enrollment (Checked)
- Changes in Staffing (Checked)
- Changes in Funding (Checked)
- Technology Plan Implementation (Checked)
- Computer-based Testing (Checked)
- Developments in Technology (Checked)
- Changes in Legislation (Checked)

1a. Please specify if response to question one was other.

(No Response)

2. In this section, please describe how the district plans to increase student and teacher access to technology, in school, at home, and in the community.

Office 365 access for students and staff to access software at school as well as at home.
Google accounts for access to software at school as well at home.
Office 365's OneDrive and Google Drive offers the ability to access student work files to be worked on at school or at home.

3. Please check all locations where Wi-Fi service is available to students within the school district geographical boundaries.

- School (Checked)
- Home (Checked)
- Community (Checked)

3a. Please identify categories of available Wi-Fi locations within the community.

Optimum hotspots, Comewogue & Port Jefferson Free public libraries, Starbucks PJ, Heritage Foundation.

I. Instructional Technology Plan Implementation

- 1. Please provide the timeline and major milestones for the implementation of the instructional technology plan as well as the action plan to integrate technology into curriculum and instruction to improve student learning.**

The majority of the funding for the Technology Plan will be through the Smart Schools Fund. The schedule for implementation of the Plan is dependent on meeting the requirements of the Smart Schools requirements. The Smart Schools Fund Committee had its introductory meeting in August 2015. The first full Committee meeting was in September 2015. We anticipate meeting the public commenting period within Fall 2015 timeframe with the target of making our first acquisitions in early Winter 2015.

The plan for the 2015-2016 school year is two-fold; to get the infrastructure items completed and to get the 1:1 device in the teacher's hands as soon as possible. The infrastructure project scheduling will be prioritized to start at the basis of the new District network that being the fiber replacement, new backbone speed, and core switch implementation. The ISP diversity will be implemented along with this. After that is completed the new wireless network will be implemented and its first production use will be the conversion of existing wireless carts over to the new wireless as well as support of the new teacher 1:1 devices. The server, data backup, and battery backup replacement will follow. Giving the teachers the 1:1 devices well before the students allows the teachers to become comfortable with the computing platform and its capabilities through self exploration as well as staff development opportunities that will occur in the 1st part of 2016 and throughout the summer of 2016. During this timeframe, the Technology Committee will monitor the 1:1 infrastructure "readiness" with emphasis on the quality of the implementation of the new wireless which will be key to successfully handling the large increase in future overall device count. At the end of the 2015-2016 school year the Committee will need to decide whether to move forward with the student 1:1 program starting in September 2016. The initial student 1:1 program will target 9th through 12th grade with the addition of 7th and 8th grade the following school year.

The 2016-2017 school year project plans will consist of two areas: (1) first year of the 1:1 student to device program for 9th through 12th (if "readiness" is achieved) and (2) implementation of replacement programs for computer and other classroom equipment. Replacement of hardware to support the current educational programs will take precedence over new initiatives such as additional tablet carts or a Music/Art lab. The scheduling of replacement equipment and new initiatives will be fine-tuned to allow the implementation by existing technical staff. The priority of the replacement will be according to its impact on the educational program. For example; if the computers' speed is becoming an issue in the classroom, replacement of the computer will take precedence over other replacements.

Whether 1:1 starts in 2016-2017 school year or not, we are planning the need to purchase the 1:1 devices for the students sometime during this year to meet the new on-line testing requirements which we anticipate will start in Spring 2017.

J. Monitoring and Evaluation

1. Please describe the proposed strategies that the district will use to evaluate, at least twice a year, the effectiveness of the implementation of the district's instructional technology plan to improve teaching and learning.

- Our evaluation process includes
- Staff Surveys
 - Informal Assessments
 - Informal Observations/Conversations
 - Formal Teacher Observations
 - Annual Performance Reviews
 - Grade 8 Technology Assessment (state required)
 - Sign out of hardware for classroom use
 - Sign up of computer labs
 - Usage logs of web-based educational programs
 - Attendance at summer workshops
 - Conference attendance reports (My Learning Plan)
 - Conference evaluation summaries (My Learning Plan)
 - Usage of computer-based library catalog

Based on the year-round formal and informal evaluations and assessments listed above, we can gauge the needs of the staff and make the necessary adjustments mid-course. For example, when we needed to do a hardware refresh of the netbooks in K-4 classrooms, we conducted a survey of teacher use of the netbooks. This survey allowed us to arrive at data that directed us to continue to replace the netbooks, but in a phased in approach, as opposed to all at once.

The district has a Technology Committee that meets throughout the year to assist in the evaluation of technology and how it is meeting the goals for our staff and students. For example, the Committee recently met to review current survey results of teacher's needs and wishes for technology training and equipment. The results of this survey allowed us to make an informed decision and develop new strategies on how to move forward towards our technology goals. Agendas, minutes, and attendance at meetings are all maintained by the District Technology Department.

Members of the Technology Committee are involved in the planning of the Superintendent Conference Days' training opportunities. The schedule of these Conference days necessitates evaluation of the staff development needs of the teachers weeks to months prior to the Conference Day. In addition, summer training is planned in the late Spring which also necessitates visibility into teacher's training needs before and during the scheduling and training selection.

2. Please fill in all information for the policies listed below.

	Date of Public Forum (If applicable)	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	(No Response)	http://www.mtsinai.k12.ny.us/our_district/academics/academics.html	2015
Internet Safety/Cyberbullying	09/18/2014	http://www.mtsinai.k12.ny.us/middleschool/parents/dasa.html	2014
Parents' Bill of Rights for Data Privacy and Security	(No Response)	http://www.mtsinai.k12.ny.us/our_district/news/news.html	2011

3. Does the district have written procedures in place regarding cybersecurity?

Yes

K. Survey Feedback

Thank you for submitting your district's instructional technology plan (ITP) survey via the online collection tool. We appreciate the time and effort you have spent completing the ITP survey. Please answer the following questions to assist us in making ongoing improvements to the online survey tool.

1. Was the survey clear and easy to use

Yes

1a. If response was "No", please explain.

(No Response)

2. Was the guidance document helpful?

Yes

2a. If "No", please explain.

(No Response)

3. What question(s) would you like to add to the survey? Why?

(No Response)

4. What question(s) would you omit from the survey? Why?

(No Response)

5. Other comments.

(No Response)

Appendices

1. **Upload additional documentation to support your submission**

(No Response)