

Instructional Technology Plan - Annually - 2016

LEA Information

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A. LEA Information

1. 2014-2015 Student Enrollment

	Total Enrollment	Pre-K Enrollment	K-2 Enrollment	3-5 Enrollment	6-8 Enrollment	9-12 Enrollment	Ungraded Enrollment
Student Enrollment	4,674	0	884	990	1,145	1,620	35

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

Dr. Salvatore DeAngelo, Jr.

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

Other

3a. If the response to question 3 was "Other", please provide the title.

Chief Technology Officer

Instructional Technology Plan - Annually - 2016Instructional Technology Vision and Goals

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B. Instructional Technology Vision and Goals**1. Please provide the district mission statement.**

Children and learning are the heart of Bethlehem Central. We cherish our students and challenge them so they develop the foundation to become thoughtful, responsible individuals. Through leadership and integrity, we pledge to provide this education, encouraging all students to reach their potential.

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

The mission at Bethlehem Central School District is to instill the skills, knowledge and expertise that all students need to master to succeed in college, work and life in this Century.

Our vision is to enhance, evolve and change the way we teach and learn to prepare our school community for a world that is ever evolving. Our vision is to have Bethlehem Central School District graduates have the knowledge and skills to be independent and proficient seekers, managers and creators of information and have the ability to leverage technology in ways that empower them to be successful in their futures.

To reach the goals of our technology program it will be imperative to leverage new infrastructure to provide ubiquitous access for Teachers and Students, a quality Professional Development program and responsive Technical Support. To address teacher access in school, the District continues to replace classroom desktops with mobile assets giving teachers the flexibility to meet the instructional needs of their students providing them with an opportunity to support their own professional development.

To address the need for increased student access in school and at home, the District continues to explore a variety of methodologies. We currently have a 1:1 laptop initiative at the high school that supports a specific program of study. In September of 2016, we will expand our 1:1 ChromeBook classroom model to include all classrooms in grades 4 and 5. By 2017-18, plans include expanding access at the Elementary level to all sections of grade 3. In the middle school, an additional 10 Chromebooks carts will be added in September 2016 through an established RFP process. The eventual goal would be 1:1 in all middle school classrooms by 2020.

At the High School level, a combination of Chromebooks, Surface Tablets, laptops and virtual desktops are used to deliver the most appropriate technology to teachers and students. This VDI/EUC environment provides students in programs like Project Lead the Way anytime/anywhere access to the curriculum and software applications. Further expansion of this environment will allow more students in programs like Business and Art to experience the same anytime/anywhere access.

In the 2015-16 school year, we opened up our GAFE (Google Apps for Education) implementation to all K-12 students. GAFE is now fully integrated with our SIS (Follett Aspen) so students, no matter where they are located, can have access to their content/files.

Technology access at home continues to improve with the use of the new IMS/LMS functions within our SIS. This provides an opportunity for improved communication among stakeholders and unprecedented access to instructional materials for our students. Through the use of Clever (for SSO -Single Sign On), we have now made it easier than ever for students to access resources by only remembering their Active Directory username and password.

The Board of Education, District leadership, and the technology committees all work in concert to provide the students in Bethlehem with the latest technology that will empower them to reach their full potential.

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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 plan development is an ongoing process that consists of several stakeholder groups. The main District advisory group is called BEST (Bethlehem Educators Supporting Technology). This group is comprised of stakeholders from each building's instructional staff, building and district level administrators including Subject Area Supervisors (BC's version of Curriculum Directors), a Library Media Specialist and technology staff. There is a group called the BCTA Tech Liaison group. This particular group is responsible for bringing technology related concerns (technical and instructional) forward to CTO (Chief Technology Officer) on the behalf of the instructional staff. These groups generally meet every other month. The Technology Steering/Advisory Committee is an Ad Hoc committee which includes parents, students and community members. This committee serves in a more advisory/visionary planning role in the process and meets as needed, generally a couple times a year. There are also several other groups that act either as sub-committees to this group or inform this group's work. They include the PPC (Professional Practice Committee) and the PAC (Professional Advancement Committee). These two committees oversee the Professional Development activities of the District including those related to instructional technology.

The desired outcomes for meetings include the following areas on an annual basis:

Review the goals and objectives in the plan for the following three years to determine if they remain in alignment with the District's overall Mission and Vision. Identify the hardware and software needs of the district. This includes, but is not limited to, the types and quantity of devices needed to reach the plan's goals. This also includes all grade levels and consideration for Assistive Technology, Special Needs Students and ENL Learners. Identify the ongoing professional development needs of both instructional and administrative staff necessary to obtain the desired outcomes of the plan. Evaluate communication protocols for their effectiveness and suggest any improvements. Review Instructional and Technology Support procedures for effectiveness. Collaborate with Subject Area Supervisors in determining needed modifications to the curriculum to enhance the instructional program. Review and/or recommend modifications to Technology Standards and student expectations.

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
- Cabling
- Connectivity
- Device Gap
- Network
- Professional Development
- Staffing
- Other
- No Gap Present

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

Providing devices prior to having the internal capacity to leverage their usage inside and out of the classroom is not an effective use of funding. While we strive to provide every student with appropriate access to devices and resources, we strongly feel we must first prepare our staff by providing more substantial, high quality, ongoing professional development on the effective use of technology that enhances teaching and personal learning. This requires the budget to increase staff, instructional support and learning opportunities. In 2016-17 we have added our first K-5 Instructional Specialist and an instructional support structure at the 6-12 level that involves classroom teachers as technology ambassadors.

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Instructional Technology & Infrastructure Inventory

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C. Technology and Infrastructure Inventory

1. Please identify the capacity of the telecommunications line coming into the district network hub. The district's Regional Information Center can provide the district with this information if needed.

- Greater than 10 Gbps
- 10 Gbps
- 1 Gbps - < 10 Gbps
- 100 Mbps - < 1Gbps
- 50 Mbps - < 100 Mbps
- 10 Mbps - < 50 Mbps
- Less than 10 Mbps

2. What is the total contracted Internet bandwidth access for the district? Choose one.

- Greater than 10 Gbps
- 10 Gbps
- 1 Gbps - < 10 Gbps
- 100 Mbps - < 1 Gbps
- 50 Mbps - < 100 Mbps
- 10 Mbps - < 50 Mbps
- Less than 10 Mbps

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

Northeast Regional Information Center

4. Please identify the capacity of the telecommunications line coming into the district's school building(s) from the district hub or district data center. The district's Regional Information Center can provide this information if needed

	Speed in Gpbs or Mpbs
Minimum Capacity	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps <input checked="" type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps
Maximum Capacity	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps <input checked="" type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps

5. Please identify the minimum and maximum circuit speeds at which the classrooms in the district are connected to the school building wiring/network closet.

	Please provide the speed at which classrooms are connected to building wiring/network closet.
Minimum Circuit Speed Within a School Building	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps

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	Please provide the speed at which classrooms are connected to building wiring/network closet.
	<input type="checkbox"/> 1 Gbps - < 10Gbps <input checked="" type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps
Maximum Circuit Speed Within a School Building	<input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps <input checked="" type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps

6. What are the minimum and the maximum port speeds of the switches that are less than five years old in use in the district?

	Port speed of switches	Mbps or Gbps
Minimum Capacity of Switches	1	<input type="checkbox"/> Mbps <input checked="" type="checkbox"/> Gbps
Maximum Capacity of Switches	1	<input type="checkbox"/> Mbps <input checked="" type="checkbox"/> Gbps

7. What percentage of the district's wireless protocols are less than 802.11g?

0

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

- Yes
- No

8a. What percentage of your district's instructional space has wireless coverage?

100

9. Does the district use a wireless controller?

Yes

10. 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)	731	731
Laptops/Virtual Machine (VM)	1,146	1,146
Chromebooks	2,362	2,362
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	30	30
Tablets less than nine (9) inches without access to an external keyboard	0	0
Tablets nine (9) inches or greater without access to an		

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	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
external keyboard	910	910
Totals:	5,179	5,179

11. What percentage of students with disabilities in the school district, as of the submission date of this technology plan, have assistive technology documented on their Individual Education Plan (IEP)?

26

12. Please describe any additional assistance or resources that, if provided, would enhance the district's ability to improve access to technologies for students with disabilities.

The district currently has the following positions dedicated to supporting the assistive technology use for students with disabilities: Assistive Technology Specialist(1.0), Network Administrator (1.0), Speech and Language consultant (Deaf and HOH) (.4) and AAC specialist (.4). Adding an additional 1.0 FTE related specifically to AT and technology integration support directed toward Special Education Teachers and support staff would future accelerate our program and enhance the experience for our SWD.

13. How many peripheral devices are in use in the district?

	Number of devices in use
Document Cameras	115
Flat Panel Displays	6
Interactive Projectors	85
Interactive Whiteboards	116
Multi-function Printers	40
Projectors	300
Scanners	60
Other Peripherals	345
Totals:	1,067

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

Network Printers -345

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

Yes

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

Yes

- 16a. On an average school day, approximately how many student devices access the district's network?

1,460

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

Yes

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Instructional Technology & Infrastructure Inventory

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18. What barriers may prevent the district from testing 100% of its grade 3-8 students and NYSAA students on computers by the year 2020?

- Insufficient number of devices meeting testing requirements
- Lack of reliable Internet service
- Insufficient broadband access
- Inadequate staffing levels
- Insufficient testing spaces
- District does not foresee any barriers
- Other

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Software and IT Support

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D. Software and IT Support

1. What are the operating system(s) in use in the district?

	Is this system in use?
Mac OS Version 9 or earlier	Yes
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	Yes
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. A Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting, and delivery of online and blended learning courses.

We utilize a combination of the LMS/IMS integrated within our SIS (Follett Aspen) and Google Classroom

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

Microsoft Word/Google Docs
 Microsoft Powerpoint/Google Slides
 Microsoft Excel/Google Sheets
 IWB Software - both Promethean ActivInspire and SmartNotebook
 Typing Club

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Software and IT Support

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

(No Response)

8. Does the district have a Parent Portal?

Yes

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

- Attendance
- Homework
- Student Schedules
- Grade Reporting
- Transcripts
- Other

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

Discipline
 Distribution of student progress reports
 Distribution of NYS Grade 3-8 Individual Student Test Reports

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

- Learning Management System
- Emergency Broadcast System
- Website
- Facebook
- Twitter
- Other

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

Instagram

10. Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is providing technical support. Does not include instructional technology integration FTE time.

Title	Number of Current FTEs
Chief Tedhnology Officer	1.00
Chief Information Officer	1.00
Senior Network and Systems Technician	2.00
Network and Systems Technicain	2.00
Help Desk Technician	1.00
Computer Technician	1.00
Technical Database Support Specialist	1.00
Network Information Services Specialist	1.00
Technology Procurement and Support Specialist	1.00
	11.00

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Curriculum and Instruction

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E. Curriculum and Instruction

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

Digital connectivity is at the heart of student-centered personal learning. The District's network was designed and built around delivering media rich content to the classroom and students via wired and wireless methodologies. The district's web filter is configured to allow for the use of social media tools like FaceBook and Twitter where teachers can engage students in new ways that provide opportunities for exploration and collaboration. The configuration also allows teachers to safely use and approve content available through YouTube for their students. Teachers also take full advantage of resources available on websites like Khan Academy. The district subscribes to content services like as Discovery Education to provide teachers with the appropriate resources to expand their classroom. Digital connectivity provides an opportunity for teachers to share best practices and students to gain valuable alternate perspectives from their peers globally. Digital Connectivity allows teachers to practice new models of instruction like Blended Learning where resources are made available to students outside the classroom and valuable instructional time can be re-purposed "flipped" to support struggling learners or encourage accelerated students to independently personalize their own experiences. Teachers are increasing using Google Apps for Education and see tremendous potential for the platform to transform their classrooms into collaborative environments that utilize digital workflows.

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 provide detail.

The district currently has the following positions dedicated to support assistive technology use for students with disabilities: Assistive Technology Specialist(1.0), Network Administrator (1.0), Speech and Language consultant (Deaf and HOH) (.4) and AAC specialist (.4).

In addition equipment for blind and deaf students includes:

Blind-Translation software for text and mathematics, embossers, braille note, graphic creation hardware and software,CCTV, ipad and other magnification tools.

Deaf- individual FM systems, classroom sound systems.

Other general equipment available for special needs students includes tablet devices, laptops, touch screens, portable reading devices,smart pens and switches.

In addition to a wide variety of apps and software is available, a sampling includes:

Jaws,duxbury, tiger software suite, Read and write gold for google, cowriter, snap and read, snatype, bookcreator, proloquo2go, knfb reader, voicedream, memoves boardmaker etc.

A number of online subscription services and resources are also used to assist our special needs students. Examples include: lexia, learning a-z (reading, razkids, writing, vocaba nd science), MobyMax, Bookshare, LessonPix, Boardmaker online, Unique learning systems,IXL math, Write to Learn,QUia, Custom Typing, Start to Finish Books.

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

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Curriculum and Instruction

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

Bethlehem Central is proud of the fact that we maintain the following staff in support of assistive technology use for students with disabilities: Assistive Technology Specialist(1.0), Network Administrator (1.0), Speech and Language consultant (Deaf and HOH) (.4) and AAC specialist (.4). In addition equipment for blind and deaf students includes:

Blind-Translation software for text and mathematics, embossers, braille note, graphic creation hardware and software,CCTV, ipad and other magnification tools.

Deaf- individual FM systems, classroom sound systems.

Other general equipment available for special needs students include: tablet devices, laptops, touch screens, portable reading devices,smart pens and switches.

In addition to a wide variety of apps and software is available, a sampling includes:

Jaws,duxbury, tiger software suite, Read and write gold for google, cowriter, snap and read, snaptyping, bookcreator, proloquo2go, knfb reader, voicedream, memoves boardmaker etc.

A number of online subscription services and resources are also used to assist our special needs students. Examples include: lexia, learning a-z (reading, razkids, writing, vocaba nd science), MobyMax, Bookshare, LessonPix, Boardmaker online, Unique learning systems,IXL math, Write to Learn,QUia, Custom Typing, Start to Finish Books,

4. Does the district's instructional technology plan address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments?

- Yes
- No

4a. Please provide details. If the district plans to apply for Smart School Bond Act funds for Classroom Learning Technology, the answer to this question must be aligned with the district's Smart Schools Investment Plan (SSIP).

All students, regardless of classification, will receive equal and appropriate access to technology devices, services and support. This includes but is not limited to participation in any 1:1 device initiatives occurring in a similar program, grade level or school building. Also, special consideration will be given to all classrooms where ENL instruction takes place to ensure appropriate classroom technology, including but not limited to interactive technology, is provided to maximize the learning potential of all students in the program.

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Professional Development

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F. Professional Development

- 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 is identified as the key need for the District to integrate technology into the curriculum. In order to address this, Professional Development is offered at all levels (beginning, intermediate, and expert) and in a variety of manners (training classes, Internet courses, etc.) The District subscribes to the BOCES Model Schools program. The Model Schools Program provides teachers the opportunity to create technology related standards-based or support-related courses for other school staff. Model Schools courses are proposed by Districts and teachers based on District needs. All District employees can attend Model Schools courses offer by any of the participating Model School's districts. A Model Schools Facilitator for the District serves as a contact person between BOCES Northeastern Regional Information Center, the staff in the District, and the Model Schools Trainer. The facilitator registers trainees for classes and provides clear explanations of course expectations for trainees. A major professional development offering by the District is an annual Literacy Camp (formally know as Tech Camp and T4T -Tech for Teaching Academy) for one week during the summer. These summer institutes address a wide variety of technology-related topics. The formula for Literacy Camps is to provide staff with the time, the instructors, and the technology necessary to successfully complete work-related projects. Literacy Camps are offered during the summer, when staff are not under other demands of the school year. Literacy Camps are the place that gives you time to learn, with the technology equipment and the experts available to help. Literacy camp brings in experts from the outside to introduce relevant issues for educators. The focus of technology-related staff development programs is on using the technology for teaching and learning. Professional development will be offered at a variety of times (during faculty meetings, common planning times, professional development days, summers, after school, and tailored to the schedules of instructional and non-instructional staff). Continuing in the 2016-17 school year, the teacher's contract provides for CI (Continuous Improvement) time. This time is often used to address technology related integration topics. A subcommittee of Turn-Key Teacher Trainers (called T3's) meets periodically by level (elementary, middle and high school) to determine the content to be covered in the trainings. This is done to provide a consistent experience for all teachers with the objective that each teacher will possess a baseline knowledge of technology integration skills and familiarity with District Instructional and Learning management systems. On August 16, 2016, the District in collaborations with Model Schools and NYSCATE will be offering the 2nd annual Google Summit. This is a day-long event which had over 300 participants last year, 100 of which were from the Bethlehem Central School District. On August 22, 2016, in collaboration with Model School and NYSCATE and SAANYS we will be offering the Level 1 -Google Certified Educator Training to 60 participants, 30 of which will be from Bethlehem Schools.

- Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is delivering technology integration training and support for teachers. Does not include technical support.**

Title	Number of Current FTEs
Assistive Tech Spec.	1.00
K-5 Instruct Support	0.50
	1.50

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Technology Investment Plan

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G. Technology Investment Plan

- Please list the top five planned instructional technology investments in priority order over the next three years. Infrastructure is considered an instructional technology investment.

	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1.	Chromebooks	780,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Interactive Displays/Projectors/Whiteboards	1,500,000	One Time	<input type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
3.	Servers	110,000	One Time	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
4.	Staffing	150,000	Annual	<input type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
5.	VOIP	100,000	One Time	<input type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid

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Technology Investment Plan

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	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
				<input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
Totals:		2,640,000		

2. If "Other" was selected in question one, for items purchased or for a funding source, please specify.

(No Response)

Instructional Technology Plan - Annually - 2016Status of Technology Initiatives and Community Involvement

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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
- Changes in Staffing
- Changes in Funding
- Technology Plan Implementation
- Computer-based Testing
- Catastrophic Event
- Developments in Technology
- Changes in Legislation
- Other
- None

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

Teacher Access – we continue to assign mobile assets to teachers giving them the flexibility to meet the instructional needs of their students and support their own professional development.

Student Access - We currently have a 1:1 laptop initiative at the high school that supports a specific program of study called LabSchool. Starting in September of 2016 Chromebooks will be available in every Grade 4 and 5 classroom and 23 carts in grades 6-8. A competitive RFP process was used to determine where the carts would be placed. There is required PD and an expectation that teachers would collaborate on the establishment on best practices.

By 2017 - 2018, 1:1 classroom access at the Elementary level should include all Grade classrooms. We desired to be 1:1 in all middle school classrooms by 2020.

At the High School level, where the demand for computing power is higher. We utilize a combination of Chromebooks, tablets, laptops and a virtualized environment (VDI/EUC) to deliver appropriate technology to students. Programs like Project Lead the Way have anytime/anywhere access to the software applications required in the program. Further expansion of this environment we allow more students in programs like Business and Art to experience the same access. In the 2016-17 school year, we are adding 19 Chromebook carts to the instructional program supporting all curriculum areas including the Business and World Language.

3. Please check all locations where Internet service is available to students within the school district's geographical boundaries.

- Home
- Community
- None

3a. Please identify categories of available Internet locations within the community.

Bethlehem Public Library

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Instructional Technology Plan Implementation

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I. Instructional Technology Plan Implementation

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

See link: <https://goo.gl/7Ypzb1>

Instructional Technology Plan - Annually - 2016

Monitoring and Evaluation

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J. Monitoring and Evaluation

- Please describe the proposed strategies that the district will use to evaluate, at least twice a year, whether the district’s instructional technology plan is 1) meeting the vision and goals as outlined in the plan and 2) making a positive impact on teaching and learning in the district.**

The Technology Department’s goal is to ensure District investments are of high quality, are innovative in a way that makes the District operate more efficiently, are implemented in a way that minimizes service disruptions, and are always made in the community’s best interest. Technology staff will work with instructional staff when selecting technology enhancement for the classroom, and pilot new technologies with instructors before committing substantial funds toward the purchase of new technologies. Technology staff will support teaching and learning by helping faculty and staff and students know what resources are available to them and by helping them use these resources comfortably and effectively, saving time so teachers can spend more quality time with students. Technology staff will propose staffing increases that will make their technology support more efficient. Tech Office staff will streamline data collection techniques to ensure the data collected addresses District needs in a meaningful way. Technology Department will become more efficient by employing motivated capable students to help the District meet its goals. The implementation of the Technology Plan is the primary responsibility of the District’s Chief Technology Officer who is working directly with the various Committees. The CTO will also work with Administrative Council, the Board of Education, President’s Council (school PTA presidents), specially convened Technology Committees, school-based technology committees, Technology Liaisons, Library Media Specialists, Technology Office staff, SESS (Special Educating Support Services) and BOCES/NERIC administrators to verify Technology Plan initiatives, to propose new initiatives, and to get feedback on the success of Technology Plan implementations. The CTO will create a goal statement and submit it for review annually to the District Superintendent who will evaluate the success of the plan’s implementation and recommend any revisions to the implementation of the plan when necessary.

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://www.bethlehemschools.org/wpcontent/uploads/4526.2.pdf	2012
Internet Safety/Cyberbullying*	http://www.bethlehemschools.org/wpcontent/uploads/4526.1.pdf	2011
Parents' Bill of Rights for Data Privacy and Security	http://www.bethlehemschools.org/annualnotifications/	2014

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Survey Feedback

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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

2. **Was the guidance document helpful?**

Yes

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)

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Appendices

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Appendices

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

(No Response)