



INSTRUCTIONAL TECHNOLOGY PLAN

JULY 1, 2022 – JUNE 30, 2025

25 Ellas Avenue
Bath, NY 14810

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This plan, required by the NYS Commissioner’s Regulation 100.12, supports the mission of the Bath Central School District and the NY Board of Regents, ensuring that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide effective instruction aligned to state standards, as well as positive learning environments so that each child is prepared for success in college, career and citizenship.

District Information

District Name: Bath Central School District

BEDS Code

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Strategic Technology Planning

Bath Central School District Mission Statement

The Bath Central School District is committed to every student, every day. Community centered. Globally connected.

Vision for Technology

District Vision Statement

The Bath Central School District will be an innovative learning community committed to excellence by providing a safe, nurturing, experience-rich environment that promotes life-long learning to empower all individuals to meet the challenges of an ever-changing future.

Technology Vision Statement

Bath Central School District will continually assess and enhance the instructional/management environment to ensure that all students and staff will develop competencies, consistent with commencement outcomes, which will enable them to effectively compete in the rapidly changing global society.

In order to meet our mission and goals, it will be necessary for the Bath Central School District to provide the following:

1. Opportunities for all students to use contemporary technology as a means to assist them in reaching their potential by incorporating technologies in a positive, supportive, stimulating learning environment.
2. Opportunities and encouragement for teachers to master the technologies and tools necessary to create an integrated learning environment where students can master basic skills and knowledge using rich creative experiences and opportunities.
3. Opportunities for training and awareness of current technologies for interested community members.
4. Monetary support for staff, equipment and other necessary resources to implement the Bath Central School District mission.

Alignment to Bath CSD Strategic Plan

The Bath CSD Strategic Plan focuses on five key areas with supporting goals, initiatives, and actionable outcomes planned for staged implementation across the next five years. The technology plan, through ongoing realization of the vision for technology, supports these key areas:

- **Health & Safety**

The Bath Central School District will provide students, staff and the community a safe educational environment, where preventive and reactive safety procedures are evaluated, practiced, and improved continuously in the areas of Building & Grounds, Physical Health & Safety, Mental & Emotional Health, and Digital Safety.

- **Balanced Instruction**

The Bath Central School District will provide students a well-rounded educational experience that equips them with the knowledge and skills necessary to achieve their goals and be a contributing member of society.

- **Community Connections**

The Bath Central School District will establish mutually beneficial relationships that will promote community and student growth fostering economic development and the retention of our own students as members of our community.

- **Fiscal Responsibility**

The Bath Central School District will provide immediate and long-range strategies of fiscal responsibility which meet the needs of our students while at the same time represent prudent fiscal planning for the school district's tax base on an annual basis.

- **Facilities**

The Bath Central School District will develop a long-range facilities plan by using the data and information collected in the following three objectives in order to make informed fiscally sound decisions. The long-range plan will communicate the trends in facility use and opportunities to optimize our facilities prior to the 2019 Building Condition Survey which will assist in the process of planning for future budgets and capital projects.

Goals Driving Attainment of the Vision for Technology

The BCSD Strategic Plan outlines the academic focus areas, priority curriculum review, and professional development needed to meet and exceed our district goals. The Professional Development Plan, Instructional Technology Plan are aligned to these overarching focus areas. Throughout each of these plans, our goal is to enhance our strong tradition of student-centered classroom instruction with accessible and equitable digital resources. We strive to maintain an engaging learning environment where information and resources are available anywhere/anytime at student fingertips so that learning can take place without barriers. This environment will be collaborative, inquiry-driven, and personalized to meet the needs of each of our students so that they are best prepared for college and/or career.

The District Technology Plan is designed to promote the selection, installation, use, and maintenance of various technologies to enhance the growth and development of all students and the productivity of staff.

These goals are developed and refined by the district's Technology Advisory Committee and include, but are not limited to:

Goal 1: Provide students with vetted and aligned technology tools and resources that support purposeful, equitable access to learning opportunities which:

- a. Facilitate student ownership, independence, and resilience;
- b. Prepare safe, responsible, 21st-century citizens;
- c. Address real-world problem-solving skills with innovation; and
- d. Promote creativity, collaboration, communication, and critical thinking.

Goal 2: Provide faculty with the resources and training needed to support collaborative, student-centered learning environments with high-quality instruction for every student.

- a. Promote teacher planning, instruction, and assessment that is centered on the learner, which reinforces college and career readiness within each discipline. Technology tools are used to expand the learning environment and provide universal access to content.
- b. Provide opportunities for teachers to deepen their understanding of the content, context, and pedagogy needed in a standards-based, technology-rich classroom.
- c. Utilize modern data collection and analysis to further refine both instruction and the digital tools that are used to support it.

Goal 3: Implement, maintain, and optimize the systems, processes and infrastructure that effectively and efficiently support and promote the goals and health of the district.

- a. Annually review the district device plan to achieve instructional and program needs.
- b. Maintain budgetary considerations while providing exceptional end-user support of technology tools.
- c. Develop, implement, and maintain a security and privacy program centered on the National Institute of Standards' Cybersecurity Framework (NIST CSF)

Internal Technology Department Objectives

Internal to the technology department at Bath CSD, efforts are aligned around four objectives supporting these goals, as defined by the technology leadership team and informed by information technology leadership personnel in surrounding districts and higher education institutions. Each of these objectives is further supported by one or two key tasks which are identified each year by the TSD leadership team to best support district needs and informed by staff and student feedback as well as collaboration with partnering agencies such as Erie 1 and GST BOCES.

1. Deliver high quality services that support the district's vision for technology
2. Implement internal IT process and system improvements
3. Make the Bath CSD Technology Services Department a great place to work
4. Maintain the security and privacy of our information.

Summary of the Planning Process

During the 2017-2018 school Bath Central School District formed the Professional Learning Council (PLC). The PLC is comprised of stakeholders from the district and community. The PLC was tasked with creating, monitoring and evaluating a new strategic plan (and processes) to guide the district into the future.

The Professional Learning Council over the course of multiple meetings established a new mission, vision, core beliefs and key focus areas. As a result, planning subcommittees were established for each of the key focus areas consisting of teachers, administrators, support staff, students, parents, community members, and local business leaders. Each of the subcommittees met multiple times to develop a series of goals and objectives to build upon Strengths, address Weakness, take advantages of Opportunities, or mitigate Threats identified in the SWOT Analysis. Each subcommittee meets on a quarterly basis is tasked with monitoring, evaluation and adjustment of the goals created as well as the subcommittees supporting their focus area. Each subcommittee then reports back to the Professional Learning Council on a yearly basis.

The Balanced Instruction Subcommittee provides guidance and support for the Professional Development Committee (PDC) and the Technology Advisory Committee (TAC) among others. Through the strategic planning process, connections were (re)established to guide and support other planning committees in the District, such as the Technology Advisory Committee, the Professional Development Committee, and the Facilities Committee.

With renewed focus and clear objectives provided through the development of the new Strategic Plan, the Technology Advisory Committee continued to meet (remotely) on a bi-monthly basis throughout the 2019-2020 and 2021-2022 school years to evaluate progress related to the current DTP as well as to plan for the update which will cover 2022-2025. The (updated) DTP supports the vision, mission, goals, and objectives identified in the Strategic Plan as well as meet the guidelines established by the NYSED and the DOE.

Building Upon the 2018-2021 Plan

The planning process used followed that of previous years. In addition to evaluation of key assessments and indicators, a SWOT Analysis was completed by the PLC. The data gathered from the SWOT Analysis was correlated with and compared to the data collected by the administrative team through observations/evaluations, student learning portfolios, student performance on formative and summative assessments, and data collected via the Clarity Technology and Learning Survey. The data gathered from the process was used as the foundation for an updated set of goals and objectives for the 2022-2025 District Technology Plan.

Leveraging What We Learned During COVID

Experiences with remote and hybrid learning models during the COVID pandemic have provided valuable insight into the district's integration, use and support of technology. The mass adoption of Google for Education has created a more consistent and stable learning environment for students – allowing for consistent access for those students who are absent from the classroom. The use of Zoom and Google Meet has allowed for remote instruction and tutoring services anywhere, anytime.

Remote learning experiences in the younger grades have emphasized the importance of providing touch-capable devices to our students in K-6 classes.

Faculty and staff access to professional development has also shifted considerably, with on-site live instruction offered in conjunction with remote synchronous, remote asynchronous, on-demand, and hybrid formats. The need to enhance our technological skills within the district hasn't been limited to our faculty and staff. Extension of the district's 1:1 device program into the younger grades has led to incorporation and integration of digital citizenship and technological proficiency throughout our curricular offerings.

Technology Advisory Committee Members

Member	Role
Joe Rumsey	Superintendent
Christopher Smith	Director of Educational Technology and Communication Services/DPO
Bret Ryan	Assistant Principal, VEW Primary School
Bryan Wolfe	Critical Skills Integration Specialist
Chris Pragle	DLL MS Technology Mentor, MS Technology Teacher, Parent
Josh Sobilo	HHS Technology Mentor, ES Technology Teacher
Joe Brown	VEW Technology Mentor, 2nd Grade Teacher, Parent
Lori Kisiah	1st Grade Teacher
Ryan Finney	Network Administrator
Jenn Sweet	PC Coordinator
Chad Krelie	Parent

Professional Development Plan Supporting the Vision for Instructional Technology

The Bath Central School District's Instructional Technology Professional Development Plan is a subset of the district's Professional Development Plan for Teaching and Learning. Its purpose is to improve the quality of teaching and learning through close alignment to the district's Key Focus Areas, which are revised annually by the Bath CSD Board of Education and support attainment of the district's vision for instructional technology.

A primary goal in attaining this vision for instructional technology is providing faculty with the resources and training needed to support collaborative student-centered learning environments with high-quality instruction for every student, noting that the focus is not on technology itself, but rather the purposeful integration of technology to meet the needs of our students, faculty, staff and community.

NYSED Goal Attainment

Bath Central School District aligns its instruction and practices to the Board of Regents' [2010 Statewide Learning Technology Plan](#) as laid out by the Office of Educational Design and Technology. This plan is designed to harness the collective initiatives of the University of the State of New York.

Digital Content

Goal: The district uses standards-based, accessible digital content that supports all curricula for all learners.

Response: The district has met this goal significantly.

Justification: The district uses grade-appropriate learning management systems such as Google

Classroom and Nearpod to organize, curate and deliver a variety of digital content developed both within district and through a variety of external sources in conjunction with standards-based accessible content from a variety of external providers to meet the diverse needs of all students.

Digital Use

Goal: The district’s learners, teachers, and administrators are proficient in the use of technology for learning.

Response: The district has met this goal significantly.

Justification: Students, faculty and staff all have various levels of technical proficiency, though the COVID pandemic forced a greatly accelerated rate of technological adoption within the district. A vast majority of students, faculty and staff regularly and effectively utilize Google for Education, communication tools, learning management systems, and access content and resources online safely in support of their studies and job responsibilities.

Digital Capacity and Access

Goal: The district’s technology infrastructure supports learning and teaching in all of the district’s environments.

Response: The district has met this goal fully.

Justification: The district has enhanced its internal network infrastructure to support 10GB connections between buildings and partnered with Erie 1 and GST BOCES to provide two actively managed redundant high capacity external internet connections to the outside world. Wireless coverage is within buildings and on campus is nearly 100%. Endpoint management and support tools are integrated to improve responsiveness to and capacity for technology support requests.

Computer device programs provide cost-effective quality devices to every K-12 student and teacher in the district to meet the needs of both faculty and staff in a fiscally responsible and sustainable manner. Wireless internet access is available within and around district facilities. The district participates in the Project 10 Million program with T-Mobile and the ConnectNY program to provide over 200 mobile hotspots to students where broadband access was not available or unreliable.

Leadership

Goal: The BCSD Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

Response: The district has met this goal significantly.

Justification: The Statewide Learning Technology Plan Vision and its alignment to the BCSD plan is broken down below:

BCSD integrates technology throughout the K-12 curriculum in support of student achievement through equitable access and purposeful implementation of high-quality content, assessment, communication, and collaboration tools aligned to the district mission and vision.

BCSD’s technology program is embedded throughout the K-12 curriculum, expanding the classroom beyond the physical space and classroom bell structure to the world-at-large, 24 hours a day. BCSD utilizes technology tools for students and faculty that leverage the 21st-Century skills of collaboration,

communication, creativity, and critical thinking through access to high-quality content and learning experiences tailored to the needs of each individual student. This program isn't limited to just the use of technology in support of instruction, but also the fostering of informed, safe, confident, and responsible citizens of the physical and digital worlds they live in.

Accountability

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

Response: The district has met this goal significantly.

Justification: The district website makes accessible a vast amount of information related to the ongoing work of the district in support of its mission while also facilitating the communication of important information for faculty, staff, students, parents and community members.

Action Plans

Goal 1: Provide students with reliable and efficient technology tools and resources that support purposeful, equitable access to learning opportunities.

Select the NYSED goal that best aligns with this district goal:

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

Target student population(s):

- All students.

	Category	Description	Responsible Stakeholder	Anticipated Completion	Anticipated Annual Cost
1.1	Planning	Continue to provide personal learning devices for all students in grades K -12	Director of Technology	Ongoing	\$120K
1.2	Curriculum	Provide tools and resources aligned to instructional programs	Director of Educational Services	Ongoing	\$80K
1.2.1	Curriculum	Continue to support and expand usage of K-12 learning management system	Director of Technology	Ongoing	\$10K
1.3	Curriculum	Evaluate resource usage for access and impact	Director of Technology	Annually	\$1.5K
1.4	Communications	Maintain public website for integration and end user support	Director of Technology	Ongoing	\$8K
1.5	Staffing	Manage district technology help desk	Director of Technology	Ongoing	\$380K
1.6	Community Partnerships	Align and communicate resources for internet access	Director of Technology	November 2022	
1.7	Curriculum	Integrate digital citizenship and online safety throughout K-12 curriculum	Director of Educational Services	September 2022	

Bullet points below demonstrate the evidence that will be collected for each sub-component of our action steps.

- 1.1 Provide a personal learning device for all students in grades K-12.
 - Line items in budget for appropriate student devices
 - Documented minimum student device specifications
 - Assigned asset inventory of device to each student

- 1.2 Provide tools and resources aligned to district instructional programs.
 - District Curriculum Council review of instructional technology tools
 - Annual faculty/staff technology satisfaction survey
 - Curated resource list of technology tools segmented by grade band
 - 1.2.1 Implement and support learning management system for K-12
 - Purchase order showing enough student seats for all K-12 teachers and students to fully access a single learning management system
 - Help desk support, online knowledgebase and training

- 1.3 Evaluate resource usage for access and impact
 - Annual budget review with ASI and S-Finance
 - Key system usage reports
 - Annual faculty/staff technology satisfaction survey

- 1.4 Update and maintain public website for integration and end user support
 - District website <https://www.bathcsd.org/tis/>
 - Faculty/staff knowledgebase (internal to district)

- 1.5 Maintain district technology help desk
 - Budgeting for appropriate technology support staff
 - Monthly review of help ticketing system performance
 - Quantity of tickets
 - Mean time to respond
 - Mean time to close

- 1.6 Align and communicate resources for internet access
 - Share information on public WiFi access
 - Student/parent help website
 - Parent/community presentations
 - Participation levels in the T-Mobile Project 10 Million Program
 - Participation levels in the ConnectED NY program
 - Usage reports for campus wireless and transportation-based broadband

- 1.7 Integrate digital citizenship and online safety throughout K-12 curriculum
 - Model lessons
 - Demonstration (both in person and online) lessons
 - Adjust scope and sequence / unit plans

Goal 2: Provide faculty with the resources and training needed to support collaborative student-centered learning environments with high-quality instruction for every student.

Select the NYSED goal that best aligns with this district goal:

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

Target student population(s):

- All students.

	Category	Description	Responsible Stakeholder	Anticipated Completion	Anticipated Cost
2.1	Professional Development	Maintain updated professional development plan informed by mission, strategic plan, and identified needs	Director of Educational Services	October 2022	
2.2	Professional Development	Implement and support professional development opportunities aligned to PDP	Director of Educational Services	Annually	\$70K
2.3	Implementation	Provide technology tools and resources to support faculty and staff needs throughout the district	Director of Technology	Annually	\$30K
2.4	Planning	Provide computers and associated peripheral devices for district faculty and staff	Director of Technology	Ongoing	\$75K
2.5	Professional Development	Maintain internal knowledge base for training and support	Director of Technology	Ongoing	
2.6	Infrastructure	Create and maintain technology-supported student-centered classroom learning environments	Director of Technology	September 2022	\$220K

Bullet points below demonstrate the evidence that will be collected for each sub-component of our action steps.

- 2.1 Update the professional development plan informed by mission, strategic plan, and identified needs.
- Published plan meeting the requirements of the 100.2 (dd) Regulations of the State of New York
- 2.2 Implement professional development opportunities aligned to the PDP.
- Bath PD catalog offerings
- 2.3 Provide technology tools and resources to support faculty and staff needs throughout the district.
- Annual Technology Services Survey
 - Software-specific professional development offerings in annual PD catalog on key tools such as G-Suite, Nearpod, Smart Learning Systems, etc.
- 2.4 Provide computers and associated peripheral devices for district faculty and staff.
- Assigned asset inventory of devices to each teacher, administrator, and support staff.
 - Line items in budget for devices on continuous refresh cycle.
 - Purchase orders aligned to faculty/staff devices.
- 2.5 Maintain an internal knowledge base for training and support.
- Updated and district knowledgebase of IT support information

- 2.6 Create and maintain technology-supported student-centered classroom learning environments.
- Classroom audits of technology resources
 - Audit and maintenance of loaner and substitute device access
 - WiFi access in all instructional spaces
 - Annual Technology Services Survey

Goal 3: Implement, maintain, and optimize the systems, processes and infrastructure which will effectively and efficiently support and promote the goals of the district.

Select the NYSED goal that best aligns with this district goal:

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

Target student population(s):

- All students.

	Category	Description	Responsible Stakeholder	Anticipated Completion	Anticipated Annual Cost
3.1	Infrastructure	Work with E1 and GST BOCES to maintain and support redundant high capacity Internet feeds	Director of Technology	Ongoing	\$30K
3.2	Cybersecurity	Maintain a cybersecurity plan/program aligned to the NIST Cybersecurity Framework	Director of Technology	Ongoing	
3.3	Data Privacy	Maintain data privacy agreements consistent with Ed Law 2-d and Part 121 requirements	Data Protection Officer	Ongoing	
3.4	Cybersecurity	Maintain content monitoring/filtering, SPAM and anti-malware functionality	Director of Technology	Ongoing	\$25K
3.5	Cybersecurity	Maintain an automated update/patch management solution for district endpoints and servers	Director of Technology	Ongoing	\$20K
3.6	Planning	Develop, maintain, and update five-year device and infrastructure plan consistent with identified district needs	Director of Technology	September 2022	
3.7	Purchasing	Purchase and implement resources consistent with five-year device and infrastructure plan	Director of Technology	June 2023	

Bullet points below demonstrate the evidence that will be collected for each sub-component of our action steps.

Partner with E1 and GST BOCES to maintain and support redundant high-capacity internet feeds.

- Network monitoring reports

Maintain a cybersecurity plan/program aligned to the NIST Cybersecurity Framework.

- Cybersecurity regulations aligned to high-level NIST CSF family documents.
- NIST CSF compliance database

Maintain data privacy agreements consistent with Ed Law 2-d and Part 121 requirements.

- Updated District Data Privacy Inventory

Maintain content monitoring/filtering, SPAM and anti-malware functionality.

- Content filtering logs/reports
- CISA logs/reports

Maintain an automated update/patch system for district endpoints and servers.

- Endpoint management dashboard reports

Develop, maintain, and update five-year device and infrastructure plan consistent with identified district needs.

- Five-year device and infrastructure plan annual update
- Budget line items and purchase orders aligned to plan

Allocate appropriate funding to meet district technology program needs.

- Annual budget allocations sufficient to the needs of the technology program aligned to five-year device and infrastructure plan.

Purchase and implement resources consistent with five-year device and infrastructure plan.

- Purchase orders aligned to five-year device and infrastructure plan.

NYSED Plan Alignment

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

Bath CSD has and will continue to ensure that instructional technology is utilized efficiently and effectively throughout the district to support the academic and performance standards for all students in the district.

Instructional staff are provided numerous opportunities throughout the year to explore and expand their comfort level with a variety of technological tools, applications and resources that can be used to support and enhance student development. Departments, teams, and grade levels meet on a regular basis to discuss ideas and opportunities which exist to increase student collaboration, choice, voice and promote critical thinking. Additionally, there are ongoing opportunities for teachers to develop lessons and curriculum that best support student acquisition and mastery of the recently adopted NYS Next Generation Standards in English Language Arts, Math and Science, as well as the NYS Standards in all other content areas. These standards serve as our roadmap for what students should know and be able to do.

Curriculum experts, specifically our directors, teacher leaders and building technology mentors, support and oversee this work and ensure both horizontal and vertical alignment as well as the effective use of technology to enhance rigor and relevance. We continue to work towards realizing our district goals on the regular use of the SAMR Model, a guide that supports infusing digital learning experiences at all levels, specifically as an integration, substitution, augmentation, modification and redefinition of tasks.

The district will continue to grow the percentage of teachers utilizing Google classroom and Google education tools for lessons and to monitor student progress. We will also work towards increasing the percentage of educators who avail themselves of becoming certified in technology related

micro-credentials such as, Certified Google Educator and use these expert teacher leaders to turnkey their knowledge for further propelling the academic rigor in our curriculum and instruction.

The district will intentionally provide professional development in the software, platforms and tools that provide instantaneous feedback and pinpoint specific areas to target individual student needs i.e. Socrative. Various online platforms will serve as repositories for data which will be analyzed and used to make instructional decisions for designing individual student academic programs. For example, in the area of reading we utilize an online data repository to input each student's reading score from our scientifically based benchmark assessment and Child Study Teams will reference this data.

The district will provide students with access to various platforms which will allow them to test their content knowledge with both teacher and student acquiring instant feedback on correct and incorrect responses and information to remediate. Under the direction and guidance of our Superintendent, Director Educational Services and our Director of Technology; our Technology Advisory Committee, teachers and administrators will regularly assess and provide input and feedback on our progress with these actions.

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

The district's 1:1 student device program provides a personal learning device to every student in grades K-12 throughout the school year. The District applied for and received a grant for internet hotspots through both the T-Mobile Project 10 Million Project and the ConnectED NY program. As a result, the district received nearly 200 mobile hotspots that are available to students with limited or no access to broadband service. The district also submitted a funding request through the Emergency Connectivity Fund to outfit all district buses and vehicles with broadband routers. In addition, virtually all parking lots/public areas on campus have WiFi connectivity available for the community.

Internet connectivity and infrastructure are maintained through CoSers with the Erie1 BOCES and GST BOCES. End-user devices such as laptops, desktops, Chromebooks, VOIP phones, security cameras, mobile handheld devices and printers are purchased, maintained, updated and replaced to ensure equitable access throughout the district. Network components such as switches, routers, access points, firewalls and cabling are reviewed annually based upon current performance standards, projected life cycles and district needs, with planned expenditures minimal impact to local taxpayers through use of the federal E-Rate program, NYS Smart Bond Act, and other grant sources.

Infrastructure, servers and data storage are actively managed by the district staff with the support of BOCES staff as needed.

Staff capacity related to the creation and maintenance of an equitable learning environment is based upon an evolving continuum of skills, practices, and tools. District efforts are facilitated through collaborative efforts of the Professional Learning Committee and each of the subcommittees empowered to support the vision and mission of the district.

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

A variety of assistive technology tools are utilized with students with different needs within the Bath Central School District. Assistive technology devices are determined based on specific students' needs and Committee on Special Education recommendations made after students have received an Assistive

Technology Evaluation. Recommendations for assistive technology can include text to speech and/or speech to text software which is utilized to provide increased support for comprehension of written or verbal language, audio books, large print materials, video materials, special paper, braille reader, braille, assisted listening, word processor, tablet or convertible, electronic textbooks, technology with word prediction, handheld microphones, magnifier/place finder, and other mobile learning devices. Assistive technology is utilized to increase options for students to demonstrate knowledge and skill in any academic or special area class. Providing alternative methods for students to communicate and respond by using assistive technology tools levels the playing field for the students with different abilities. Learning games and other interactive software are used to supplement instruction and provide alternative learning opportunities for students who might need reinforcement of the general education curriculum.

Students' learning spaces are based upon the need to allow for mobility and/or the use of technology devices. Mobile workstations and centers are created as needed to allow students to work in small groups, pairs or one-on-one with a teacher enhances learning. Students are provided multimodal learning opportunities whenever possible. Options include videos, pictures, reading text or interacting with a diagram or hearing the text read to them. Providing students with choices in their learning is essential to support student development and success.

4. How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments?

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class websites or learning management systems).
- 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 to differentiate student and instructor needs.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.

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

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

6. 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?

- Class lesson plans, materials, and assignment instructions are available to students and families for

"anytime, anywhere" access (such as through class websites or learning management systems).

- 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.
- 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.
- Automated captioning capabilities are supported through the district's video recording and distribution offerings.
- Learning games and other interactive software are used to supplement instruction.

7. 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.

No. At this time we do not have any ELL students enrolled in the district.

8. 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.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Writing and technology workshop for teachers
- Enhancing children's vocabulary development with technology
- Writer's workshop in the Bilingual classroom
- Reading strategies for English Language Learners
- Moving from learning letters to learning to read
- Using technology to differentiate instruction in the language classroom
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- The interactive whiteboard and language learning

9. How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning?

- McKinney-Vento information is prominently located on the district website.
- Provide students experiencing homelessness and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.
- Provide students a way to protect and charge any devices they are provided with by the district.
- Replace devices that are damaged or stolen as needed.
- Have resources available to get families and students step-by-step instructions on how to set-up and use their districts Learning Management System or website.
- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class websites or learning management systems).
- 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.
- Adjust assignments to be completed successfully using only the resources students have

available.

- Create in-person and web-based tutoring programs/spaces and/or live chats to assist with assignments and technology issues.

10. 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.

Administrative Management Plan

Staffing

District Technology Leadership	
Title	Full-Time Equivalent (FTE)
Director of Educational Technology and Communication Services/Data Protection Officer	1.0
Instructional Support	
Title	Full-Time Equivalent (FTE)
Critical Skills Integration Specialist Building Technology Mentors (stipend-based)	1.0
Technical Support	
Title	Full-Time Equivalent (FTE)
Network Administrator	1.0
PC Coordinator	2.0
AV Technology Support/Aide	1.0

Investment Plan

Three-year investment plan supporting the vision and goals listed previously. Estimated costs are the entire costs over the three-year period June 2022 through June 2025.

Item or Service	Estimated Total Cost	One-Time, Annual, or Both?	Potential Funding Source
Professional Development	75000	Annual	Annual Budget
Devices	2000000	Annual	BOCES Co-Ser
Infrastructure	600000	Annual	BOCES Co-Ser
Instructional Software	600000	Annual	BOCES Co-Ser
Server/Network Software	240000	Annual	BOCES Co-Ser

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.

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

Please indicate whether the district has assigned a specific person with responsibility for Information Security. Yes. Data Protection Officer.

Please indicate whether the district has assigned a specific person with responsibility for Information Privacy. Yes. Director of Educational Services.

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

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.

Does your school district provide for educating minors about cyberbullying awareness and response? Yes.

Does the district have an Internet Safety Policy? Yes

Does the district have a Cyberbullying Policy? Yes

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

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

Provide a direct link to the district's technology plan as posted on the district's website.
<https://www.bathcsd.org/dtp>

Sharing Innovative Educational Technology Programs

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.

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.

Christopher Smith

Director of Education Technology and Communication Services

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