



**BCSSSD**

**Technology Plan**

**2023-26**

## Table of Contents

<b>Introduction</b>	<b>4</b>
<b>Proposed Technology Integration Plan</b>	<b>5</b>
Goals	5
Action Plan	5
Timeline	7
<b>Proposed Technology Plan</b>	<b>8</b>
Course Management Systems	8
Instructional Tools	9
Student Devices	11
Books, Reading & Media Resources	12
Website and Social Networking	12
Educational Accountability & Achievement	13
Infrastructure	14
Student Assessments	14
Distance Learning	15
Information Systems	16
Parent Communications	17
<b>Addendum: Technology Tool Descriptions</b>	<b>18</b>
Course Management Systems	18
Instructional Tools	21
Student Devices	31
Books, Reading & Media Resources	33
Website and Social Networking	33
Educational Accountability & Achievement	36
Infrastructure	37
Student Assessments	37
Distance Learning	38
Information Systems	39
Parent Communications	41

# I. Introduction

This three-year technology plan serves as a comprehensive vertical and horizontal alignment across our multiple campuses, all academic and career and technical education disciplines, and grades to promote a vision and catalyst for educational transformation in learning, teaching and leading in a connected digital age. We are interested in positioning students and staff to strive to reach new heights in the integrative use of technology as a tool to learn, collaborate, engage, empower, create, evaluate and synthesize material whether in a book or online, whether real time, synchronously or asynchronously and at one's personal preference beyond the classroom, building or district. These are exciting times and the future is bright and opportunities exponential. Together, we look forward to embracing our technology platform to jettison us into the 21<sup>st</sup> Century career and college readiness arena and provide the building blocks upon which new skill sets are developed to be able to flourish in an ever-changing worldwide competitive learning environment.

We live in the Age of Acceleration or the 4th Industrial Revolution or the time period of the rise of cyber-physical systems: blockchain, cloud computing, machine learning, predictive analytics, networks, automation, internet, connectivity of things, artificial intelligence and immersive technology. Many of these have grown as a result of the pandemic. Though these technologies can be disruptive, these are exciting times and the future is bright and opportunities exponential. Our students will continue to benefit from the technologies that evolve from this ongoing process. Together, we look forward to embracing our technology platforms to jettison us into the 22<sup>nd</sup> Century career and college readiness arena while providing the building blocks upon which new skill sets are developed to allow students to flourish in an ever-changing worldwide competitive learning environment. See my most recent article:

[\*The Next Disruption in Education and Second Order Change is Here: Immersive Technology.\*](#)

We have engaged key administrators and staff in Burlington County Special Services District as participants of our technology blueprint. Furthermore, we have integrated the exceptional work of the International Society for Technology in Education (ISTE), a compendium of nine keys to student achievement and cost-effectiveness that reflect the participation of more than 1,000 principals and school districts across the United States. Last, we are incorporating aspects learned from Microsoft, Google and other technology companies as a catalyst to promote evaluation of current practices while informing pathways toward a future that does not yet exist nor has been defined. Last, we are incorporating aspects of Google and successful 1:1 Implementations of digital learning environments, be it in the classroom or extended beyond the classroom synchronously or asynchronously.

It is my mission to set the stage for ongoing sustainable growth and adaptation of the integration of technology inside and outside of the school environment to create engaged, creative and curious learners. For the past few years, we have embraced what is to be the next biggest change to education, namely, immersive technology which incorporates extended reality, augmented reality, virtual reality, mixed reality and artificial intelligence. BCSSSD is poised to benefit from the early adoption of such technologies. We at BCSSSD are embracing this rapidly changing world and preparing students to be in the world in which they will live and want to be while celebrating their exceptionalities and being positioned to migrate through the new digital world that is no longer confined to walls and hardback textbooks.

I want to thank all those administrators, teachers, members of the Educational Services Unit (ESU) and members of the Board of Education whose assistance and passion for student opportunities for growth and achievement allowed this three year technology plan to come to fruition.

Dr. Christopher J. Nagy  
Superintendent of Schools  
BCIT and BCSSSD

## II. Proposed Technology Integration Plan

### A. Vision:

To be among the premier educational leaders of support, innovation and transition planning for exceptional students while promoting independence and skill development toward that end. The goal is to create an environment where students, depending on ability level, can leverage technology as a life tool and instructional tool to enhance their quality of life.

### B. 2022-2023 Goals:

1. Ensure that faculty are trained and prepared to fully implement best practices in technology usage.
2. Implement effective practices for the distribution, replacement, and use of various assistive technologies
3. Utilize technology to enhance student learning experiences and improve instructional efficiency.

### C. Action Plan (updated each year of this plan):

*Goal 1: Ensure that faculty are trained and prepared to fully utilize technology to the greatest extent possible*

	<b>Action Plan Objectives</b> (What needs to be accomplished?)	<b>Action(s)</b> (What are the action steps required to accomplish the objective?)	<b>Responsible</b> (What person(s) are responsible?)
<b>1a</b>	Train administration in Google implementation and other platforms utilized across campuses	<ul style="list-style-type: none"><li>● Provide multiple training opportunities for staff to engage</li><li>● Create a shared resource library for staff to access with tutorials and guidelines</li></ul>	Superintendent, Assistant Superintendent, Principals
<b>1b</b>	Train staff in moving towards a paperless classroom.	<ul style="list-style-type: none"><li>● Survey teachers on technology levels. Create PLCs based on those levels (beginner, intermediate, advanced).</li><li>● Provide multiple PD sessions and one half of the full-day training for technology training.</li><li>● Continue to develop and implement strategies for blended learning.</li><li>● Provide staff training in assistive and adaptive technology to be used with students with disabilities</li></ul>	PLC Leaders, Principals, Director of CST

*Goal 2: Implement effective practices for the distribution, replacement, and use various assistive technologies*

	<b>Action Plan Objectives</b> (What needs to be accomplished?)	<b>Action(s)</b> (What are the action steps required to accomplish the objective?)	<b>Responsible</b> (What person(s) are responsible?)
<b>2a</b>	Review implementation policies and procedures and inventory current resources	<ul style="list-style-type: none"> <li>Send out survey to staff before May 2023 for recommendations</li> <li>Meet to finalize June 2023</li> </ul>	Technology planning committee
<b>2b</b>	Purchase required assistive technology equipment (switches, sensory toys, mounting equipment, etc.	<ul style="list-style-type: none"> <li>Choose distribution options- identify which classrooms need the equipment</li> </ul>	IT
<b>2c</b>	Distribute equipment to the teachers as needed	<ul style="list-style-type: none"> <li>September 2023</li> </ul>	Tech team, principals

*Goal 3: Utilize technology to enhance student learning experiences and improve instructional efficiency.*

	<b>Action Plan Objectives</b> (What needs to be accomplished?)	<b>Action(s)</b> (What are the action steps required to accomplish the objective?)	<b>Responsible</b> (What person(s) are responsible?)
<b>3a</b>	Train teachers in the “paperless” classroom methods.	<ul style="list-style-type: none"> <li>Make moving paperless a focus for the 2023-2024 school year.</li> <li>Fully implement all aspects of Google Classroom</li> </ul>	PLC Leaders, Teachers
<b>3b</b>	Preview, choose, and purchase additional web tools and virtual reality devices that can improve efficiency	<ul style="list-style-type: none"> <li>Have Team leaders meet to survey teachers re: desired tools.</li> <li>Evaluate and purchase tools.</li> <li>Train teachers in implementation through PLCs.</li> <li>Provide training and equipment for the use of virtual reality in therapies and classrooms (Floreo initiative)</li> </ul>	Team Leaders, Director of CST
<b>3c</b>	Plan, purchase, and implement virtual technologies to enhance student learning experiences.	<ul style="list-style-type: none"> <li>Work with various vendors to purchase the appropriate platforms and technology</li> <li>Support teachers in the implementation of these technologies.</li> </ul>	Assistant Superintendents, Building Admin, CTE Teachers, Director of C&I

<b>3d</b>	Evaluate impact on instructional programs.	<ul style="list-style-type: none"> <li>● Use a cycle of continuous feedback/improvement.</li> <li>● Survey teachers periodically</li> <li>● Evaluate program data.</li> </ul>	PLTC Leaders, Staff, Principals
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## D. Timeline:

### 2023-2024

- Continue to train teachers and staff in Google implementation.
- Continue to train staff in moving towards a paperless classroom.
- Assist staff in gaining Google Educator certifications.
- Review implementation policies and procedures.
- Purchase materials for distribution, service, and collection of computers and other technology
- Preview, choose, and purchase additional web tools that can improve efficiency.
- Evaluate impact on instructional programs.
- Expand implementation of virtual and augmented reality.

### 2024-2025

- Expand implementation of virtual and augmented reality.
- Expand implementation of assistive technology

### 2025-2026

- Reassess plan to include newest technology developments for the subsequent three years.
- Continue to train staff and school leaders in the advancement of new technologies

### III. Proposed Districts' Technology Plan

#### 1. Course Management Systems

<b>Project Action Plan Objectives</b> <i>(What needs to be accomplished?)</i>	<b>Action(s)</b> <i>(What are the action steps required to accomplish the objective?)</i>	<b>Responsible</b> <i>(What person(s) are responsible?)</i>	<b>Timeline</b> <i>(By what date is this due?)</i>	<b>Measurable Outcome</b> <i>(What is the product?)</i>	<b>Status</b> <i>(What's happening with this?)</i>
<b>IEP Direct</b>	Renew subscription annually. Maintain interface with Genesis. Monitor staff usage. Train staff annually on program updates.	Child Study Teams Director of CST and Related Services and Director of Pupil Personnel Services	Ongoing	Audit reports demonstrate usage of program to facilitate the implementation of IEPs. IEPs are completed and communicated in a timely manner.	Ongoing
<b>Blackboard/Canvas</b>	Mass crisis announcement and attendance announcement and course delivery	ESU Director and Coordinator of Communications and Admissions	Ongoing	Streamline parent notifications, less cumbersome system	Ongoing
<b>Genesis</b>	Renew subscription annually. Monitor full implementation of the program. Train staff annually on program updates. Annual server maintenance. Increase activity for parents via the Parent Portal on BCSSSD Set up graduation requirements for BCSSSD. Development of transcript to accommodate Transition students, as well as Transfer students.	Coordinator of Assessment and Accountability (BCIT)  Data Coordinator (BCSSSD)  Building Administration	Ongoing	Parent activity has increased on the Portal.  Graduation requirements are set up and utilized.	Ongoing
<b>Pioneer Data System</b>	Assess ongoing usage and upgrades based on ongoing feedback	Administrators	Ongoing	Monitoring of student performance data, and goals and objectives. Integration of all district software platforms and reporting systems info.	Ongoing
<b>Google Classroom</b>	Classrooms will continue to utilize Google Classroom as appropriate	Admin, Teachers and Counselors	Ongoing		Ongoing

## 2. Instructional Tools

<b>Project Action Plan Objectives</b> (What needs to be accomplished?)	<b>Action(s)</b> (What are the action steps required to accomplish the objective?)	<b>Responsible</b> (What person(s) are responsible?)	<b>Timeline</b> (By what date is this due?)	<b>Measurable Outcome</b> (What is the product?)	<b>Status</b> (What's happening with this?)
<b>Assistive Technology</b>	Continue the implementation and improvement of our in-house AAC services. Students are being evaluated and paperwork is being issued to get student devices. Add additional consultation to the classrooms for the upcoming school years	Principal and administrators, SLPs , OTs, PTs	Ongoing	All students will have an identified mode of communication and those students identified will have been mapped for appropriate assistive technology where appropriate	Ongoing
<b>Pioneer Data System</b>	Training and customization of application for the district	Building Principal and Administrators	Ongoing	Unified access to all student collected data in one program for the purposes of mapping a student's progress and interventions	Ongoing
<b>TregoED</b>	Continue to use TregoED strategies to appraise and analyze complex situations. Train additional staff members on how to successfully implement the strategies to increase depth and understanding of the processes.	All staff	Ongoing	Examples are provided where the strategies are implemented.	Ongoing
<b>Plato</b>	Provide continuous PD for teachers at the Lumberton Campus. Expose students to the opportunities available through Plato software. Identify student interest. Provide access to CTE related programs to students Document student achievement in Plato program. Renew program for next year.	Lumberton Teachers  Building admin	Ongoing	Students complete programs and earn certificates of completion. Students are more engaged in lessons. Information learned supports hands-on training	Ongoing
<b>Google Classroom and Google Apps for Education</b>	Provide PD for teachers on how to implement Google Classroom and maximize implementation, as well as identify Google Apps that are suitable for the classroom to inform instruction. Share best practices through the Curriculum Council.	Building Admin Teachers	Ongoing	Document usage by teachers as evidence in their evaluations.	Ongoing
<b>Boom Learning</b>	Boom Learning is a platform and set of tools for creating and assigning Boom Cards which are cloud-based digital learning resources, such as digital flash/task cards, quizzes, interactive lessons, and more. Boom Learning can be used with in-person learning but also excels in remote learning	Building Admin Teachers	Ongoing	Document usage by teachers as evidence in their evaluations.	Ongoing
<b>Milo the</b>	Milo the robot is an interactive robot that engages students in	Building Admin	Ongoing	Document usage by teachers as evidence in	Ongoing



<b>Robot</b>	learning and helps generalize and improve social skills for students with autism. Students are interested in Milo which helps them engage in the lesson and maintain focus	Teachers		their evaluations.	
<b>IXL</b>	IXL, at its most basic, is a targeted learning tool. It offers experiences for students, tailored to their age group by specific subject and topic. By offering analytics and recommendations, it is able to help support teaching and learning with a very focused outcome	Building Admin Teachers	Ongoing	Document usage by teachers as evidence in their evaluations.	Ongoing
<b>Reading A-Z</b>	Reading A-Z is a one-stop destination for teachers for all their reading needs. Assess: benchmark books and running records to assess your students. Align: thousands of leveled readers to meet the needs and interests of each child.	Building Admin Teachers	Ongoing	Document usage by teachers as evidence in their evaluations.	Ongoing
<b>Renaissance Learning</b>	Renaissance Learning is a software as a service and learning analytics company that makes cloud-based, Pre-K–12 educational software and adaptive assessments. It is used primarily for Accelerated Reader, which is used country-wide to improve reading in those that struggle.	Building Admin Teachers	Ongoing	Document usage by teachers as evidence in their evaluations.	Ongoing
<b>BrainPop</b>	BrainPOP is an essential engagement tool that allows both students and teachers to be involved in the learning process. BrainPOP has really evolved by increasing the depth of knowledge needed to answer quiz questions, and playful assessments that allow students to explain their reasoning while playing a game.	Building Admin Teachers	Ongoing	Document usage by teachers as evidence in their evaluations.	Ongoing
<b>Relias Learning</b>	Training platform uses assessments and performance metrics to deliver personalized learning plans based on specific knowledge gaps	Building Admin Teachers	Ongoing	Document usage by teachers as evidence in their evaluations.	Ongoing
<b>Floreo</b>	Floreo is a VR platform that teaches social, behavioral, communication and life skills for individuals with Autism Spectrum Disorder (ASD), ADHD, Anxiety and other neurodiverse conditions.	CST Director, Related Services Therapists	Ongoing	Document usage by teachers as evidence in their evaluations.	Ongoing
<b>Digitability</b>	Digitability is a research-based program that focuses on providing essential work readiness areas that include digital literacy, financial literacy, self-advocacy, social emotional learning, and executive function skills.	Building Admin Teachers	Ongoing	Student resource to supplement teacher instruction. Program report to monitor student progress.	Ongoing

### 3. Student Devices

<b>Project Action Plan Objectives</b> (What needs to be accomplished?)	<b>Action(s)</b> (What are the action steps required to accomplish the objective?)	<b>Responsible</b> (What person(s) are responsible?)	<b>Timeline</b> (By what date is this due?)	<b>Measurable Outcome</b> (What is the product?)	<b>Status</b> (What's happening with this?)
<b>iPads/Chrome books/ Mobile Carts</b>	Increase the number of portable devices for instructional purposes within a 1:1 learning environment.. Develop lesson plans that infuse the use of portable technology devices. Budget for increasing the number of devices students may access. Implement 1-1 initiative	Future Ready PLT Leaders Director of C&I Building Admin Teachers Technology Dept.	Ongoing	Inventory of mobile devices increased substantially. Devices improved efficiency of administering the PARCC assessments.	Ongoing
<b>Smart Board/ Promethean</b>	Review inventory of interactive whiteboards across campuses Conduct a needs assessment as to how many are needed districtwide. Develop a plan to meet this need and budget for that plan. Install interactive whiteboards. Provide professional development for the use of the interactive whiteboards.	Building Admin Teachers	Ongoing	The number of interactive whiteboards that were planned for are installed accordingly. PD is scheduled and provided to the faculty. Use of interactive whiteboard is documented in lesson plans.	Ongoing
<b>PCs</b>	Inventory of PCs is maintained by the Technology Department. Replacement plan is developed. Software licenses are maintained and updated as necessary to remain current with industry standards.	Building IT	Ongoing	Updated technology to meet program needs	Ongoing
<b>Acceptable Use Policy (AUP)</b>	AUP shared with all staff. All staff sign acknowledgement of AUP policy via NJ SafeSchools. AUP is in the policy and staff handbook. Need to review and update Board Policies to reflect changes	Asst. Supt. Building Admin	Annually, September	Staff completed as noted in NJ SafeSchools report.	Yearly
<b>Virtual Reality Headsets</b>	VR Headsets (Meta Quest 2) will be used to access various special education and educational apps for students, including, but not limited to, the Florea software.	Direct of Child Study Team, Tech	Ongoing	Updated technology to meet program needs	Ongoing

#### 4. Books, Reading & Media Resources

<b>Project Action Plan Objectives</b> (What needs to be accomplished?)	<b>Action(s)</b> (What are the actions steps required to accomplish the objective?)	<b>Responsible</b> (What person(s) are responsible?)	<b>Timeline</b> (By what date is this due?)	<b>Measurable Outcome</b> (What is the product?)	<b>Status</b> (What's happening with this?)
<b>Open Source Options, Video, Online Resources</b>	Review current trends in technology. Renew subscriptions annually. Develop a budget for materials/supplies. Procure resources.	Media Specialist Building Admin	Ongoing	Updated resources are readily available to students and staff.	Ongoing.

#### 5. Website and Social Networking

<b>Project Action Plan Objectives</b> (What needs to be accomplished?)	<b>Action(s)</b> (What are the action steps required to accomplish the objective?)	<b>Responsible</b> (What person(s) are responsible?)	<b>Timeline</b> (By what date is this due?)	<b>Measurable Outcome</b> (What is the product?)	<b>Status</b> (What's happening with this?)
<b>Website: Revisions/ replacement</b>	Redesign website for ADA Compliance Content Management Website Research Webmasters are updating their pages	District Home Page Campus webmasters: Program and Community Coordinator: District Home Page Campus webmasters  Campus Web pages: Campus webmasters Campus principals	Ongoing	New Website for BCIT & BCSSSD	Currently compiling information & researching other district websites
<b>Social Media: Expand digital footprint</b>	Daily posts Training for Administrators	Program and Community Coordinator & campus Administrators	Ongoing	Increase engagement of students Expand district digital footprint	Ongoing

## 6. Educational Accountability & Achievement

<b>Project Action Plan Objectives</b> (What needs to be accomplished?)	<b>Action(s)</b> (What are the action steps required to accomplish the objective?)	<b>Responsible</b> (What person(s) are responsible?)	<b>Timeline</b> (By what date is this due?)	<b>Measurable Outcome</b> (What is the product?)	<b>Status</b> (What's happening with this?)
<b>Walkthroughs</b>	Admins conduct walkthroughs on a regular basis throughout the school year to gather data to inform instruction.	Building Admin District Supervisors	Ongoing	Data is collected and shared with faculty. Data used to drive professional development needs.	Ongoing
<b>NJSMA</b>	Ensure all student data is readily accessible. Submit all state reports prior to the deadline. Allow enough lead time to gather/process data needed for various reports.	Data Coordinators	Ongoing	Reports are submitted on time.	Ongoing.
<b>Genesis</b>	Student achievement data is entered in Genesis for each student. Reports are generated to show student growth.	Guidance Chairs Data Coordinator Building Admin	Ongoing	Audit of Genesis shows that data is entered and current.	Ongoing
<b>Gradebook</b>	Gradebooks are current within the last 2 weeks. Variety of assessments (min 8) are entered for each class. Admin monitor gradebooks on the 15 <sup>th</sup> and 30 <sup>th</sup> of each month at a minimum. Grade weights are entered correctly.	Teachers Building Admin	Ongoing	Report cards and transcripts are generated on time and released.	Ongoing
<b>Lesson Plans</b>	Lesson plans are prepared weekly by teachers. Lesson plan format is communicated to faculty. Building admin reviews and provides feedback to teachers regarding the lesson plans.	Teachers	Ongoing	Lesson plans are submitted weekly. Admin document and provide feedback.	Ongoing
<b>IEP Direct</b>	IEPs are entered in accordance with NJAC. Accommodations are updated. Testing information is entered and accurate. Interface with Genesis is monitored and functioning correctly.	Child Study Teams Director of Special Education Data Coordinator	Ongoing	IEPs are reviewed and updated annually by CST.	Ongoing.

## 7. Infrastructure

In 2023, BCSSSD plans to upgrade the primary internet connection to 2gbps, double the current 1mbps connection. The district also plans to replace our wireless infrastructure with WiFi6 access points. Replacing our wireless infrastructure with WiFi6 access points will provide numerous technical advantages. WiFi6 is the latest wireless standard and offers faster speeds, lower latency, and improved reliability compared to older wireless technologies.

The proposed upgrades will provide students and staff with faster internet and more reliable wireless connections, making it easier to access online educational resources.

## 8. Student Assessments

<b>Project Action Plan Objectives</b> (What needs to be accomplished?)	<b>Action(s)</b> (What are the action steps required to accomplish the objective?)	<b>Responsible</b> (What person(s) are responsible?)	<b>Timeline</b> (By what date is this due?)	<b>Measurable Outcome</b> (What is the product?)	<b>Status</b> (What's happening with this?)
<b>NJSLA/ NJGPA</b>	Conduct annual infrastructure trials to ensure that there are minimal technology issues with the implementation of the NJSLA assessment process. Faculty insert NJSLA/ NJGPA-like questions in their daily lesson plans to familiarize students with the types of questions that they can anticipate on the NJSLA/ NJGPA assessment. Review curriculum to ensure that all standards assessed by NJSLA are sufficiently covered in the curriculum.	Director of Technology  C&I Team  Asst. Supt. Of Curriculum and Instruction  District/ School Test Coordinators	Ongoing	NJSLA/ NJGPA assessment technology issues decrease  NJSLA/ NJGPA scores improve  Curriculum is revised and BOE approved in accordance with the revision cycle.	Ongoing
<b>DLM</b>	Conduct annual infrastructure trials to ensure that there are minimal technology issues with the implementation of the DLM assessment process. Faculty insert DLM-like questions in their daily lesson plans to familiarize students with the types of questions that they can anticipate on the DLMA assessment. Review student IEPs to ensure DLM standards are being addressed	Director of Technology  C&I Team  Asst. Supt. Of Curriculum and Instruction  District/ School Test Coordinators Director of Special Education	Ongoing	DLM assessment technology issues decrease  DLM scores improve	Ongoing
<b>Star 360</b>	Incoming student baseline is established as part of the Admissions process.  Continue to assess students in the intervention classes	Coordinator of Admissions  Intervention Teachers Supervisors of	Ongoing	Benchmark data is compared to student performance in the classroom. Data shows growth in tested areas	Ongoing

		Instruction			
<b>Gradebook</b>	Require teachers to assess students through a minimum of 8 different types per semester. Admin to check gradebooks every 15 <sup>th</sup> and 30 <sup>th</sup> of each month to ensure that grades are being entered.	Building administration	Ongoing	Teachers are complying with the minimum of 8 different assessments as noted in teacher gradebooks.	Ongoing

## 9. Distance Learning

<b>Project Action Plan Objectives</b> <i>(What needs to be accomplished?)</i>	<b>Action(s)</b> <i>(What are the action steps required to accomplish the objective?)</i>	<b>Responsible</b> <i>(What person(s) are responsible?)</i>	<b>Timeline</b> <i>(By what date is this due?)</i>	<b>Measurable Outcome</b> <i>(What is the product?)</i>	<b>Status</b> <i>(What's happening with this?)</i>
<b>Skype/ooVoo / Google Hangout / Facetime/ Video Conferencing (Go to Meeting) / Meetings without Walls</b>	Download software for both parties Share contact info Test connection Troubleshoot	Meeting coordinator	Ongoing	Increased communications Noted in teacher lesson plans Documented in meeting minutes	Used as needed to inform instruction or facilitate a meeting
<b>Synchronous/ Asynchronous/ Hybrid / Online Courses</b>	Develop curriculum Identify teacher Present curriculum to Curriculum Council Board approve curriculum and teacher Solicit student enrollment Communicate student outcomes	Office of Curriculum and Instruction Curriculum Council	Ongoing	Courses are offered annually as a means to deliver additional courses outside the normal school day for credit	Ongoing
<b>Virtual Field Trips</b>	Identify virtual field trips that align with curriculum Contract with VFT provider	Teachers	Ongoing	Increased student understanding of course content via VFT that would otherwise be inaccessible to students	Used as needed to inform instruction
<b>Blackboard/ Canvas / Google Classroom</b>	Method to deliver online course work. Contract with Blackboard/Canvas as needed	Teachers	Ongoing; Annually as needed	The ECET Academy already uses Canvas. Multiple programs already use Google Classroom.	Used to deliver to deliver online course work.

## 10. Information Systems

<b>Project Action Plan Objectives</b> (What needs to be accomplished?)	<b>Action(s)</b> (What are the action steps required to accomplish the objective?)	<b>Responsible</b> (What person(s) are responsible?)	<b>Timeline</b> (By what date is this due?)	<b>Measurable Outcome</b> (What is the product?)	<b>Status</b> (What's happening with this?)
<b>Genesis</b>	Enter schedules are complete prior to each school year including preps, lunches, duties, etc. Register students Student information is entered Gradebooks are updated every 2 weeks Evaluation workflows are setup Evaluations are entered in the employee portal by April 15 <sup>th</sup> each year. SGOs developed and approved.	Building Admin Schedulers Guidance Chairs Data Coordinators Teachers	Ongoing	Schedules entered and populated in a timely manner prior to the start of school. InfoSNAP registration portal facilitates the entry of data for student information. Teachers enter a variety (min 8) assessments in the gradebook. Gradebooks are updated every 2 weeks. All evaluations completed prior to April 15 <sup>th</sup> each year. SGOs are entered and completed for all teachers.	Ongoing
<b>Edumet</b>	Contract renewed annually. Enter employee data (demographics/ payroll/ certification/ etc.) Procurement process followed. Construct budgets	Business Office Personnel Office	Ongoing	Procurement SOPs are followed. Data entered accurately. Budgets entered and approved.	Ongoing

## 11. Parent Communications

<b>Project Action Plan Objectives</b> (What needs to be accomplished?)	<b>Action(s)</b> (What are the action steps required to accomplish the objective?)	<b>Responsible</b> (What person(s) are responsible?)	<b>Timeline</b> (By what date is this due?)	<b>Measurable Outcome</b> (What is the product?)	<b>Status</b> (What's happening with this?)
<b>Phone</b> (Blackboard Connect)	Email Voice Message Text	Program and Community Coordinator Back-up: Dir. of Technology	Immediate Communication	Emails, Phone Calls & Texts are sent via Blackboard (populated by Genesis)	Ongoing use for Emergency & Outreach communications
<b>Website</b>	Banner Message	Program and Community Coordinator Back-up: Dir. of Technology	Immediate Communication	Emergency Banner Message – top of website in Red	Ongoing use
<b>Social Media</b>	Daily posts to Facebook, Twitter & Instagram	Program and Community Coordinator & Campus Admins	Ongoing	Increase engagement & digital footprint	Trained Admins &

					provide logins for social media accounts
Website	Banner Message	Program and Community Coordinator Back-up: Dir. of Technology	Immediate Communication	Emergency Banner Message – top of website in Red	Ongoing use

## Addendum: Technology Tool Descriptions

### 1. Course Management Systems

#### A. IEP Direct

**State-specific special education solution proven to enhance compliance, support best practices, and improve quality of IEPs.**

IEP Direct is a comprehensive data management solution for special education programs that is tailored to each state's unique regulations and culture. It is the leading special education tool in New York, Connecticut, and New Jersey.

There are vast and crucial differences in special education requirements from state to state, which is why each version of IEP Direct is designed to align fully with state requirements, and is updated as those requirements change over time.

Developed in collaboration with special education subject matter experts and practitioners, each version of IEP Direct includes the required state reports, compliance validations, and quality assurance checks that are central to successful and efficient program management. In fact, the customization of IEP Direct goes far beyond the software's functionality and content. Our training methods and support structure are also customized to fit each state's - and each district's - needs. Our customer satisfaction record is unmatched.

IEP Direct is a truly best-of-class solution with a proven track record of delivering measurable results in returning time to teaching, reducing errors, enhancing compliance, supporting best practices, and improving the quality of IEPs.

#### **Features and Benefits:**

1. Electronic Individualized Education Program (IEP) document management makes IEP development more efficient and collaborative.
2. Real-time sharing and transferring of student records between school districts and education agencies enables unprecedented collaboration and visibility.
3. Built-in checkpoints enhance the quality of IEPs.
4. Enhanced content including CCSS aligned goals and objectives library, and legally compliant letters, notices, invitations, and forms.
5. Compliance validations as data is entered increase data accuracy, and dashboards make verifying and submission of state reports easy.
6. Guided wizards provide faster data entry and report generation.
7. Role-based user permissions allow controlled access to student records.
8. Configurable district settings allow flexibility for district-specific policies and procedures.



9. User-friendly interface designed from the special educator's perspective supports fast adoption and ease of use.
10. Seamless integration with general education student management systems.
11. Fully integrated Medicaid billing, document management, and document translation modules support efficient management.
12. Context-sensitive online help resources provide instant access to relevant supporting documentation.
13. Data security using SSL encryption - the standard used by banks and major financial institutions.
14. Regular software updates are delivered automatically and without any action required by users.
15. Fully web-based application provided using a *Software as a Service* model.

#### **B. Blackboard/Canvas**

**Canvas** is a learning management system that simplifies teaching and learning by connecting all the digital tools teachers use in one easy place. Many higher education institutions use these platforms. Our students who use these platforms will be better prepared for higher education as they will be exposed earlier on compared to their fellow classmates.

**Blackboard Learn** (previously the Blackboard Learning Management System), is a virtual learning environment and course management system developed by Blackboard Inc. It is Web-based server software, which features course management, customizable open architecture, and scalable design that allows integration with student information systems and authentication protocols. It may be installed on local servers or hosted by Blackboard ASP Solutions. Its main purposes are to add online elements to courses traditionally delivered face-to-face and to develop completely online courses with few or no face-to-face meetings.

#### **C. Genesis**

Genesis is a New Jersey based company and as such we are vigilant in keeping the system updated with the data fields required to produce the reports mandated by the New Jersey Department of Education and the federal government. Data for the various reports is extracted from Genesis in the format accepted by the Department of Education – either in an electronic format or in a printed report. Reports and extracts currently available in Genesis include:

##### **Grading**

The grading module in Genesis handles the district and school-wide grading policies with regard to interim reports, report cards, transcripts, and honor rolls. The grading module is designed for high schools and middle schools. Genesis also includes an elementary grading module for elementary schools. Grading allows teachers to electronically post grades. Our entire grading system will be set up as well as determination as to what to collect and when to collect it. A system administrator designated by our district will open the grading system to allow grade posting and then close it to end grade posting. Genesis will generate and print your interims, report cards, and transcripts. Genesis will also generate Honor Rolls. Genesis does sports eligibility calculations as well.

##### **Scheduling**

Some of the options that scheduling under Genesis include creating a course list, building a master class schedule, doing a study hall fill, mass assigning students to lunches, mass add/delete/replace courses, and of course create the reports you need.

### **Transcripts**

The transcripts module is highly customizable. The transcripts module integrates with all of the other modules in Genesis. Student data such as attendance, test scores, grades, GPA records and activities and awards can be displayed.

### **Gradebook**

Genesis will allow teachers to keep an electronic gradebook, which can be interfaced with the grading module to create interim grade reports and reports cards.

### **Lesson Planner**

The lesson planner allows teachers to electronically create, archive, update and collaborate on lesson plans. The lesson planner module is fully integrated into Genesis. Lesson plans can be aligned with local, state and national content standards.

#### **D. Pioneer Data Systems**

By using a district developed Google data system, Pioneer Data System enables administrators, professional staff, teachers and all those involved in the student delivery system to have a common system to track progress and have a clear understanding of progress to make data-driven decisions. The data system delivers solutions that meet the requirements of academic and functional standards, while addressing the unique needs of each student and their IEP goals. The data system affords us the opportunity to effectively work along with many of our current software tools such as Genesis, IEP Direct, etc.

## **2. Instructional Tools**

#### **A. Assistive Technology (AT) Initiative @ BCSSSD Westampton Campus: Led by ESU AT Specialists**

The Assistive Technology Initiative is a two-tiered project addressing the Education and Communication needs of the BCSSSD student population.

##### **Education**

The Educational Initiative has identified the AT network based program, Clicker 7 and applications Clicker Docs, Connect and Sentences. Clicker programs are highly customizable and literacy based. All students will be feature mapped and staff training will be ongoing. AT Specialists will collaborate with teachers and support staff in order to create assignments for their individual student's literacy needs. Technology used will be Clicker 7, Clicker applications Docs, Connect and Sentences, classroom computers, iPads, printers, headsets, hardware for student access (mouse, switch, switch interface, touch monitors, stylus, joystick, head switch).

#### **B. SMARTBOARDS**

The Smart Board interactive whiteboard operates as part of a system that includes the interactive whiteboard, a computer, a projector and whiteboard software - either Smart Notebook collaborative learning software for education, or Smart Meeting Pro software for business. The components are connected wirelessly or via USB or serial cables. A projector connected to the computer displays the desktop image on the interactive whiteboard. The whiteboard accepts touch input from a finger, pen or other solid object. Smart Board interactive whiteboards are also available as a front-projection flat-panel display – interactive surfaces that fit over plasma or LCD display panels.

### **C. *Pioneer Data System***

By using a district developed Google data system, Pioneer Data System enables administrators, professional staff, teachers and all those involved in the student delivery system to have a common system to track progress and have a clear understanding of progress to make data-driven decisions. The data system delivers solutions that meet the requirements of academic and functional standards, while addressing the unique needs of each student and their IEP goals. The data system affords us the opportunity to effectively work along with many of our current software tools such as Genesis, IEP Direct, etc.

### **D. *TregoED***

TregoED processes prepare school and district leaders to confidently face their biggest challenges. Knowledge and training in these processes build district capacity for effective, collaborative decision-making whether to organize competing interests, making the best decision among choices and identify problems and potential opportunities. There are four key processes:

#### **Situation Appraisal**

How can I best understand and address a complicated issue?

Used for:

- Conflict resolution
- Airing stakeholder concerns
- Preparing for a new initiative
- Examining a multifaceted issue (i.e., school violence)

#### **Decision Analysis**

How can I ensure decisions meet required and desired goals?

Used for:

- Making high-visibility, difficult choices (i.e., budget cuts)
- Organizational decisions (i.e., hiring/firing)
- Helping groups make recommendations (i.e., textbook selection)

#### **Problem Analysis**

How do I identify the underlying causes of a problem so it can be solved?

Used for:

- Gathering and analyzing data for more effective problem-solving (i.e., analyzing test results)
- Identifying true causes for persistent problems (i.e., variations in student achievement)
- Using facts to diffuse emotion on controversial issues (i.e., safety issues)

#### **Potential Problem/Opportunity Analysis**

How do I prepare for problems/opportunities that could impact our success?

Used for:

- Implementing new programs, changes and initiatives (i.e., new district policies/mandates)

- Preparing for a significant event (i.e., accreditation review)

### **Benefits**

People use TregoED critical thinking strategies for many reasons. Most commonly, the strategies are used to:

- Develop collaborative, consensus-based solutions
- Better understand issues and stakeholders
- Address conflict
- Organize and analyze data and thinking
- Develop leadership potential
- Explain conclusions and rationale
- Implement decisions, plans and changes

### **E. Plato**

Plato Courseware is a standards-based online learning program grounded in a tradition of solid research, sound pedagogy, and applied innovation. We develop rigorous, relevant curriculum that challenges your students with a 21st century approach - engaging them with interactive, media-rich content.

Whether your students are falling behind, at grade level, or advanced, accommodate their unique needs in an environment in which they will thrive. Plato Courseware can be used in a lab setting, a blended model in which online courses supplement the traditional classroom, or through a completely virtual experience.

Plato Courseware provides courses in a wide range of core subjects, electives, world languages, honors, and Advanced Placement® offerings. Courses consist of integrated assessments; including exemptive pretests that allow learners to forgo content they have already mastered and focus on the concepts that need additional work. Course-level assessments also include tests for each course module to ensure concept mastery.

### **F. Boom Learning**

Boom Learning is a platform and set of tools for creating and assigning Boom Cards which are cloud-based digital learning resources, such as digital flash/task cards, quizzes, interactive lessons, and more. Boom Learning can be used with in-person learning but also excels in remote learning

### **G. Milo the Robot**

Milo the robot is an interactive robot that engages students in learning and helps generalize and improve social skills for students with autism. Students are interested in Milo which helps them engage in the lesson and maintain focus

### **H. IXL**

IXL, at its most basic, is a targeted learning tool. It offers experiences for students, tailored to their age group by specific subject and topic. By offering analytics and recommendations, it is able to help support teaching and learning with a very focused outcome

### ***I. Reading A-Z***

Reading A-Z is a one-stop destination for teachers for all their reading needs. Assess: benchmark books and running records to assess your students. Align: thousands of leveled readers to meet the needs and interests of each child.

### ***J. Renaissance Learning***

Renaissance Learning is a software as a service and learning analytics company that makes cloud-based, Pre-K–12 educational software and adaptive assessments. It is used primarily for Accelerated Reader, which is used country-wide to improve reading in those that struggle.

### ***K. BrainPop***

BrainPOP is an essential engagement tool that allows both students and teachers to be involved in the learning process.

BrainPOP has really evolved by increasing the depth of knowledge needed to answer quiz questions, and playful assessments that allow students to explain their reasoning while playing a game.

### ***L. Relias Learning***

Training platform uses assessments and performance metrics to deliver personalized learning plans based on specific knowledge gaps

### ***M. Floreo***

Floreo is a VR platform that teaches social, behavioral, communication and life skills for individuals with Autism Spectrum Disorder (ASD), ADHD, Anxiety and other neurodiverse conditions

### ***N. Digitability***

Digitability is a research-based program that focuses on providing essential work readiness areas that include digital literacy, financial literacy, self-advocacy, social emotional learning, and executive function skills.

### ***O. Google Apps for Education***

With G Suite for Education, educators can create opportunities for learning, streamline administrative tasks, and challenge their students to think critically-all without disrupting current workflows. Teachers can choose from a variety of apps and extensions to assist students in all content areas.

### ***P. SAMR-Blooms***

SAMR is a model designed to help educators infuse technology into teaching and learning. Popularized by Dr. Ruben Puentedura, the model supports and enables teachers to design, develop, and infuse digital learning experiences that utilize technology.

The Substitution Augmentation Modification Redefinition Model offers a method of seeing how computer technology might impact teaching and learning. It also shows a progression that adopters of educational technology often follow as they progress through teaching and learning with technology.

While one might argue over whether an activity can be defined as one level or another, the important concept to grasp here is the level of student engagement. One might well measure progression along these levels by looking at who is asking the important questions. As one

moves along the continuum, computer technology becomes more important in the classroom but at the same time becomes more invisibly woven into the demands of good teaching and learning.

### **Classroom Learning and Technology Integration Models: Bloom's Taxonomy and SAMR**

**Bloom's Taxonomy (classification system)** was created in 1956 under the leadership of educational psychologist Dr. Benjamin **Bloom** in order to promote higher forms of thinking in education such as analyzing and evaluating concepts, processes, procedures, and principles which require more than remembering facts or rote learning. The taxonomy was later revised by professors Lorin Anderson and David Krathwohl in 2001. They organized the key cognitive skills according to six levels of complexity. These levels are arranged in the order of progressive sophistication: Remembering (most basic), Understanding, Applying, Analyzing, Evaluating, and Creating, the most complex and placed at the top of the pyramid.

In recent years, the rise of integration and use of technology in the classroom as a tool for teaching and learning has given birth to the **SAMR Classroom Integration Model** created by Dr. Ruben Puentedura. The model essentially redefines the classroom activities and integration of use of technology for teaching and learning. Dr. Ruben identified four levels of classroom technology integration organized by level of complexity beginning with the most basic level to the most complex: **S**ubstitution, **A**ugmentation, **M**odification, and last, the most challenging, **R**edefinition (**SAMR**).

Parallels have been made to link the hierarchy of increasing complexity for thinking or Bloom's Taxonomy to that of technology integration or SAMR the result of which is the link to the inquiry process associated with learning and the technological workflow to assist students to apply to critical thinking. model in the classroom.

The ultimate goal in the classroom is to have students exposed to classroom work that ultimately expose students to the highest level of thinking (creating) with the highest technology workflow application or redefinition.



Educator designs a task that targets a higher-order cognitive skill level

# BLOOM'S

<http://schrockguide.net/bloomin-apps.html>



Moving from traditional teacher-created tasks  
to student-centered, tech-integrated learning

## TECH

### TECH for Teachers and Students

**Handoff:** Students' interests drive the learning experience with teacher guidance and the flexible choice of tools and technologies to achieve an authentic and exemplary product.

**Choice:** Teacher sets broad goals for student learning and offers a choice of tasks using a specified range of available tools.

**Enhanced:** Teacher integrates multiple tech tools to create an enhanced learning experience for students.

**Traditional:** Teacher designs the task using traditional pedagogy with technology supports.

Created by: Jen Roberts @JenRoberts!



<http://www.litandtech.com/2013/11/turning-samr-into-tech-what-models-are.html>

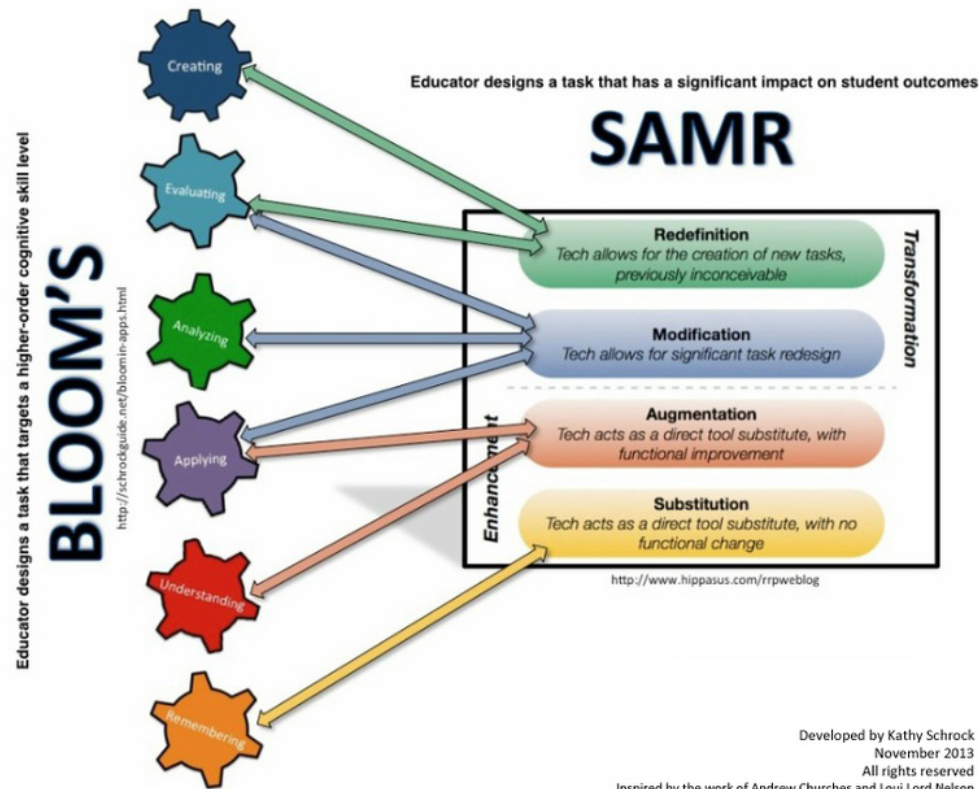
STUDENT

TEACHER

Developed by Kathy Schrock  
December 2014  
Based on the work of Jen Roberts







## F. Apple Education

Currently in Advertising, Art & Computer Graphics at Westampton campus, the following Apple hardware products are in use:

- (3) MacBook Pros
- (4) 27" iMacs
- (16) 21.5" iMacs (i7) w/DVD
- (3) 21.5" iMacs (i5) unibody
- (1) iPad Pro (new)

*All of the items above are from 2012 or older unless noted.*

The following is not Apple branded but used in concert with it:

- (1) HP Z5200 banner printer

- (1) HP CM6040mfp color laser printer (quite dated)
- (1) MakerBot (5th Gen) 3D printer (new)
- (10) HP photo scanners
- (10) Canon T5 digital SLR cameras
- (25) WACOM tablets (new)
- (8) WACOM Cintiq tablets (dated)
- (5) Epson V100 scanners (quite dated)

Students at Westampton Campus are also using the following software: Adobe Creative Suite CC2015 annual version (which includes Photoshop, Illustrator, InDesign, Dreamweaver, Animator, and many more), MakerBot, Sculptris and the stock Apple programs. (Photo, Safari, etc.)

#### ***G. Google Classroom***

Google classroom is a learning management system. All teachers at both campuses have been trained in the use of Classroom. Most, but not all, teachers utilize Classroom on a daily basis.

#### ***H. CTE Technology***

- 3D Printers
- Virtual & Augmented Reality Welding machines
- Virtual and Augmented Reality courses in Criminal Justice, Allied Health, and Sports Medicine.
- Virtual Auto Painting machines
- Sim Man (Simulated Mannequins for Healthcare)
- 3D Scanners
- High Efficiency HVAC Equipment
- High Tech Printing Machines
- Large Format Printers and Plotters
- ChromeBooks
- MacBooks
- Tech Lounge
- Smart Boards
- Automotive Diagnostic Scanners
- Drone Technology

#### ***I. Global Classrooms***

Global Classrooms is a U.S.-based global education program, belonging to the United Nations Association of the United States of America (UNA-USA) that engages middle school and high school students in an exploration of current world issues through Model United Nations,

wherein students step into shoes of UN Ambassadors and debate a range of issues on the UN agenda. Global Classrooms was created primarily for students in economically disadvantaged public schools who have little or no knowledge of global affairs or experience with Model UN.

The Global Classrooms program is currently in 24 major cities around the world. Global Classrooms bridges the gap in the Model UN community between established global education programs and traditionally underserved public schools by exposing students to the growing influence of globalization.

### **The Global and 21<sup>st</sup> Century Classroom**

When looking at the educational footprint on learning and flourishing in a global technology savvy environment, there are two key components that drive the research and application to classroom learning and student-centered instruction: curriculum and technology. **Dr. Heidi Hayes Jacobs** is the educational pioneer who has developed an understanding and development of a sound curriculum and its direct connection to access to technology and web based resources to support the curriculum. Her website can be accessed at <http://www.curriculum21.com/>.

The second component is found within the **International Society for Technology Education (ISTE)** which is the gold standard when integrating technology standards to classroom instruction be it locally, globally or on a Web-based platform where walls or water or transportation are no longer obstacles. The Society's website may be accessed by visiting <https://www.iste.org/>.

Education and the student classroom today are in the midst of a transformation, which is empowering students with resources to build upon information learned and accessed through technology within a changing world to create new content and applications to learning. The curriculum in the past has not caught up with the global advancements of the changing world. According to Dr. Jacobs, "we need to become strategic learners by deliberately expanding upon our perspectives while updating our approaches" be it for the student or the educational professional. In essence, we need to change our practices to embrace and prepare our students for the 21<sup>st</sup> century world that is ever changing. The curriculum needs to be upgraded to reflect this new reality. Dr. Jacobs in her work outlines the four key program structures that influence the curriculum in schools and forms a foundation for the technology plan for our districts: 1) The schedule: short and long term; 2) How learners are grouped; 3) Personal configurations, and 4) How we use space be it physical or virtual.

Within the classroom-learning environment, the ISTE standards work in tandem with the upgraded curriculum and promote students to be:

1. Empowered learners
2. Digital citizens
3. Knowledge constructors
4. Innovative designers
5. Computational thinkers
6. Creative communicators
7. Global collaborators

[http://www.iste.org/docs/Standards-Resources/iste-standards\\_students-2016\\_orbit-graphic.jpg?sfvrsn=0.3946669735995072](http://www.iste.org/docs/Standards-Resources/iste-standards_students-2016_orbit-graphic.jpg?sfvrsn=0.3946669735995072)

In Heidi-Hayes' book, *Curriculum 21: Essential Education for a Changing World* (<http://www.ascd.org/publications/books/109008.aspx>), attention is given throughout to transform the current classroom into a 21<sup>st</sup> century classroom by integrating technology such as multi-media, social media, distance learning applications such as Skype and Oovo to connect students around the world, computer applications, global connective classrooms without walls, research engines while using strategies that require real world thinking and problem solving and thus creating an irresistible and engaging learning environment for the student.

**J. Blackboard**

Blackboard is a partnership with the global educational community. Their purpose is to drive innovative technology in the classroom via an online portal. Blackboard is a simple, convenient, and reliable online collaborative learning solution. This fully redesigned solution delivers a level of engagement that makes learners feel like they are together in the same room via collaboration and conference tools. Blended learning combines online and face-to-face learning and engages learners with personalized lessons. Blackboard helps provide the tools needed to implement blended learning and to flip a classroom. With blended learning, results are personalized and digital content and tools are together in one place.

**3. Student Devices**

**A. iPads**

We have several iPad carts at West, one for each department. For the most part, they are outdated. The iPad is a consumer tool and its use is somewhat limited. We are better off putting our money in more versatile equipment.

**B. Chromebooks**

The one-to-one initiative with Chromebooks will be implemented for 9th and 10th grade in the 2019-2020 school year. By 2021-22, all students at the Burlington County Institute of Technology will be provided with a computer for the duration of their high school education.

**C. Mobile Carts**

We have some Mac carts, but due to economy, maintenance and functionality, the majority are Chromebook carts on both campuses.

**D. SMART/Promethean Boards**

The Smart Board/Promethean interactive whiteboard operates as part of a system that includes the interactive whiteboard, a computer, a projector and white boarding software - either Smart Notebook collaborative learning software for education, or Active Aspire for Promethean Boards. The components are connected wirelessly or via USB or serial cables. A projector connected to the computer displays the desktop image on the interactive whiteboard. The whiteboard accepts touch input from a finger, pen or other solid object. Smart Board interactive whiteboards are also available as a front-projection flat-panel display – interactive surfaces that fit over plasma or LCD display panels.

**E. PCs**

PC's will continue to be an everyday part of the students' learning environment. Staff and students can continue to use PC's to collaborate with Smart Boards, presentations and other proprietary PC based applications. Windows 10 will be rolled out as new PC's are purchased. The goal is

to replace PC's after 5 years of use.

**F. *Acceptable Use Policy and Regulation (AUP)***

- 2360- USE OF TECHNOLOGY
- 4321 - ACCEPTABLE USE OF COMPUTER NETWORK(S)/ COMPUTERS AND RESOURCES BY SUPPORT STAFF MEMBERS
- 3321 - ACCEPTABLE USE OF COMPUTER NETWORK(S)/COMPUTERS AND RESOURCES BY TEACHING STAFF MEMBERS
- 3283- ELECTRONIC COMMUNICATIONS BETWEEN TEACHING STAFF MEMBERS AND STUDENTS
- 4283- ELECTRONIC COMMUNICATIONS BETWEEN SUPPORT STAFF MEMBERS AND STUDENTS
- 2363- STUDENT USE OF PRIVATELY-OWNED TECHNOLOGY

**G. *Hardware & Software Security -***

Hardware and software applications are becoming more and more centralized with the use of server and/or cloud based applications allowing our network administrators to remotely configure, maintain and monitor equipment.

In addition to the implementation factors above, the research found that properly implemented technology saves money. Furthermore, the principal's ability to lead change is critical to the success of implementation. Based on other findings on the use of technology in the learning process, technology-transformed intervention improves learning. And for those who are engaged in online collaboration, the opportunities increase learning productivity and student engagement. Last, the daily use of technology delivers the best return on investment (ROI).

Source: Greaves, T.; Hayes, J.; Wilson, L.; Gielniak, M.; & Peterson, R., *The Technology Factor: Nine Keys to Student Achievement and Cost-Effectiveness*, MDR 2010.

**4. Books, Reading & Media Resources**

**A. *Open Source Options***

- Integrated Library Systems
- Koha
- Liblime Koha
- Open Biblio
- Audacity
- Ardour
- Blender
- Free CAD
- GIS
- NI MultiSIM
- Canvas
- Open Cast
- Cam Studio
- Open Meetings

- Open Office

**B. Video**

Student developed web content for classroom or college transition in application process

**C. Online resources**

Online subscriptions from the library

Web-based sites such as Curriculum 21.

**5. Website and Social Networking**

**A. Content Management and Website Optimization**

Website: District home page that is mobile friendly: Program & Community Coordinator. Campus pages: Campus webmasters

**B. Facebook**

Social Networking site designed for sharing information with family, friends, and community. Used to share photos, links, and videos with more than one billion users worldwide.

Content: Program & Community Coordinator & page administrators

[BCIT](#)

[BCIT Adult Education](#)

[BCSSSD](#)

[ESU Augmentative Alternative Communication & Assistive Technology](#)

[BCSSSD Deaf Hear of Hearing-D/HH Education Initiative](#)

**C. Smore (Newsletters, Workshop Registrations, etc.)**

Smore is an interactive newsletter, flyer, poster, that can be embedded within your classroom website and/or sent directly to parents. It can also be printed, sent home with students and/or posted on bulletin boards. Smore newsletters can also be kept as a documentation of parent communication.

Content: Monthly Newsletter, Program & Community Coordinator.

Campus accounts created Fall 2016 – “Educator Accounts” (10) Enabled us to pay Smore by check with vs. individual accounts, accepting credit card only payments.

[Smore Account](#)

**D. Constant Contact**

Constant Contact is an Email Marketing online software used to create email newsletters, surveys, events, and interest lists for direct email communication. Analytics are a useful tool to gauge successful email marketing campaigns.

Content/Creation: Program & Community Coordinator

**E. Twitter**

Twitter is an online news and social networking service where users post and interact with “tweets,” restricted to 140 characters. Content:

Program & Community Coordinator

**F. Instagram**

Instagram is an online mobile photo-sharing site that allows its users to share pictures and videos either publicly or privately on the app, as well as through a variety of other social networking platforms, such as Facebook, Twitter, Tumblr, and Flickr.

Content: Program & Community Coordinator

@bcss\_burlington

**G. YouTube**

YouTube provides a forum for people to connect, inform, and inspire others worldwide via uploaded videos. Site allows users to upload their videos for public viewing.

Content: Videos uploaded by Program & Community Coordinator

BCSSSD/BCIT [YouTube Account](#)

**H. School Wires**

Schoolwires is an easy to use software application that helps school districts create dynamic websites. Schoolwires is now Blackboard Web Community Manager, providing K-12 schools and districts with reliability hosted and low-maintenance content management systems.

Content: Program & Community Coordinator (District Home Page)

Campus pages: campus webmasters

**I. Blackboard Connect**

Blackboard Connect is a provider of mass notification services for education, government and private sector organizations around the world. Used for Outreach and Emergency Notification email, texts, and voice messages to lists populated by Genesis.

Content: Program & Community Coordinator. Back-up: I.T. Coordinator

BCIT & BCSSSD Accounts

[About Blackboard](#)

**J. LinkedIn**

LinkedIn is a social networking site designed specifically for the business community. The goal of the site is to allow registered members to establish and document networks of people they know and trust professionally. Posts include professional events, links, invites, and photos.

Content: Program & Community Coordinator

Accounts: Superintendent of Schools.

**K. Superintendent Blog**

Found on the homepage of the superintendent for each District. The entries address current events and provides a snapshot on ongoing activities, honors, issues and Board meeting follow up. This is a timely and informative means to bring key information to the public's attention.

**L. Superintendent's Leadership Sparks**

[https://www.youtube.com/watch?v=k05Feo0DITA&list=PLQTqE6d8X09pa3wdV3hNRBtpQ\\_C2wmR1n](https://www.youtube.com/watch?v=k05Feo0DITA&list=PLQTqE6d8X09pa3wdV3hNRBtpQ_C2wmR1n)

**6. Educational Accountability & Achievement**

**A. Walk-throughs**

Part of Genesis Staff Management (see description below)

**B. NJSmart**

*NJ SMART is the New Jersey Department of Education's secure data transfer and reporting site.*

**C. Genesis**

*Genesis Staff Management is our staff evaluation program.*

**D. Gradebook**

*Part of Genesis student information system (see below under Information Systems)*

**E. Lesson Plans**

*Part of Genesis Student Information System (see below under Information Systems).*

**F. IEPDirect**

IEP direct is a web-based software package that provides education agencies with the ability to manage the complex requirements of special education administration. The system allows users to maintain students' individualized education plans and accommodation plans and all related information and activities through a single user interface. This system talks to Genesis and manages all technical operations that occur behind the scenes. It manages all server functions including maintenance releases, data integrity, backing up data, and ensuring system software and hardware performance. Over the next few years, we are hoping that more districts start using IEP direct. We are also hoping for an option in the program for the teachers and related service staff to sign off that they read and understand the contents of the IEP. We have put the request in with Frontline and are hoping for a resolution.

**G. Pioneer Data System**

By using a district developed Google data system, Pioneer Data System enables administrators, professional staff, teachers and all those involved in the student delivery system to have a common system to track progress and have a clear understanding of progress to make data-driven decisions. The data system delivers solutions that meet the requirements of academic and functional standards, while addressing the unique needs of each student and their IEP goals. The data system affords us the opportunity to effectively work along with many of our current software tools such as Genesis, IEP Direct, etc.



## **7. Infrastructure**

### **A. Network and File Sharing**

Files will continue to be shared through Windows servers for staff and students. Cloud based options such as Google Drive and iCloud will be introduced, as more applications are made available for Chromebooks and Apple iOS devices.

### **B. Wireless**

BCSS consists of Wi-Fi networks covering 90% of the campuses using the 802.11n standard. The wireless connectivity offers up to 300 Mbps. Moving forward, as Wi-Fi access points become more affordable, our districts' plan is to roll out 802.11ac offering up to 1000 Mbps.

### **C. Copy/Print Management Solutions**

The movement to continue to unify print/copy solutions will continue with the goal of replacing all antiquated and off lease equipment with Xerox equipment to allow centralized print management to monitor and manage consumable expenses.

### **D. Data Access & Archiving**

Data is currently available through direct connections to server resources on network devices. Moving forward, data will be more accessible through mobile resources (i.e. handheld devices and remote connections). Detailed instructions on how to access data will be provided to staff and students. Archived data will be rolled into a student's portfolio allowing them to have access to previous assignments and/or projects as they move from grade to grade.

## **8. Student Assessments**

### **A. Digital**

Students take digital assessments that are administered on a computer to prepare them for digital and web-based assessments. It is becoming more commonplace for faculty members to develop digital assessments for implementation on a regular basis in the classroom.

### **B. Web-based**

Web-based assessments are completely hosted on the web and are easily accessible. In addition, they usually provide instant scoring and do not use up vital server space with large program downloads unlike most digital assessments.

### **C. YouTube**

Students in the American Sign Language (ASL) class utilize YouTube to share their homework and assignments with their instructor(s)/peers in a video format. YouTube can allow access to high quality instructional videos for free. Video clips can be used to generate theme-based discussions. YouTubeEdu provides short, professional and concise videos on educational topics. Several archived historical clips are now available on YouTube. In addition, not every child learns in the same manner. Therefore, YouTube is appealing to the Visual learner. There are also several videos available to help students better understand their homework by showing step-by-step examples of challenging content. Videos could be used as a writing prompt to enhance engagement in literacy skills. The possible uses of YouTube in the education setting are evolving and expanding every day.

**D. STAR360**

When you know precisely what students already understand, it's easier to plan what to teach next. Renaissance Star 360® assessments provide achievement and growth data you need for screening, progress monitoring, and guiding instruction in the least amount of testing time. Teachers in over one-third of schools nationwide rely on Star 360 for reliable data.

**E. Gradebook**

The grading module in Genesis handles the district and school wide grading policies with regard to interim reports, report cards, transcripts, and honor rolls. The grading module is designed for high schools and middle schools. Genesis also includes an elementary grading module for elementary schools. Grading allows teachers to electronically post grades. Your entire grading system will be set up, what to collect and when to collect it. A system administrator designated by your district will open the grading system to allow grade posting and then close it to end grade posting. Genesis will generate and print your interims, report cards, and transcripts. Honor rolls will be generated. Sports eligibility calculations are done by Genesis as well.

**9. Distance Learning (when relevant)**

**A. Synchronous/Asynchronous/Hybrid**

**B. Online Courses**

**C. Video Conferencing (GoTo)**

**D. Meetings without Walls**

**E. Virtual Fieldtrips**

**F. Blackboard/Canvas**

**10. Information Systems**

**A. Genesis**

Genesis is a New Jersey based company and as such we are vigilant in keeping the system updated with the data fields required to produce the reports mandated by the New Jersey Department of Education and the federal government. Data for the various reports is extracted from Genesis in the format accepted by the Department of Education – either in an electronic format or in a printed report. Reports and extracts currently available in Genesis include:

**NJ SMART**

Genesis complies with all NJ SMART requirements. All data elements required by the State of New Jersey are maintained in Genesis. Data files are extracted by running the appropriate collection in Genesis. Reports are generated for each collection to determine potential data errors that could impact the uploading of data to the NJ SMART website. Genesis contains easy to use screens to troubleshoot and fix potential errors, so the data uploaded to NJ SMART is as clean as possible. SID files generated from NJ SMART are easily uploaded back into Genesis to keep your data current.

**NJ Testing**

Genesis provides extract routines to generate Pre-ID Labels for HSPA, GEPA, ASK, ELLS, APA, Biology EOC, Algebra I, Algebra II, and NJ PASS. Districts that use Genesis to create their pre-id labels can easily import Test Scores back into Genesis.

**Student Data**

Keep all of your student demographic information including name, addresses, contact information, birth date, locker number, counselor name and homeroom. Special Education, ESL/LEP, and free/reduced lunch can be tracked as well.

**Registration**

Pre-register your students for next year's entry, register students for the current year, transfer students between district schools or out of district with Genesis. Produce the reports you need simply and quickly.

**Nurses**

The nurse's module allows the nurse to check a student in, search for all visits made by a student, track all student's health screening, sports physicals, and steroid release forms. Genesis also allows you to track daily medications needed for students. Produce the reports you need from the nurse's office including the A45 with Genesis.

**Attendance**

Genesis will facilitate taking of homeroom/daily attendance and class attendance. Easily generate attendance letters and reports. The attendance module will collect, clean, and produce NJASSA reports. Create daily telephone lists and interface with auto dialers with Genesis.

**Calendar**

The district calendar can be set up and maintained in Genesis. You will have the ability to overlay individual school calendars on the district calendar. Genesis allows for different start/end dates for the different schools within the district.

**Conduct**

The conduct module allows you to create, search, and view conduct incidents. There is also a link between the daily attendance module and the conduct module so that conduct incidents are generated automatically when a student hits a certain amount of tardies or absences. HIB incidents can be easily tracked in Genesis.

**Parents**

The parent portal allows parents to view demographic data, grades, attendance, homework assignments and conduct/discipline notes. You can easily mass email parents through Genesis.

**Athletics**

Keep track of all your athletic teams, rosters, seasons and calendars and determine Sports Eligibility with Genesis' athletics module.

**Turnstile**

Track students coming and going through Turnstile. Detention, class trips, school dances, trips to the school nurse. You define the event you would like to track and let Genesis do the rest. Always know where your students are with Genesis.

**Assessments**

SAT, HSPA, ASK even local assessment results can be stored, evaluated and displayed in Genesis. Create powerful, customizable views showing historic results from a multitude of sources.

**Staff**

Keep track of all your staff data within Genesis. Demographics, job roles, qualifications, employment history, vehicle information and more.

**Report Writer**

Genesis contains the most powerful built in report writer available today. Users can build reports against all data and tables stored within Genesis using simple to use screens. Output reports to PDF, Excel, CSV and also send the reports electronically by either email or SFTP. Report Writer reports may be distributed to all or groups of users.

**Web Desk**

This fully customizable screen allows teachers, counselors or administrators to create a home screen that shows the data that is important to them. See lists of today's appointments, students who are absent or in danger of failing. Any data housed in Genesis can be brought to life in Web Desk.

**Documents**

Store any document in Genesis using our document storage module. Upload documents individually or in batches. Not only can you see any document pertaining to a student in Genesis, but documents can be made to be viewed in the parent module as well.

**B. Edumet**

- Edumet is a Software program for payroll/personnel/accounting/inventory/student activities
- Edumet keeps all employee information in reference to certificates; attendance; salary; health benefits; leave of absence; SMID information; paycheck history; W2 information; purchase orders; vendor payments; student activity payments and receipts. etc.

**11. Parent Communications****A. Phone, Email and Text Messages (Blackboard Connect)**

Blackboard connect provides email, phone, and text messages to the school community. The program allows the district to send outreach and emergency notifications.

**B. Genesis Parent Portal**

Genesis Parent Portal is an extension of our student information system that allows parents to view student data (i.e. grades, attendance, homework assignments, conduct).

**C. Website**

Website Updates:

Program & Community Coordinator

Back up: I.T. Coordinator

Superintendent contacts via email/text with specific language for posting. Education community will be notified via website, blackboard (text, email & voice message).

***D. Social Media***

The district has not used Social Media as a forum for emergency notifications to date. All updates are made via Blackboard Connect (phone, email, & text) and posted on the district website(s). The District uses Twitter and Facebook to promote upcoming events, provide updates regarding ongoing activities within the district; promote any calendar changes; etc.