A. LEA Information

1.   **2014-2015 Student Enrollment**

	Total Enrollment	Pre-K Enrollment	K-2 Enrollment	3-5 Enrollment	6-8 Enrollment	9-12 Enrollment	Ungraded Enrollment
Student Enrollment	4,486	0	836	888	1,127	1,604	31

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

Dennis W. Creedon

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

Superintendent

B. Instructional Technology Vision and Goals

1. **Please provide the district mission statement.**

   Our Mission is to ensure that every student in our schools acquire the skills, knowledge, attitudes and interpersonal skills that will permit him or her to operate effectively in the broader community and lead a successful productive life in a changing world.

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

   Our vision is that "Standards based education that is integrated with educational technology enables all students to achieve at their highest potential because it enhances cognitive equity within teaching and learning environments."

   We believe that students at all ages benefit from the integration of technology in teaching and learning because it empowers and aids our students as they take the lead in their individual education. To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. (http://www.corestandards.org/ELA-Literacy/introduction/key-design-consideration/)

   As a result, today's educators must build the critical thinking skills of their students needed for authentic digital literacy. Armed with a critical stance to Internet based content, Mahopac's teachers will build life-long learners who excel in their schoolwork and who are conscious of fact that learning is realized in community collaboration. By doing so, we will build the well informed citizen leaders needed in the 21st century.

   In addition, we will highlight the positive benefits available through technology while we also stress the safety and character education strands that inform our anti-bullying and anti-harassment skill sets. Our multicultural student-centered approach will celebrate the dignity of each student while and at the same time, we caution our youth to be aware of the dangers that lurk in unmonitored platforms and or web-based formats.

   We believe the currency of the 21st Century is digital. As a result, we believe educators must be flexible in planning content to address the diverse skill sets required for digital literacy. The Common Core State Standards for College and Career Readiness address the skills needed for successful and critical engagement of all media formats.

   Technology Goals
   - To embed technology into our everyday instructional delivery practices and increase access to the appropriate tools which will increase student outcomes and prepare our students to be college and career ready.
   - Explore and expand the District's Universal Design initiatives to enable all students, teachers, and administrators to the access and integration of technology.
   - Continue to develop and integrate the Google Apps for Education platform into our instructional delivery methods as well as utilize it for a ubiquitous solution for communication and collaboration between all stakeholders.
   - Develop and support on-going instructional technology and assistive technology professional development structures for teachers, staff, administrators and parents to ensure consistency, collaboration, and innovation throughout the District.
   - Increase the number computers and hand-held devices available in our schools.

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

    There have been many technological initiatives that have assisted with developing goals and standards for technology in our school district in the past. These efforts have been   sponsored by major educational technology leadership organizations and past Technology Committees. The current District-Wide Technology Committee's charge is to reorganize our technology department and develop a clear and transparent technology plan that includes benchmarks, goals, and deliverables

    Committee for Technology reviewed the following in developing this technology plan:
    ·   Current technological efforts in the district
    ·   Research on the implementation of Google For Education platform in other school districts
    ·   Current Computer Assisted Instruction (CAI) applications being used both within and outside of our school district
    ·   Tenants of Universal Design

    The District-Wide Technology Committee is responsible for the development of goals and procedures for the 2016-2019 Technology Plan and makes recommendations to the Superintendent of Schools for technology projects and initiatives based on this plan. The group members include administrators, teachers, students, and parents. The committee members included representatives at the Elementary, Middle and High School level. The District-Wide Technology Committee is chaired by the District's Assistant Superintendent for Pupil Personnel & Educational Services and meets regularly throughout the school year.

4. **Please provide the source(s) of any gap between the current level of technology and the district's stated vision and goals.**
    - ☐ Access Points
    - ☐ Cabling
    - ☐ Connectivity
    - ☑ Device Gap
    - ☐ Network
    - ☑ Professional Development
    - ☑ Staffing
    - ☐ Other
    - ☐ No Gap Present

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

    1. Professional Development planning for successful implementation of staff pd.
    2. Funding for devices.
    3. Previous priority of staff allocation was for staff that have direct involvement with students. Reassessing district needs, we see that priority of staff allocation should include internal professional development staff that can turnkey instructional technology solutions to the rest of the district staff.

C. Technology and Infrastructure Inventory

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

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

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

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

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

    Lower Hudson Regional Information Center

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

	Speed in Gpbs or Mpbs
Minimum Capacity	☐ Greater than 10 Gbps ☑ 10 Gbps ☐ 1 Gbps - < 10Gbps ☐ 100 Mbps- < 1 Gbps ☐ 50 Mbps - < 100 Mbps ☐ 10 Mbps - < 50 Mbps ☐ Less than 10 Mbps
Maximum Capacity	☐ Greater than 10 Gbps ☑ 10 Gbps ☐ 1 Gbps - < 10Gbps ☐ 100 Mbps- < 1 Gbps ☐ 50 Mbps - < 100 Mbps ☐ 10 Mbps - < 50 Mbps ☐ Less than 10 Mbps

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

	Please provide the speed at which classrooms are connected to building wiring/network closet.
Minimum Circuit Speed Within a School Building	☐ Greater than 10 Gbps ☐ 10 Gbps ☑ 1 Gbps - < 10Gbps

	Please provide the speed at which classrooms are connected to building wiring/network closet.
	☐ 100 Mbps- < 1 Gbps ☐ 50 Mbps - < 100 Mbps ☐ 10 Mbps - < 50 Mbps ☐ Less than 10 Mbps
Maximum Circuit Speed Within a School Building	☐ Greater than 10 Gbps ☐ 10 Gbps ☑ 1 Gbps - < 10Gbps ☐ 100 Mbps- < 1 Gbps ☐ 50 Mbps - < 100 Mbps ☐ 10 Mbps - < 50 Mbps ☐ Less than 10 Mbps

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

	Port speed of switches	Mbps or Gbps
Minimum Capacity of Switches	1	☐ Mbps ☑ Gbps
Maximum Capacity of Switches	1	☐ Mbps ☑ Gbps

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

0

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

☑ Yes
☐ No

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

100

9. Does the district use a wireless controller?

Yes

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

	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop computers/Virtual Machine (VM)	1,200	1,200
Laptops/Virtual Machine (VM)	300	300
Chromebooks	1,900	1,900
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	0	0
Tablets less than nine (9) inches without access to an external keyboard	0	0
Tablets nine (9) inches or greater without access to an external keyboard	300	300
Totals:	**3,700**	**3,700**

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

85

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

Mahopac Central School District has addressed the present needs of every student with a disability to access educational technologies. If an when new emergent technologies arise that may offer additional supports for students to realize their long-range goals and short-term learning outcomes that are embedded within their IEPs, appropriate and immediate supports will be offered.

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

	Number of devices in use
Document Cameras	150
Flat Panel Displays	5
Interactive Projectors	310
Interactive Whiteboards	310
Multi-function Printers	20
Projectors	5
Scanners	5
Other Peripherals	0
Totals:	**805**

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

(No Response)

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

Yes

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

Yes

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

200

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

Yes

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

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

D. Software and IT Support

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

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

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

N/A

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

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

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

N/A

5.   **Please provide the name of the Learning Management System (LMS) most commonly used in the district. A Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting, and delivery of online and blended learning courses.**

None used

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

- Pearson Reading Street ELA
- McGraw Hill Connect Ed Math
- IXL
- STAR Enterprise
- Successmaker

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

(No Response)

8. **Does the district have a Parent Portal?**

Yes

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

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

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

• Transportation - Bus Schedules
• Assessments

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

☐ Learning Management System
☑ Emergency Broadcast System
☑ Website
☑ Facebook
☑ Twitter
☐ Other

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

Title	Number of Current FTEs
IT Manager	0.20
Network Administrator	2.00
Sr. Network Specialist	1.00
Network Specialist	2.00
Jr. Network Specialist	1.00
	6.20

E. Curriculum and Instruction

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

The currency of the 21st Century is digital. As a result, educators must be flexible in planning content to address the diverse skill sets required for digital literacy. The Common Core State Standards for College and Career Readiness address the skills needed for successful and critical engagement of all media formats.

Mahopac's Teachers will receive professional development to help them integrate the following standards into the facilitation of all coursework.

CCSS.ELA-Literacy.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCSS.ELA-Literacy.WHST.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

To build teacher capacity in technology, Mahopac will facilitate Professional Learning Communities for administrators and teachers that are framed and supported by Google for Education. In addition, we will focus on Marzano's Art and Science of Teaching as the pedagogical focus for renewal while we support experimentation with enhanced student engagements via diverse media formats.

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

Yes

2a. **If "Yes", please provide detail.**

The Mahopac Central School District supports equitable access to high-quality learning technologies for all students serviced by our schools. We ensure that teachers, administrators, and students have equitable access to high-speed connectivity, up-to-date hardware and software, computer assisted instruction, and assessment tools that improve student outcomes for all learners. In addition, intensive and ongoing professional development supports high quality use of learning technologies for all students. Our library and media centers provide access to resources for all students and staff. Every classroom has internet access and appropriate hardware and software in order to meet the needs of the students in those classes. Our wireless network continues to be upgraded, supported, and improved to allow for access throughout the District and in all classrooms. As a district, we continuously evaluate building and classroom technology infrastructure to ensure equitable access.

In addition, the District continuously evaluates instructional and assessment technologies in order to provide appropriate supports and equitable access. Moreover, the District provides for any student who demonstrates need, access to hardware and software that supports support student literacy and achievement. For those instructional software programs where licensing permits, home access is granted. For those students who require specific assistive technologies pursuant to their Individual Education Programs, the District will provide and support appropriate assistive technology devices and programs in order to ensure all students have access to the curriculum.

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

Yes

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

School districts are required under law to provide appropriate assistive technologies to students with disabilities when it supports their acquisition of a free and appropriate public education and access to the curriculum. In order to support the inclusion and participation of students with disabilities in general education classrooms, all IEP's developed for children identified as needing special education services, indicate whether assistive technology has been considered to provide meaningful access to the general curriculum.

The Mahopac Central School District has many students who are utilizing a variety of assistive technology devices pursuant to the recommendations outlined in their IEPs. An evaluation process helps the CSE determine the need and type of assistive technology support that is to be considered. The District engages in ongoing follow-up and monitoring of these devices and supports as well as assessing how they are being utilized in the teaching and learning context. Moreover, the District provides on-going training and support for students, teachers and parents in order to ensure the proper implementation of these devices and supports.

Each year, as these students change class, grades, and even school buildings, the District supports the coordination and movement of these devices, which includes the retraining of new classroom teachers and support staff.

Additionally this includes the ensuring the devices receive the required upgrades, servicing as well as garnering technical expertise in order to integrate these devices in our current technology infrastructure for the use in classrooms as well as all other applicable environments (including home).

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

☑ Yes
☐ No

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

The district has teachers that are trained in working with English Language Learners. They have access to all technology through out the district including but not limited to: Chromebooks, Laptops, Desktops, Interactive Whiteboards, Lab rooms and all the software the district provides along side translation software and add-ons. The teachers receive professional developement in the technoogies and integration methodologies so they can best incorporate the technology into the curriculum and provide the students with the best experience they can.

F. Professional Development

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

It is imperative that our teachers and support staff embrace and seamlessly integrate technology into their instructional design. In addition, our students need to acquire the digital literacy skills and competencies critical for college and career readiness. In order to meet this challenge, appropriate professional development structures and opportunities for instructional staff is essential to a well-educated student body.

Technology Professional Development Goals

- Continue to use the Instructional Build Technology Leaders as the foundational source of on-going and on-demand technology staff support experiences for administrators, teachers, and staff in our schools.
- Utilize Instructional Technology Specialists at the Elementary and Secondary schools in order to provided embedded and readily available professional development opportunities.
- Continue to support other staff developers from in-district staff and/ or others who are knowledgeable about local curriculum and learning goals to integrate technology into the classroom.
- Continue to provide technology staff development by examining District and curricular needs, working individually with colleagues, planning, presenting workshops during the school day, at faculty meetings, through online professional development portals, tutorials and media.
- Continue to expand the variety of technology staff development offerings. This includes: online courses, streaming video and online tutorials that allow teachers and staff to have access to training that can take place "anytime, anywhere".
- Continue to investigate how technology can provide staff development experiences.
- Offer differentiated training opportunities to address the increasing specialized applications of technology. Staff development should include technology and workshops targeted to staff members who possess different levels of technology proficiency.
- Seek to hire new staff members who have competency in technology.
- Continue to train Parents/Guardians of District students to utilize and access our Home Access Portal. This portal provides information about student attendance, report cards, progress reports, transcripts, GPA, emergency contact information, and teacher communication resources.
- Provide on-going technology staff development for Administrators, Supervisors and Support Staff in data, productivity and communications.

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

Title	Number of Current FTEs
IT coach	0.60
Inst Tech Integrator	1.00
IT Manager	0.40
	2.00

G. Technology Investment Plan

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

	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1	Professional Development	200,000	Annual	☑ BOCES Co-Ser Purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other
2.	Chromebooks	500,000	Both	☑ BOCES Co-Ser Purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other
3.	Switches	300,000	One Time	☑ BOCES Co-Ser Purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other
4.	Servers	250,000	One Time	☑ BOCES Co-Ser Purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other
5.	Other	1,500,000	One Time	☑ BOCES Co-Ser Purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act

Technology Investment Plan

	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
				☐ Other
Totals:		**2,750,000**		

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

Security upgrades to include: IP surveillance systems, door access controls, IP base public address system, network security, visitor management system, and VOIP phone integration.

H. Status of Technology Initiatives and Community Connectivity

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

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

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

   The goal of the district is to increase access to students and teachers and the community by partnering with the local public library. The district will supply the local public library with hotspots that they will lend out to students or teachers on a rotating basis. The expense of WIFI service will be shared between both institutions. This will increase access the Internet at home for those who do not presently have connectability.
   In addition, the district is looking into creating a Chromebook lending program in the middle and high schools so that students will be able to borrow these as needed for research and writing. Teachers who become Google Scholars will be offered class sets of Chrome books. Students who become Google Wizards will receive Chrome books as well. The district has provided Chromebooks to all teachers to take home and use at school.

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

   ☑ Home
   ☑ Community
   ☐ None

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

   Wi-Fi is available at the public library, Starbucks, and local restaurants.

I. Instructional Technology Plan Implementation

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

   - Superintendent's Conference Days focused on building Professional Learning Communities focused on the Art and Science of Teaching and using Google for Education as the foundation for communication
   - Recruit new students to assume roles of on air and back room production technicians with a goal of expanding content on technology education programing
   - Recruitment of second class of Google Scholars and Google Wizards with PD for each group.
   - Expansion of Google Chrome Books.
   - Continue WIFI hotspot lending program at local library and Chrome book lending program at the middle and high school libraries
   - Special Education review of assisted technologies to address IEP goals
   - Expansion of security cameras and upgrades to present system
   - Renewal of infrastructure related to Gig Backbone, switches/routers
   - Continued PD on building educator comfort on integration of technology into teaching and learning
   - 2016-2017 plan reviewed, evaluated, and reconsidered in light of stated objectives and goals Plan for 2017-2018

J.Monitoring and Evaluation

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

Each step in the plan will be evaluated for efficiency and effectiveness. Clarity data is informing our plan's goals and objectives and each year's path toward success. The technology committee will review each component of the program and offer positive critique and coaching to ensure success. In working with our partners at the Lower Hudson Regional Information Center (LHRIC) staff, leaders of our teachers' and administrators' unions, we will track comfort levels related to integration of technology in their teaching and learning environments.

Walk through protocols will capture data related to ease of integration of technology in facilitation of course content. Student leaders will meet with the superintendent and LHRIC staff to review their perspectives on the integration of technology in their educational programs.

Professional development community members will gather data on effective integration of technology from peers and students and reported needs. The full reviews will be in January and June.

After the PD Conferences, electronic surveys of workshops and presentations will be evaluated and reviewed for guidance on moving forward. This will be the same for each after school course offered.

District leadership in partnership with LHRIC staff, and the leadership of our teachers' and administrators' unions will regularly review each component of the timeline to ensure deliverables meet expectations. In addition, a full review of the plan will be done twice a year. In addition, the superintendent and technology plan's leadership team will host focus groups to gain insights from the perspectives of students, teachers, and parents on how the plan is being realized in the home and by those in the classrooms.

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://www.mahopac.k12.ny.us/groups/11083/technology/home	2007
Internet Safety/Cyberbullying*	http://www.mahopac.k12.ny.us/groups/11083/technology/home	2013
Parents' Bill of Rights for Data Privacy and Security	http://www.mahopac.k12.ny.us/parents_bill_of_rights	2015

K. Survey Feedback

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

1.   **Was the survey clear and easy to use**

Yes

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

Yes

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

We feel that survey was comprehensive in its scope and focus.

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

We would keep it as it is.

5.   **Other comments.**

In order to access the AUP and Parent Bill of Rights, you must go through the website before accessing the documents. The links in the previous section take you to the page where the links to the respective documents are.

Appendices

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

(No Response)