

# Roslyn School District

## Instructional Technology Plan 2026 - 2029

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# Introduction

Technology is forever evolving in our fast changing ecosystem of heterogeneous systems. It is the Technology Department's mission to provide an enriched environment filled with limitless educational technologies unbound by location, hardware restrictions, or network connectivity.

The District Technology Department is overseen by the Assistant to the Superintendent for Technology and Security Infrastructure. Positions held by staff within the Technology Department include, but are not limited to: Data Analyst, Network Administrator, Program Specialist for Tech Expansion, and Field Technicians. In 2026, two new Program Specialists for Tech Expansion joined the department.

In addition to our district technology team, we have a contract for technical support that provides for full-time daily technical assistance to support our network. This includes Windows, Macintosh, iOS, and Chrome OS technical support. Additionally, we partner with outside vendors to provide application support for the various programs utilized by the district, such as Canvas, PaySchools, etc.

# Status of Technology in Our District

## DISTRICT-WIDE

All instructional buildings are connected via fiber optic lines contracted at a speed of 10-40 gigabits. The Network Operations Center (NOC) is located in the High School. The NOC houses user home directory, email, web server, several application servers and thin client servers in a virtual environment.

With an increase in the amount of digital data stored, sent, and received, it is increasingly important to ensure this data is secured. Our focus has been, and continues to be, on increasing our cybersecurity protocols to mitigate potential threats and risks. We had introduced new threat protection systems and upper layer application based detection. Since the last technology plan, we have implemented Multi-Factor Authentication for all staff accessing the web version of email from outside of the district. Staff are required to verify their login attempts via Duo Mobile. Our third goal addresses, in part, cybersecurity.

As part of our ongoing effort to enhance home-school communications, in 2026, we are migrating to ParentSquare for a more reliable, modernized platform for district and teacher communication. ParentSquare offers many helpful features including: automatically translated messages in the parent's preferred language, direct messaging, newsletters, secure document delivery, forms and permission slips, and so much more.

We have expanded the available features of PowerSchool, our Student Management System / Parent Portal, with the introduction of online Student Registration. Parents and students also have access to more information than ever before with access to up-to-date, real-time data. This data includes, but is not limited to:

- High School: Demographic information, interim reports, report cards, attendance, grades on assignments & assessments in the current quarter, and grade history (report card)
- Middle School: Demographic information, interim reports, report cards, state assessment portfolio, attendance and grade history (report card), assignment grades & assessments in the current quarter
- Elementary: Demographic information, state assessment portfolio, progress memorandums, and attendance

As of 2020, the district provides one-to-one devices, and all students have a device to use for instructional learning whether at school or at home. We continue to explore best practices regarding virtual learning environments and enhanced applications to provide students with the skills and strategies required to be globally responsible and competitive. Each year, teachers and students participate in a practice remote instructional day to ensure they have the necessary skills and resources to transition to remote instruction if ever necessary.

### **ELEMENTARY SCHOOLS (*THE HEIGHTS, EAST HILLS, AND HARBOR HILL SCHOOLS*)**

All our elementary school classrooms are equipped with at least one networked desktop computer and wireless access for both student Chromebooks and teacher devices. All students have Dell Chromebooks with Internet access. Additionally, all teachers have access to a laptop, e.g. for remote learning. For presentations, each classroom has available the use of a multimedia projector or BenQ interactive board. All computers in the elementary schools are equipped with Microsoft Office and subject-specific grade level software.

All computer users have a home directory specific to the teacher or student. Teachers and students can access these accounts from any location in the building. Computers in the classroom, office, and library are all PC computers, which run on the Windows systems or ChromeOS.

Since the previous technology plan, we have made great strides in upgrading boards in classrooms, which enhances instruction and promotes technology integration. A number of classrooms have had their Epson boards upgraded to new BenQ interactive boards that provide enhanced features and interactive capabilities. Many teachers have requested these upgraded boards, had their requests filled, and been provided one-to-one support in utilizing their new boards.

Students at East Hills and Harbor Hill School receive both computer science and STEAM (Science, Technology, Engineering, Art, and Math) instruction. Students at Heights School also receive STEAM instruction. Students visit the lab and library where they continue to develop their technology skills. Children utilize instructional technology programs, such as Google Workspace and many other educational tools. Coding has become an integral part of our technology program at the elementary school level along with engineering.

## **MIDDLE SCHOOL**

Middle school classrooms are equipped with a desktop computer, a USB document camera and interactive BenQ boards. All classrooms have BenQ Interactive boards to enhance the educational programs.

All Middle School computers have Microsoft Office, Chrome, and curriculum-specific software. All staff and student computer users have individual logins and a home directory on the network to store their work. Teachers and students can access work from any location in the district and from home by utilizing the Microsoft Remote Apps portal and/or Office 365. They can also access their Google Drive files by logging into the Google Workspace. All students have Dell Chromebooks with Internet access. Additionally, all teachers have access to a laptop, e.g. for remote learning.

Project Lead the Way is an engineering program with grade-appropriate curriculum for all levels. It had been introduced with great success as an elective at Roslyn High School and at Roslyn Middle School, and we then began implementation in the younger grades. The computer room contains 28 state-of-the-art machines with a 3D printer.

The Middle School currently utilizes a computerized period-by-period attendance and grading system called PowerTeacher, a module of PowerSchool, i.e. our district's student management system.

## HIGH SCHOOL

All of our High School classrooms are equipped with at least one networked desktop computer. All classrooms have BenQ Interactive boards to enhance the educational programs.

All teachers have access to a laptop, e.g. for remote learning. All students have Dell Chromebooks with Internet access. The software installed differs depending on their particular needs. Examples of some installed applications are Kami, Read&Write, and Screencastify. In some cases, students with disabilities need access to an iPad to have their needs met. We have also created Chromebook carts that are available for teachers to reserve for their classes, e.g. for more secure testing environments.

Mini computer labs (five stations or less) with network printing are available for unscheduled student use in each of the Department Study Centers (Math, Social Studies, Science, English, and Foreign Language). There are six Science Department labs which provide access to various means of technology that range from extra ports for charging individual devices to a state-of-the-art Anatomage virtual dissection table. These labs are equipped with drop-down projection screens to mirror the presentation on the main BenQ interactive board.

The High School currently has five other computer labs located throughout the building (Business Lab, Broadcasting Mac Lab, Art/Graphics, and two All-Purpose). English writing labs and STEAM/CAD/Graphics/Web classes are scheduled into departmental labs throughout the school year. Labs are available for teachers to request booking for their classes during non-scheduled periods. The High School also houses one Language Learning Lab utilized primarily by the Foreign Language Department. All lab scheduling is completed online through an in-district website called Skedda. All labs can accommodate between 20-30 users and may include a scanner and at least one laser printer. A color laser is available in three labs.

Recently, we installed a new state-of-the-art Bloomberg computer lab that is equipped with an interactive Market Wall and 24 student terminals featuring Bloomberg software. The software platform provides real-time and historical data and analytics, used globally to place trades and analyze financial market data. The Market Wall is a digital wall that provides the latest stocks and bonds information, indices, currencies, and business news.

The Broadcasting Mac Lab is a newly renovated studio space that is home to [two unique offerings in media and communications](#) that the district is very proud of: podcasting and media production. Roslyn's [RosPod](#) provides students with an opportunity to showcase and develop their skills in the 21st century medium of podcasting, and [student podcasts have even been published](#). In the podcasting class, students learn to analyze modern stories and create their own audio narratives using podcasting as a storytelling medium. The course emphasizes hands-on, collaborative learning to produce engaging content. [The program recently hosted Lauren Migaki, Senior Producer at NPR and a director of the Student Podcast Challenge](#). Migaki was impressed by the students and provided them with invaluable guidance, such as a session on professional equipment and a Question & Answer period that addressed topics like the industry of podcasting. Teacher Mr. Vogt shared: "[Migaki] genuinely wanted to see how we do things and how teenagers generate such incredible work. It was a joy and honor to have someone of her stature take notice." The article also states: "The success of the RHS podcasting program showcases experiential learning in action, where students transform literacy skills into meaningful

storytelling projects. The class develops critical communication abilities, nurtures creativity, and teaches journalistic integrity, making English language arts both relevant and engaging for today's learners.”

[The Roslyn TV Program \(RTV\)](#) provides students with instruction in broadcast journalism, an exciting opportunity to promote career readiness. Media Broadcast Production, taught by fantastic teachers, is designed for juniors and seniors and focuses on television/video production and broadcast journalism. Students research topics, write news scripts, and more to produce a show that is broadcast to the entire school each week.

As of 2023, the High School has an "Electric Vehicle Engineering" (EV) course where students build a road-ready electric vehicle from the ground up. This is part of a broader STEAM and innovation focus, with the program involving intricate work on the vehicle's battery technology, control panel, and dashboard.

The High School currently utilizes a computerized period-by-period attendance and grading system called PowerTeacher, a module of PowerSchool, i.e. our districts’ student management system.

All staff and student computer users have individual logins and a home directory on the network to store their work. Teachers and students can access this work from any location in the district and from home by utilizing the Microsoft Remote Apps portal and/or Office 365. They can also access their Google Drive files by logging into the Google Workspace.

The integration of technology in all disciplines is the norm throughout the district’s schools today.

## **DISTRICT OFFICES, BUILDINGS & GROUNDS, AND BUS GARAGE**

All central office and building administrators (including department leads and their clerical staff), nurses, attendance and main office staff are on the Microsoft PC platform running Windows 10 or greater. PowerSchool, the district student management system, has expanded its use to begin including health records of students, testing data, and emergency information. Parents also have the ability to access their child's grades and attendance using the PowerSchool Parent Portal.

The Business Office currently uses WinCap as its financial and personnel management system. WinCAP financial system is currently being used for electronic accounting, budget tracking, and purchasing.

The Bus Garage, Bus Depot, and Buildings & Grounds facilities are connected to the district's dark fiber WAN. The Transportation Department utilizes the Transfinder system to develop bus routes and Zonar to track buses along with students entering and leaving. Zonar is used to track district-owned vehicles as well. District devices are also tracked by Geofencing. The Buildings & Grounds facility utilizes the School Dude Maintenance Direct ticketing system for tracking district-wide work orders and requests. We also utilize Metasys software for district-wide climate control.

# Goals and Strategies

Education is the search for truth and knowledge. We believe our role in public education is to provide an opportunity for and an inspiration to all students to continue this quest for the rest of their lives.

We believe that each student has the right to the opportunity to learn to capacity, to grow in intellect, to mature emotionally, to develop aesthetic appreciation, and to accept responsibilities for self and others, all within an environment conducive to health and safety.

We believe that there is a degree of goodness, nobility, and heroism in all human beings and that it is our task to provide outlets for these for the individual's and society's benefit. It is the goal and purpose of the Board of Education to ensure equity of educational opportunity to each student in the Roslyn School District.

## Instructional Technology Goals 2026-2029

1. Support instructional technology integration & staff empowerment
  - a. Provide staff with the tools and support they need to be successful
  - b. Utilize technologies to promote equity and accessibility
2. Advance digital fluency and AI literacy across the curriculum
  - a. Continue to provide staff with training and support with AI tools and best practices for utilizing AI tools in their pedagogy
  - b. In collaboration with technology leaders in local districts, contribute to developments in the space to promote equity and benefit other New York State public schools
3. Continue our investment towards security technologies to continue to cultivate safe environments for our students and faculty.
  - a. Implement new technologies for visitor management for in-building movement
  - b. Implement new technologies notification enhancements during lockdown
  - c. Evaluate and enhance annual cybersecurity and Ed Law 2-d training for all staff
  - d. Enhance safety and security by better monitoring student usage of district devices at the classroom level with GoGuardian Teacher and at the district level with GoGuardian Beacon

# Strategies to Accomplish Instructional Technology Goals

## **GOAL 1: SUPPORT INSTRUCTIONAL TECHNOLOGY INTEGRATION & STAFF EMPOWERMENT**

*Provide staff with the tools and support they need to be successful. Utilize technology integration to promote equity and accessibility.*

### **Strategies:**

- We will provide multimodal professional development in instructional technology in one-to-one, small group, and large groups settings. We will provide professional development in both in-person and virtual environments to support teacher preference and extend our reach.
- We will evaluate the response to recently implemented regular office hours that are being offered virtually each month district-wide. Depending on the response, we may increase this mode of support.
- We will continue site visits to buildings, providing an opportunity for teachers to sign up for one-to-one support with their instructional technology.
- Now that we've accomplished providing one-to-one devices for all students as discussed in our previous technology plan, we will continue to provide support to integrate this equipment into the classroom, e.g. through push-in support.
- Per our previous technology plan, we've been able to greatly increase the number of interactive boards throughout the district and provide support in using those boards. Our next goal is to continue installing upgraded boards in the elementary buildings and supporting teachers in utilizing those boards in their classrooms.
- In our last technology plan, we referenced collaborating with stakeholders to "determine which software would have the greatest impact on student learning." We have achieved that goal and plan to continue to build on our work in this area. We are especially excited about continuing to support learning for all students as we identify ways that programs can support different learning styles.
  - In response to teacher feedback, we conducted a staff survey and identified a need for Quizizz (now Wayground). We will continue to promote and provide support for this program, which has excellent features for equity and accessibility. For instance, the program allows teachers to set up Accommodation Profiles for students.
  - We will continue to collaborate with stakeholders, such as Pupil Personnel Services, to identify student needs and provide program use cases to support different learning needs. For instance, we've recently provided information about district programs that can support reading tests aloud in foreign languages. As needed, we will purchase new software to support equitable and accessible learning environments for all learners.

- In our previous technology plan, we referenced piloting a Lexmark program. We have since rolled out Lexmark Testing Assistant and Lexmark Translation Assistant and plan to continue providing teacher support in this area. Using Translation Assistant, teachers can quickly and easily translate materials and assessments for both students and families, promoting accessibility and equity.

## **GOAL 2: ADVANCE AI LITERACY ACROSS CURRICULA AND BEYOND THE CLASSROOM**

*Continue to provide staff with training and support with AI tools and best practices for utilizing AI tools in their pedagogy. In collaboration with technology leaders in local districts, contribute to developments in the space to promote equity and benefit other New York State public schools.*

### **Strategies:**

- The district currently supports and plans to continue to support a variety of AI programs and programs that integrate AI tools and features. Teachers will continue to have access to Google’s Gemini, Microsoft’s Copilot, and Khanmigo’s Teacher Tools. District programs like Wayground, Canva, and Nearpod have integrated exciting AI features into their programs.
  - Staff members had requested that students have access to Google Gemini, which we were able to accomplish. We will monitor and evaluate student use of AI in the classroom and adapt to teacher and student needs.
- We will continue to provide professional development in AI and plan to:
  - Train administrative staff on use cases for AI in their work
  - Train teachers in best practices for utilizing AI tools in their pedagogy
  - Include information in sessions on ethical use of AI, the tenets of AI literacy, and data privacy in AI environments
  - Highlight AI features built-in to other programs when working with teachers
  - Provide use cases to integrate AI into various subject areas and curricula
- Use of AI tools integrated across curricula will be expanded, and teachers are also providing explicit instruction on AI. At the High School, we now offer a course entitled “AI, Cybersecurity and Beyond.”
- The Assistant to the Superintendent for Technology and Security Infrastructure has begun development of an in-house AI system that allows users to interact with AI in a walled garden in which data does not leave the district. He will continue to develop this system and identify use cases for faculty and staff. To our knowledge, this was one of the first systems of its kind operating in a NYS public school. Through his professional collaboration with technology leaders in other districts, this concept has begun to gain traction.
- We will collaborate with local district technology leaders both to stay current and contribute to the development of AI use in public schools. We plan to highlight the

importance of equity as we share findings and network with others doing this work. By presenting at local conferences and Nassau BOCES, we plan to extend this work beyond the district to benefit other NYS public school systems.

**GOAL 3: CONTINUE OUR INVESTMENT TOWARDS SECURITY TECHNOLOGIES TO CONTINUE TO CULTIVATE SAFE ENVIRONMENTS FOR OUR STUDENTS AND FACULTY.**

***Implement new technologies for visitor management for in-building movement. Implement new technologies notification enhancements during lockdown. Evaluate and enhance annual cybersecurity and Ed Law 2-d training for all staff. Enhance safety and security by monitoring student usage of district devices at the classroom level with GoGuardian Teacher and at the district level with GoGuardian Beacon.***

**Strategies:**

- While the district currently boasts robust procedures for allowing visitor entry into our buildings, a vulnerability has been identified in that it is difficult to ascertain where a visitor is in the building throughout the visit. Visitors wear stickers or lanyards that identify them as guests, but these items do not allow for insight into their locations. We will:
  - Research potential solutions to this problem, e.g. the feasibility of affixing location-tracking equipment to visitor badges
  - Collaborate with and solicit feedback from stakeholders
  - Evaluate the best solution and begin implementation
- We have begun examining options to improve plans for annual cybersecurity and Ed Law 2-d training for all staff. With data privacy and security being a top priority and a heightened concern in many districts, we'll evaluate training modules and select a module or modules that best clearly explains pertinent information for all staff.
- We have begun rolling out GoGuardian Teacher and GoGuardian Beacon. GoGuardian Teacher allows for teachers to monitor student work on district devices, intervene as necessary to support student focus, and create records of classroom usage for review. In addition to teachers monitoring devices in the classroom, GoGuardian Beacon promotes student safety at the district level as we monitor for concerning searches, such as those that reference self-harm, suicide, and threats of violence. We will:
  - Promote teacher usage of GoGuardian Teacher in the classroom by continuing to provide teachers with program access and associated support
  - Monitor teacher usage of the program to identify trends and improve as needed
  - Further develop our usage of GoGuardian Beacon by developing enhanced protocols and increasing program capacity of any relevant stakeholders
  - Respond to safety concerns quickly and effectively
  - Continue to collaborate with relevant stakeholders and experts, such as our guidance department
  - Monitor trends in flagged content and respond appropriately
- Since our last technology plan, we have successfully rolled out Duo Mobile Multi-Factor Authentication to all staff accessing the web version of email outside of the district. We'll continue to support in this area as we re-enroll new devices and onboard new staff. We will also consider secure options for improving the re-enrollment process for end users.

# Professional Development

Our goal to increase student achievement through the use of technology is being achieved in large part through the focus of our Professional Development program. Professional Development in instructional technology is provided by the Technology Department and through Roslyn's Laura Adler Teacher Center.

The importance of multimodal professional development is paramount. To increase reach, training is offered at different times of the day and in both virtual and in-person formats. Instructional technology support is offered on-site at each building through "Ed Tech Support Days," and teachers are also able to arrange appointments for one-on-one training sessions at their convenience.

Furthermore, Professional Development is provided to staff in group settings in various formats, such as:

- Department meetings
- Faculty meetings
- Teacher Center Workshops

Professional Development evaluation is completed on a yearly basis by the Teacher Center using their annual needs assessment survey. After district inservice offerings, each course participant completes a course evaluation.

# Budget

The Roslyn School District is continually seeking to provide an environment conducive to learning and allocate appropriate resources to assist in enhancing student achievement. During the past years, Roslyn has focused on increasing the district's wireless infrastructure, additional network bandwidth and threat data protection for students and teachers across all buildings to provide a robust and secure environment.

The budget represents a financial technology plan for Roslyn School District. It provides detailed information on accounts for funds allocated for instructional and administrative technologies.

Technology monies are provided through tax levies, state and federal Grants, and private donations from non-profit community organizations. All installations are performed by in-house technicians and maintenance personnel.

# Evaluation

Evaluating the effectiveness of our technology plan is crucial in ensuring that our goals are met. We find that one of the most effective ways of doing this is through observations and discussions with the staff. The Assistant to the Superintendent for Technology and Security Infrastructure, department chairpersons, and administrators visit various classrooms and observe the use of technology in the classrooms.

Much time is also spent engaging in meaningful discussions with teachers with regard to the use of technology in the classroom. Teachers have the opportunity to share specific lessons that they are implementing in the classroom and how this is having a positive impact on the students. In addition, teachers have the opportunity to ask questions or share concerns that they feel need to be addressed in order for them to reach the goals of the instructional technology plan. The Technology Department strives to be open and responsive to teacher feedback, a key tenet of our work in supporting the work of our teachers. Since our last technology plan, many meaningful changes have been implemented at the request of teachers and administrators.

District Committees are utilized to review current status and project future possibilities in classroom use, network applications, and community access. Meetings are scheduled during the year that include:

- Assistant Superintendents for Curriculum
- Students
- Parents
- Technology Support Specialists
- Building Administrators
- Teachers (Elementary and Secondary)
- Library Media Specialists

Technology Assessments are evaluated after every course to ensure the goals are being met, especially in the following areas:

- Skill levels of staff, administrators, and students
- Current infrastructure with respect to instructional and administrative needs
- Technology accessibility for staff and students (including an evaluation of the technology maintenance program)
- Evaluation and analysis of appropriate emerging technologies, both software and hardware