

Instructional Technology Plan - 2026-2029 Instructional Technology Plan

I. District LEA Information

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I. District LEA Information

1. **What is the name of the district administrator responsible for entering the Instructional Technology Plan data?**

Melissa Szymanski

2. **What is the title of the district administrator responsible for entering the Instructional Technology Plan data?**

Assistant Superintendent

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Instructional Technology Plan - 2026-2029 Instructional Technology Plan**II. Strategic Technology Planning**

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II. Strategic Technology Planning**1. What is the overall district mission?**

We are a nurturing community of diverse learners who foster a just and compassionate society.

Our mission is to do the following:

- To inspire exploration and experimentation
- To unleash natural enthusiasm for learning and growth
- To invite unconventional and courageous thinking
- To cultivate equal parts confidence and compassion
- In order to expand what one sees as possible for themselves, the community, and society.

2. What is the vision statement that guides instructional technology use in the district?**Hastings-on-Hudson UFSD Instructional Technology Vision**

Over the past decade, the presence and use of technology in classrooms has increased, reflecting its growing presence in society generally. Of course, there are mixed opinions on the value and consequences of using technology, and the district's approach fits somewhere in the middle. Specifically, we do not view technology as a goal in and of itself. Rather, when we look at curriculum, if technology can be used to support or improve our students' access to, or management of, content, we think it should be considered as a potential tool. As the most effective teaching uses a variety of tools, we expect that technology will be used as needed rather than continually. Usage will vary across different grade levels, but in general it means that the technology use should either enrich instruction or support communication. Individual teachers are free to incorporate technology in their lesson plans and they are the best source of information on how it is used in a particular classroom.

Screens and devices are ubiquitous in our lives, and they are not inherently better or worse than other educational tools. Though, as with any tool, its effectiveness relies on the hands that use it. And we see as much variation in effective use of technology as we do in teaching generally. So, technology skills have been incorporated into regular staff development and this will continue as we want to make sure that our investment in the hardware and software produces good outcomes for our students. To keep the district moving forward, the Superintendent meets several times a year with a group of administrators and board members to discuss initiatives, progress, and challenges. The district has policies in place for acceptable use by staff and students as well as plans for multi-year technology expenditures and K-12 curriculum goals detailing the skills that should be developed as students progress through the grade levels.

So what are some ways that a student will use technology in our schools: a smart board in an elementary class can engage students in a discussion through its interactive capacity. First-graders might create movie presentations illustrating their research on world markets. In middle school, students learn to use and evaluate on-line information sources as they do study ancient civilizations. In a language arts class, electronic documents can easily be shared and worked on collaboratively with other students or the teacher. Adaptive tests, which respond to the answers an individual student provides, give very real-time, individualized assessments of comprehension and allow teachers to tailor instruction.

Teachers and administrators are also mindful of the skills our students will need following graduation. For example, most universities use some form of electronic board system for tracking assignments, progress, and communication between students and faculty. Over the past few years, the district has implemented comparable school-wide systems, including student and parent portals and the use of School Wires and Google Classroom. Students may currently use their own devices with these interfaces, and in the coming school year the district intends to make netbooks available to all high school students. None of this is mandatory, but if it improves the experience for the student, helping them stay on top of work, or get help from a teacher, then the technology is a useful tool.

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II. Strategic Technology Planning

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Overall then, the district tries to take a reasoned approach to the use of technology in our classrooms, making sure that it is serving rather than driving us. The focus remains on developing the whole child, with all the interpersonal and educational skills that our children will need as they move on in life.

3. **At the start of the 2026-27 school year, will the district provide a dedicated mobile device for every student in all grades?**

No

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Dedicated Device Chart

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Dedicated Device Chart

1. Choose one device access option per grade level based on the district plan for supplying students with a dedicated mobile device at the start of the 2026-27 school year.

	Device Access
K	Students will use shared district devices as needed (ex. classroom cart)
1	Students will use shared district devices as needed (ex. classroom cart)
2	Students will use shared district devices as needed (ex. classroom cart)
3	Students will use shared district devices as needed (ex. classroom cart)
4	Students will use shared district devices as needed (ex. classroom cart)
5	Students will use shared district devices as needed (ex. classroom cart)
6	Provide all students with a district-owned dedicated device
UGE	Multiple levels of device access
7	Provide all students with a district-owned dedicated device
8	Provide all students with a district-owned dedicated device
9	Provide all students with a district-owned dedicated device
10	Provide all students with a district-owned dedicated device
11	Provide all students with a district-owned dedicated device
12	Provide all students with a district-owned dedicated device
UGS	Multiple levels of device access

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III. Goal Attainment

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1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.
The district has met this goal:
Fully
2. Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.
The district has met this goal:
Moderately
3. Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.
The district has met this goal:
Fully
4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.
The district has met this goal:
Fully
5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.
The district has met this goal:
Fully

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IV. Action Plan - Goal 1

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1. In 1 – 2 sentences provide an instructional technology goal for your district.

Develop and sustain a professional learning culture in which all educators can select, apply, and reflect on technology tools that purposefully and effectively improve student learning.

2. Choose the topic that best aligns to your instructional technology goal.

Professional Development

3. Target Student Population(s). Check all that apply.

- All students
- Early Learning (Pre-K -3)
- Elementary/intermediate
- Middle School
- High School
- Students with Disabilities
- English Language Learners
- Students who are migratory or seasonal farmworkers, or children of such workers
- Students experiencing homelessness and/or housing insecurity
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- Students who do not have internet access at their place of residence
- Students in foster care
- Students in juvenile justice system settings
- Vulnerable populations/vulnerable students
- Other (please identify in Question 3a, below)

4. Additional Target Population(s). Check all that apply.

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

5. Estimated cost of this goal/priority over the three-year plan? Round to the nearest thousand if exact figures are not yet known.

50,000.00

6. What is the potential funding source(s) and/or purchasing mechanism(s) for this expenditure over all three years of the plan? Can check multiple options.

- BOCES Co-Ser purchase
- Capital Project
- District Public Bond
- District Operating Budget
- E-Rate
- Grants
- Instructional Aid Materials
- Instructional Resources Aid
- Smart Schools Bond Act
- Technology Reserve Fund
- Title Funds
- Other

Instructional Technology Plan - 2026-2029 Instructional Technology Plan

IV. Action Plan - Goal 1

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7. **Optional: If you would like to add an action plan for this goal list the action steps below.**

	Action Step	Action Step - Description
Action Step 1	(No Response)	(No Response)
Action Step 2	(No Response)	(No Response)
Action Step 3	(No Response)	(No Response)
Action Step 4	(No Response)	(No Response)
Action Step 5	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)

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IV. Action Plan - Goal 2

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1. In 1 – 2 sentences provide a second instructional technology goal for your district.

The district will explore the role of AI while prioritizing a commitment to authentic learning and academic integrity.

2. Choose the topic that best aligns to your instructional technology goal.

Instructional and/or Administrative Software

3. Target Student Population(s). Check all that apply.

- All students
- Early Learning (Pre-K -3)
- Elementary/intermediate
- Middle School
- High School
- Students with Disabilities
- English Language Learners
- Students who are migratory or seasonal farmworkers, or children of such workers
- Students experiencing homelessness and/or housing insecurity
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- Students who do not have internet access at their place of residence
- Students in foster care
- Students in juvenile justice system settings
- Vulnerable populations/vulnerable students
- Other (please identify in Question 3a, below)

4. Additional Target Population(s). Check all that apply.

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

5. Estimated cost of this goal/priority over the three-year plan? Round to the nearest thousand if exact figures are not yet known.

90,000.00

6. What is the potential funding source(s) and/or purchasing mechanism(s) for this expenditure over all three years of the plan? Can check multiple options.

- BOCES Co-Ser purchase
- Capital Project
- District Public Bond
- District Operating Budget
- E-Rate
- Grants
- Instructional Aid Materials
- Instructional Resources Aid
- Smart Schools Bond Act
- Technology Reserve Fund
- Title Funds
- Other

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IV. Action Plan - Goal 2

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7. **Optional: If you would like to add an action plan for this goal list the action steps below.**

	Action Step	Action Step - Description
Action Step 1	(No Response)	(No Response)
Action Step 2	(No Response)	(No Response)
Action Step 3	(No Response)	(No Response)
Action Step 4	(No Response)	(No Response)
Action Step 5	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)

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IV. Action Plan - Goal 3

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1. In 1-2 sentences provide a third instructional technology goal for your district.

Strengthen collaboration between home and school by providing guidance to students and families on healthy device usage habits and strategies to mitigate device dependency.

2. Choose the topic that best aligns to your instructional technology goal.

Professional Development

3. Target Student Population(s). Check all that apply.

- All students
- Early Learning (Pre-K -3)
- Elementary/intermediate
- Middle School
- High School
- Students with Disabilities
- English Language Learners
- Students who are migratory or seasonal farmworkers, or children of such workers
- Students experiencing homelessness and/or housing insecurity
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- Students who do not have internet access at their place of residence
- Students in foster care
- Students in juvenile justice system settings
- Vulnerable populations/vulnerable students
- Other (please identify in Question 3a, below)

4. Additional Target Population(s). Check all that apply.

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

5. Estimated cost of this goal/priority over the three-year plan? Round to the nearest thousand if exact figures are not yet known.

3,000.00

6. What is the potential funding source(s) and/or purchasing mechanism(s) for this expenditure over all three years of the plan? Can check multiple options.

- BOCES Co-Ser purchase
- Capital Project
- District Public Bond
- District Operating Budget
- E-Rate
- Grants
- Instructional Aid Materials
- Instructional Resources Aid
- Smart Schools Bond Act
- Technology Reserve Fund
- Title Funds
- Other

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IV. Action Plan - Goal 3

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7. Optional: If you would like to add an action plan for this goal list the action steps below.

	Action Step	Action Step - Description
Action Step 1	(No Response)	(No Response)
Action Step 2	(No Response)	(No Response)
Action Step 3	(No Response)	(No Response)
Action Step 4	(No Response)	(No Response)
Action Step 5	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)

8. Would you like to list a fourth goal?

No

For help with completing the plan, please visit ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

Instructional Technology Plan - 2026-2029 Instructional Technology PlanV. NYSED Initiatives Alignment

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V. NYSED Initiatives Alignment

1. How will the district's use of instructional technology support a comprehensive and sustained effort to improve student performance and academic standards, while also addressing the need to provide equitable learning opportunities "everywhere, all the time" (National Technology Plan)?

Our district leverages a device initiative, combined with a robust Learning Management System and curated digital learning applications, to ensure students have 24/7 access to high-quality, interactive curriculum. By utilizing data-driven instructional tools, teachers can personalize learning paths, directly supporting academic standards and improving student performance through targeted interventions. To ensure achievement and growth relative to academic standards, we utilize interactive tools like Smart Boards and adaptive assessments to provide real-time, individualized assessments that allow teachers to tailor instruction to student needs. To ensure equitable learning opportunities 'everywhere, all the time,' we provide students with access to chromebooks, utilize systems like Google Classroom and engage families via parent/student portals. This infrastructure supports access to content and collaboration beyond the classroom walls. By investing in sustained professional development, we ensure our staff can effectively use these tools to support the development of the 'whole child,' preparing them for the digital demands of higher education while maintaining a focus on essential interpersonal skills.

2. **At the start of the 2026-27 school year, will the district offer full-time virtual instruction to any students? (Select all that apply)**

- Yes. Our district operates a full-time virtual instruction program.
- Yes. One or more of our students will attend a program operated by a BOCES or another public school district.
- None of our students will participate in a full-time virtual instruction program.
- Other

3. If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, all responses in this survey align with the district's response to any related question(s) in the SSIP.

The district does not have an active SSIP.

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VI. Administrative Management Plan

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VI. Administrative Management Plan

1. Staff Plan

Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

	District Employed Staff (FTE)	Staff Contracted Through Vendor or BOCES (FTE)
District Technology Leadership	0.00	1.00
Instructional Support	0.00	0.00
Technical Support	1.00	2.00
Totals:	1.00	3.00

2. 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

3. Districts are required to post an Instructional Technology Plan on their website. Please provide the URL link as evidence of this requirement.

(No Response)

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VII. Established Educational Technology Programs

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VII. Established EdTech Programs

1. Please choose one or more topics that reflect an innovative educational technology program that has been implemented with and for students for at least two years at a building or district level. Use "Other" to share a topic that is not on the list.

<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input checked="" type="checkbox"/> Digital Equity Initiatives	<input checked="" type="checkbox"/> Special Education
<input checked="" type="checkbox"/> Advanced Computer Science or Technology Courses	<input checked="" type="checkbox"/> Digital Fluency	Instruction and Learning with Technology
<input checked="" type="checkbox"/> Artificial Intelligence (AI)	<input checked="" type="checkbox"/> Engaging School Community through Technology	<input checked="" type="checkbox"/> STEAM/STEM
<input checked="" type="checkbox"/> Assistive Technology	<input checked="" type="checkbox"/> Flexible Learning Spaces	<input checked="" type="checkbox"/> Student Technology Support/Helpdesk
<input type="checkbox"/> Blended and/or Flipped Classrooms	<input checked="" type="checkbox"/> Instruction and Learning with Technology	<input checked="" type="checkbox"/> Virtual/Online Learning
<input checked="" type="checkbox"/> Broadcasting or Podcasting	<input checked="" type="checkbox"/> Media Literacy	<input type="checkbox"/> Other Topic A
<input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> OER and Digital Content	<input type="checkbox"/> Other Topic B
<input checked="" type="checkbox"/> Digital Citizenship	<input type="checkbox"/> Personalized Learning	<input type="checkbox"/> Other Topic C

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