



Alfred-Almond Central School District
2026 – 2029 Technology Plan



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Section I – District LEA Information

Mission Statement

It is the overall mission of the Alfred-Almond Central School District to prepare each individual to live successfully in a world of rapid change, and to grow from dependence to independence. Development of self-discipline and readiness to accept responsibility for one's actions are essential characteristics of that growth. Our school system will provide an equal opportunity for each Alfred-Almond student to be challenged to the fullest extent of his or her ability and to assure that all students will acquire the knowledge and skills necessary to enable them to become productive members of society. This mission is best accomplished when school personnel maintain high expectations for all students, create a positive school climate, ensure a safe and orderly school environment, monitor student progress on a frequent basis, and promote effective home-school communication. The school system shares the responsibility for accomplishing this mission with the family and community.

Background and Demographics

The Alfred-Almond School District is located in the eastern section of Allegany County (serving the Towns of Alfred, Almond, Ward, and West Almond) and the western section of Steuben County (serving the Towns of Hartsville and Hornellsville). These towns are primarily residential and agricultural communities.

The district's single facility, which houses grades PK-12, sits on a 50-acre campus between the villages of Alfred and Almond, adjacent to Interstate 86, a major east-west highway serving southern New York. The original building was constructed in 1939 following the merger of the Alfred and Almond village schools and the centralization of local rural districts.

As of the 2025-2026 school year, the district employs 70 teachers, two principals, two guidance counselors, and a CSE Chairperson. Student enrollment totals 490 (247 in grades PK-6 and 243 in grades 7-12), with 37% of students eligible for free or reduced-price lunches.

Stakeholders

This plan was developed and reviewed with input from the district's standing and ad hoc committees:

Technology Subcommittee

Christopher Parry – Director of Educational Technology

Brett Dusinberre – Superintendent/Community Member/Parent

Casey Dusinberre – Elementary Curriculum & Instruction/Community Member/Parent

Stefanie Mayr - Secondary Curriculum

District Leadership Committee

Christopher Parry – Director of Educational Technology

Brett Dusinberre – Superintendent/Community Member/Parent

Kathryn Kruger – Business Manager/Community Member

Geoff Hurley – Secondary Principal

Casey Barber – Elementary Principal

Bryan Burdick – Transportation Supervisor/Community Member

Kyle Winans – Senior Maintenance Mechanic

Casey Dusinberre – Elementary Curriculum & Instruction/Community Member/Parent

Kate Palmer – CSE Chair/Community Member/Parent

School Improvement Team (S.I.T.)

Maeghen Kuhn – Board President/Community Member/Parent

Kristin Sciotti – Teacher/Community Member/Parent

Julie Ormsby – Teacher/Community Member/Parent

Aimee Parry – Teacher

Casey Barber – Elementary Principal

Casey Dusinberre – Elementary Curriculum & Instruction/Community Member/Parent

Tina Frechette – Community Member/Parent

Building Leadership Team (B.L.T.)

Geoff Hurley - Secondary Principal

Katherine Carretto - Teacher

Jami Snyder - Teacher/ Community Member/ Parent

Dave Brady - Teacher

Amy Powers - Teacher/ Community Member/ Parent

Lisa Postilli - Teacher

Beth Acker - Teacher/Community Member

Amy Boone - Counselor

Stefanie Mayr - Secondary Curriculum & Instruction

Student Government

Section II – Strategic Technology Planning

Vision Statement

The Alfred-Almond School District is committed to a curriculum where educational technology—including iPads, Chromebooks, and PCs—is as central to learning as traditional reading and writing skills.

District Goals

Technology is a vital component of the Alfred-Almond Central School District's mission to prepare individuals for success in a rapidly changing world. To support this mission, the District commits to providing the personnel and equipment necessary to maintain this curriculum. This commitment extends to instruction across both elementary and high school levels. It involves not only specific computer training but also the seamless integration of new technology into all appropriate subject areas. These technologies enhance the learning process by empowering students to access, process, synthesize, and communicate information effectively.

Mobile Device Policy

The Alfred-Almond Central School District has fully implemented a 1:1 device program, providing every student with a dedicated personal computing device.

Section III – Goal Attainment

2022 – 2025 Goal Evaluation

Digital Content: The District uses standards-based, accessible digital content that supports all curricula for all learners.

Fully

Digital Use: The District’s learners, teachers, and administrators are proficient in the use of technology for learning.

Significantly

Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.

Fully

Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

Significantly

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.

Moderately

Section IV – District Technology Goals

Goal 1

Cybersecurity

The district will enhance its cybersecurity program to actively protect sensitive data and ensure a secure digital learning environment.

Action Step 1 – Professional Development

Develop staff awareness to cybersecurity threats leveraging CyberNut's security awareness training platform. Anticipated 3-year cost \$6,498.09

Action Step 2 -Infrastructure

Strengthen the partnership with our Managed Detection and Response (MDR) vendor to enhance 24/7 threat monitoring, accelerate incident response times, and proactively secure district endpoints and servers. Anticipated 3-year cost \$51,041.23

Action Step 3 -Implementation

Fully deploy and continuously optimize Microsoft Defender for Endpoint across all district devices to enhance threat detection, automate response actions, and proactively secure our digital environment. Anticipated 3-year cost \$9,805.52

Action Step 4 -Evaluation

Commission an annual, independent third-party penetration test to proactively identify vulnerabilities in our network and applications and validate the effectiveness of our security controls.

Action Step 5 -Evaluation

Continuously refine scanning configurations to ensure comprehensive asset discovery, reduce false positives, and perform authenticated scans for deeper insights.

Action Step 6 -Evaluation

Align the district's cybersecurity program with the NIST Cybersecurity Framework (CSF) to ensure our security controls meet or exceed state requirements and adhere to nationally recognized best practices.

Action Step 7 -Implementation

Fortify identity security by enforcing Multi-Factor Authentication (MFA) on all compatible systems and standardizing on Bitwarden for enterprise password management, eliminating the use of insecure browser-based storage. Anticipated 3-year cost \$4,370.25

Stakeholders

- All students
- All staff

Total anticipated costs: \$72,000

Funding: BOCES Co-Ser purchase

Goal 2

Artificial Intelligence

Our district will responsibly explore and integrate Artificial Intelligence tools to enhance personalized learning and increase administrative efficiency. We will focus on providing professional development for staff to ethically leverage AI for instructional planning and support, while also teaching students to be critical and discerning consumers of AI-generated information.

Action Step 1 -Professional Development

Establish an "AI Coaching Program" where staff can schedule one-on-one consultations with instructional technology specialists to explore and effectively integrate AI tools into their specific roles and workflows.

Action Step 2 -Professional Development

Dedicate specific sessions during district-wide professional development days to build staff capacity in the ethical and effective use of Artificial Intelligence tools.

Action Step 3 -Policy/Protocols

Create and implement clear guidelines for the ethical and responsible use of AI tools by both staff and students, addressing data privacy, academic integrity, and intellectual property.

Action Step 4 -Implementation

Establish a formal process for evaluating and approving AI-powered software and applications to ensure they are instructionally sound, secure, and compliant with data privacy laws like FERPA, COPPA, and Ed Law 2d.

Stakeholders

- All students
- Economically disadvantaged students
- Students who are targeted for dropout
- Vulnerable populations/vulnerable students
- Teachers, Administrators, Technology

Total anticipated costs: \$8,000

Funding: BOCES Co-Ser purchase

Goal 3

Communication

The district will implement a unified, multi-platform communication system to streamline information sharing and enhance engagement among students, families, staff, and the community. This initiative will ensure timely, accessible, and consistent messaging across a modern district website, a dedicated mobile app, and other digital channels.

Action Step 1 -Communications

Actively promote and use features that foster engagement beyond simple announcements, such as volunteer sign-ups, appointment scheduling, polls, and secure two-way messaging, to build stronger home-school partnerships. Anticipated 3-year cost \$19,572.92

Action Step 2 -Evaluation

On a quarterly basis, principals and district leaders will review ParentSquare's built-in analytics to track post engagement, delivery statistics, and app adoption rates. These insights will be used to refine communication strategies and identify schools or groups that may need additional support.

Action Step 3 -Implementation

Embed ParentSquare's live news feeds and calendars directly onto the homepages of the district and school websites. This ensures that information posted in ParentSquare automatically updates the websites, guaranteeing consistency and reducing redundant work for staff.

Action Step 4 -Evaluation

Proactively evaluate and implement new ParentSquare modules and features to continuously enhance our communication strategy and maximize the platform's value.

Action Step 5 -Implementation

Stakeholders

- All students
- All staff
- Community/Parents

Total anticipated costs: \$47,000

Funding: BOCES Co-Ser purchase

Section V – NYSED Initiatives Alignment

Support for Academic Standards and Equitable Learning

The Alfred-Almond Central School District utilizes instructional technology as a comprehensive, sustained effort to support rigorous academic standards and student performance while addressing the need for equitable learning "everywhere, all the time." The following framework ensures accountability, transparency, and continuous improvement, with a specific focus on closing achievement gaps for vulnerable populations.

Implementing Computer Science and Digital Fluency (CSDF) Learning Standards The district is committed to equipping all students with the essential skills to thrive in a technology-driven world by fully integrating the New York State Computer Science and Digital Fluency Learning Standards into our K-12 curriculum:

- **Cultivating Digital Fluency and Media Literacy:** We are embedding digital literacy across all grade levels so students become critical consumers and responsible creators of digital content, practicing safe and responsible digital citizenship across all online platforms.
- **Expanding Computational Thinking and Applied Technology:** Building on our established 1:1 device program and active learning spaces, students will engage in computational thinking and problem-solving. By embedding these concepts into the core curriculum and continuing to offer specialized secondary courses (such as Digital Media, Game Design, and Robotics), we ensure students shift from being mere users of technology to active problem-solvers and innovators.
- **Understanding Networks and Cybersecurity:** As the district fortifies its own cybersecurity infrastructure and identity security measures (Goal 1), we are concurrently teaching students the fundamentals of data privacy and digital security. Students will learn how to protect their personal information, secure their digital identities, and understand the broader impacts of computing and data usage on society.

Leveraging Artificial Intelligence to Enhance Curriculum and Equitable Learning The district is committed to the responsible exploration and integration of Artificial Intelligence (AI) to elevate instructional practices, support rigorous academic standards, and ensure equitable learning opportunities for all students:

- **Personalizing the Student Learning Experience:** By thoughtfully integrating approved AI-powered educational software, the district will provide personalized learning pathways that adapt to individual student needs. These tools can offer real-time scaffolding, immediate feedback, and differentiated resources, ensuring that every learner—regardless of their starting point—has an equitable opportunity to master complex academic standards.
- **Empowering Educators and Instructional Planning:** We are investing in comprehensive professional development to build staff capacity. Educators will learn to ethically leverage AI to design engaging, standards-aligned curriculum materials, create targeted interventions, and streamline administrative workflows. This increased efficiency will maximize the time teachers spend directly interacting with and supporting their students.
- **Promoting Ethical Use and Critical Thinking:** As AI tools become more prevalent, teaching students to navigate them responsibly is a crucial component of our curriculum. The district is establishing clear guidelines for ethical AI use that address data privacy, intellectual property, and academic integrity. Furthermore, we are dedicated to teaching students to be critical and discerning consumers of AI-generated information, ensuring they possess the digital literacy skills necessary to succeed in a rapidly evolving world.

Supporting Students with Disabilities & English Language Learners (ELLs) The district is committed to leveraging emerging technologies to foster an inclusive learning environment:

- **Artificial Intelligence as an Equalizer:** By thoughtfully integrating AI tools (Goal 2), the district aims to narrow the achievement gap for students with disabilities and English Language Learners. AI-driven adaptive software will provide dynamic accessibility features, such as advanced speech-to-text capabilities, customized text leveling, and automated content modification, empowering students to access rigorous curriculum standards with greater independence.
- **Breaking Language Barriers:** To support English Language Learners and their families, the district’s unified communication initiative (Goal 3) prioritizes platforms with robust translation capabilities. Communications regarding academic progress, school events, and district news will be automatically translated into the family’s home language. Additionally, instructional technology tools will be utilized to provide real-time translation of classroom materials, ensuring that language is never a barrier to educational access or community engagement.

Monitoring Process To ensure the successful implementation of this Technology Plan, the district has established a structured monitoring and reporting system:

- **Biannual Progress Reporting:** The Director of Educational Technology will present a formal progress report to the Superintendent of Schools twice annually. These reports will detail the status of each goal (Cybersecurity, AI Integration, and Communication), highlighting achievements, challenges, and impacts on special populations.
- **Stakeholder Communication:** Progress updates will be a standing agenda item at Technology Committee meetings to facilitate collaborative review. Reports will be distributed to building administrators and the Board of Education to ensure alignment with leadership. Copies will be made available to all faculty and staff upon request.
- **Strategic Adjustments:** The Technology Committee, in cooperation with the Superintendent, will review data—including feedback from Special Education and ENL departments—to make necessary adjustments. Comprehensive updates will be finalized at the end of each school year for implementation in the subsequent year.

Measures Used to Indicate Success The Technology Committee will evaluate goal attainment on an ongoing basis during scheduled meetings. Success will be measured using the following metrics:

- **Standards Alignment:** Evaluation of how teachers are integrating educational technology to meet New York State standards, in alignment with the District's Professional Development Plan.
- **Student Achievement Data:** Analysis of academic data, specifically monitoring the performance of students with disabilities and ELLs to ensure technology is effectively supporting their growth.
- **Professional Development Impact:** Review of staff training effectiveness, particularly regarding the use of AI for accessibility and communication tools for multilingual engagement.
- **Technology Deployment:** Assessment of new technology implementation, including cybersecurity infrastructure, AI pilot programs, and the adoption of the unified communication platform.

- **Goal Progression:** Specific tracking of the three primary goals for the 2026-2029 period:
 - **Cybersecurity:** Reduction in vulnerability risks and successful staff training completion.
 - **Artificial Intelligence:** Successful adoption of ethical AI guidelines and integration of tools that support personalized learning.
 - **Communication:** Increased family engagement metrics across diverse linguistic groups through the unified platform.

Virtual Instruction As of 2026-2027, the District will not provide full-time virtual instruction.

Section VI – Administrative Management Plan

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	1.00	0.00
Instructional Support	1.00	0.80
Technical Support	0.00	1.10
Totals:	2.00	1.90

Investment Plan

The District maximizes its fiscal resources through a tiered purchasing strategy designed to shield local taxpayers from technology costs. Our primary funding mechanism involves leveraging BOCES Cooperative Services (Co-Ser) to secure the highest possible state aid reimbursement rates. For necessary expenditures that are ineligible for BOCES aid, the District utilizes its allocated State Hardware and Software Aid. This disciplined approach ensures that technology acquisitions are funded almost exclusively through state and regional aid streams, effectively avoiding the use of local operating funds.

The District adheres to a structured hardware lifecycle management plan designed to balance fiscal responsibility with instructional reliability. Core infrastructure, faculty devices, and computer lab workstations follow a **five-year replacement cycle** to maximize equipment value. In contrast, student Chromebooks operate on an accelerated **two-year replacement cycle**, ensuring that students consistently have access to modern, fully functional devices capable of withstanding the rigors of daily 1:1 usage.

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.

Anticipated Item or Service	Est. Costs (3 Years)	Funding Source
End User Computing	\$500,000	BOCES CoSer
Promethean ActivPanels	\$105,000	BOCES CoSer
Makerspace	\$20,000	BOCES CoSer
Servers	\$65,000	BOCES CoSer
Network Infrastructure	\$25,000	BOCES CoSer
Ad-hoc purchases	\$358,000	BOCES CoSer
Non-aided Hardware	\$36,000	State Hardware
Non-aided Software	\$34,500	State Software
Switches upgrade	\$98,000	eRate/Local Funds
Goal 1: Cybersecurity	\$72,000	BOCES CoSer
Goal 2: Artificial Intelligence	\$8,000	BOCES CoSer
Goal 3: Communication	\$47,000	BOCES CoSer
Totals:	\$1,368,500	

Section VII – Established Technology Programs

Active Learning & Flexible Environments

The district has shifted away from traditional, static classroom setups toward **Active Learning Spaces** and **Flexible Learning Spaces**. By integrating mobile furniture and interactive technologies, we have created environments that facilitate collaboration and adaptability. These spaces allow teachers to easily transition between direct instruction, small group work, and independent study, supporting **Instruction and Learning with Technology** that is dynamic rather than passive. Furthermore, our designated **Makerspaces** provide students with hands-on opportunities to design, prototype, and build, fostering creativity and critical problem-solving skills.

Personalized Learning & Student Empowerment

A cornerstone of our instructional approach is **Personalized Learning**. Utilizing our 1:1 device program, teachers leverage data-driven software to tailor instruction to individual student needs, ensuring that every learner is challenged at their appropriate level. To support this robust infrastructure, the district operates a **Student Technology Support/Helpdesk** model. This program not only assists in the maintenance of our device fleet but also provides students with real-world technical skills and leadership opportunities. Additionally, we emphasize **Media Literacy**, teaching students to be critical consumers of digital content, a skill that is increasingly vital in the age of AI and social media.

Equity & Inclusion

Our commitment to **Digital Equity Initiatives** ensures that geography and socioeconomic status do not dictate a student's educational opportunities. By maintaining a 1:1 device ratio and supporting connectivity, we ensure "everywhere, all the time" learning. This commitment extends deeply into **Special Education Instruction and Learning with Technology**. We utilize assistive technologies, speech-to-text capabilities, and adaptive hardware to ensure that students with disabilities have equitable access to the general education curriculum and the tools they need to communicate and succeed.

Community Engagement

Finally, the district has prioritized **Engaging the School Community through Technology**. By leveraging digital communication platforms, the district maintains a transparent and continuous loop of communication with parents and community members. This ensures that stakeholders are active participants in the educational process and are well-informed about district initiatives, student successes, and school events.