



SAUQUOIT VALLEY™
Central School District

2026-2029

District Technology Plan

District Mission Statement

The mission of the Sauquoit Valley Central School District is to ensure that each student will become a life-long learner and a responsible citizen in an ever-changing world.

District Technology Vision Statement

We, as members of the Sauquoit Valley Central School District, will be guided by the following belief statements as we continuously strive to effectively incorporate elements of technology into our instructional programs.

- Technology can help address diverse student learning needs and styles.
- Technology provides students with the opportunity to explore and experience existing and emerging technologies.
- Technology can be used to support students' acquisition of valuable knowledge, understandings, and skills.
- Technology can be used to motivate students to learn.
- Technology can be used to empower students to establish, pursue, and reach their academic and non-academic goals.
- By developing knowledge and skills related to technology use, students will be better positioned to reach their personal and professional goals.

I) **Executive Summary**

We believe that the goals identified in this plan represent a manifestation of our instructional technology vision which is grounded in the use of technology to support student learning and student empowerment.

We believe that the planning, implementation, and evaluation of action steps associated with our goals, though shared leadership including the work of our building technology committees and our instructional technology coaches, will result in improved outcomes for students, including improved student academic performance.

We also believe that our goals account for the need to provide students with equitable access, and we are committed to modifying our approach as necessary to address the unique circumstances and needs of each of our students.

This plan seeks to establish parameters for systems that are consistent with our technology vision. This includes a technology committee structure, broad committee goals, a departmental budget, and a list of responsibilities of the Technology Director.

We value the input of students, staff members, and community members in the planning, implementation, and evaluation of district technology initiatives. Thank you for your continued partnership.

II) Goals and Committee Structure

The following goals were collaboratively developed through consultation with the members of the technology committees (elementary, middle, and high school committees) as well as the Director of Technology and the Director of Instructional Services.

With the implementation of this plan, the district will initiate a significant change in the structure of its technology committees. **We will transition from a framework of one committee per building to a framework of one committee per goal, as outlined in this plan.** The purpose of this transition is to focus the work of our committees on targeted goals that – if actualized – will have the most significant impact on our students and staff.

It is important to note that the goals as written in this plan are not overly prescribed. That is intentional. The idea is for the members of the committee to work within the structure of the goal and have flexibility to give necessary specificity to the goal in ways that address the needs of our students and staff. In other words, the committees will have significant input in their work as they support stakeholders to accomplish the goals.

GOAL 1: Technology Resources

Our district will maintain and strengthen reliable, secure technology infrastructure – including hardware, software, and network systems – so that students and staff have consistent access to high-quality digital tools. We will also continuously evaluate and adapt these resources to remain responsive to evolving instructional practices, emerging technologies, and the changing needs of our school community.

A Hardware/Software Committee will be established to develop, implement, and evaluate action steps that are designed to support the attainment of this goal. The committee will include a diverse group of stakeholders and will be facilitated by the Director of Technology. Action items may include:

- Establish group purpose, norms, roles
- Update list of accessible hardware/software
- Continuously review level of usage of current hardware/software in an ongoing effort to utilize resources as efficiently as possible (example: possibly transitioning to a shared model for Chromebook carts at the elementary level).
- Research models, as necessary, and gather feedback from staff to determine needs for replenishment, given budget constraints
- Refine district process for proposing new hardware/software
- Communicate new process for proposing new hardware/software
- Review new requests on a periodic basis

GOAL 2: Artificial Intelligence

Our district will thoughtfully integrate artificial intelligence tools to enhance the quality, efficiency, and impact of staff work while maintaining high standards of ethics and data privacy. We will also equip students with the knowledge and critical thinking skills needed to understand, evaluate, and responsibly use AI technologies in an evolving digital world.

An *Artificial Intelligence Committee* will be established to develop, implement, and evaluate action steps that are designed to support the attainment of this goal. The committee will include a diverse group of stakeholders and will be facilitated by the Director of Instructional and Business Services. Action items may include:

- Establish group purpose, norms, roles
- Research potential applications of AI for students and staff
- Analyze results of HS student pilot (spring 2026)
- Identify priorities related to staff and student training and application
- Amend SVCSD AI Framework and Playbook as necessary
- Develop, implement, and evaluate action steps related to training and application

GOAL 3: Technology Curriculum

Our district will develop and implement a comprehensive, district-wide technology curriculum that clearly defines the knowledge and skills students will master at each grade level. This curriculum will ensure students build the digital literacy, computational thinking, and problem-solving competencies necessary for success in college, careers, and an evolving global society.

A *Technology Curriculum Committee* will be established to develop, implement, and evaluate action steps that are designed to support the attainment of this goal. The committee will include a diverse group of stakeholders and will be facilitated by the Director of Instructional and Business Services. Action items may include:

- Establish group purpose, norms, roles
- Research standards related to technology curriculum
- Research models for incorporation of technology curriculum
- Identify priority areas through collaboration and consensus
- Identify possible opportunities for integration
- Develop proposals with budgetary implications
- Share proposals with pertinent stakeholders
- Support implementation of technology curriculum
- Evaluate implementation and organize next steps

Goal Development

In the 2025-2026 school year, members of the building technology committees were asked to complete a survey. Each member's response captured the input of their representative group. The purposes of the survey were to capture the current state of tech use (what we have, how we use it, and what we teach) as well as development opportunities (what we could have, what we could do, what we could

teach) and to identify the resources that would be necessary to actualize those opportunities. The survey results were considered in the development of the goals identified above.

Key findings from the survey results include:

- Respondents reported regular use of the following by staff: Google Classroom, ParentSquare, MagicSchoolAI, Google Gemini, Lightspeed Classroom, Canva, Kami, and IXL.
- Respondents reported regular use of the following by students: Google Classroom, IXL, Kami, Canva, and Blooket.
- A minority of respondents requested additional hardware (iPads, tablets, and/or Chromebooks) so that students could have independent access to digital tools. (Note: Students in the elementary and middle schools have access to classroom Chromebook carts, and the high school is a 1:1 school.)
- No additional software products were requested by a majority of respondents. Individual requests included Wordwall, video editing software, Startfall, Teach Your Monster to Read, and various music-related software products.
- Respondents indicated that the following technology-related concepts/skills are incorporated into our curricula:
 - Kindergarten: Basic skills including turning the computer on, volume, connecting headphones
 - 1st grade: Touch upon Standards for Impacts of Computing; focusing on how people have utilized technology & advancements
 - 2nd grade: Digital literacy standards 2-3.DL.1, 2-3.DL.3
 - 3rd grade: Chromebook Bootcamp focused on digital literacy
 - 5th grade: Some use of Keyboarding Without Tears
 - 6th grade: Research projects involving students creating slideshows
 - MS/HS World Language: Application skills including Google Document, Google Slide, Canva
 - HS ELA and SS: Digital literacy standards: 9-12.DL.1, 9-12.DL.2, 9-12.DL.5, 9-12.DL.6
 - HS SS: Impacts of computing standards: IC.1, IC.3, IC.4
 - HS ELA: Cybersecurity, computational thinking, and ethics standards: 9-12.CT.2, 9-12.CT.4, 9-12.CT.5
 - HS Science: 9-12.CT.2, 9-12.CT.4, 9-12.NSD.1. In AP Physics and AP Bio, we teach 9-12.CT.3.
 - Special content areas teach skills including responsible browsing, basic website navigation, typing skills (MS), and internet safety. HS special content areas focus on 9-12.CT.2, 9-12.CT.4, 9-12.CT.5, 9-12.NSD.5, 9-12.DL.1, 9-12.DL.2, 9-12.DL.5, and 9-12.DL.6
- Respondents indicated a desire to incorporate the following technology-related concepts/skills are into a districtwide tech curricula:
 - Training in early grades: turning on a computer, logging in independently, using a mouse, basic web navigation/Chromebook awareness, and typing skills
 - Training in middle grades: save and organize documents in various locations (Google Drive, computer, USB), upload documents, use G-suite tools to their maximum potential, and typing skills
 - Training in high grades: identifying proper digital/fake sources, professional presentation skills, spreadsheet utilization, and proper email etiquette (formal vs. friendly, subject lines, closing)

- Some also advocated for integrating tech standards during library time or during a tech block/special/push-in

There has been regular discussion in the building technology committees over the last several years regarding the need for a more formal process for hardware and software approval and purchasing. We have also seen a rapid rise in use of artificial intelligence resources throughout society and certainly recognize both the potential that the technology provides and the need to train our staff and students to use it effectively, efficiently, and ethically.

III) Budget Projections

The purpose of this section is to provide projections for potential technology-related purchases over the time period of this plan.

It is important to emphasize that the needs of the students and staff may necessitate changes to these projections. All three committees (curriculum, AI, and hardware/software) will provide input that will be considered by the building principals, Director of Technology, and Director of Instructional and Business Services as purchasing decisions are made.

Traditional funding sources for technology infrastructure, hardware, and software in the district have included the following. Note that yearly budget allocations vary and that these sources are not guaranteed over the duration of this plan:

- E-Rate federal source – We work with BOCES to facilitate this. We contribute a portion of the cost – usually about 25-30% – and the remaining portion is paid through E-Rate.
- Hardware & software state aid – The district’s allotment is based on enrollment and provided annually as a source of state aid.
- BOCES aid – The district has traditionally designated approximately \$75,000 from the general fund for technology purchases. This is typically used on hardware. For the 2026-27 school year, this amount has been reduced to \$50,000.
- Smart Schools Bond – Important note: This only applies to 2026-27. Each school district in New York State was allotted a particular amount for tech-based purchases through the Smart Schools Bond Act of 2014. The district will use the remainder of its balance in 2026-27.
- Tech supply budget – This has equated to approximately \$12,000 of the general fund each year. This is typically used for supplies such as cords (not replacement).

Inventory-Based Projected Schedule of Purchasing/Replacement

| Infrastructure | | | |
|-------------------------|----------------|--|--|
| Resource | Current Supply | Replacement Timeline | Replacement Funding Source |
| Internal servers | 2 | Replace every 6-8 years; one was replaced in 2026 and the other one will have to be replaced in approximately 2030 | Either through hardware aid or BOCES aid |
| Security camera servers | 2 | Replace every 6-8 years; one was replaced in 2026 and the other one will have to be replaced in approximately 2032 | Either through hardware aid, BOCES aid, or a capital project |
| Switches | | Replace every 10-20 years; consider replacement starting in 2030 | E-Rate |

| Access Points | Approx. 125 | Replace every 10-12 years; begin replacing in approximately 2031 | E-Rate |
|---|----------------|---|--|
| Hardware | | | |
| Resource | Current Supply | Replacement Timeline | Replacement Funding Source (may be modified by the hardware/software committee) |
| Chromebooks | Approx. 1,600 | Replace every 5-6 years; buy at least 180 per year based on current model | Smart Schools Bond and/or BOCES aid |
| Desktop computers (PC) | Approx. 125 | Replace every 5-6 years; buy approximately 25 per year | Smart Schools Bond and/or BOCES aid |
| ViewSonic interactive flat panel boards | Approx. 100 | Projected to last through approximately 2033; currently there is no replacement plan. | |
| Document cameras | Approx. 50 | Currently there is no replacement plan. | |
| Security cameras | Approx. 140 | Currently there is no replacement plan. | Capital project |
| iPads | Approx. 30 | Currently there is no replacement plan. | |
| Software | | | |
| Current Resources | | | Replacement Plan |
| <p>As of 2026-2027:</p> <p><i>Administrative:</i></p> <ul style="list-style-type: none"> - SchoolTool - ParentSquare - My Learning Plan - ClearTrack - OASYS - Lightspeed Alert - Qware - Aktivite - Hudl - Serv-U - Traversa - nVision - eTrition - Final Forms <p><i>Instructional (more info):</i></p> <ul style="list-style-type: none"> - Google Suite - IXL (800 licenses) - Kami (1030 licenses) - NewsELA (MS & HS) - EdPuzzle (1 license) - Lightspeed Classroom - OPALS (library) - Vex Robotics (1 license) - Book Creator (20 licenses) - Keyboarding Without Tears (225 licenses) - Blooket (20 licenses) <p><i>Technical:</i></p> <ul style="list-style-type: none"> - Lightspeed - CrowdStrike - Cisco Duo - Kajeet | | | <p>This will be determined annually by the hardware/software committee. The committee will be tasked to prioritize resources based on available funding.</p> |

IV) Duties & Responsibilities of Technology Director

- Develop and update district technology plan
- Acquire and apply skills as necessary to ensure effective network performance, including facilitating the maintenance of network infrastructure as necessary
- Serve as network administrator for all networks – set up and maintain student accounts; set up and maintain staff accounts
- Establish and/or maintain network security
- Maintain network procedures to ensure regular system backups on a timely basis
- Support, maintain and troubleshoot school-wide operating systems (Windows OS, Chrome OS)
- Coordinate the purchase of technology equipment to ensure that the needs of the district (staff and students) are being met in the most cost effective manner
- Coordinate the distribution and distribute technology hardware/equipment, including:
 - Chromebook distribution for 1-to-1 (grades 9-12)
 - Chromebook carts (grade K-8)
 - Chromebooks and work stations for teachers
 - Projectors and/or Interactive Flat Panels
 - Sound systems
 - iPad clusters for grades K-1
 - Printers
- Maintain an inventory of technology equipment
- Maintain and repair computer equipment
- Coordinate the purchase of computer software to meet the district's needs (staff and students)
- Install and support school-wide software applications
- Monitor filtering software and making appropriate adjustments (Lightspeed)
- Provide support with administrative software (SchoolTool, ParentSquare, Google Apps)
- Provide consultation for teachers, administrators and support staff to assist with problems and concerns that arise on a daily basis
- Provide training for teachers, administrators and support staff to insure the appropriate application of technology
- Configures local workstations as needed
- Serve as the district administrator for email
- Work with student groups on technology integration as requested
- Carry out all duties of Model Schools Site Administrator: reimbursement forms, end of year reports, learning experiences, COSER requirements, committee representation
- Serve as Data Coordinator for Ed Law 2D
- Oversee online mandatory staff training

High-priority technology leadership meetings

- Model Schools Site Administrators—3 per year (all day)
- Oneida BOCES Technical Coordinators Committee Members—4 per year (1/2 days)
- District Data Administrator(s)—2 per year (all day)
- Madison-Oneida BOCES District Technology Coordinators—3 per year (all day)

V) Contact

If you have questions about this plan or would like more information, please contact:

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