Page Last Modified: 12/11/2025

I. District LEA Information

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

Darleen Nicolosi

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

Director of Technology

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

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II. Strategic Technology Planning

1. What is the overall district mission?

We, the students, parents, community and staff of the Nyack School District VALUE: the pursuit of scholastic excellence; the richness of our diverse community; harmonious relationships among individuals and groups; partnerships among students, staff, parents, and community; respect for self, and others; responsible ethical behavior that engenders trust; individuals who think critically and creatively; ongoing involvement in local and global issues; development of essential skills and attitudes for a productive life; a safe and nurturing environment.

To embody these values, we ENVISION: A community, proud of its traditions, that uses the richness of its diversity to meet the needs of all students and prepare them for a rapidly changing world. In a spirit of collaboration, we provide an environment that fosters scholastic excellence, cultural appreciation, and ethical behavior. Nyack is a community of lifelong learners, encouraging new ideas to shape a positive future.

Guided by our values and vision, we will STRIVE to:

N urture a love of learning
Y ield positive outcomes
A ppreciate diversity
C are for each other
K eep on the path to excellence

2. What is the vision statement that guides instructional technology use in the district?

We are building bridges for today's students to cross into tomorrow's world with equity, innovation and optimism.
Embedded into the Profile of a Graduate of Nyack Public Schools are seven core competencies - *Critical Thinking, Creativity, Collaboration, Communication, Compassion, Content Mastery and Cultural Awareness*.
Nurturing these competencies in each student begins at birth, extends into each classroom, and prepares students for success and wellness beyond graduation onto a global platform.

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

Yes

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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:

Significantly

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

Nyack will develop an Artificial Intelligence Literacy Framework incorporating the three dimensions of AI literacy: functional, critical, and rhetorical, while embedding health, safety, and digital well-being as core components of student learning. Functional literacy includes understanding AI's core mechanisms, identifying capabilities and limitations, becoming familiar with AI interfaces and platforms, and interacting with AI tools through effective prompting. Critical literacy includes questioning the credibility of AI systems, recognizing potential biases, identifying authentic information, and considering the ethical implications of AI use. Rhetorical literacy includes understanding the role of rhetoric in communication, synthesizing prompts to shape communication, identifying rhetorical patterns, and comparing AI-and human-generated content.

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.**

20,000.00

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
- ☐ Instructional Aid Materials

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☐ Capital Project	☐ Instructional Resources Aid
☐ District Public Bond	☐ Smart Schools Bond Act
☑ Distrcit Operating Budget	☐ Technology Reserve Fund
☐ E-Rate	☐ Title Funds
☐ Grants	☐ Other

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

Nyack will develop and implement a vertically aligned K–12 Computer Science and Digital Fluency framework that scaffolds skills across all grade levels. This work will include a review of the K–12 standards to identify grade-appropriate competencies and learning progressions. Technology programs and instructional practices will be evaluated and refined to align with these standards, eliminate gaps and redundancies, and support a coherent progression of learning. The goal is to promote continuous skill development, build on prior knowledge, and advance student proficiency in computational thinking, digital citizenship, and technology applications, while fostering self-regulation and digital wellness, including screen time management.

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.**

15,000.00

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
- ☐ Instructional Aid Materials
- ☐ Instructional Resources Aid

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☐ District Public Bond	☐ Smart Schools Bond Act
☑ Distrcit Operating Budget	☐ Technology Reserve Fund
☐ E-Rate	☐ Title Funds
☐ Grants	☐ Other

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

Nyack will design and implement a K–12 Cybersecurity Learning Framework aligned with Computer Science & Digital Fluency and International Society for Technology in Education standards to build students' knowledge, skills, and dispositions for safe, ethical, and responsible digital behavior. The framework will develop an understanding of cybersecurity concepts, including protecting personal and organizational data; recognizing and mitigating risks such as phishing, malware, and social engineering; applying strong password and multi-factor authentication practices; understanding privacy and encryption; analyzing the credibility of digital resources; and exploring the societal impacts of cybersecurity. Students will also be taught to use devices responsibly and maintain balanced digital habits, including managing screen time.

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.**

15,000.00

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
- ☐ Instructional Aid Materials

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☐ Capital Project	☐ Instructional Resources Aid
☐ District Public Bond	☐ Smart Schools Bond Act
☑ Distrcit Operating Budget	☐ Technology Reserve Fund
☐ E-Rate	☐ Title Funds
☐ Grants	☐ Other

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

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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)?

A well-designed instructional technology program creates a connected ecosystem where curriculum, instruction, assessment, and equity are integrated. This ensures that all students—regardless of location, schedule, or learning needs—have continuous access to high-quality instruction and opportunities to meet or exceed academic standards “everywhere, all the time.”

The District strategy for using instructional technology to support a comprehensive and sustained effort to improve performance and provide equitable learning opportunities includes:

1. Aligning technology with academic standards

Instructional technology becomes impactful when it is directly aligned to state academic standards, the Computer Science and Digital Fluency standards, and the ISTE Standards for Students and Educators. This ensures technology is not an add-on, but a mechanism for:

- Deeper conceptual understanding
- Skill progression across grade levels (vertical articulation)
- Authentic application of learning (problem-solving, inquiry, creation)

2. Supporting data-driven instruction and continuous improvement (creates a continuous improvement cycle: instruction → data → intervention → enrichment → reassessment)

District systems (LMS, assessment platforms, analytics tools) allow educators to:

- Monitor student progress in real time
- Identify learning gaps early
- Differentiate instruction based on evidence
- Measure growth over time, not just proficiency snapshots

3. Expanding access to high-quality instruction “everywhere, all the time”

Instructional technology enables learning beyond the classroom through:

- Learning Management Systems for 24/7 access to materials
- Recorded lessons, digital resources, and interactive content
- Hybrid and remote learning options when needed
- Cloud-based collaboration tools for anytime/anywhere engagement

This ensures students are not limited by time, location, or pace of instruction.

4. Promoting equity through universal access and differentiation (equal access to learning opportunities)

Technology helps districts address inequities by:

- Providing devices and internet access to reduce the digital divide
- Offering assistive technologies for students with disabilities (accessibility tools, text-to-speech, translation)
- Supporting multilingual learners with adaptive and translated content
- Enabling personalized learning pathways so students can learn at different speeds and levels

5. Enhancing engagement and deeper learning

When used effectively, instructional technology supports:

- Project-based and inquiry-based learning

- Collaboration across classrooms and schools
- Student creation (not just consumption) of content
- Real-world problem solving using digital tools

This increases motivation, improves retention, and enhances mastery.

6. Building teacher capacity and instructional consistency

Sustained improvement depends on strong instructional practice. District technology supports this by:

- Providing ongoing professional learning
- Offering common digital platforms and instructional tools
- Supporting curriculum mapping and resource sharing
- Reducing instructional variability across schools

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.

Yes

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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	1.00	0.00
Instructional Support	1.00	0.00
Technical Support	0.00	5.00
Totals:	**2.00**	**5.00**

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.

https://www.nyackschools.org/groups/6161/technology/home

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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.

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

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