



July 2026

Dear NPS Families,

In April, we shared an overview with the school community about our work to strengthen technology and innovation. Now that the school year has concluded, we would like to provide another update on the progress we have made, what we have learned, and the priorities that guide our work moving forward into the 2026-27 school year.

**What we have learned this year:** We have listened carefully to the voices of our parents, students, staff, and community. We have heard the desire for clearer communication about how technology is being used in our schools and how our technology practices support teaching and learning in the classroom. We also recognize the importance of providing greater context so that the Nyack community can better understand how technology fits within our broader vision for teaching and learning. Please see the updated [K-5 Technology Educational Practices](#).

**Technology innovation in our classrooms** is integrated into core components that define our Profile of a Graduate: Critical Thinking, Creativity, Collaboration, Communication, Compassion, Content Mastery, Cultural Responsiveness. We are embedding skills that prepare students for life beyond our K-12 classrooms, leading our students into the world with relevance and readiness.

**Why we do what we do with technology:** We are focused on developing digital citizenship that is not only mandated through NYSED but reflective of our NPS values and vision. Purposeful, strategic planning for tech innovation in NPS is informed by our district vision rooted in more than fifteen years of targeted innovation. Ultimately, creating a culture of love for learning defines and differentiates us, informing all we do with technology.

**How we integrate community concerns:** We are responding to feedback from our parents, staff, community focus groups, our recent Tech Talk discussions, and importantly—the voices of our students. That feedback matters and has already resulted in meaningful changes to our approach to instructional technology. We will continue to listen, learn, and make thoughtful adjustments as we refine our district-wide approach to technology integration, always remaining grounded in what is best for our students.

**Where we are now with technology innovation:** We have provided space this year for community members to express diverse opinions and share concerns regarding technology education for K-12 students. We continue to examine screen time, instructional balance, and communication to ensure transparency around how and why technology is used. We are listening and looking at current policies with a lens for potential change. We are engaged with our teachers in ongoing conversations about the intentional use of technology to enhance - not replace - teaching and learning.

**What's next?** With a lens for systemic change and commitment to integrating policy, practice, and protocols that center student learning, we continue to improve purposeful [technology aligned to district leadership goals](#). This coming fall, we will facilitate Community Conversations in Spanish and Haitian Creole for more families to provide feedback on this topic. We invite you to be a part of our district's strategic planning process that will be an important community initiative beginning this September. Stay tuned for more in the weeks ahead.

**Thank you** for your ongoing partnership, raising awareness in the work we do in technology and raising critical thinkers to be thoughtful, lifelong learners.

Yours in Education,  
Dr. Lizzette Ruiz-Giovinazzi  
Superintendent of Schools

Joseph Simoni  
Assistant Superintendent of Curriculum & Instruction



# Nyack Public Schools

## *Technology Education Practices Elementary K-5*

**Be Real.**  
RedHawks Rise Together  
**Be Bold.**  
In Nyack Public Schools  
**Be NPS.**

### Our Purpose: Intentional Technology Use in Elementary School

At Nyack Public Schools, technology is used intentionally—as a tool to enhance learning, not replace hands-on instruction. Every digital program and device-based experience is selected to support New York State learning standards, enrich classroom teaching, and help students grow academically within a balanced instructional day.

Our elementary classrooms prioritize strong instruction, meaningful relationships, and active student engagement. Technology is one part of that experience and is used thoughtfully to support learning goals while maintaining developmentally appropriate classroom practices.

### Elementary Screen Time

- **Kindergarten and Grade 1:** Technology use is minimal, highly structured, and closely supervised. Students engage in brief learning activities, such as teacher-selected math practice, movement breaks, and social-emotional learning experiences, while developing foundational digital skills like logging in and navigating age-appropriate platforms. Screentime varies and occurs within the duration of 1 hour to 2 hours per week. Chromebooks remain in classrooms and are not sent home.
- **Grades 2 and 3:** Students begin using technology more regularly in purposeful ways. Digital tools may support personalized learning during WIN ("What I Need") time through targeted enrichment or intervention. Devices are not intended to serve as a default activity during unstructured or free-choice periods. Screentime varies and occurs within the duration of 1-4 hours per week. Chromebooks remain in classrooms and are not sent home.
- **Grade 4:** Technology use expands to support creativity, research, communication, and skill development. Students may participate in coding activities, conduct research using library databases, create multimedia projects, practice academic skills through adaptive learning platforms, and build keyboarding proficiency. Screen time varies and occurs within the duration of 1-5 hours per week. Chromebooks may go home more regularly for some assignments.

Sources- American Academy of Pediatrics  
National Institute for Health



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**Grade 5:** Technology use is purposeful and aligned with classroom learning objectives. Teachers intentionally integrate digital tools and resources when they support instruction, deepen understanding, and promote student engagement. Throughout the year, Grade 5 students are given opportunities to strengthen their independence, organization, problem-solving skills, and responsible use of technology as they prepare for the increased expectations of middle school. Chromebooks may go home more regularly for some assignments.

### **Our Instructional Approach**

- Students may utilize devices more frequently for specific projects or individualized needs determined through intervention and student support measures (MTSS, IEP, 504).
- Teachers use their professional judgement on individual students' needs as they pertain to technology use. We recognize that the instructional approach can sometimes shift due to unforeseen circumstances. For example, districts are mandated to have remote learning options in the event of an emergency.
- Devices are not used during recess and lunch.
- Technology supports learning—but it does not drive instruction.

Across the elementary day, students spend most of their time engaged in:

Teacher-led lessons  
Small-group instruction  
Peer discussion  
Hands-on learning  
Reading and writing with classroom materials  
Problem solving and collaboration  
Independent practice with teacher support

Nyack Public Schools is committed to a balanced approach that prepares students to become thoughtful learners and responsible digital citizens.



## **Revised Goals for the 2026-2029 NYSED Instructional Technology Plan**

1. 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. 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.
3. 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.