

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?**

Cheryl Rabinowitz

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

Other

2B. If 'Other' was selected in Question 2 above, please identify the title.

Manager of Instructional Technology

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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?

The mission of the district is to embrace all students and inspire them to achieve their personal best as Bluehawks and beyond.

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

Use technology to engage diverse learners, ensure equity, and enhance and improve curriculum to create inspiring personalized learning experiences. The Hudson City School District will strive to provide safe and responsible access to the most up-to-date educational technology to reach these goals. In doing so, we will prepare students for college, career, and citizenship in an increasingly global community.

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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Instructional Technology Plan - 2026-2029 Instructional Technology Plan

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:
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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Instructional Technology Plan - 2026-2029 Instructional Technology Plan

IV. Action Plan - Goal 1

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

The Hudson City School District will implement a consistent and well supported digital learning environment by establishing district wide expectations for key instructional technology platforms, delivering ongoing hands-on professional development, and aligning practices to the ISTE Standards. Success will be measured by increased staff confidence, consistent use of approved tools, and improved student digital citizenship and device use, as evidenced by staff survey results, platform usage data, and reductions in technology misuse incidents.

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.

300,000.00

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
- Instructional Aid Materials
- Instructional Resources Aid
- Smart Schools Bond Act

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IV. Action Plan - Goal 1

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<input type="checkbox"/> District Operating Budget	<input checked="" type="checkbox"/> Technology Reserve Fund
<input type="checkbox"/> E-Rate	<input type="checkbox"/> Title Funds
<input checked="" type="checkbox"/> Grants	<input type="checkbox"/> 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	Curriculum	Identify and establish district-approved instructional technology platforms to ensure consistency and organizational fidelity.
Action Step 2	Professional Development	Provide ongoing, hands-on professional development for staff and administrators on effective use of key platforms.
Action Step 3	Communications	Develop and implement clear expectations and guidance for consistent platform use across classrooms and buildings.
Action Step 4	Curriculum	Staff and administrators will understand and follow the ISTE standards for digital learning.
Action Step 5	Communications	Ensure staff and administrators consistently utilize communication tools (e.g., ParentSquare) to support family engagement.
Action Step 6	Curriculum	Align instructional practices with the ISTE Standards for Students and Educators.
Action Step 7	Cybersecurity	Integrate digital citizenship and responsible device use into instructional practices across grade levels.
Action Step 8	Professional Development	Provide training and exposure to emerging technologies (e.g., AI tools) to support innovation in teaching and learning.

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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 Hudson City School District will ensure all students use accessible technology as a purposeful, intentional tool to support instruction, inquiry, and project-based learning. Ongoing instruction will focus on digital citizenship, responsible device use, and effective use of digital tools. These efforts aim to improve student engagement, promote appropriate technology use, and reduce device misuse incidents. Progress will be measured through student surveys, classroom observations, and discipline data. Students will apply accessible technology to support active learning while demonstrating safe, responsible, and ethical digital citizenship as a core component of their educational experience.

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

Other

2B. **If you chose Other, please describe.**

Teaching & Learning (Instructional Technology Integration)

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

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

300,000.00

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.**

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IV. Action Plan - Goal 2

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- | | |
|---|---|
| <input checked="" type="checkbox"/> BOCES Co-Ser purchase | <input checked="" type="checkbox"/> Instructional Aid Materials |
| <input type="checkbox"/> Capital Project | <input checked="" type="checkbox"/> Instructional Resources Aid |
| <input type="checkbox"/> District Public Bond | <input type="checkbox"/> Smart Schools Bond Act |
| <input checked="" type="checkbox"/> District Operating Budget | <input type="checkbox"/> Technology Reserve Fund |
| <input type="checkbox"/> E-Rate | <input type="checkbox"/> Title Funds |
| <input checked="" type="checkbox"/> Grants | <input type="checkbox"/> 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	Cybersecurity	Provide digital citizenship instruction for all students (K-12), embedded across content areas.
Action Step 2	Curriculum	Deliver instruction on the effective and appropriate use of digital tools to support learning.
Action Step 3	Curriculum	Implement instruction on proper care, handling, and responsibility for district-issued devices.
Action Step 4	Curriculum	Utilize a multimodal instructional approach, integrating both digital and non-digital (analog) tools to support diverse learning needs
Action Step 5	Professional Development	Provide training and support for translation and accessibility tools to support multilingual learners and equitable access.
Action Step 6	Cybersecurity	Reinforce expectations for safe, responsible, and ethical technology use aligned with the ISTE Standards.
Action Step 7	N/A	(No Response)
Action Step 8	N/A	(No Response)

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Instructional Technology Plan - 2026-2029 Instructional Technology Plan

IV. Action Plan - Goal 3

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

The Hudson City School District will provide expanded opportunities for all families to develop digital literacy skills necessary to support student learning, communication, and safe technology use.

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

Other

2B. If you chose Other, please describe.

Communication

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

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

3B. If 'Other' was selected in Question 3 above, please identify target student population(s).

Student's Families (Parens/Guardians)

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.

150,000.00

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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IV. Action Plan - Goal 3

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<input type="checkbox"/> Capital Project	<input checked="" type="checkbox"/> Instructional Resources Aid
<input type="checkbox"/> District Public Bond	<input type="checkbox"/> Smart Schools Bond Act
<input checked="" type="checkbox"/> District Operating Budget	<input checked="" type="checkbox"/> Technology Reserve Fund
<input type="checkbox"/> E-Rate	<input type="checkbox"/> Title Funds
<input type="checkbox"/> Grants	<input type="checkbox"/> 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	Communications	Building-level principals will send weekly family communications that include school updates and embedded digital literacy content. They will provide translated communications and resources to ensure equitable access for all families. Include student work, photos, and videos in communications to increase engagement and relevance. Develop and share weekly digital literacy
Action Step 2	Communications	Promote and support ParentSquare adoption during orientations, open houses, and report card nights
Action Step 3	Community Partnerships	Partner with community organizations to assist families with technology access and platform onboarding.
Action Step 4	N/A	(No Response)
Action Step 5	N/A	(No Response)
Action Step 6	N/A	(No Response)
Action Step 7	N/A	(No Response)
Action Step 8	N/A	(No Response)

8. Would you like to list a fourth goal?

Yes

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Instructional Technology Plan - 2026-2029 Instructional Technology Plan

IV. Action Plan - Goal 4

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

The Hudson City School District will ensure a fully functioning robust network with, equitable, accessible and security technology to use in school and beyond as applicable. (Technology in this goal includes but is not limited to network infrastructure of upgraded and implementation of wireless access points, administrative software, integration into the network for upgrading security camera, pa systems and phone systems.) (School Connectivity and High Technology Security Features.) This is a carry over goal from our former District 2022-2025 Technology Plan aligned with our Smart Schools Investment Plan.

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

Other

2B. **If you chose Other, please describe.**

School Connectivity and High Tech Security Features

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

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

1,719,288.22

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.**

- | | |
|--|--|
| <input type="checkbox"/> BOCES Co-Ser purchase | <input type="checkbox"/> Instructional Aid Materials |
|--|--|

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IV. Action Plan - Goal 4

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<input type="checkbox"/> Capital Project	<input type="checkbox"/> Instructional Resources Aid
<input type="checkbox"/> District Public Bond	<input checked="" type="checkbox"/> Smart Schools Bond Act
<input type="checkbox"/> District Operating Budget	<input type="checkbox"/> Technology Reserve Fund
<input type="checkbox"/> E-Rate	<input type="checkbox"/> Title Funds
<input type="checkbox"/> Grants	<input type="checkbox"/> 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	Other (please identify in Column 3, Description)	Approval of SmartSchools-Currently application is at NYSED for review
Action Step 2	Purchasing	Purchasing items identified in Smart Schools Plan
Action Step 3	Implementation	Items will be installed by the vendor
Action Step 4	Infrastructure	Monitoring and utilization of the infrastructure put into place
Action Step 5	N/A	(No Response)
Action Step 6	N/A	(No Response)
Action Step 7	N/A	(No Response)
Action Step 8	N/A	(No Response)

8. Would you like to list a fifth goal?

No

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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)?

Hudson City School District's use of instructional technology supports a comprehensive and sustained effort to improve student performance and academic standards by intentionally integrating technology into teaching and learning across all grade levels and content areas. Technology is embedded in daily instructional practice as a purposeful tool to support inquiry, project-based learning, collaboration, and real-time feedback. The district has established a consistent and well-supported digital learning environment by identifying district-approved instructional technology platforms and providing ongoing, hands-on professional development to ensure staff confidence and organizational fidelity across all schools.

Technology integration is supported through a comprehensive, district-wide instructional support model. The Manager of Instructional Technology leads the development and implementation of instructional technology initiatives, ensuring alignment with district goals and instructional priorities. Instructional technology coaches at the secondary campus provide job-embedded support to teachers throughout the school day and lead professional learning during Superintendent Conference Days for staff across the district. A literacy coach supports teachers in all three buildings, strengthening instructional practices and aligning technology integration with literacy development. Two library media specialists further support staff and students by promoting digital literacy, research skills, and effective use of information resources. In addition, computer services specialists provide technical support, device management, and troubleshooting to ensure reliable access to technology for both staff and students. The district also partners with BOCES service providers, including Questar and NERIC, to support infrastructure, professional development, and access to instructional technology resources.

Educators use digital tools to differentiate instruction, analyze student data, and provide timely, targeted feedback. The extent of teacher use is measured through multiple indicators, including classroom observations, professional development participation, platform usage analytics, and staff survey data. These measures ensure that technology use is both consistent and impactful in improving instructional outcomes.

Students use technology as a purposeful and intentional tool to demonstrate their understanding of skills and concepts. Through digital projects, multimedia presentations, collaborative tools, and inquiry-based tasks, students engage in authentic learning experiences that extend beyond traditional methods. The district emphasizes the development of digital literacy and citizenship skills, ensuring that students use technology safely, responsibly, and ethically. Instruction includes training on proper device use, digital tools, and responsible online behavior, contributing to improved student engagement and a reduction in technology misuse incidents.

Technology also provides multiple pathways for students to access and participate in learning. The district utilizes a multimodal approach that integrates both digital and analog instructional strategies to meet diverse learning needs. Accessibility features such as translation tools, text-to-speech, and other supports ensure that multilingual learners and students with disabilities can fully engage in the learning process. This approach promotes equity and inclusion by removing barriers and providing flexible learning opportunities for all students.

To extend learning beyond the classroom, the district actively engages families in digital literacy initiatives. Building-level principals provide weekly communications that integrate digital literacy content, including translated resources, student work samples, and practical guidance for families. These communications include structured "digital literacy tidbits" aligned to a district-developed scope and sequence, as well as summaries of key topics such as digital wellness and online safety. The district also promotes consistent use of communication platforms such as ParentSquare and partners with community organizations to support family access and

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engagement.

Hudson City School District addresses both short- and long-term needs to ensure equitable access to technology. Short-term solutions include providing devices to students, supporting internet access, offering technical support, and delivering targeted professional development. Long-term strategies focus on sustaining infrastructure, strengthening human capacity through ongoing training, maintaining reliable network systems, and leveraging partnerships with BOCES and community agencies. These efforts ensure that students and families have access to learning opportunities “everywhere, all the time,” as outlined in the National Educational Technology Plan.

This comprehensive approach is aligned with the ISTE Standards and reflects the district’s commitment to creating inclusive, student-centered learning environments. Through consistent implementation, ongoing evaluation, and a focus on equity and engagement, Hudson City School District leverages instructional technology to improve academic outcomes and prepare students for success in a digital world.

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

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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	2.00	0.00
Technical Support	3.00	1.00
Totals:	6.00	1.00

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?

Not Applicable

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.hudsoncsd.org/departments-programs/technology/>

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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 type="checkbox"/> Advanced Computer Science or Technology Courses	<input 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 type="checkbox"/> STEAM/STEM
<input type="checkbox"/> Assistive Technology	<input 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 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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