



BOARDS OF COOPERATIVE EDUCATIONAL SERVICES

REGIONAL TECHNOLOGY PLAN

5 YEAR PLAN FOR TECHNOLOGY SERVICES

Suffolk RIC Region 2023-2028 Plan

Last updated August 26, 2022



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INTRODUCTION

BACKGROUND

PURPOSE OF THIS PLAN

Boards of Cooperative Educational Services (BOCES) are required by law and regulation to prepare a regional plan for providing technology services to the supervisory district. Plans must address the requirements outlined in Education Law 1950(4)(c) and the related Part 115.1 of the Commissioner’s Regulations. In the Suffolk Regional Information Center (RIC) region, the Suffolk RIC, under the direction of the District Superintendent’s, is responsible for facilitating the completion of this region’s 793 Plan.

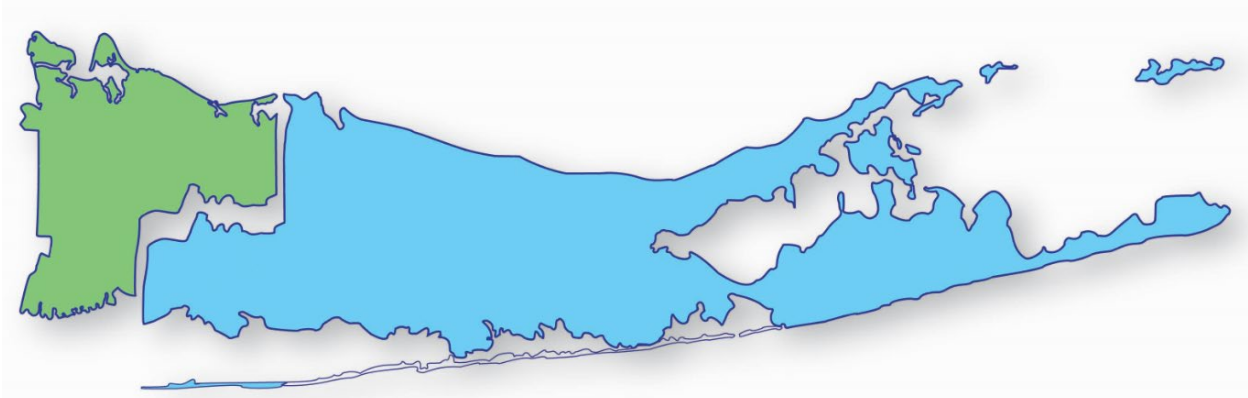
SUFFOLK RIC REGION:

- Eastern Suffolk BOCES
- Western Suffolk BOCES

793 PLAN GOVERNANCE COMMITTEE:

- Darlene Rocas, Suffolk RIC Director, Eastern Suffolk BOCES
- David Wicks, District Superintendent, Committee Chairperson, Eastern Suffolk BOCES
- David Wicks, Interim District Superintendent, Western Suffolk BOCES
- Claudy Damus Makelele, Associate Superintendent for Educational Services, Eastern Suffolk BOCES
- Kate Davern, Director of Educational Support Services, Eastern Suffolk BOCES
- Renee Allen, Divisional Administrator, Western Suffolk BOCES
- Heather Ciccone, Program Administrator, Eastern Suffolk BOCES
- Carl Jeanniton, Network/Systems Technical Manager, Western Suffolk BOCES
- Penny Notarnicola, Network/Systems Technical Manager, Western Suffolk BOCES

Thank you to the Governance committee for their leadership and ongoing commitment to this effort.



Western Suffolk BOCES	Eastern Suffolk BOCES
18 districts	51 districts

REGIONAL TECHNOLOGY PLANNING PROCESS AND STAKEHOLDER ENGAGEMENT

SECTION 1

The two BOCES regions served by the Suffolk Regional Information Center use a collaborative governance structure to prioritize needs, make decisions, and monitor progress. The primary Governance Committee establishes overall regional direction, strategic alignment, resource optimization and performance measurement. They meet formally at least once annually and at various meetings throughout the year.

At Eastern Suffolk BOCES, this Plan is presented at an annual Strategic Planning meeting, in support of the Agency's ongoing Middle States approval. This Plan is in direct alignment with the Agency's Strategic Plan, specifically Action Plan III: Educational Support Services and Action Plan IV: Regional Technology Services.

Together with Western Suffolk BOCES, this Plan will be presented at the fall Suffolk Technology Directors' meeting to gather additional feedback with the expectation of final feedback and agreement being obtained at the fall Suffolk RIC Advisory Committee meeting.

The input provided by the BOCES' and RIC representatives reflects comments and suggestions from the 69 school districts supported across the region, and from meetings and interactions with various other stakeholder groups such as the Eastern Suffolk BOCES Middle States Reaccreditation Planning Team, higher education partners, school boards and superintendents associations, and other various working partners.

The Suffolk RIC collects information through meetings with various K-12 stakeholder groups through organized constituent meetings that occur on a regular basis throughout each school year. These constituent meetings and individual district meetings include, but are not limited to, Suffolk Technology Directors meetings, RIC Advisory Council meetings, District Data Coordinator meetings, Suffolk County District Clerk meetings, Model Schools meetings, product user group meetings, and Suffolk School Business Officials meetings. Comments and suggestions are recorded, assessed and then prioritized into the RIC portion of the Eastern Suffolk BOCES Strategic Action Plan, as appropriate. Both BOCES follow similar processes and provide that information to the RIC so that collaborative planning and assessment of activities can be coordinated for the region.

Eastern Suffolk BOCES also engages in administering a CoSer survey to all the 51 component school districts associated with the BOCES every other year. The results of these surveys are also factored in to the planning processes for the RIC and the BOCES, as are the results of the shorter surveys often administered from the various RIC programs to participant districts as part of their regular business practices.

Additional participation in various statewide groups has provided information which has also been factored into the planning process. These groups include, but are not limited to DATAG, RIC Statewide Project Managers, and RIC Directors group meetings and associated sub-committees. Collaborative relationships with higher education partners such as SUNY Stony

Brook have also provided information and knowledge resource sharing that has contributed to our collective planning efforts.

All of these conversations, collaborations, surveys and partnerships are intended to identify how well services are being received by participating districts, and to identify how services could be improved or how new services may be introduced.

The 793 Plan is available online at www.esboces.org/RIC > Important Links.

Western Suffolk BOCES meets on a monthly basis with stakeholder groups, including component district Technology Directors, Assistant Superintendents for Curriculum/Instruction, Business Officials and Superintendents.

Additional targeted topic meetings are offered during the year.

Western Suffolk BOCES approach to service includes dedicated project managers that regularly meet with individual school districts to address needs that can be effectively met in collective efforts.

EFFICIENT AND EFFECTIVE PROVISION OF TECHNOLOGY SERVICES

SECTION 2

Shared services and the related regional collaborative planning processes increase the efficiency of district decision making as well as their buying power. Shared purchasing vehicles and economies of scale are regularly leveraged to support component districts. Additionally, existing and new technology services are analyzed using a cost-benefit methodology.

PLAN ALIGNMENT TO NYSED PRIORITIES PRIORITIZATION OF NEEDS AND CHALLENGES

SECTION 3

This section demonstrates the alignment of this regional plan to both NYSED and 12-RIC Priorities. Both the 793 Plan Governance Committee and stakeholders participated in the regional prioritization of needs and challenges which, in turn, are the regional priorities.

The RIC used its existing leadership and stakeholder structure to identify and prioritize regional needs.

The two BOCES regions served by the Suffolk Regional Information Center use a collaborative governance structure to prioritize needs, make decisions, and monitor progress. The primary Governance Committee establishes overall regional direction, strategic alignment, resource optimization and performance measurement. They meet formally at least once annually and at various meetings throughout the year.

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TECHNOLOGY LEADERSHIP

NYSED Priority:

- Digital Equity: Improving Digital Equity, including increasing student and teacher access to devices and broadband internet both in school buildings and in place(s) of residence.

12-RIC Priorities:

- Provide leadership, assistance and resources to enhance RIC's operations and staff capabilities in support of local, regional, and state priorities.
- Provide leadership, assistance, and resources to enhance districts' technology ecosystems in support of local, regional, and state priorities.

ESBOCES

- Continue to employ high-quality leaders and technical experts
- Continue to support districts in maintaining and enhancing the technical skill-set of their leaders and teams
- Provide components with high-quality, cost-effective services including, but not limited to, school and home internet access, devices, and hosted solutions

WSBOCES

- Continue to identify regional needs that can be met with high quality, skilled technology solutions, including instructional networks, supports, learning platforms, equipment and internet access
- Continue to support technical and instructional staff with training and collaborative efforts
- Continue to explore new technologies to provide districts with tools to better educate students
- Continue to develop multiple bids to provide, internet access, redundant internet access, mobile internet access and in-home internet access

INSTRUCTIONAL LEADERSHIP

NYSED Priorities:

- Tech-Enhanced Environments: Increasing access to technology-enhanced, culturally and linguistically responsive, differentiated, and personalized learning environments to support improved teaching and learning for all students, including students with disabilities and English Language Learners (ELLs).
- Digital Learning Experiences: Increasing equitable access to high-quality instruction, courses, and multi-modal learning experiences through digital technology, including but not limited to advanced courses, for all districts, including small, rural and/or high-needs districts.
- Tech Proficient Educators: Providing access to relevant and rigorous professional development to ensure educators and leaders are proficient in technology for both instructional and administrative purposes.

ESBOCES

- Provide access to translation services
- Provide access to digital learning experiences for in-person and remote instruction
- Provide professional development to the Model Schools Educational Technology Coaches to assist teachers in helping their students on how to identify and disrupt bias and hate online
- Provide regional professional development to assist teachers in using technology to enhance curricula for teaching and learning to align with CTLE requirements

WSBOCES

- Provide professional development that supports technology in the delivery of instruction, including readiness for remote and/or hybrid instruction
- Provide technology platforms, equipment, and internet service to school districts and students as readiness for remote/hybrid instruction as required by the State Education Department
- Provide assistance in the development of School District Safety Plans to address the delivery of remote/hybrid instruction as required by the State Education Department for implementation in 2023/24
- Digital Translation bid is in place to offer districts translation services in 50 languages

DATA LEADERSHIP

NYSED Priorities:

- Utilizing, maintaining, and continuing to enhance a robust data environment, including but not limited to the multiple data collection points within the Student Information Repository System (SIRS) and all data applications within the New York State Business Application Portal, to positively impact instruction and decision-making.

12-RIC Priority:

- Provide leadership, assistance, and resources to enhance districts' data ecosystem in support of local, regional, and state priorities.

ESBOCES

- Maintain existing services and enhance or develop services, based on district demand
- Work collaboratively with other RICs across New York State
- Support and communicate New York State Education Department initiatives

DATA PRIVACY AND SECURITY

NYSED Priority:

- **Data Privacy and Security:** Implementing and maintaining data privacy and security controls ensuring compliance with all applicable privacy laws and regulations including, but not limited to, New York Education Law 2-d.

12-RIC Priority:

- **Data Privacy and Security:** Provide leadership, assistance, and resources to enhance districts' security posture in support of local, regional, and state priorities.

ESBOCES

- Maintain existing services and enhance or develop services, based on district demand
- Provide ongoing professional development
- Work collaboratively with other RICs across New York State
- Support and communicate New York State Education Department initiatives

WSBOCES

- Provide services to school districts in the off-site storage and disaster recovery as a means of protecting district data
- Actively support districts with data and security needs
- Provide workshops and webinars as needed
- Explore and Identify emerging technology trends in support of cybersecurity solutions and training
- Provide short-term and long-term strategies with tools for planning and implementing cybersecurity solutions—aligned with EdLaw-2D, and the NIST Cybersecurity Framework & Function—to protect school district infrastructure, student and administrative data
- Develop new services targeted to address current and future cybersecurity threats
- Leverage current bids, and develop new procurement vehicles to deliver cost effective cybersecurity solutions

VENDOR MANAGEMENT

12- RIC Priority

- Establish, maintain, monitor and evaluate vendor relationships to reduce risks and drive innovation in support of local, regional, and state priorities.

ESBOCES

- Maintain and expand existing purchasing vehicles, making sure Education Law 2-d compliance is in place, if appropriate
- Carefully monitor and actively work with vendors, if needed, to ensure risk and emergency protocols are in place

WSBOCES

- Collect and maintain a catalog of vendor signed Education Law 2-d acknowledgements
- Review of vendor services in regard to cost effectiveness, service provision, certifications, performance and compliance with all state and local laws
- Establish and maintain relationships with local and statewide vendors
- Assure all vendors are fingerprinted and monitor all “notice of arrest” implications

5-YEAR REGIONAL TECHNOLOGY PLAN AND PRIORITIES
QUANTIFIABLE GOALS AND MONITORING OF
IMPLEMENTATION
PERFORMANCE OBJECTIVES FOR YEARS 1 AND 2
SECTION 4

TECHNOLOGY LEADERSHIP

ESBOCES – monitored by the RIC Director, Network Communications Manager and associated RIC Administrator(s)

Goals:

- Continue to employ high-quality leaders and technical experts
 - 2023/24 and 2024/25 measures – able to fill positions with high-quality leaders and technical experts
- Continue to support districts in maintaining and enhancing the technical skill-set of their leaders and teams.
 - 2023/24 and 2024/25 measures – provided high-quality professional development and access to experts to maintain and enhance the technical skill-set of district leaders and teams
- Provide components with high-quality, cost-effective services including, but not limited to, school and home internet access, devices, and hosted solutions
 - 2023/24 and 2024/25 measures – continue to analyze current service models and enhance or create new services, as districts demand

WSBOCES – monitored by the Divisional Director, Divisional Administrator and Network/Systems Program Managers

- Continue to identify regional needs that can be met with high quality, skilled technology solutions, including instructional networks, supports, learning platforms, equipment and internet access
 - 2023/24 and 2024/25 measures – based on identified regional needs, provide solutions to address these needs
- Continue to support technical and instructional staff with training and collaborative efforts
 - 2023/24 and 2024/25 measures – provide high-quality professional development and collaborative opportunities
- Continue to explore new technologies to provide districts with tools to better educate students
 - 2023/24 and 2024/25 measures – provide opportunities for exploration of technologies and learning systems that support high-quality learning
- Continue to develop multiple bids to provide, internet access, redundant internet access, mobile internet access and in-home internet access.
 - 2023/24 and 2024/25 measures – continue to develop and award multiple bids

INSTRUCTIONAL LEADERSHIP

ESBOCES Distance Learning – Monitored by the RIC Director and the Financial and District Services Administrator

- Provide access to translation services
 - 2023/24 and 2024/25 measures – Provide robust and increasing translation services
- Provide access to digital learning experiences for in-person and remote instruction
 - 2023/24 and 2024/25 measures – through a partnership with Nassau BOCES, provide a digital learning experiences

ESB Model Schools – Monitored by the Educational Support Services Director and the Model Schools Administrator(s)

- Provide professional development to the Model Schools Educational Technology Coaches to assist teachers in helping their students on how to identify and disrupt bias and hate online
 - 2023-2024 and 2024-2025 measures - professional development provided to Model Schools Educational Technology Coaches and shared regionally.
- Provide regional professional development to assist teachers in using technology to enhance curricula for teaching and learning to align with CTLE requirements
 - 2023/24 and 2024/25 measures – Regional workshops aligned with CTLE requirements will be provided to district staff.

WSBOCES – Monitored by the Divisional Director, Divisional Administrator and Network/Systems Program Managers

- Provide professional development that supports technology in the delivery of instruction, including readiness for remote and/or hybrid instruction
 - 2023/24 and 2024/25 measures – provide multiple high-quality professional development opportunities
- Provide technology platforms, equipment, and internet service to school districts and students as readiness for remote/hybrid instruction as required by the State Education Department
 - 2023/24 and 2024/25 measures – meet with each component district to assess readiness for full remote/hybrid instruction and develop bids as necessary for implementation
- Provide assistance in the development of School District Safety Plans to address the delivery of remote/hybrid instruction as required by the State Education Department for implementation in 2023/24
 - 2023/24 and 2024/25 measures – provide collaborative opportunities for component districts to develop modifications to their District Safety Plans
- Digital Translation bid is in place to offer district translation services in 50 languages
 - 2023/24 and 2024/25 measures – provide ongoing access to translation services

DATA LEADERSHIP

ESBOCES – Monitored by the RIC Director and Student Data Services Administrator(s)

Goals:

- Maintain existing services and enhance or develop services, based on district demand
 - 2023/24 and 2024/25 measures – districts will continue to have services available to meet their needs, especially during the transition to Computer Based Testing (CBT), scheduled to culminate in 2026

- Work collaboratively with other RICs across New York State
 - 2023/24 and 2024/25 measures – Student Data Services will continue to commit resources to collaborate with statewide RICs, where appropriate
- Support and communicate New York State Education Department initiatives
 - 2023/24 and 2024/25 measures – Student Data Services will continue to commit resources to support and communicate New York State Education Department initiatives

DATA PRIVACY AND SECURITY

ESBOCES – Monitored by the RIC Director and the Information Technology Security Coordinator

Goals:

- Maintain existing services and enhance or develop services, based on district demand
 - 2023/24 and 2024/25 measures - districts will continue to have services available to meet their needs, especially in alignment with Education Law 2-d, Part 121, and cyber security best practices
- Provide ongoing professional support
 - 2023/24 and 2024/25 measures – provide professional development to district Data Protection Officers
- Work collaboratively with other RICs across New York State
 - 2023/24 and 2024/25 measures - Student Data Services will continue to commit resources to collaborate with statewide RICs, where appropriate
- Support and communicate New York State Education Department initiatives
 - 2023/24 and 2024/25 measures – The RIC will continue to commit resources to support and communicate New York State Education Department initiatives

WSBOCES – Monitored by the Divisional Director, Divisional Administrator and Network/Systems Program Managers

- Provide services to school districts in the off-site storage and disaster recovery as a means of protecting district data
 - 2023/24 and 2024/25 measures – services will continue to be available to meet their needs
- Actively support districts with data and security needs
 - 2023/24 and 2024/25 measures – regular collaboration with component districts will occur to identify needs and provide solutions
- Provide workshops and webinars as needed
 - 2023/24 and 2024/25 measures – workshops and seminars will be provided to meet identified needs

VENDOR MANAGEMENT

ESBOCES – Monitored by the RIC Director and all associated RIC administrators

Goals

- Maintain and expand existing purchasing vehicles, making sure Education Law 2-d compliance is in place, if appropriate
 - 2023/24 and 2024/25 measures – Districts will continue to have access to an increasing list of contractual vehicles and applications that are Education Law 2-d compliant, if appropriate

- Carefully monitor and actively work with vendors, if needed, to ensure risk and emergency protocols are in place
 - 2023/24 and 2024/25 measures – an initial review is conducted during the contract review process and additional communication protocols are put in place if concerns are raised and/or experienced

WSBOCES – Monitored by the Divisional Director and Network/Systems Program Managers

- Collect and maintain a catalog of vendor signed Ed Law 2D acknowledgements
 - 2023/24 and 2024/25 measures – Districts will continue to have access to a catalog of Education Law 2-D compliant services and vendors
- Review of vendor services in regard to cost effectiveness, service provision, certifications, performance and compliance with all state and local laws
 - 2023/24 and 2024/25 measures – ongoing evaluation and review of vendor provided services will continue
- Establish and maintain relationships with local and statewide vendors
 - 2023/24 and 2024/25 measures – high quality service providers will continue to be vetted and added to a directory from which selection to meet district needs is possible
- Assure all vendors are fingerprinted and monitor all “notice of arrest” implications
 - 2023/24 and 2024/25 measures – continue to require all vendors to provide proof of compliance for each individual prior to the entering of school facilities. Any changes to approved status will be communicated immediately to the vendor and the school districts.

EVALUATION OF PAST TWO YEARS

SECTION 5

TECHNOLOGY LEADERSHIP

ESBOCES

- Provided access to various purchasing vehicles, showcases, and best practices so districts could make informed technology, policy and process decisions
- Provided increased networking opportunities to various stakeholder groups as they navigated through the pandemic
- Offered CoSer 6366 to provide leadership and just-in-time support for districts using grant funds, like Smart Schools
- Provided access to web-based meeting tools

WSBOCES

- Conceptualized a statewide bid for in-home internet access
- Added new providers to provide personal WiFi services to cover all areas of Long Island
- Created 1:1 environments in all 18 school districts
- Provided 24/7 service as needed

INSTRUCTIONAL LEADERSHIP

ESBOCES

- Expanded Model Schools offerings, including online
- Expanded Distance Learning offerings through a partnership with Nassau BOCES
- Expanded access to translation services

WSBOCES

- Expanded professional development offerings with multiple virtual opportunities for building teacher abilities to offer high-quality remote instruction
- Expanded web-based instructional tutoring and learning opportunities
- Expanded learning opportunities with the implementation of a Virtual School (K-12) for medically fragile students who could not chance attending school in-person during the pandemic
- Expanded access to translation services

DATA LEADERSHIP

ESBOCES

- Provided leadership to districts during regular data and assessment initiatives as well as for pandemic adjustments
- Provided leadership and just-in-time support to districts as they navigated NYSED's computer based testing initiative
- Successfully communicated various NYSED data and reporting initiatives

DATA PRIVACY AND SECURITY

ESBOCES

- Offered off-site data storage and recovery services
- Offered multiple data privacy and security services to districts
- Actively participated in various RIC One data privacy and security initiatives

WSBOCES

- Offered off-site data storage and recovery services
- Offered multiple data privacy and security services to districts

VENDOR MANAGEMENT

ESBOCES

- Leveraged Erie I consortium agreements, OCM agreements, and Agency agreements to expand access to purchasing vehicles and applications including “clickwrap” agreements
- Expeditiously and diligently followed up directly with vendors where concerns were raised or experienced. Notified RIC Director leadership and/or District Superintendents, when necessary.

WSBOCES

- Implemented a 177 manufacturer line bid for items not covered under the NYS OGS contract
- Leverage Erie 1 consortium agreements
- Collaborate with several Cyber Security vendors to provide needed services to districts

REGULATORY REQUIREMENTS SUMMARY

Appendix A

All plans must include Appendix A which identifies the pages of the plan that address the required regulatory elements. Please indicate the page number(s) where the Regional Technology Plan addresses the following required elements:

Required Element	Page(s)
1. A description of the regional collaborative planning process	Section 1, p. 4-5
2. A description of how the regional technology plan supports efficient and effective provision of technology services, which includes a description of major challenges to be addressed by the plan;	Section 2, p. 6-10
3. A description of how the regional technology plan addresses the technology and data priorities and needs of the state, and how such plan will increase school district access to technology and assist school districts in developing and maintaining robust information privacy, information security, and cybersecurity controls;	Section 3, p. 7-10
<ul style="list-style-type: none"> • State Priority 1: Improving digital equity, including increasing student and teacher access to devices and broadband internet both in school buildings and in place(s) of residence; 	Section 3, p. 7
<ul style="list-style-type: none"> • State Priority 2: Increasing access to technology-enhanced, culturally- and linguistically-responsive, differentiated, and personalized learning environments to support improved teaching and learning for all students, including students with disabilities and English language learners (ELLs); 	Section 3, p. 7-8
<ul style="list-style-type: none"> • State Priority 3: Increasing equitable access to high-quality instruction, courses, and multi-modal learning experiences through digital technology, including but not limited to advanced courses, for all districts, including small, rural, and/or high-needs districts; 	Section 3, p. 8
<ul style="list-style-type: none"> • State Priority 4: Providing access to relevant and rigorous professional development to ensure educators and leaders are proficient in technology for both instructional and administrative purposes; 	Section 3, p. 8
<ul style="list-style-type: none"> • State Priority 5: Utilize, maintain, and continue to enhance a robust data environment, including but not limited to the multiple data collection points within the Student Information Repository System (SIRS) and all data applications within the New York State Business Application Portal, to positively impact instruction and decision-making; 	Section 3, p. 9
<ul style="list-style-type: none"> • State Priority 6: Implementing and maintaining data privacy and security controls ensuring compliance with all applicable privacy laws and regulations including, but not limited to, New York Education Law 2-d. 	Section 3, p. 9
4. A list of regional priorities and needs that the regional technology plan will address;	Section 3, p. 7-10
5. A description of the methods used to identify and prioritize needs in the region, which shall include engagement with key stakeholder groups;	Section 1, p. 7
6. A list of quantifiable goals and a description of how the goals will directly address the regional technology needs and improve service delivery over the next five years;	Section 4, p. 11-14

7. Performance objectives for the first two years of the plan;	Section 4, p. 15-16
8. A description of the procedures which will be put in place to monitor the plan's implementation;	Section 4, p. 15-16
9. An evaluation of the performance objectives for the previous two years; and	Section 5, p. 15-16
10. Appendix A	Page 17-18
11. Appendix B	Page 19
12. Appendix C	Page 20

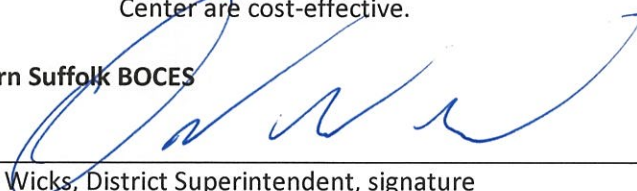
COOPERATIVE PLANNING ASSURANCES

Appendix B

The BOCES District Superintendents within this service delivery area are responsible for approving the regional planning process and this assurance document ensures:

- I approve the regional collaborative planning process used to develop and maintain our regional technology plan.
- I assure that my BOCES participated fully in the development of this regional plan.
- I assure that users, as defined in guidance, were substantively involved in the development of this plan.
- I assure that all technology services offered by my BOCES and the Regional Information Center are cost-effective.

Eastern Suffolk BOCES



David Wicks, District Superintendent, signature



Date

Western Suffolk BOCES



David Wicks, Interim District Superintendent, signature



Date