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LHRIC

LOWER HUDSON REGIONAL INFORMATION CENTER

REGIONAL TECHNOLOGY PLAN

793 Plan



2026-2031

SOUTHERN WESTCHESTER BOCES

PUTNAM/NORTHERN WESTCHESTER BOCES

ROCKLAND BOCES

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SECTION ONE | REGIONAL TECHNOLOGY PLANNING PROCESSES

The Lower Hudson Regional Information Center (LHRIC) is committed to seeking input from constituents to guide the development of the regional plan and services. To improve services and deepen school consortium partnerships, the LHRIC organized an Advisory Committee. The LHRIC Advisory Committee represents diverse roles and responsibilities, comprising approximately 30 volunteers across each BOCES region with roles including BOCES superintendents, school district superintendents, assistant superintendents for business, assistant superintendents for instruction, directors of technology and the three BOCES curriculum managers/directors. The LHRIC Advisory Committee meets four times per year to assist with future planning. The committee charters representatives to act on behalf of their region's districts and BOCES and provide input on the direction of the LHRIC and the many critical consortium issues that arise. Representatives from the Yonkers Schools as well as our non-component school district, Mamaroneck Schools, are invited when we develop the 793 plan.

This year, the Advisory Committee met two additional times to work on the 793 Plan. State priorities, regional challenges and priorities, and local district instructional technology plan goals were the foundation for the goals of this Regional Technology Plan. As an advisory, we first identified the needs and challenges of our region with a review of the district instructional technology plans. We prioritized those needs on a regional level to establish direction for the regional plan. We then developed goals and objectives that align with the state priorities and regional priorities. These goals and objectives were updated based on current needs and will continue to be the focus of the 2026 – 2031 plan.

Incorporating the feedback from additional groups is also an important part of the planning process. The LHRIC participates in a variety of statewide planning groups such as: Data Warehouse group, Finance Manager group, Test Scoring group, the RIC Directors Technical Committee, Statewide RIC Data Structure/Report Committee, Model Schools, RIC One Data Privacy and Security Team meetings, the Cyber Intelligence Task Force, etc. Our partnership with Rockland, Putnam | Northern Westchester and Southern Westchester BOCES offers continued opportunities for collaboration and feedback. Participation in these groups allows us to have a broader view of the innovations and directions that others are pursuing around the state.

We also elicit feedback through periodic service surveys, district conversations with Account Managers, and feedback from the Technology Leadership Institute and other regional K-12 technology conferences.

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SECTION TWO | CURRENT CONTEXT

Mission Statement:

Lower Hudson Regional Information Center
The mission of the LHRIC is to provide K-12 Leadership with our partner districts to achieve their educational technology goals.

Scope	Current Environment – opportunities and challenges	Regional Priorities and Needs
Technology Leadership	• Expanding information technology ecosystem • Maintaining and supporting 1-to-1 environments • Inflation, supply chain, and other influencers • Increasing equitable access as recommended by "NY Inspires: A Plan to transform Education in New York State" formerly known as the NYSED's Blue Ribbon Commission • Physical Security Systems and Infrastructure • Unified Communications • Challenges with financially maintaining and supporting a one-to-one environment • Increased use and support of online learning and video conferencing • Increased reliance on technology for CBT and other online assessments • Increased reliance on technology for non-instructional purposes (i.e. voting, streaming games, extra-curricular activities, HVAC systems, building and all personnel safety and security) technology that needs to be supported by IT • Challenges with staff not keeping up with technological advancements • Internet connection capacity and redundancy for cloud solution reliability • Impact of the cell phone ban on supportive technology for students. • State technology mandates that are not instructiionally based	Enabling and Maintaining Reliable Technology

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Scope	Current Environment – opportunities and challenges	Regional Priorities and Needs
Instructional Leadership	• Increased use of online learning • Increased use of instructional technology • Impact of use of personal devices and social media on students' mental health • Full implementation of the Computer Science and Digital Fluency standards K-12 • New NYSED learning standards • Enhancing professional development for educators as recommended by the "NY Inspires: A Plan to transform Education in New York State" • Impact of Artificial Intelligence • Focus on AI Literacy for students and staff • NYS 3012-e STEPS – NYSED requirements to support this work. • Consideration of impact of State/Federal legislation regarding parental rights	Enhanced Teaching and Learning, Support of district and BOCES work in addressing Computer Science & Digital Fluency Standards Support
Data Leadership	• Evolving data and expanding reporting requirements • Increased use of and interest in dashboards • New applications and enhancement to existing solutions • Support districts and BOCES in providing data for the NYS Regionalization project • Continual focus on data analytics and data driven decision making • Impact of the Portrait of a Graduate requirements • Concerns about assessments. What will assessments look like, how will student progress be measured, what new ways will be used to gather information, what local and regional support will be available • Supporting districts and BOCES in ongoing expansion of Computer Based Testing requirements	Data-Informed Educators and Staff, Enhanced Data Analytics

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Scope	Current Environment – opportunities and challenges	Regional Priorities and Needs
Data Privacy and Security	• Increased Cybersecurity threats and reporting requirements (i.e. Homeland security reporting) • Education Law 2-d compliance • Anticipated NIST CSF move from 1.1 to 2.0 compliance • Insurance providers' requirements • Vendor partner management • Financial impact of NYSED reviews and District/Comptroller's audits • NYSED Cybersecurity reviews • Authentication security requirements including multi-factor authentication (MFA)	Protected Technology, Protected Data Protected Personally Identifiable Data (PII)





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SECTION THREE 5-YEAR REGIONAL TECHNOLOGY PLAN

Scope	Goals	Two-year Performance Objectives	Metrics
Technology Leadership	• Modernize the technology ecosystem to support instructional and administrative needs • Aligned NYSED priorities: 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 • Aligned regional priorities: enabling and maintaining reliable technology	• Provide an infrastructure that supports equitable access for all districts • Continue to support district management of 1-to-1, expanded technology • Working towards a more secure environment • Provide guidance on infrastructure for physical security and Unified Communication • Focus on staff and resources to support changes and upgrades • Assist with management and planning for 1-to-1, expanded technology • Supporting students and parents with technology for translation devices. (Board meetings, medical devices.) • Supporting assistive technology and medical devices	• Service participation • Bandwidth consumption and availability • Upgrades • Research and development of new technologies to modernize and enhance services • Cost and value analysis • New purchases • Tracking participation in security fundamentals training • Formalization and enhancing our security postures and procedures • Support of devices that adhere to LHRIC standards and are requested by more than one district for special circumstances

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Scope	Goals	Two-year Performance Objectives	Metrics
Instructional Leadership	• Support effective use of learning technology to support instructional needs • Aligned NYSED priorities: 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) • Aligned NYSED priorities: 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 and BOCES, including small, rural, and/or high-needs districts • Aligned NYSED priorities: 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 • Aligned regional priorities: enhanced teaching and learning, computer science & digital fluency standards support	• Assist districts and BOCES in providing flexible learning environments that encourage choice and differentiation for all students • Develop thoughtful approach to help districts and BOCES implement and assess the NYS Computer Science and Digital Fluency Standards • Expand thoughtful learning opportunities in all areas of instructional technology that support the adult learner • Assist districts and BOCES in increasing equitable access to high-quality digital resources and standards-based, technology-rich learning experiences • Empower districts and BOCES to leverage Artificial Intelligence (AI) to enhance educational efficiency, enrich professional learning, and optimize student learning environments • Providing ongoing guidance and resources for the safe and effective use of AI, while adopting a balanced approach that considers both the benefits of productivity and the broader social impacts on students, learning, and community well-being • Developing a leadership strand in TLI to prepare district and BOCES leaders to be future ready in a technology rich learning environment	• Portfolio enhancements and district participation • Programmatic alignment to priorities • Digital Resources produced with an intentional focus on equitable access • District feedback and evaluations

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Scope	Goals	Two-year Performance Objectives	Metrics
Data Leadership	• Modernize the data ecosystem to support instructional and administrative needs • Align NYSED priorities: State Priority 5: 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 • Align regional priorities: data-informed educators and staff, enhanced data analytics	• Support districts and BOCES in centralizing district, school, classroom and student data so instructional decisions are driven by data • Provide vehicles to analyze data to inform, personalize, and guide instruction (Such as data dashboard products) — ensuring that professional learning leads to impactful practice in the teaching and learning environment • Support districts and BOCES in analysis of student and teacher/ principal evaluation data • Support for regionalization requirements and needs of the districts and BOCES with ongoing reporting and incorporate additional districts • Support of districts and BOCES in the expansion of Computer Based Testing requirements	• District and BOCES participation in service that support data analysis • Course offerings and participation • Data integrations

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Scope	Goals	Two-year Performance Objectives	Metrics
Data Privacy and Security	• Maintain a robust privacy and security posture to support the protection of data and the reliability of the ecosystem • Align NYSED priorities: 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 State Education Law 2-d and the NIST Cybersecurity Framework (CSF) • Align regional priorities: protected technology, protected data	• Educate the community on appropriate use of technology • Continuously update infrastructures that complement the NIST CSF and promote a safe learning environment. • Protect and prepare against malicious cybersecurity actions • Continue to support districts and BOCES with compliance and implementation of regulation best practices • Compliance with State and Federal regulations related to data privacy and cybersecurity (FERPA, COPPA, etc.)	• Course offerings and participation • Cybersecurity offerings • DPSS participation • DPSS resources • Participation in Statewide DPO Conference

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SECTION FOUR | PLAN VALUE

VALUE OF SHARED SERVICES AND THE RELATED REGIONAL COLLABORATIVE PLAN

Shared services and related regional collaborative planning processes increase the buying power of districts and BOCES and support educational agencies in enhancing local capacity by facilitating access to specialized and trusted technology and data experts. In addition to leveraging economies of scale, new technology services require a formal process to evaluate costs.

Cost-effectiveness involves more than determining cost, it also involves assignment of a value to districts.

Cost-effectiveness analysis is used to routinely review the cost and effectiveness of services offered through the LHRIC. The goal of cost-effectiveness analysis is to determine that the services being provided are justified in their costs to districts and BOCES.

The LHRIC's standard method of cost-effectiveness analysis includes the following processes:

- Monthly profit/loss statement review of service expenses and associated revenue to ensure fiscal responsibility of operational activities
- A process through which services that are not financially viable are raised to the attention of leadership for action.
- Routine review of service satisfaction from districts and BOCES
- Input from districts and BOCES on new services to be developed or enhancements to existing services through 793 planning.
    - A budget development process through which district and BOCES input is reflected in the proposed budget
    - Proposed expenses are compared against current and proposed district and BOCES contract revenue to ensure coverage of expenses, utilizing a zero-based budget approach

The proposed budget requires voting by component school district and SBWOCES board adoption. Budgets are proposed to the SWBOCES Board and voted by component districts.

Planning is critical to ensuring regions have access to shared services aligned with current needs. Through collaborative planning processes, existing services are modernized, and new services are developed. As the education sector generally has limited access to resources, planning supports essential prioritization of work and responsive allocation of regional resources. This planning supports continuous service improvement and effective provision of services. On page 5, information is available about current needs and priorities. On pages 8–11, the regional direction is defined in the form of a 5-year plan.

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SECTION FIVE | REVIEW OF PREVIOUS PLANS

Scope	Goals	Two-year Performance Objectives	Progress to Date
Technology Leadership	• Modernize the technology ecosystem to support instructional and administrative needs • Aligned NYSED priorities: 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 • Aligned regional priorities: enabling and maintaining reliable technology	• Provide an infrastructure that supports equitable access for all • Assist with management and planning for 1-to-1, expanded technology	• Two new districts added to Network Support Services • Technology Support Services has seen increased participation across multiple services • Bandwidth consumption and availability have seen an increase in participation. • Major Upgrades to Core Infrastructure • Research and development of new technologies to modernize and enhance services • Cost and value analysis across multiple services • New service - email security • Tracking participation in security fundamentals training • Formalization and enhancement of our security postures and procedures – vulnerability management program

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Scope	Goals	Two-year Performance Objectives	Progress to Date
Instructional Leadership	• Support effective use of learning technology to support instructional needs • Aligned NYSED priorities: State Priority 2: increasing access to technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning • Aligned NYSED priorities: State Priority 3: increasing equitable access to high-quality instruction, courses, and multi-modal learning experiences through digital technology • Aligned NYSED priorities: 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 • Aligned regional priorities: enhanced teaching and learning, computer science & digital fluency standards support	• Assist districts and BOCES in providing flexible learning environments that encourage choice and differentiation for all students • Develop thoughtful learning targets that address NYS Computer Science and Digital Fluency Standards • Expand thoughtful learning opportunities in all areas of instructional technology that support the adult learner • Assist districts and BOCES in increasing equitable access to high-quality digital resources and standards-based, technology-rich learning experiences	• Development and expansion of MTSS and Data dashboard service • Implemented the iLead program to support key district administrators in the use of technology • Expansion of Learning Pathways opportunities, which embody how adults learn. The pathways allow participants to choose the learning that meets their needs and provides learning opportunities in multiple modalities with the introduction of micro credentialing • A high degree of participation in learning opportunities for leaders and teachers around the safe and productive use of AI • Expanded the ability for districts to support SEL for students and families

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Scope	Goals	Two-year Performance Objectives	Progress to Date
Data Leadership	• Modernize the data ecosystem to support instructional and administrative needs • Align NYSED priorities: State Priority 5: 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 • Align regional priorities: data-informed educators and staff, enhanced data analytics	• Support districts and BOCES in centralizing district, school, classroom and student data so instructional decisions are driven by data • Provide vehicles to analyze data to inform, personalize, and guide instruction — ensuring the data analysis leads to impactful practices in the teaching and learning environment	• Continuous improvement of teacher dashboards • Development of ELL reporting • District and BOCES participation in service that supports data analysis • Course offerings and participation • Custom reports for BOCES to support their districts • Data integrations • Five new districts joined the data analysis, teacher level service • Restructured data service offerings to better reflect district need

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Scope	Goals	Two-year Performance Objectives	Progress to Date
Data Privacy and Security	• Maintain a robust privacy and security posture to support the protection of data and the reliability of the ecosystem • Align NYSED priorities: 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 State Education Law 2-d and the NIST Cybersecurity Framework (CSF) • Align regional priorities: protected technology, protected data	• Educate the community on appropriate use of technology • Provide infrastructures that complement the NIST CSF and promote a safe learning environment • Protect and prepare against malicious cyber- security actions • Help districts and BOCES navigate compliance and implement best practices • Align training and Phishing campaigns to the NIST CSF • Support districts in the use of the Statewide Student Data Privacy Consortium for Ed Law 2-d	• Two additional districts joined the DPSS base service • DPSS materials are evolving based on new requirements • Participation in Statewide DPO Conference has grown and includes non-participating districts • Expansion of the number of email phishing platforms • Continued work on the LHRIC, district and BOCES compliance with the NIST Cybersecurity Framework • Investment in deploying firewalls to further protect the LHRIC's private WAN • 24/7 monitoring of the LHRIC's core network in partnership with a SOC (Security Operations Center) provider • Continued work with BOCES on their Incident Response and Disaster Recovery Plans • Provide leadership to districts and BOCES on data privacy and cybersecurity

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APPENDIX A

APPENDIX A | REGULATORY REQUIREMENTS SUMMARY

All plans must include Appendix A, which identifies the pages of the plan that addressed 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.	4
2. A description of how the Regional Technology (793) Plan supports efficient and effective provision of technology services, which includes a description of major challenges to be addressed by the plan;	5–7, 12
3. A description of how the Regional Technology (793) 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 and BOCES in developing and maintaining robust information privacy, information security, and cybersecurity controls;	8–11
• 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;	8
• State Priority 2: Increasing access to technology-enhanced, culturally- and linguistically-responsive, learning environments to support improved teaching and learning;	9
• State Priority 3: Increasing equitable access to high-quality instruction, courses, and multi-modal learning experiences through digital technology;	9
• 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;	9
• 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;	10
• 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 State Education Law 2-d.	11
4. A list of regional priorities and needs that the Regional Technology (793) Plan will address;	5
5. A description of the methods used to identify and prioritize needs in the region, which shall include engagement with key stakeholder groups;	4
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;	8–11
7. Performance objectives for the first two years of the Regional Technology (793) Plan;	8–11
8. A description of the procedures that will be put in place to monitor the Regional Technology (793) Plan's implementation;	8–11
9. An evaluation of the performance objectives for the previous two years	13–16
10. Appendix A	17
11. Appendix B	18

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APPENDIX B | COOPERATIVE PLANNING ASSURANCES

The BOCES District Superintendents within the service delivery area are responsible for approving the regional planning process and certifying the assurances outlined below.

DISTRICT SUPERINTENDENTS' SIGNATURES

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.

Signed by:
Dr. Harold A. Coles
EB3DD00630463404...

District Superintendent Signature

11/14/2025

Date

Dr. Harold A. Coles

District Superintendent Name

Southern Westchester BOCES

BOCES

Signed by:
Christopher D'Ambrese
37AD0614B9744A...

District Superintendent Signature

11/18/2025

Date

Christopher D'Ambrese

District Superintendent Name

Rockland BOCES

BOCES

DocuSigned by:
Neal Bagle
D5eef812B9459...

District Superintendent Signature

11/18/2025

Date

DocuSign

District Superintendent Name

Putnam Northern Westchester BOCES

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