



SOUTHERN WESTCHESTER BOCES  
COMPREHENSIVE TECHNOLOGY PLAN  
2022-2025



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**Plan Adopted by the Board of Education on September 14, 2022**

## **Southern Westchester BOCES Comprehensive Technology Plan 2022-2025**

### **District Mission:**

The job of BOCES is to support learning in schools and communities by providing services and supports they are not able to provide individually.

### **Technology Vision Statement:**

Southern Westchester BOCES will provide high quality instruction to facilitate technology skills that support creativity, critical thinking, communication, and collaboration that is responsive to the constantly changing demands of our diverse educational community through the integration of instructional and/or assistive technology with explicit instructions for students.

### **Committee Process:**

In developing this Technology Plan, Southern Westchester BOCES developed a committee process in which district-wide goals were identified. The committee met multiple times from June 2021 to March 2022 in-to develop the goals which were the foundation of the Technology plan. The committee structure was comprised of instructional members from all SWBOCES K-12 programs who were selected to be the representee for those groups. Those representatives were asked to report back to their colleagues on the committee's progress in the development of our new plan.

### **District-wide Goals:**

1. Southern Westchester BOCES K-12 programs will incorporate and implement the NYS Computer Science/Digital Fluency Standards through targeted professional development and instructional technology coaching.
2. Southern Westchester BOCES K-12 programs will have access to professional development and resources related to the use of, and availability of, different forms of Assistive Technology.
3. Students will develop an awareness and understanding of Digital Citizenship as it is incorporated into all curricula across Southern Westchester BOCES.

### **Committee Members**

Members of the Southern Westchester BOCES Educational Technology Committee included:

<b>First Name</b>	<b>Last Name</b>	<b>Program being Represented</b>	<b>Role</b>
James	Gratto	All K-12	Co-Chair
Victor	Pineiro	All K-12	Co-Chair
Michael	May	Center for Career Services	Member
Stacy	DiPaola	Center for Special Services: Irvington Middle/High School	Member
Nathalie	DelVecchio-Molina	Center for Special Services: Pocantico	Member
Kathryn	Lockwood	Center for Special Services: St. Matthew's	Member
Adrian	Drezga	Center for Special Services: RLC MS/HS	Member
Heather	Salinger	Center for Special Services: RLC Elementary	Member
Claribel	Cocco	Center for Special Services: Tappan Hill	Member
Karen	Berens	Center for Special Services: Valhalla Center	Member
Keith	Mattos	Adult and Community Services: Sprain Brook Academy	Member

## Action Plan Template Adult and Community Services: Sprain Brook Academy 2022–25:

### District Goal 1:

- Southern Westchester BOCES K-12 programs will incorporate and implement the NYS Computer Science/Digital Fluency Standards through targeted professional development and instructional technology coaching.

1. Which NYSED goal(s) does this align to?

- a. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
- b. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
- c. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
- d. Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and
- e. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

2. Which student populations is this goal targeted toward?

1. All students
2. Early Learning (Pre-K -3)
3. Elementary/intermediate
4. Middle School
5. High School
6. Students with Disabilities
7. English Language Learners
8. Students who are migratory or seasonal farmworkers, or children of such workers
9. Students experiencing homelessness and/or housing insecurity
10. Economically disadvantaged students
11. Students between the ages of 18-21

12. Students who are targeted for dropout prevention or credit recovery programs
13. Students who do not have adequate access to computing devices and/or high- speed internet at their places of residence
14. Students who do not have internet access at their place of residence
15. Students in foster care
16. Students in juvenile justice system settings
17. Vulnerable populations/vulnerable students

3. Which additional populations does this involve?

1. Teachers/Teacher Aides
2. Administrators
3. Parents/Guardians/Families/School Community
4. Technology Integration Specialists
5. Other

List the action steps that will be used in the attainment of Goal 1:

- *Goal 1: Southern Westchester BOCES K-12 programs will incorporate and implement the NYS Computer Science/Digital Fluency Standards through targeted professional development and instructional technology coaching.*

**Action Step Categories:** Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other (please identify in Column 3, Description), N/A  
**Stakeholder Categories:** Superintendent, Assistant Superintendent, Business Official, Building Principal, Assistant Principal, Director of Technology, Curriculum and Instruction Leader, Teacher on Special Assignment, Instructional/PD Coach, Instructional Technology Coach, Library Media Specialist, Classroom Teacher, Other (please identify in Column 5), N/A.

Action Step Number (add more steps as needed)	Action Step - category	Description: Describe in detail each step in your plan.	Responsible Stakeholder: List all parties involved in the success of each step.	If you listed 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated date of completion: Over the next three years, please list the anticipated completion date of each step.	Anticipated Costs associated with each step
1	Research	Identify possibilities for access to technology by incarcerated youth using	School administrator, secretary to school administrator,	Other program administrators (outside of SWBOCES) and Correctional	Fall 2022	0

		tablets or other devices Request information from other service providers at the Westchester County Department of Correction on what they are using and how- there is another program operating within the facility that makes use of digital devices. To what extent and in what capacity is yet unclear. We will meet their program administrators and the Correctional Facility Staff to gain understanding.		Facility Staff.		
2	Budgeting, Collaboration, Curriculum, Planning, Policy/Protocols, Purchasing, Research	Determine usefulness: Meet with teachers and administrative staff to ascertain appropriateness of device usage and if deemed appropriate, budget for devices	Program administrator and teachers		Fall 2022	\$5000 (if non-internet connected devices are deemed useful)

Describe how this instructional technology goal will be measured and evaluated during and after implementation:  
A well thought out decision will be reached at the end of this process.

This goal will be measured by stakeholders involvement in the process (teachers, administration, Department of Correction staff). When those responsible for research and possible implementation are involved, a decision can be determined for the path forward.



District Goal 2:

- *Southern Westchester BOCES K-12 programs will have access to professional development and resources related to the use of, and availability of, different forms of Assistive Technology.*

1. Which NYSED goal(s) does this align to?

- a. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
- b. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
- c. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
- d. Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and
- e. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

2. Which student populations is this goal targeted toward?

1. All students
2. Early Learning (Pre-K -3)
3. Elementary/intermediate
4. Middle School
5. High School
6. Students with Disabilities
7. English Language Learners
8. Students who are migratory or seasonal farmworkers, or children of such workers
9. Students experiencing homelessness and/or housing insecurity
10. Economically disadvantaged students
11. Students between the ages of 18-21

12. Students who are targeted for dropout prevention or credit recovery programs
13. Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
14. Students who do not have internet access at their place of residence
15. Students in foster care
16. Students in juvenile justice system settings
17. Vulnerable populations/vulnerable students

3. Which additional populations does this involve?

1. Teachers/Teacher Aides
2. Administrators
3. Parents/Guardians/Families/School Community
4. Technology Integration Specialists
5. Other

List the action steps that will be used in the attainment of Goal 2:

- *Goal 2: Southern Westchester BOCES K-12 programs will have access to professional development and resources related to the use of, and availability of, different forms of Assistive Technology.*

**Action Step Categories:** Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other (please identify in Column 3, Description), N/A

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Action Step Number (add more steps as needed)	Action Step - category	Description: Describe in detail each step in your plan.	Responsible Stakeholder : List all parties involved in the success of each step.	If you listed 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated date of completion: Over the next three years, please list the anticipated completion date of each step.	Anticipated Costs associated with each step
1	Curriculum, Implementation, Infrastructure, Planning,	Plan with teachers the integration of technology	Program administrator and teachers		Spring 2023	

	Professional Development,	into their own lesson planning and instruction- <u>how are the TEACHERS using technology to benefit students:</u> Identify best practices for teacher use of technology that does not require student use of the internet. Work with teachers on how they use technology to engage students and create dynamic lessons with the use of technology				
2	Professional Development	Request adequate professional development: Working with instructional technology coaches and relevant PD staff, train teachers	Program administrator and teachers		Summer and Fall 2023	\$7500

Describe how this instructional technology goal will be measured and evaluated during and after implementation:

Teachers will have tools and knowledge needed to provide support to each other in the use and integration of technology into instruction and to understand that use of technology does not translate into students having

access to the internet. Lessons executed will demonstrate teacher use of technology in the design and launch. Teachers will know how to create and access shared electronic information that informs their instruction.

District Goal 3:

- *Students will develop an awareness and understanding of Digital Citizenship as it is incorporated into all curricula across Southern Westchester BOCES.*

1. Which NYSED goal(s) does this align to?

- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;'
- Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
- Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and
- Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

2. Which student populations is this goal targeted toward?

- 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

3. Which additional populations does this involve?

1. Teachers/Teacher Aides
2. Administrators
3. Parents/Guardians/Families/School Community
4. Technology Integration Specialists
5. Other

List the action steps that will be used in the attainment of Goal 3:

- *Goal 3: Students will develop an awareness and understanding of Digital Citizenship as it is incorporated into all curricula across Southern Westchester BOCES.*

**Action Step Categories:** Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other (please identify in Column 3, Description), N/A

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Action Step Number (add more steps as needed)	Action Step - category	Description: Describe in detail each step in your plan.	Responsible Stakeholder: List all parties involved in the success of each step.	If you listed 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated date of completion: Over the next three years, please list the anticipated completion date of each step.	Anticipated Costs associated with each step
1	Curriculum, Professional Development	Staff are provided with Professional Development on Digital Citizenship and are supported in	Program administrator and teachers		Spring 2023, professional development	\$1500

		ways to incorporate curriculum with students who are not actively engaged in the digital realm. Civics education delivered with reality of implementation in the digital realm				
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Describe how this instructional technology goal will be measured and evaluated during and after implementation:

Students will be part of civics lessons that incorporate discussions of digital citizenship and its long-term implications on their own life. These lessons will be shared with administration and demonstrated in the classroom.

### **NYSED Goal Alignment:**

- Describe how your program’s use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.
  - Teachers and program administrators will use current and contemporary means of developing and delivering lessons to the extent possible, limiting student direct access to the internet in the incarcerated setting. Teachers are able to access the internet for design and development of lesson plans and will incorporate software and aligned pedagogy that enhances lessons. Teachers will use instructional technology in the delivery of instruction to engage students in multiple ways of learning.

### **Professional Development:**

- Please describe how professional development will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology.
  - Each student in the incarcerated setting has individual needs, as they are all coming to the school setting with differing points of entry. Professional development in instructional technology will focus on lesson design, building on the continuous and ever-present need for differentiation.

### **Supporting Students with Disabilities:**

1. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum.
  - a. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.
    - ❖ Students entering the incarcerated setting have individual needs, as they are all coming to the school setting with differing points of entry. Using district provided IEPs, teachers will develop lessons using technology that can enhance access to lessons and materials provided.
  - b. Describe how your program utilizes technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments:
    - ❖ Teachers use technology to research and locate grade level appropriate materials for students.



## Action Plan Template Center for Career Services 2022–25

### District Goal 1:

- Southern Westchester BOCES K-12 programs will incorporate and implement the NYS Computer Science/Digital Fluency Standards through targeted professional development and instructional technology coaching.

1. Which NYSED goal(s) does this align to?

- a. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
- b. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
- c. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
- d. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

2. Which student populations is this goal targeted toward?

1. High School
2. Students with Disabilities
3. English Language Learners

3. Which additional populations does this involve?

1. Teachers/Teacher Aides
2. Administrators
3. Technology Integration Specialists
4. CCS Support Staff

List the action steps that will be used in the attainment of Goal 1:

- *Goal 1: Southern Westchester BOCES K-12 programs will incorporate and implement the NYS Computer Science/Digital Fluency Standards through targeted professional development and instructional technology coaching.*

**Action Step Categories:** Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other (please identify in Column 3, Description), N/A

**Stakeholder Categories:** Superintendent, Assistant Superintendent, Business Official, Building Principal, Assistant Principal, Director of Technology, Curriculum and Instruction Leader, Teacher on Special Assignment, Instructional/PD Coach, Instructional Technology Coach, Library Media Specialist, Classroom

Teacher, Other (please identify in Column 5), N/A.

Action Step Number (add more steps as needed)	Action Step - category	Description: Describe in detail each step in your plan.	Responsible Stakeholder: List all parties involved in the success of each step.	If you listed 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated date of completion: Over the next three years, please list the anticipated completion date of each step.	Anticipated Costs associated with each step
1	Professional Development Research	Review Digital Fluency Standards and how they apply to current CCS programs curricula	Principal Assistant Principal Instructional/PD	Classroom teachers Teacher assistants Consultant teachers	12/31/22	TBD
2	Collaboration Curriculum Research	Meet with CCS Teachers during the monthly CCS all staff meetings to discuss how the digital fluency standards (Impacts of computing, Cyber Security) relate to their curricula Assess how the digital standards are currently embedded in the program curriculums	Principal Assistant Principal Instructional/PD Consultant Teachers	Classroom teachers Teacher assistants Consultant teachers CCS Director	02/15/23	TBD
3	Implementation	Review lessons that will interface	Principal Assistant Principal	Classroom teachers Teacher	04/01/23	TBD- (Cost of Model Schools)

		with program curricula Provide staff with PD to implement new instructional technology were applicable Discuss timeline benchmarks and possible roadblocks	Instructional/PD Consultant Teachers	assistants Consultant teachers CCS Director Model Schools		
4	Evaluation	Measure effectiveness of designed lessons and use of technologies- (Formative/Summative assessments) Disseminate data and make changes to the content if warranted	Principal Assistant Principal Instructional/PD	CCS director	06/01/23	TBD- (Cost of Model Schools)

Describe how this instructional technology goal will be measured and evaluated during and after implementation:

The CCS administration team will work in tandem with CCS staff and our projected consultants to formatively assess progress through meetings, data collection, observations and informal check-ins. By the end of the year, a formal, summative evaluation will take place between administration and the teaching staff.

District Goal 2:

- *Southern Westchester BOCES K-12 programs will have access to professional development and resources related to the use of, and availability of, different forms of Assistive Technology.*

1. Which NYSED goal(s) does this align to?

- a. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
- b. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
- c. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
- d. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

2. Which student populations is this goal targeted toward?

1. High School
2. Students with Disabilities
3. English Language Learners

3. Which additional populations does this involve?

1. Teachers/Teacher Aides
2. Administrators
3. Technology Integration Specialists
4. CCS support staff

List the action steps that will be used in the attainment of Goal 2:

- *Goal 2: Southern Westchester BOCES K-12 programs will have access to professional development and resources related to the use of, and availability of, different forms of Assistive Technology.*

**Action Step Categories:** Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other (please identify in Column 3, Description), N/A

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Action Step Number (add more steps as needed)	Action Step - category	Description: Describe in detail each step in your plan.	Responsible Stakeholder: List all parties involved in the success of each step.	If you listed 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated date of completion: Over the next three years, please list the anticipated completion date of each step.	Anticipated Costs associated with each step
1	Collaboration Curriculum Research	Meet with CCS Teachers during the monthly CCS all staff meetings to discuss how assistive technology can impact instruction and What is currently being used in the classrooms.	Principal Assistant Principal Instructional/P D Consultant Teachers	Classroom teachers Teacher assistants Consultant teachers CCS Director	10/15/23	Not Applicable
2	Professional Development Research	Review Digital Fluency Standards related accessibility needs and determine how they apply to current CCS program curricula.	Principal, Assistant Principal, Instructional/P D, Special Education Consultant Teacher	Classroom teachers teacher Assistants Consultant teachers	12/31/23	Not applicable
3	Implementation	Ensure that staff are comfortable utilizing the technology into their lessons. Answer any questions about the technology and troubleshoot problems that might arise Discuss	Principal Assistant Principal Instructional/P D Consultant Teachers	Classroom teachers teacher Assistants Consultant teachers- ELL and Special Needs CCS Director Model Schools	03/01/24	TBD- (Cost of Model Schools)

		timeline benchmarks and possible roadblocks				
4	Evaluation	Measure effectiveness of the technology being utilized during the instructional frame. (Teacher feedback) Disseminate data and make changes to the content if warranted	Principal Assistant Principal Instructional/P D	Classroom teachers Teacher assistants Consultant teachers- ELL and Special Needs CCS Director Model Schools	06/01/24	TBD- (Cost of Model Schools)

Describe how this instructional technology goal will be measured and evaluated during and after implementation:

There will be a process of formative assessment throughout the year via observations, meetings and informal check-ins that also include data collection. This process will be completed by CCS administrators and assisted by outside consultants. There will be a formal summative assessment process at the end of the year to evaluate the effectiveness of this process.

District Goal 3:

- *Students will develop an awareness and understanding of Digital Citizenship as it is incorporated into all curricula across Southern Westchester BOCES.*

1. Which NYSED goal(s) does this align to?

- a. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
- b. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
- c. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
- d. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

2. Which student populations is this goal targeted toward?

1. High School
2. Students with Disabilities
3. English Language Learners

3. Which additional populations does this involve?

1. Teachers/Teacher Aides
2. Administrators
3. Parents/Guardians/Families/School Community
4. Technology Integration Specialists
5. CCS support staff

List the action steps that will be used in the attainment of Goal 3:

- *Goal 3: Students will develop an awareness and understanding of Digital Citizenship as it is incorporated into all curricula across Southern Westchester BOCES.*

**Action Step Categories:** Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other (please identify in Column 3, Description), N/A

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Action Step Number (add more steps as needed)	Action Step - category	Description: Describe in detail each step in your plan.	Responsible Stakeholder: List all parties involved in the success of each step.	If you listed 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated date of completion: Over the next three years, please list the anticipated completion date of each step.	Anticipated Costs associated with each step
1	Collaboration Curriculum Research	Meet with CCS Teachers during the monthly CCS all staff meetings to discuss how to incorporate the Citizenship standards into program curriculums	Principal Assistant Principal Instructional/PD Consultant Teachers	Classroom teachers Teacher assistants Consultant teachers CCS Director	12/31/22	Not Applicable
2	Professional Development Research	Review Digital Fluency Standards, related accessibility needs and determine how they apply to current CCS program curricula.	Principal, Assistant Principal, Instructional/PD, Special Education Consultant Teacher	Classroom teachers teacher Assistants Consultant teachers	02/15/23	TBD- (Cost of Model Schools)
3	Implementation	Design lessons that will interface with program curricula Discuss timeline benchmarks and possible roadblocks	Principal Assistant Principal Instructional/PD Consultant Teachers	Classroom teachers Teacher assistants Consultant teachers CCS Director Model Schools	04/01/23	TBD- (Cost of Model Schools)



4	Evaluation	Measure effectiveness of designed lessons- (Formative/Summative assessments) Disseminate data and make changes to the content if warranted	Principal Assistant Principal Instructional/PD	Classroom teachers Teacher assistants Consultant teachers CCS Director Model Schools	06/01/23	TBD- (Cost of Model Schools)

Describe how this instructional technology goal will be measured and evaluated during and after implementation:

There will be a process of formative assessment throughout the year via observations, meetings, and informal check-ins to discuss data collection. This process will be completed by CCS administrators and assisted by outside consultants. There will be a formal summative assessment process at the end of the year to evaluate the effectiveness of this process.

**NYSED Goal Alignment:**

- Describe how your program’s use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.
  - Students will receive technology-based differentiated instruction that will have the students solve real world problems that are grounded in their program disciplines. The projects will be based on the following learning standards- CCTC, CDOS, Industry and the Next Generation Learning standards.
  - Student work will uniformly be made available to all students through Google Classroom.
  - When applicable, online coursework will be made available to students through course-specific learning platforms.
  - Course-specific software will be updated and put into use by teachers who are consistently trained to keep up with newer programs.

**Professional Development:**

- Please describe how professional development will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology.
  - Center for Career Services teachers will be working with assigned Special Education consultants on assigned dates and times. The following topics will be covered-
    - Differentiation of instruction

- Behavior management strategies
- Use of assistive technology
- IEP basics

### **Supporting Students with Disabilities:**

1. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum.
  - a. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.
    - i. The use of technology will be based on the student’s IEP. The CTE teacher will be familiar with the student’s unique learning needs and will meet the guidelines set forth in the IEP.
    - ii. The teacher will also be supported by the Special Education Consultant regarding any specific training that will be required to be in compliance with the student’s IEP requirements.
    - iii. The Special Education Consultant Teacher will monitor and make recommendations as needed for assistive technology. The Special Education Consultant will be in constant communication with the home school district.
  - b. Describe how your program utilizes technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments:
    - i. All students who attend the Center for Career Services have equal access to assistive technology devices through the school year.
    - ii. If a student requires a special device, it will be provided by the home school district and will also be used when the student is participating in their CTE programs.

### **English Language Learners:**

- a) Describe how your program utilizes technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments:
  - CCS Staff are trained in using assistive technology in their classrooms for ELL Students.
  - Teachers utilize the following technology tools-
    - Google Translate
    - Microsoft Word translation features
    - Web-based translation services
- b) Describe the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology.

Center for Career Services teachers will be working with assigned ELL consultants on assigned dates

and times. The following topics will be covered-

- Differentiation of instruction
- Use of assistive technology
- Computer translation feature
- Web-based support programs -(Translation)

## **Culturally Responsive Instruction:**

- Describe how your program uses instructional technology to facilitate culturally responsive instruction and learning environments:

### **1. Translation**

Use of apps like Google Translate, iTranslate or Reverso to communicate with families who do not speak English.

### **2. Live Streaming**

Use of sites like YouTube Live, YouNow, or Live to virtually bring families into the school for special events or to showcase learning.

### **3. Web accessibility**

Use of websites that feature text-to-speech and translation tools, providing accessible information through multiple means, like interactive images with ThingLink.

### **4. Collaboration**

Promoting student voice and choice by allowing them to decide how to show what they are learning. Google Hangouts, Zoom, and Skype let students collaborate and communicate with people around the world. Teachers can provide meaningful feedback through personalized videos and screencasting, comment threads, and G Suite.

## Action Plan for The Center for Special Services: Elementary Programs 2022-25

### District Goal 1:

- **Southern Westchester BOCES K-12 programs will incorporate and implement the NYS Computer Science/Digital Fluency Standards through targeted professional development and instructional technology coaching.**
1. Which NYSED goal(s) does this align to?
    - a. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;’
    - b. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
    - c. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
    - d. Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and
    - e. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.
  2. Which student populations is this goal targeted toward?
    1. All students
    2. Early Learning (Pre-K -3)
    3. Elementary/intermediate
    4. Middle School
    5. High School
    6. Students with Disabilities
    7. English Language Learners
    8. Students who are migratory or seasonal farmworkers, or children of such workers
    9. Students experiencing homelessness and/or housing insecurity
    10. Economically disadvantaged students
    11. Students between the ages of 18-21Students who are targeted for dropout prevention or credit recovery programs
    12. Students who do not have adequate access to computing devices and/or high- speed internet at their places of residence
    13. Students who do not have internet access at their place of residence
    14. Students in foster care
    15. Students in juvenile justice system settings
    16. Vulnerable populations/vulnerable students

3. Which additional populations does this involve?

1. Teachers/Teacher Aides
2. Administrators
3. Parents/Guardians/Families/School Community
4. Technology Integration Specialists
5. Other

List the action steps that will be used in the attainment of Goal 1:

*Goal 1: Southern Westchester BOCES K-12 programs will incorporate and implement the NYS Computer Science/Digital Fluency Standards through targeted professional development and instructional technology coaching.*

**Action Step Categories:** Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other (please identify in Column 3, Description), N/A

**Stakeholder Categories:** Superintendent, Assistant Superintendent, Business Official, Building Principal, Assistant Principal, Director of Technology, Curriculum and Instruction Leader, Teacher on Special Assignment, Instructional/PD Coach, Instructional Technology Coach, Library Media Specialist, Classroom Teacher, Other (please identify in Column 5), N/A.

Action Step Number (add more steps as needed)	Action Step - category	Description: Describe in detail each step in your plan.	Responsible Stakeholder: List all parties involved in the success of each step.	If you listed 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated date of completion: Over the next three years, please list the anticipated completion date of each step.	Anticipated Costs associated with each step
1	Budgeting	Determine cost for training in NYS Computer Science/ Digital Fluency Standards and technology coaching	Victor, Andrea		Gradual rollout of standards, unwrapping of standards, and prioritizing standards	TBD by Director of Technology

					utilizing outside professional developers.	
2	Research: Needs Assessment	Determine which educators are familiar with Standards already and what support they need to move further.	Building Administrators through a Faculty Meeting or Google Form		Completed by December 2022	TBD by Director of Technology
3	Professional Development	Schedule & deliver professional development across the CSS sites	Consultants, Building Principals, Director, Teacher, TAs, Director of Technology, Library Media Services		Initial training completed by March 2023, with continuous training throughout the goal period led by the Director of Technology	TBD by Director of Technology
4	Learning Spaces	Instructional technology coaching as a follow up to professional development series	Consultants, Building Principals, Teachers, TAs		On going through June 2024	TBD by Director of Technology
5	Evaluation	Staff identify needs within their classrooms based on professional development	District Administrators, Building Principals, Teachers, TAs		Completed by June 2024	TBD by Director of Technology

Describe how this instructional technology goal will be measured and evaluated during and after implementation:

- Student outcomes and staff observations, to look to increase student independence within their use of technology.

## District Goal 2:

- *Southern Westchester BOCES K-12 programs will have access to professional development and resources related to the use of, and availability of, different forms of Assistive Technology.*

1. Which NYSED goal(s) does this align to?

- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
- Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
- Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and
- Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

2. Which student populations is this goal targeted toward?

1. All students
2. Early Learning (Pre-K -3)
3. Elementary/intermediate
4. Middle School
5. High School
6. Students with Disabilities
7. English Language Learners
8. Students who are migratory or seasonal farmworkers, or children of such workers
9. Students experiencing homelessness and/or housing insecurity
10. Economically disadvantaged students
11. Students between the ages of 18-21 Students who are targeted for dropout prevention or credit recovery programs
12. Students who do not have adequate access to computing devices and/or high- speed internet at their places of residence
13. Students who do not have internet access at their place of residence
14. Students in foster care
15. Students in juvenile justice system settings
16. Vulnerable populations/vulnerable students



3. Which additional populations does this involve?

1. Teachers/Teacher Aides
2. Administrators
3. Parents/Guardians/Families/School Community
4. Technology Integration Specialists
5. Other

List the action steps that will be used in the attainment of Goal 2:

- *Goal 2: Southern Westchester BOCES K-12 programs will have access to professional development and resources related to the use of, and availability of, different forms of Assistive Technology.*

**Action Step Categories:** Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other (please identify in Column 3, Description), N/A

**Stakeholder Categories:** Superintendent, Assistant Superintendent, Business Official, Building Principal, Assistant Principal, Director of Technology, Curriculum and Instruction Leader, Teacher on Special Assignment, Instructional/PD Coach, Instructional Technology Coach, Library Media Specialist, Classroom Teacher, Other (please identify in Column 5), N/A.

Action Step Number (add more steps as needed)	Action Step - category	Description: Describe in detail each step in your plan.	Responsible Stakeholder: List all parties involved in the success of each step.	If you listed 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated date of completion: Over the next three years, please list the anticipated completion date of each step.	Anticipated Costs associated with each step
1	Research: Determination of Resources	Determine inventory of no, low- and high-tech resources and list additional needs. Poll staff to determine Assistive Technology topics to be trained on.	Building Administrators		2022-2023	
2	Plan Professional Development	Determine Cost for Training of all SLPS and AIIM & MD Teachers in PECS and continuum of Technology	Director of Special Services Director of Technology		2022-2024	

3	Deliver Professional Development	Deliver PD in PECS and Assistive Technology	Outside Professional Developers		2022-2023	
4	Develop improved instruments to request needed technology and apps at each location.	Poll staff to determine a more effective way to request technology needs.	Director of Technology Administrators		2022-2024	

Describe how this instructional technology goal will be measured and evaluated during and after implementation:

Through implementation of Action Steps above, with frequent check-ins during leadership meetings, as well as evaluating success through conducting professional development and obtaining feedback from all stakeholders involved. Follow up and support will be provided by building administrators to ensure implementation with fidelity.

### **District Goal 3:**

- ***Students will develop an awareness and understanding of Digital Citizenship as it is incorporated into all curricula across Southern Westchester BOCES.***

1. Which NYSED goal(s) does this align to?

- a. **Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;**
- b. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
- c. **Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;**
- d. Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and
- e. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

2. Which student populations is this goal targeted toward?

1. All students
2. Early Learning (Pre-K -3)
3. Elementary/intermediate
4. Middle School
5. High School
6. **Students with Disabilities**
7. English Language Learners
8. Students who are migratory or seasonal farmworkers, or children of such workers
9. Students experiencing homelessness and/or housing insecurity
10. Economically disadvantaged students
11. Students between the ages of 18-21 Students who are targeted for dropout prevention or credit recovery programs
12. Students who do not have adequate access to computing devices and/or high- speed internet at their places of residence
13. Students who do not have internet access at their place of residence
14. Students in foster care
15. Students in juvenile justice system settings
16. Vulnerable populations/vulnerable students

3. Which additional populations does this involve?

1. Teachers/Teacher Aides
2. Administrators
3. Parents/Guardians/Families/School Community
4. Technology Integration Specialists
5. Other

List the action steps that will be used in the attainment of Goal 3:

- *Goal 3: Students will develop an awareness and understanding of Digital Citizenship as it is incorporated into all curricula across Southern Westchester BOCES.*

**Action Step Categories:** Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other (please identify in Column 3, Description), N/A

**Stakeholder Categories:** Superintendent, Assistant Superintendent, Business Official, Building Principal, Assistant Principal, Director of Technology, Curriculum and Instruction Leader, Teacher on Special Assignment, Instructional/PD Coach, Instructional Technology Coach, Library Media Specialist, Classroom Teacher, Other (please identify in Column 5), N/A.

Action Step Number (add more steps as needed)	Action Step - Category	Description: Describe in detail each step in your plan.	Responsible Stakeholder: List all parties involved in the success of each step.	If you listed 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated date of completion: Over the next three years, please list the anticipated completion date of each step.	Anticipated Costs associated with each step
1	Research	Create needs assessment for Students & Staff on Digital Citizenship  (Common Sense, NearPod, etc.)	Director of Technology & SWBOCES Technology Team		Sept 2022 - Jan 2023	\$0
2	Research	Decide on Programming and Align with Prioritized Standards from Goal 1 (Scope and Sequence)	Director of Technology & SWBOCES Technology Team		Jan 2023- July 2023	\$0
3	Deliver Needs Assessment	Distribute needs assessment to staff and students to complete digitally	Staff, Students		Sept 2023 - Dec 2023	\$0
4	Analysis/ Plan	Technology Team reviews results of needs assessment	Director of Technology & SWBOCES		Jan 2024- June 2024	\$0

		and plans for next year	Technology Team			
5	Implementation	Plan to be determined based on assessment needs could include professional development, lesson planning, etc.	TBD		Jan 2024 - June 2025	\$40,000.00  (dependent on consultants, professional development providers)

Describe how this instructional technology goal will be measured and evaluated during and after implementation:

Checkpoints that align with the action steps above will be reviewed at leadership and technology meetings.

### **NYSED Goal Alignment:**

- Describe how your program’s use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.
  - The action steps outlined in the above goals will allow for all students, regardless of their identification, to be able to access the curriculum at an entry point that works for them and meets their needs.

### **Professional Development:**

- Please describe how professional development will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology.
  - Our entire program focuses around students with disabilities, these goals directly correlate with all students being able to access the curriculum, increase language and also, increase independence.

### **Supporting Students with Disabilities:**

1. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum.
  - a. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities:

Technology is differentiated across all campuses within SWBOCES, we have a number of non-verbal students utilizing AAC devices, while a number of other students utilize Chromebooks and are proficient in typing, navigating the technology and beyond. The needs of our students vary considerably, hence why a broadened approach allows us to meet the needs of all learners.

- b. Describe how your program utilizes technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments:

All students are provided with no-tech, low-tech, and/or high-tech resources depending on their Individualized Education Plans and the needs within.

### **English Language Learners:**

- a) Describe how your program utilizes technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments:

All students are provided with no, low-, and high-tech resources depending on their Individualized Education Plans and the needs within.

- b) Describe the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their students’ language development and



content learning with the use of technology.

- The programming outlined above such as Nearpod will allow ELL to access curriculum in different ways and different languages. Additionally, the online platforms we utilize have capabilities to translate content into a student's native language. However, this is an area of growth for us.

### **Culturally Responsive Instruction:**

- Describe how your program uses instructional technology to facilitate culturally responsive instruction and learning environments:
  - Our program focuses on utilizing resources that showcase different nationalities and cultures and expose students to different immersive experiences that allow them to “walk a day in the life” of someone different from them. SWBOCES as an organization has adopted a zero-tolerance policy in terms of discrimination of any kind for adults and students alike.

### **English Language Learners:**

- a) Describe how your program utilizes technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments: Teachers use technology to research and locate language and grade level appropriate materials for students.
- b) Describe the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology:

Professional development will be offered to teachers on various instructional platforms and tools (TBD) that will assist ELLs in student language development and content learning with the use of technology.

### **Culturally Responsive Instruction:**

- Describe how your program uses instructional technology to facilitate culturally responsive instruction and learning environments:
  - Teachers use technology to research and locate instructional materials that connect to and are appropriate for students.

## Action Plan for The Center for Special Services: Secondary Programs 2022-25

### District Goal 1:

- Southern Westchester BOCES K-12 programs will incorporate and implement the NYS Computer Science/Digital Fluency Standards through targeted professional development and instructional technology coaching.
1. Which NYSED goal(s) does this align to?
    - a. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
    - b. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
    - c. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
    - d. Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and
    - e. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.
  2. Which student populations is this goal targeted toward?
    1. Middle School
    2. High School
    3. Students with Disabilities
    4. English Language Learners
  3. Which additional populations does this involve?
    1. Teachers/Teaching Assistants/Teacher Aides
    2. Administrators
    3. Parents/Guardians/Families/School Community/Component School Districts
    4. Technology Integration Specialists

List the action steps that will be used in the attainment of Goal 1:

- *Goal 1: Southern Westchester BOCES K-12 programs will incorporate and implement the NYS Computer Science/Digital Fluency Standards through targeted professional development and instructional technology coaching.*

**Action Step Categories:** Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other (please identify in Column

3, Description), N/A

**Stakeholder Categories:** Superintendent, Assistant Superintendent, Business Official, Building Principal, Assistant Principal, Director of Technology, Curriculum and Instruction Leader, Teacher on Special Assignment, Instructional/PD Coach, Instructional Technology Coach, Library Media Specialist, Classroom Teacher, Other (please identify in Column 5), N/A.

Action Step Number (add more steps as needed)	Action Step - category	Description: Describe in detail each step in your plan.	Responsible Stakeholder: List all parties involved in the success of each step.	If you listed 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated date of completion: Over the next three years, please list the anticipated completion date of each step.	Anticipated Costs associated with each step
1	Professional Development	Review standards and identify how they apply to RLC/IRV MS/HS programs	Principal Tech team member(s) Director of Technology	N/A	12/31/22	\$0
2	Evaluation	Survey staff Create a Google form with targeted questions	Principal Tech Team		12/15/22	\$0
3	Collaboration	Staff meetings	Principal, Tech team members Review survey information-discuss areas of competency within the program and areas of need for additional learning and focus as they relate to the digital fluency standards	Building Principal	2/15/23	\$0
4	Implementation	Select and schedule targeted PD	Principal Technology team		3/3/23	TBD

		to address areas of need for learning related to the digital standards				
5	Budget	Determine the cost of PD	Director of CSS Director of technology		4/4/23	TBD
6	Evaluation	Walkthroughs and discussions with teachers and staff to determine effectiveness and make adjustments	Principal Tech teams		5/5//23	

Describe how this instructional technology goal will be measured and evaluated during and after implementation:

The principal and Technology Team will engage in classroom walkthroughs to determine the effectiveness of PD and the implementation of the standards and make necessary adjustments.

District Goal 2:

- *Southern Westchester BOCES K-12 programs will have access to professional development and resources related to the use of, and availability of, different forms of Assistive Technology.*

1. Which NYSED goal(s) does this align to?

- a. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
- b. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
- c. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
- d. Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and
- e. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

2. Which student populations is this goal targeted toward?

1. Middle School
2. High School
3. Students with Disabilities
4. English Language Learners

3. Which additional populations does this involve?

1. Teachers/Teacher Aides/Teaching Assistants
2. Administrators
3. Parents/Guardians/Families/School Community/Component School Districts
4. Technology Integration Specialists

List the action steps that will be used in the attainment of Goal 2:

- *Goal 2: Southern Westchester BOCES K-12 programs will have access to professional development and resources related to the use of, and availability of, different forms of Assistive Technology.*

**Action Step Categories:** Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other (please identify in Column 3, Description), N/A

**Stakeholder Categories:** Superintendent, Assistant Superintendent, Business Official, Building Principal, Assistant Principal, Director of Technology, Curriculum and Instruction Leader, Teacher on Special Assignment, Instructional/PD Coach, Instructional Technology Coach, Library Media Specialist, Classroom Teacher, Other (please identify in Column 5), N/A.

Action Step Number (add more steps as needed)	Action Step - category	Description: Describe in detail each step in your plan.	Responsible Stakeholder: List all parties involved in the success of each step.	If you listed 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated date of completion: Over the next three years, please list the anticipated completion date of each step.	Anticipated Costs associated with each step
1	Collaboration	During one of the twice monthly staff meetings. Discuss assistive technology currently being used by some students as per their IEPs. Educate staff about what assistive technology tools relevant to our student population that may be beneficial. Faculty Meetings, Presentations by Experts,	Technology Facilitators Building Principals OT, PT, Speech providers		9/10/23	\$0

		Videos, piloting programs and devices)				
2	Professional Development	Related service providers can provide consultation to students and teachers using Assistive technology as per IEP mandates	Related Service Providers/ Teachers		11/12/23	TBD
3	Implementation	Classroom push-ins/ teacher consultation as per student IEP w/ check-ins with the tech facilitator re: hardware, software, or connectivity issues	Related service providers Technology facilitator		1/5/24	Memberships or conference fees
4	Evaluation	Monthly check-ins with students and teachers. To monitor success of use and address any needs	Related Service Provider Technology facilitator		3/6/24	

Describe how this instructional technology goal will be measured and evaluated during and after implementation:

Monthly and frequent check-ins with students and teachers. Monitoring of frequency of use by student(s)/teachers to assess ease of use and what might need to be done to further support student/staff using assistive technology.

District Goal 3:

- *Students will develop an awareness and understanding of Digital Citizenship as it is incorporated into all curricula across Southern Westchester BOCES.*

1. Which NYSED goal(s) does this align to?

- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
- Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
- Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and
- Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

2. Which student populations is this goal targeted toward?

- Middle School
- High School
- Students with Disabilities
- English Language Learners

3. Which additional populations does this involve?

- Teachers/Teacher Aides/Teaching Assistants
- Administrators
- Parents/Guardians/Families/School Community/Component School Districts
- Technology Integration Specialists



List the action steps that will be used in the attainment of Goal 3:

- *Goal 3: Students will develop an awareness and understanding of Digital Citizenship as it is incorporated into all curricula across Southern Westchester BOCES.*

**Action Step Categories:** Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other (please identify in Column 3, Description), N/A

**Stakeholder Categories:** Superintendent, Assistant Superintendent, Business Official, Building Principal, Assistant Principal, Director of Technology, Curriculum and Instruction Leader, Teacher on Special Assignment, Instructional/PD Coach, Instructional Technology Coach, Library Media Specialist, Classroom Teacher, Other (please identify in Column 5), N/A.

Action Step Number (add more steps as needed)	Action Step - category	Description: Describe in detail each step in your plan.	Responsible Stakeholder:  List all parties involved in the success of each step.	If you listed 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated date of completion: Over the next three years, please list the anticipated completion date of each step.	Anticipated Costs associated with each step
1	Professional Development	Classroom, virtual, assemblies. Student Presentations to develop norms for use of technology, BOCES AUP	Director of Technology. Building Principal Clinician		Fall of 22	
2	Collaboration	Monthly program-wide meetings with students and staff Student Council Meetings  Memorialize and revisit norms for use of technology	Schoolwide Community		6/5/23	
3	Curriculum	Students taking	Principal Technology		12/15/23	

		technology to receive digital citizenship education as part of the curriculum	teacher			
4	Implementation	Incorporate digital responsibility into program-wide expectations and PBIS system as well as explicit instruction via technology class			11/11/23	
5	Evaluation	Measure effectiveness a review of referrals/PBIS data and/or formative/summative assessments as part of the technology class.	Principal Teachers/support staff		6/5/23	

Describe how this instructional technology goal be measured and evaluated during and after implementation?  
 Evaluation will occur via analysis of disciplinary referral data, PBIS data, as well as through formative/summative assessments for those students enrolled in technology courses.

### **NYSED Goal Alignment:**

- Describe how your program's use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.

Academic, PBIS and disciplinary referral data will be collected and analyzed to assist with the evaluation of the effectiveness of the instructional technology and to determine necessary adjustments as needed.

### **Professional Development:**

- Please describe how professional development will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology.

Teachers will be provided with professional development via consultants when necessary, to turn-key with other teachers and/or related service providers.

### **Supporting Students with Disabilities:**

1. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum.

- a. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.

The technology is differentiated via various Ed law 2d compliant software to address learning needs. Teachers may implement the uses of various programs in the classroom and/or in consultation with related service providers.

- b. Describe how your program utilizes technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments:

Students have access to technology as needed during instruction. Teachers present materials via hard copy as well as digitally. Students have access to computers during classroom instruction, classroom tests and for standardized testing as per their IEPs.

### **English Language Learners:**

- a) Describe how your program utilizes technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments:

The program utilizes web-based translation services as needed.

- b) Describe the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology.

Program staff receive timely professional development through HVBERN to obtain skills to assist them with differentiation and support the learning and progress of ELL students.

### **Culturally Responsive Instruction:**

- Describe how your program uses instructional technology to facilitate culturally responsive instruction and learning environments:

Our program uses instructional technology including, but not limited to web-based translation, Ed-Law 2D approved instructional software, Zoom to connect with families as needed, online video clips, and use of Google forms to create surveys to gain student/family input.

## Appendix A – Policies

## Instruction

**SUBJECT: THE CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT FILTERING/SAFETY POLICY**

In compliance with The Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the SWBOCES has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all SWBOCES computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

Further, the Board's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the SWBOCES including the selection of appropriate teaching/instructional materials and activities to enhance SWBOCES' programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web *may* include, but shall not be limited to, the following guidelines:

- a) Ensuring the presence of a teacher and/or other appropriate SWBOCES personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail and chat rooms may be blocked as deemed necessary to ensure the safety of such students;
- b) Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;
- c) The dissemination of the SWBOCES' Acceptable Use Policy and accompanying Regulations to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet. Parental and/or student consent, as may be applicable, shall be required prior to authorization for student use of SWBOCES computers. In compliance with this Internet

(Continued)

## Instruction

**SUBJECT: THE CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT FILTERING/SAFETY POLICY (Cont'd.)**

Safety Policy as well as The Southern Westchester BOCES' Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the SWBOCES; and student violations of such policies may result in disciplinary action; and

- d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal information regarding such students.

The determination of what is "inappropriate" for minors shall be determined by the SWBOCES and/or designated school official(s). It is acknowledged that the determination of such "inappropriate" material may vary depending upon the circumstances of the situation and the age of the students involved in online research. In using the computer network and Internet, minors are not permitted to reveal personal information such as home addresses, telephone numbers, their real last names or any other information which might allow someone they are communicating with online to locate them. No minor may arrange a face-to-face meeting with someone he/she "meets" on the computer network or Internet without his/her parent's permission.

The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measure," "sexual act," and "sexual contact" will be as defined in accordance with CIPA and other applicable laws/regulations as may be appropriate and implemented pursuant to the SWBOCES' educational mission.

Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the SWBOCES.

The SWBOCES shall provide certification, pursuant to the requirements of CIPA, to document the SWBOCES' adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all SWBOCES computers with Internet access.

The SWBOCES has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Content Filtering/Safety Policy prior to Board adoption. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of the Southern Westchester BOCES' Internet Content Filtering/Safety Policy, as well as any other SWBOCES policies relating to the use of technology.

47 United States Code (USC) Sections 254(h) and (l)  
47 Code of Federal Regulations (CFR) Part 54

Adopted: 6/23/10

Students

**SUBJECT: BULLYING: PEER ABUSE IN THE SWBOCES**

Bullying of a student by another student is strictly prohibited on school property, in school buildings, on school buses, and at school sponsored events and/or activities whether occurring on or off campus. The Board shall require the prohibition of bullying - along with the range of possible intervention activities and/or sanctions for such misconduct - to be included in the *Southern Westchester BOCES Code of Conduct* for all grade levels.

The term "bullying" among children is defined as: "a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with a more powerful child or group attacking those who are less powerful." Bullying can take three forms:

- a) Physical (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings);
- b) Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and
- c) Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).

The SWBOCES also prohibits "Internet bullying" (also referred to as "cyber-bullying") including the use of instant messaging, e-mail, web sites, chat rooms, and text messaging when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of SWBOCES students or employees.

However, it is important to note that a single negative act as enumerated above may also constitute "bullying" (if not more serious misconduct) based upon the particular circumstances such as the seriousness of the act and/or the intent of the actor.

Any student who believes that he/she is being subjected to bullying behavior, as well as any other person who has knowledge of or witnesses any possible occurrence of bullying, shall report the bullying to any staff member or the Building Principal. The staff member/Building Principal to whom the report is made (or the staff member/Building Principal who witnesses bullying behavior) shall investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the SWBOCES to investigate allegations of bullying. Investigation of allegations of bullying shall follow the procedures utilized for complaints of harassment within the SWBOCES. Allegations of bullying shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints.

(Continued)



**SUBJECT: BULLYING: PEER ABUSE IN THE SOUTHERN WESTCHESTER BOCES  
(Cont'd.)**

**Prohibition Against Retaliation**

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of bullying. Follow-up inquiries and/or appropriate monitoring of the alleged bully and victim shall be made to ensure that bullying behavior has not resumed and that all those involved in the investigation of allegations of bullying have not suffered retaliation.

Personnel at all levels are responsible for taking corrective action to prevent bullying behavior of which they have been made aware at SWBOCES sites or activities and/or reporting such behavior to their immediate supervisor. Further, staff training shall be provided to raise awareness of the problem of bullying within the schools and to facilitate staff identification of and response to such bullying behavior among students.

Prevention and intervention techniques within the SWBOCES to prevent against bullying behavior and to support and protect victims shall include building-level and classroom-level strategies and activities as determined by administration. Individual intervention will be provided by appropriate staff members to bullies, victims and their parents to help ensure that the bullying stops.

Rules against bullying shall be publicized SWBOCES-wide and shall be disseminated as appropriate to staff, students and parents. Disciplinary sanctions for violation of this policy shall be outlined in the *Southern Westchester BOCES Code of Conduct* as enumerated above and may also be incorporated in staff and student handbooks.

NOTE: Refer also to Policies #2410 -- Code of Conduct on Southern Westchester BOCES Property  
#2420 -- Anti-Harassment in the Southern Westchester BOCES  
#6440 -- Sexual Harassment (Students)  
#6463 -- Hazing of Students  
*Southern Westchester BOCES Code of Conduct on Southern Westchester BOCES Property*

**SUBJECT: PRIVACY AND SECURITY FOR STUDENT DATA AND TEACHER AND PRINCIPAL DATA**

Southern Westchester BOCES (“SWBOCES”) is committed to maintaining the privacy and security of student data and teacher and principal data and will follow all applicable laws and regulations for the handling and storage of this data in SWBOCES and when disclosing or releasing it to others, including, but not limited to, third-party contractors. SWBOCES adopts this policy to implement the requirements of Education Law Section 2-d and its implementing regulations, as well as to align the data privacy and security practices of SWBOCES with the National Institute for Standards and Technology Framework for Improving Critical Infrastructure Cybersecurity (Version 1.1).

**Definitions**

As provided in Education Law Section 2-d and/or its implementing regulations, the following terms, as used in this policy, will mean:

- a) "Breach" means the unauthorized acquisition, access, use, or disclosure of student data and/or teacher or principal data by or to a person not authorized to acquire, access, use, or receive the student data and/or teacher or principal data.
- b) "Principal" means a building principal, or an Administrator in charge of an instructional program of SWBOCES subject to annual performance evaluation review under the provisions of Education Law Section 3012-c.
- c) "Teacher" means a classroom teacher subject to annual performance evaluation review under the provisions of Education Law Section 3012-c.
- d) "Commercial or marketing purpose" means the sale of student data; or its use or disclosure for purposes of receiving remuneration, whether directly or indirectly; the use of student data for advertising purposes, or to develop, improve, or market products or services to students.
- e) "Contract or other written agreement" means a binding agreement between an educational agency and a third-party, which includes, but is not limited to, an agreement created in electronic form and signed with an electronic or digital signature or a click-wrap agreement that is used with software licenses, downloaded, and/or online applications and transactions for educational technologies and other technologies in which a user must agree to terms and conditions prior to using the product or service.
- f) "Disclose" or "disclosure" means to permit access to, or the release, transfer, or other communication of personally identifiable information by any means, including oral, written, or electronic, whether intended or unintended.
- g) "Education records" means an education record as defined in the Family Educational Rights and Privacy Act and its implementing regulations, 20 USC Section 1232g and 34 CFR Part 99, respectively.

**SUBJECT: PRIVACY AND SECURITY FOR STUDENT DATA AND TEACHER AND PRINCIPAL DATA (Continued)**

- h) "Educational agency" means a school district, board of cooperative educational services (BOCES), school, or the New York State Education Department (NYSED).
- i) "Eligible student" means a student who is eighteen years or older.
- j) "Encryption" means methods of rendering personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons through the use of a technology or methodology specified or permitted by the Secretary of the United States Department of Health and Human Services in guidance issued under 42 USC Section 17932(h)(2).
- k) "FERPA" means the Family Educational Rights and Privacy Act and its implementing regulations, 20 USC Section 1232g and 34 CFR Part 99, respectively.
- l) "NIST Cybersecurity Framework" means the U.S. Department of Commerce National Institute for Standards and Technology Framework for Improving Critical Infrastructure Cybersecurity (Version 1.1).
- m) "Parent" means a parent, legal guardian, or person in parental relation to a student.
- n) "Personally identifiable information (PII)," as applied to student data, means personally identifiable information as defined in 34 CFR Section 99.3 implementing FERPA and, as applied to teacher or principal data, means personally identifying information as this term is defined in Education Law Section 3012-c(10).
- o) "Release" has the same meaning as disclosure or disclose.
- p) "Student" means any person attending or seeking to enroll in an educational agency.
- q) "Student data" means personally identifiable information from the student records of an educational agency.
- r) "Teacher or principal data" means personally identifiable information from the records of an educational agency relating to the annual professional performance reviews of teachers or principals that is confidential and not subject to release under the provisions of Education Law Sections 3012-c and 3012-d.
- s) "Third-party contractor" means any person or entity, other than an educational agency, that receives student data or teacher or principal data from an educational agency pursuant to a contract or other written agreement for purposes of providing services to the educational

**SUBJECT: PRIVACY AND SECURITY FOR STUDENT DATA AND TEACHER AND PRINCIPAL DATA (Continued)**

agency, including but not limited to data management or storage services, conducting studies for or on behalf of the educational agency, or audit or evaluation of publicly funded programs. This term will include an educational partnership organization that receives student and/or teacher or principal data from a school district to carry out its responsibilities pursuant to Education Law Section 211-e and is not an educational agency, and a not-for-profit corporation or other nonprofit organization, other than an educational agency.

- t) "Unauthorized disclosure" or "unauthorized release" means any disclosure or release not permitted by federal or state statute or regulation, any lawful contract or written agreement, or that does not respond to a lawful order of a court or tribunal or other lawful order.

## **Data Collection Transparency and Restrictions**

As part of its commitment to maintaining the privacy and security of student data and teacher and principal data, SWBOCES will take steps to minimize its collection, processing, and transmission of PII. Additionally, SWBOCES will:

- a) Not sell PII nor use or disclose it for any marketing or commercial purpose or facilitate its use or disclosure by any other party for any marketing or commercial purpose or permit another party to do so.
- b) Ensure that it has provisions in its contracts with third-party contractors or in separate data sharing and confidentiality agreements that require the confidentiality of shared student data or teacher or principal data be maintained in accordance with law, regulation, and SWBOCES policy.

Except as required by law or in the case of educational enrollment data, SWBOCES will not report to NYSED the following student data elements:

- a) Juvenile delinquency records;
- b) Criminal records;
- c) Medical and health records; and
- d) Student biometric information.

Nothing in Education Law Section 2-d or this policy should be construed as limiting the administrative use of student data or teacher or principal data by a person acting exclusively in the person's capacity as an employee of SWBOCES.

**SUBJECT: PRIVACY AND SECURITY FOR STUDENT DATA AND TEACHER AND PRINCIPAL DATA (Continued)**

## Chief Privacy Officer

The Commissioner of Education has appointed a Chief Privacy Officer who will report to the Commissioner on matters affecting privacy and the security of student data and teacher and principal data.

SWBOCES will comply with its obligation to report breaches or unauthorized releases of student data or teacher or principal data to the Chief Privacy Officer in accordance with Education Law Section 2-d, its implementing regulations, and this policy.

The Chief Privacy Officer has the power, among others, to:

- a) Access all records, reports, audits, reviews, documents, papers, recommendations, and other materials maintained by SWBOCES that relate to student data or teacher or principal data, which includes, but is not limited to, records related to any technology product or service that will be utilized to store and/or process PII; and
- b) Based upon a review of these records, require SWBOCES to act to ensure that PII is protected in accordance with laws and regulations, including but not limited to requiring SWBOCES to perform a privacy impact and security risk assessment.

## Data Protection Officer

The Director of Technology of SWBOCES shall serve as the Data Protection Officer of SWBOCES.

The Data Protection Officer is responsible for the implementation and oversight of this policy and any related procedures including those required by Education Law Section 2-d and its implementing regulations, as well as serving as the main point of contact for data privacy and security for SWBOCES.

SWBOCES will ensure that the Data Protection Officer has the appropriate knowledge, training, and experience to administer these functions. The Data Protection Officer may perform these functions in addition to other job responsibilities. Additionally, some aspects of this role may be outsourced to a provider, to the extent available and deemed appropriate by the Chief Operating Officer/Deputy District Superintendent of SWBOCES.

**SUBJECT: PRIVACY AND SECURITY FOR STUDENT DATA AND TEACHER AND PRINCIPAL DATA (Continued)**

**Data Privacy and Security Standards**

SWBOCES will use the National Institute for Standards and Technology Framework for Improving Critical Infrastructure Cybersecurity (Version 1.1) (Framework) as the standard for its data privacy and security program. The Framework is a risk-based approach to managing cybersecurity risk and is composed of three parts: the Framework Core, the Framework Implementation Tiers, and the Framework Profiles. The Framework provides a common taxonomy and mechanism for organizations to:

- a) Describe their current cybersecurity posture;
- b) Describe their target state for cybersecurity;
- c) Identify and prioritize opportunities for improvement within the context of a continuous and repeatable process;
- d) Assess progress toward the target state; and
- e) Communicate among internal and external stakeholders about cybersecurity risk.

SWBOCES will protect the privacy of PII by:

- a) Ensuring that every use and disclosure of PII by SWBOCES benefits students and SWBOCES by considering, among other criteria, whether the use and/or disclosure will:
  1. Improve academic achievement;
  2. Empower parents and students with information; and/or
  3. Advance efficient and effective school operations.
- b) Not including PII in public reports or other public documents.

SWBOCES affords all protections under FERPA and the Individuals with Disabilities Education Act and their implementing regulations to parents or eligible students, where applicable.

**SUBJECT: PRIVACY AND SECURITY FOR STUDENT DATA AND TEACHER AND PRINCIPAL DATA (Continued)**

### **Third-Party Contractors**

#### SWBOCES Responsibilities

SWBOCES will ensure that whenever it enters into a contract or other written agreement with a third-party contractor under which the third-party contractor will receive student data or teacher or principal data from SWBOCES, the contract or written agreement will include provisions requiring that confidentiality of shared student data or teacher or principal data be maintained in accordance with law, regulation, and SWBOCES policy.

In addition, SWBOCES will ensure that the contract or written agreement includes the third-party contractor's data privacy and security plan that has been accepted by SWBOCES.

The third-party contractor's data privacy and security plan must, at a minimum:

- a) Outline how the third-party contractor will implement all state, federal, and local data privacy and security contract requirements over the life of the contract, consistent with SWBOCES policy;
- b) Specify the administrative, operational, and technical safeguards and practices the third-party contractor has in place to protect PII that it will receive under the contract;
- c) Demonstrate that the third-party contractor complies with the requirements of 8 NYCRR Section 121.3(c);
- d) Specify how officers or employees of the third-party contractor and its assignees who have access to student data or teacher, or principal data receive or will receive training on the laws governing confidentiality of this data prior to receiving access;
- e) Specify if the third-party contractor will utilize subcontractors and how it will manage those relationships and contracts to ensure PII is protected;
- f) Specify how the third-party contractor will manage data privacy and security incidents that implicate PII including specifying any plans to identify breaches and unauthorized disclosures, and to promptly notify SWBOCES;
- g) Describe whether, how, and when data will be returned to SWBOCES, transitioned to a successor contractor, at the option and direction of SWBOCES, deleted or destroyed by the third-party contractor when the contract is terminated or expires; and
- h) Include a signed copy of the Parents' Bill of Rights for Data Privacy and Security.

**SUBJECT: PRIVACY AND SECURITY FOR STUDENT DATA AND TEACHER AND PRINCIPAL DATA (Continued)**

Third-Party Contractor Responsibilities

Each third-party contractor, that enters into a contract or other written agreement with SWBOCES under which the third-party contractor will receive student data or teacher or principal data from SWBOCES, is required to:

- a) Adopt technologies, safeguards, and practices that align with the NIST Cybersecurity Framework;
- b) Comply with SWBOCES policy and Education Law Section 2-d and its implementing regulations.
- c) Limit internal access to PII to only those employees or subcontractors that have legitimate educational interests (i.e., they need access to provide the contracted services);
- d) Not use the PII for any purpose not explicitly authorized in its contract;
- e) Not disclose any PII to any other party without the prior written consent of the parent or eligible student:
  1. Except for authorized representatives of the third-party contractor such as a subcontractor or assignee to the extent they are carrying out the contract and in compliance with law, regulation, and its contract with SWBOCES; or
  2. Unless required by law or court order and the third-party contractor provides a notice of the disclosure to NYSED, the Board, or the institution that provided the information no later than the time the information is disclosed, unless providing notice of the disclosure is expressly prohibited by law or court order;
- f) Maintain reasonable administrative, technical, and physical safeguards to protect the security, confidentiality, and integrity of PII in its custody;
- g) Use encryption to protect PII in its custody while in motion or at rest; and
- h) Not sell PII nor use or disclose it for any marketing or commercial purpose or facilitate its use or disclosure by any other party for any marketing or commercial purpose or permit another party to do so.

Where a third-party contractor engages a subcontractor to perform its contractual obligations, the data protection obligations imposed on the third-party contractor by law and contract apply to the subcontractor.



**SUBJECT: PRIVACY AND SECURITY FOR STUDENT DATA AND TEACHER AND PRINCIPAL DATA (Continued)**

Cooperative Educational Services through a BOCES

SWBOCES may not be required to enter into a separate contract or data sharing and confidentiality agreement with a third-party contractor that will receive student data or teacher or principal data from SWBOCES under all circumstances.

For example, SWBOCES may not need its own contract or agreement where:

- a) It has entered into a cooperative educational service agreement (CoSer) with another BOCES that includes use of a third-party contractor's product or service; and
- b) That other BOCES has entered into a contract or data sharing and confidentiality agreement with the third-party contractor, pursuant to Education Law Section 2-d and its implementing regulations, that is applicable to SWBOCES's use of the product or service under that CoSer.

To meet its obligations whenever student data or teacher or principal data from SWBOCES is received by a third-party contractor pursuant to a CoSer, the SWBOCES will consult with the BOCES offering the CoSer to, among other things:

- a) Ensure there is a contract or data sharing and confidentiality agreement pursuant to Education Law Section 2-d and its implementing regulations in place that would specifically govern the use by SWBOCES of a third-party contractor's product or service under a particular CoSer;
- b) Determine procedures for including supplemental information about any applicable contracts or data sharing and confidentiality agreements that the BOCES offering the CoSer has entered into with a third-party contractor in the Parents' Bill of Rights for Data Privacy and Security of SWBOCES;
- c) Ensure appropriate notification is provided to affected parents, eligible students, teachers, and/or principals about any breach or unauthorized release of PII that a third-party contractor has received from SWBOCES pursuant to another BOCES CoSer/contract; and
- d) Coordinate reporting to the Chief Privacy Officer to avoid duplication in the event SWBOCES receives information directly from a third-party contractor about a breach or unauthorized release of PII that the third-party contractor received from SWBOCES pursuant to another BOCES CoSer/contract.

**SUBJECT: PRIVACY AND SECURITY FOR STUDENT DATA AND TEACHER AND PRINCIPAL DATA (Continued)**

Click-Wrap Agreements

Periodically, SWBOCES staff may wish to use software, applications, or other technologies in which the user must "click" a button or box to agree to certain online terms of service prior to using the software, application, or other technology. These are known as "click-wrap agreements" and are considered legally binding "contracts or other written agreements" under Education Law Section 2-d and its implementing regulations.

SWBOCES staff are prohibited from using software, applications, or other technologies pursuant to a click-wrap agreement in which the third-party contractor receives student data or teacher or principal data from SWBOCES unless they have received prior approval from SWBOCES's Data Protection Officer or designee.

SWBOCES will develop and implement procedures requiring prior review and approval for staff use of any software, applications, or other technologies pursuant to click-wrap agreements.

**Parents' Bill of Rights for Data Privacy and Security**

SWBOCES will publish its Parents' Bill of Rights for Data Privacy and Security (Bill of Rights) on its website. Additionally, SWBOCES will include the Bill of Rights with every contract or other written agreement it enters into with a third-party contractor under which the third-party contractor will receive student data or teacher or principal data from SWBOCES.

SWBOCES's Bill of Rights will state in clear and plain English terms that:

- a) A student's PII cannot be sold or released for any commercial purposes;
- b) Parents have the right to inspect and review the complete contents of their child's education record;
- c) State and federal laws protect the confidentiality of PII, and safeguards associated with industry standards and best practices, including but not limited to encryption, firewalls, and password protection, must be in place when data is stored or transferred;
- d) A complete list of all student data elements collected by the state is available for public review at the following website <http://www.nysed.gov/data-student-data-privacy/student-data-inventory> or by writing to the Office of Information and Reporting Services, New York State Education Department, Room 865 EBA, 89 Washington Avenue, Albany, New York 12234; and

**SUBJECT: PRIVACY AND SECURITY FOR STUDENT DATA AND TEACHER AND PRINCIPAL DATA (Continued)**

- e) Parents have the right to have complaints about possible breaches of student data addressed. Any such complaint should be submitted, in writing, to the Data Protection Officer of Southern Westchester BOCES at [dpo@swboces.org](mailto:dpo@swboces.org) or at 450 Mamaroneck Avenue, Harrison, New York 10528. Parents also can direct any complaints regarding possible breaches via the electronic form on the Southern Westchester BOCES home page, under Resources, and Student Privacy. The complaint form can also be found by going to <https://bit.ly/swbdatabreach>. Alternatively, complaints may be directed in writing to Privacy Complaint, Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, New York 12234 or by using the form available at the following website <http://www.nysed.gov/student-data-privacy/form/report-improper-disclosure>.

The Bill of Rights will also include supplemental information for each contract SWBOCES enters into with a third-party contractor where the third-party contractor receives student data or teacher or principal data from SWBOCES. The supplemental information must be developed by SWBOCES and include the following information:

- a) The exclusive purposes for which the student data or teacher or principal data will be used by the third-party contractor;
- b) How the third-party contractor will ensure that the subcontractors, or other authorized persons or entities to whom the third-party contractor will disclose the student data or teacher or principal data, if any, will abide by all applicable data protection and security requirements, including but not limited to those outlined in applicable laws and regulations (e.g., FERPA; Education Law Section 2-d);
- c) The duration of the contract, including the contract's expiration date, and a description of what will happen to the student data or teacher or principal data upon expiration of the contract or other written agreement (e.g., whether, when, and in what format it will be returned to SWBOCES, and/or whether, when, and how the data will be destroyed);
- d) If and how a parent, student, eligible student, teacher, or principal may challenge the accuracy of the student data or teacher or principal data that is collected;
- e) Where the student data or teacher or principal data will be stored, described in a manner as to protect data security, and the security protections taken to ensure the data will be protected and data privacy and security risks mitigated; and
- f) Address how the data will be protected using encryption while in motion and at rest.

**SUBJECT: PRIVACY AND SECURITY FOR STUDENT DATA AND TEACHER AND PRINCIPAL DATA (Continued)**

SWBOCES will publish on its website the supplement to the Bill of Rights (i.e., the supplemental information described above) for any contract or other written agreement it has entered into with a third-party contractor that will receive PII from SWBOCES. The Bill of Rights and supplemental information may be redacted to the extent necessary to safeguard the privacy and/or security of the data and/or technology infrastructure of SWBOCES.

**Right of Parents and Eligible Students to Inspect and Review Students' Education Records**

Consistent with the obligations of SWBOCES under FERPA, parents and eligible students have the right to inspect and review a student's education record by making a request directly to SWBOCES in a manner prescribed by SWBOCES.

SWBOCES will ensure that only authorized individuals are able to inspect and review student data. To that end, SWBOCES will take steps to verify the identity of parents or eligible students who submit requests to inspect and review an education record and verify the individual's authority to do so.

Requests by a parent or eligible student for access to a student's education records must be directed to SWBOCES and not to a third-party contractor. SWBOCES may require that requests to inspect and review education records be made in writing.

SWBOCES will notify parents annually of their right to request to inspect and review their child's education record including any student data stored or maintained by SWBOCES through its annual FERPA notice. A notice separate from annual FERPA notice is not required.

SWBOCES will comply with a request for access to records within a reasonable period, but not more than 45 calendar days after receipt of a request.

SWBOCES may provide the records to a parent or eligible student electronically, if the parent consents. SWBOCES must transmit the PII in a way that complies with laws and regulations. Safeguards associated with industry standards and best practices, including but not limited to encryption and password protection, must be in place when education records requested by a parent or eligible student are electronically transmitted.

**Complaints of Breach or Unauthorized Release of Student Data and/or Teacher or Principal Data**

SWBOCES will inform parents, through its Parents' Bill of Rights for Data Privacy and Security, that they have the right to submit complaints about possible breaches of student data to the Data Protection Officer of SWBOCES as well as to the Chief Privacy Officer at NYSED. SWBOCES has established the following procedures for parents, eligible students, teachers, principals, and other SWBOCES staff to file complaints with SWBOCES about breaches or unauthorized releases of student data and/or teacher or principal data:

**SUBJECT: PRIVACY AND SECURITY FOR STUDENT DATA AND TEACHER AND PRINCIPAL DATA (Continued)**

- a) All complaints must be submitted in writing to the Data Protection Officer of SWBOCES at [dpo@swboces.org](mailto:dpo@swboces.org) or at 450 Mamaroneck Avenue, Harrison, New York 10528. Parents also can direct any complaints regarding possible breaches via the electronic form on the Southern Westchester BOCES home page, under Resources, and Student Privacy. The form can also be found by going to <https://bit.ly/swbdatabreach>.
- b) Upon receipt of a complaint, SWBOCES will promptly acknowledge receipt of the complaint, commence an investigation, and take the necessary precautions to protect PII.
- c) Following the investigation of a submitted complaint, SWBOCES will provide the individual who filed the complaint with its findings. This will be completed within a reasonable period of time, but no more than 60 calendar days from the receipt of the complaint by SWBOCES.
- d) If SWBOCES requires additional time, or where the response may compromise security or impede a law enforcement investigation, SWBOCES will provide the individual who filed the complaint with a written explanation that includes the approximate date when SWBOCES anticipates that it will respond to the complaint.

These procedures will be disseminated to parents, eligible students, teachers, principals, and other SWBOCES staff by the public posting of this policy on the website of SWBOCES.

SWBOCES will maintain a record of all complaints of breaches or unauthorized releases of student data and their disposition in accordance with applicable data retention policies, including the Records Retention and Disposition Schedule ED-1 (1988; rev. 2004).

### **Reporting a Breach or Unauthorized Release**

SWBOCES will report every discovery or report of a breach or unauthorized release of student data or teacher or principal data within SWBOCES to the Chief Privacy Officer without unreasonable delay, but no more than ten calendar days after the discovery.

Each third-party contractor that receives student data or teacher or principal data pursuant to a contract or other written agreement entered into with SWBOCES will be required to promptly notify SWBOCES of any breach of security resulting in an unauthorized release of the data by the third-party contractor or its assignees in violation of applicable laws and regulations, the Parents' Bill of Rights for Student Data Privacy and Security, SWBOCES policy, and/or binding contractual obligations relating to data privacy and security, in the most expedient way possible and without unreasonable delay, but no more than seven calendar days after the discovery of the breach.

**SUBJECT: PRIVACY AND SECURITY FOR STUDENT DATA AND TEACHER AND PRINCIPAL DATA (Cont'd.)**

In the event of notification from a third-party contractor, SWBOCES will in turn notify the Chief Privacy Officer of the breach or unauthorized release of student data or teacher or principal data no more than ten calendar days after it receives the third-party contractor's notification using a form or format prescribed by NYSED.

### **Investigation of Reports of Breach or Unauthorized Release by the Chief Privacy Officer**

The Chief Privacy Officer is required to investigate reports of breaches or unauthorized releases of student data or teacher or principal data by third-party contractors. As part of an investigation, the Chief Privacy Officer may require that the parties submit documentation, provide testimony, and may visit, examine, and/or inspect the third-party contractor's facilities and records.

Upon the belief that a breach or unauthorized release constitutes criminal conduct, the Chief Privacy Officer is required to report the breach and unauthorized release to law enforcement in the most expedient way possible and without unreasonable delay.

Third-party contractors are required to cooperate with SWBOCES and law enforcement to protect the integrity of investigations into the breach or unauthorized release of PII.

Upon conclusion of an investigation, if the Chief Privacy Officer determines that a third-party contractor has through its actions or omissions caused student data or teacher or principal data to be breached or released to any person or entity not authorized by law to receive this data in violation of applicable laws and regulations, SWBOCES policy, and/or any binding contractual obligations, the Chief Privacy Officer is required to notify the third-party contractor of the finding and give the third-party contractor no more than 30 days to submit a written response.

If after reviewing the third-party contractor's written response, the Chief Privacy Officer determines the incident to be a violation of Education Law Section 2-d, the Chief Privacy Officer is authorized to:

- a) Order the third-party contractor be precluded from accessing PII from the affected educational agency for a fixed period of up to five years;
- b) Order that a third-party contractor or assignee who knowingly or recklessly allowed for the breach or unauthorized release of student data or teacher or principal data be precluded from accessing student data or teacher or principal data from any educational agency in the state for a fixed period of up to five years;

**SUBJECT: PRIVACY AND SECURITY FOR STUDENT DATA AND TEACHER AND PRINCIPAL DATA (Continued)**

- c) Order that a third-party contractor who knowingly or recklessly allowed for the breach or unauthorized release of student data or teacher or principal data will not be deemed a responsible bidder or offeror on any contract with an educational agency that involves the sharing of student data or teacher or principal data, as applicable for purposes of General Municipal Law Section 103 or State Finance Law Section 163(10)(c), as applicable, for a fixed period of up to five years; and/or
- d) Require the third-party contractor to provide additional training governing confidentiality of student data and/or teacher or principal data to all its officers and employees with reasonable access to this data and certify that the training has been performed at the contractor's expense. This additional training is required to be performed immediately and include a review of laws, rules, and regulations, including Education Law Section 2-d and its implementing regulations.

If the Chief Privacy Officer determines that the breach or unauthorized release of student data or teacher or principal data on the part of the third-party contractor or assignee was inadvertent and done without intent, knowledge, recklessness, or gross negligence, the Chief Privacy Officer may make a recommendation to the Commissioner that no penalty be issued to the third-party contractor.

The Commissioner would then make a final determination as to whether the breach or unauthorized release was inadvertent and done without intent, knowledge, recklessness or gross negligence and whether or not a penalty should be issued.

**Notification of a Breach or Unauthorized Release**

SWBOCES will notify affected parents, eligible students, teachers, and/or principals in the most expedient way possible and without unreasonable delay, but no more than 60 calendar days after the discovery of a breach or unauthorized release of PII by SWBOCES or the receipt of a notification of a breach or unauthorized release of PII from a third-party contractor unless that notification would interfere with an ongoing investigation by law enforcement or cause further disclosure of PII by disclosing an unfixed security vulnerability. Where notification is delayed under these circumstances, SWBOCES will notify parents, eligible students, teachers, and/or principals within seven calendar days after the security vulnerability has been remedied or the risk of interference with the law enforcement investigation ends.

Notifications will be clear, concise, use language that is plain and easy to understand, and to the extent available, include:

- a) A brief description of the breach or unauthorized release, the dates of the incident and the date of discovery, if known;
- b) A description of the types of PII affected;

**SUBJECT: PRIVACY AND SECURITY FOR STUDENT DATA AND TEACHER AND PRINCIPAL DATA (Continued)**

- c) An estimate of the number of records affected;
- d) A brief description of SWBOCES's investigation or plan to investigate; and
- e) Contact information for representatives who can assist parents or eligible students that have additional questions.

Notification will be directly provided to the affected parent, eligible student, teacher, or principal by first-class mail to their last known address, by email, or by telephone.

Where a breach or unauthorized release is attributed to a third-party contractor, the third-party contractor is required to pay for or promptly reimburse SWBOCES for the full cost of this notification.

### **Annual Data Privacy and Security Training**

SWBOCES will annually provide data privacy and security awareness training to its officers and staff with access to PII. This training will include, but not be limited to, training on the applicable laws and regulations that protect PII and how staff can comply with these laws and regulations. SWBOCES may deliver this training using online training tools. Additionally, this training may be included as part of the training that SWBOCES already offers to its workforce.

### **Notification of Policy**

SWBOCES will publish this policy on its website and provide notice of the policy to all its officers and staff.

Education Law § 2-d  
8 NYCRR Part 121

Adoption Date

5-13-2020



## **Parents' Bill of Rights for Data Privacy and Security**

In accordance with New York State Education Law Section 2-d, the Southern Westchester Board of Cooperative Educational Services ("Southern Westchester BOCES") hereby sets forth the following Parents' Bill of Rights for Data Privacy and Security, which is applicable to all students and their parents and legal guardians.

- (1) New York Stated Education law Section 2-d (Section 2-d") and the Family Educational Rights and Privacy Act ("FERPA") protect the confidentiality of personally identifiable information. Section 2-d and FERPA assure the confidentiality of records with respect to "third parties," and provides parents with the right to consent to disclosures of personally identifiable information contained in their child's education records. Exceptions to this include school employees, officials and certain State and Federal officials who have a legitimate educational need to access such records. In additions, the Southern Westchester BOCES will, upon request of parents, legal guardians or eligible students, or if otherwise required by law, disclose student records to officials of another school district in which a student seeks to enroll. An eligible student is a student who has reached 18 years of age or attends a postsecondary institution.
- (2) A student's personally identifiable information cannot be sold or released for any commercial purposes;
- (3) Personally, identifiable information includes, but is not limited to:
  - i. The student's name;
  - ii. The name of the student's parent or other family members;
  - iii. The address of the student or student's family;
  - iv. A personal identifier, such as the student's social security number, student number, or biometric record;
  - v. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;
  - vi. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
  - vii. Information requested by a person who the Southern Westchester BOCES reasonably believes knows the identity of the student to whom the education record relates.

- (4) In accordance with FERPA, Section 2-d and Southern Westchester BOCES Policy No. 6320, Student Records: Access and Challenge, parents and legal guardians have the right to inspect and review the complete contents of their child's education record.
- (5) Southern Westchester BOCES has the following safeguards in place: Encryption, firewalls and password protection, which must be in place when data is stored or transferred.
- (6) New York State, through the New York State Education Department, collects a number of student data elements for authorized uses. A complete list of all student data elements collected by the State is available for public review at the following links or can be obtained by writing to the Office of Information and Reporting Services, New York State Education Department, Room 865 EBA, 89 Washington Avenue, Albany, NY 12234:

[http://www.p12.nysed.gov/irs/data\\_reporting.html](http://www.p12.nysed.gov/irs/data_reporting.html)

<http://data.nysed.gov/>

<http://www.p12.nysed.gov/irs/sirs/documentation/nyssisguide.pdf>

- (7) Eligible students, parents and legal guardians have the right to have complaints about possible breaches of student data addressed. Any such complaint should be submitted, in writing, to the Data Protection Officer of Southern Westchester BOCES at [dpo@swboces.org](mailto:dpo@swboces.org) or at [450 Mamaroneck Avenue, Harrison, New York 10528](#). Parents can direct any complaints regarding possible breaches via the electronic form on the Southern Westchester BOCES home page, under Resources, and Student Privacy. The complaint form can also be found by going to <https://bit.ly/swbdatabreach>. Alternatively, a written complaint may also be submitted to the Chief Privacy Officer of the New York State Education Department using the form available at <http://www.nysed.gov/student-data-privacy/form/report-improper-disclosure> or writing to Privacy Complaint, Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, New York 12234.

### **Supplemental Information for Third-Party Contracts**

Southern Westchester BOCES, in an effort to provide the most up to date and accurate information to our parents, legal guardians and students has compiled the information required to complete this section. This information can be viewed by going to the Southern Westchester BOCES home page, under Resources, and Student Privacy. The direct link to this information can also be found by going to <https://bit.ly/swbsupplementaldata>. If you have specific questions about Third Party Contracts, please contact the Data Protection Officer of Southern Westchester BOCES by email at [dpo@swboces.org](mailto:dpo@swboces.org).

###

**SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES**

The Board of Education will provide staff with access to various computerized information resources through the BOCES computer system (BCS hereafter) consisting of software, hardware, devices, computer networks, wireless networks/access and electronic communication systems. This may include access to electronic mail, so-called "online services" and the "Internet." It may also include the opportunity for staff to have independent access to the BCS from their home or other remote locations, and/or to access the BCS from their personal devices. All use of the BCS and the wireless network, including independent use off Southern Westchester BOCES ("BOCES") premises and use on personal devices, shall be subject to this policy and accompanying regulations.

The Board encourages staff to make use of the BCS to explore educational topics, conduct research and contact others in the educational world. The Board anticipates that staff access to various computerized information resources will both expedite and enhance the performance of tasks associated with their positions and assignments. To that end, the Board directs the District Superintendent or his/her designee(s) to provide staff with training in the proper and effective use of the BCS.

BOCES employment does not automatically guarantee the initial or ongoing ability to use mobile/personal devices to access the BCS and the information it may contain. Staff use of and access to the BCS is conditioned upon written agreement by the staff member that use of the BCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the BCS. All such agreements shall be maintained by the BOCES.

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance shall apply to use of the BCS. Employees are expected to communicate in a professional manner consistent with applicable BOCES policies and regulations governing the behavior of BOCES staff. Electronic mail and/or telecommunications are not to be utilized to share confidential information about students or other employees.

Staff personal use of the BCS is allowable on a limited basis. Personal utilization of the BCS should be kept to a minimum, may not interfere with the performance of the employee's duties and responsibilities and should only occur during non-student contact times and/or during approved break times. The use of audio/video streaming services such as Hulu, Netflix, Amazon Prime, Amazon Music, Pandora, as well as other present and future platforms is not permitted except when utilized as part of a workshop, classroom instructional strategy related to the curriculum, or approved by a supervisor as being part of a work-related task or assignment. Questions or concerns regarding the use of these services on the BCS should be directed to the office of the Director of Technology.

This policy does not attempt to articulate all required and/or acceptable uses of the BCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate staff conduct and use as well as proscribed behavior.

BOCES staff shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and rights of privacy protected by federal and state law.

Staff members who engage in unacceptable use may lose access to the BCS and may be subject to further discipline under the law and in accordance with applicable collective bargaining agreements. Legal action may be initiated against a staff member who willfully, maliciously or unlawfully damages or destroys property of the BOCES or its networks.

### **Social Media Use by Employees**

The BOCES recognizes the value of teacher and professional staff inquiry, investigation and communication using new technology tools to enhance student learning experiences. The BOCES also realizes its obligations to teach and ensure responsible and safe use of these new technologies. Social media, including social networking sites, have great potential to connect people around the globe and enhance communication. Therefore, the Board of Education encourages the use of BOCES-approved social media tools and the exploration of new and emerging technologies to supplement the range of communication and educational services.

For purposes of this Policy, of **public social media networks or Social Networking Sites (SNS)** are defined to include, but are not limited to: websites, Web logs (blogs), wikis, social networks, online forums, virtual worlds, video sites and any other social media generally available to public, including the BOCES community, which do not fall within the BOCES electronic technology network (e.g., Pinterest, Facebook, Twitter, LinkedIn, Flickr, Vine, Instagram, SnapChat, blog sites, etc.). The definition of BOCES-approved password-protected social media tools are those that fall within the BOCES electronic technology network and/or which the BOCES has approved for educational use. Within these internal forums, the BOCES has greater authority and ability to protect minors from inappropriate content and can limit public access.

The BOCES takes no position on an employee's decision to participate in the use of social media or SNS for personal use on personal time. However, employees may be subject to discipline for inappropriate personal use of social media or SNS during their personal time where there is a nexus between such use and the BOCES. Personal use of these media during BOCES time or on BOCES-owned equipment is *allowed on a limited basis*. Personal use should be kept to a minimum, may not interfere with the performance of the employee's duties and responsibilities and may only occur during non-student contact times and/or during approved break times. In addition, employees are expected to maintain the highest levels of professionalism when communicating, whether using BOCES devices or their own personal devices, in their professional capacity. They have a responsibility to address inappropriate behavior or activity on these networks, including requirements for mandated reporting and compliance with all applicable BOCES Policies and Regulations. For more information please refer to the BOCES Social Media Policy.

### **Confidentiality, Private Information and Privacy Rights**

Confidential and/or private data, including but not limited to, protected student records, employee personal identifying information, and assessment data, shall only be loaded, stored or transferred to BOCES-owned devices which have encryption and/or password protection. This restriction, designed to ensure data security, encompasses all computers and devices within the BCS, any mobile devices, including flash or key drives, and any devices that access the BCS from remote locations. Staff will not use email to transmit confidential files in order to work at home or another location. Staff will not use cloud-based storage services (such as Dropbox, GoogleDrive, SkyDrive, etc.) for confidential files.

Staff will not leave any devices unattended with confidential information visible. All devices are required to be locked down while the staff member steps away from the device, and settings enabled to freeze and lock after a set period of inactivity.

Staff data files and electronic storage areas shall remain BOCES property, subject to BOCES control and inspection. The BOCES may access all such files and communications without prior notice for any reason. Staff should **NOT** expect that information stored on the BCS will be private.

Staff have no expectation of privacy in any files and/or information contained in the BCS, including but not limited to, any BOCES devices/equipment, computers, smart/mobile phones and/or tablets, the BOCES network/server and/or the BOCES' email system.

### **Rules of Conduct and Compliance**

Employees who violate this policy and/or its accompanying regulations may have their access rights suspended or revoked by the BOCES in accordance with applicable due process rights. In addition, disciplinary action may be taken as permitted by applicable law and the terms of any applicable collective bargaining agreements. List of non-exhaustive examples of prohibited uses of the BCS is provided in Regulation 6410R.

### **Implementation**

Administrative regulations will be developed to implement the terms of this policy, addressing general parameters of acceptable staff conduct as well as prohibited activities so as to provide appropriate guidelines for employee use of the BCS.

This Policy is subject to change. The BOCES reserves the right to restrict or terminate BCS access at any time for any reason. The BOCES further reserves the right to monitor network activity as it sees fit in order to maintain the integrity of the BCS and to monitor acceptable use.

Disciplinary penalties involving adverse employment action will be determined in accordance with applicable state law and the terms of applicable collective bargaining agreements. However, by signing the Consent Form to this Policy, employees agree that suspension or revocation of access will be determined by the network administrator, acting in consultation with Building and BOCES-wide administrators.

The Consent and Waiver Agreement must be signed and returned by the employee as a condition of use of and access to the BCS.

NOTE: Refer also to Policies #5672 -- [Information Security Breach and Notification](#)  
#6410R.1 [Social Media Guidelines for Employees](#)  
#8271 -- [Internet Safety/Internet Content Filtering Policy](#)

Adoption Date  
09/28/2016

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**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES  
(ACCEPTABLE USE POLICY)**

The Board of Education will provide access to various computerized information resources through the BOCES computer system ("BCS" hereafter) consisting of software, hardware, devices, computer networks and electronic communications systems. This may include access to email, "on-line services" and the Internet. It may also include the opportunity for some students ("student" refers to those enrolled in BOCES programs grades K-12 or Adult Education) to have independent access to the BCS from their home or other remote locations. All use of the BCS, including independent use off BOCES premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the BOCES.

**Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices**

This policy is intended to establish general guidelines for the acceptable student use of the BCS and also to give students and parents/guardians notice that student use of the BCS will provide student access to external computer networks not controlled by the BOCES. Southern Westchester BOCES puts forth the best effort possible to protect students from inappropriate content at all times. However, the BOCES cannot screen or review all of the available content or materials on these external computer networks. Thus some of the available content or materials on these external networks may be deemed unsuitable by parents/guardians for student use or access. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events. Parents and guardians must be willing to establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The appropriate/acceptable use standards outlined in this policy apply to student use of technology via the BCS or any other electronic media or communications, including by means of a student's own personal technology or electronic device, on school grounds or at school events.

**Standards of Acceptable Use**

Generally, the same standards of acceptable student conduct which apply to any BOCES activity shall apply to use of the BCS. This policy does not attempt to articulate all required and/or acceptable uses of the BCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

BOCES students shall also adhere to the laws, policies and rules governing computers and/or network use including, but not limited to, copyright laws, rights of software publishers, license agreements and rights of privacy created by federal and state law.

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**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES  
(ACCEPTABLE USE POLICY) (Cont'd.)**

Students who engage in unacceptable use may lose access to the BCS in accordance with applicable due process procedures, and may be subject to further discipline under BOCES policy and the *Code of Conduct*. The BOCES reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys BOCES property and/or its computer networks. Further, BOCES may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys BOCES property and/or its computer networks pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas, like school lockers, are BOCES property. As such, these areas are subject to control and inspection by the BOCES. The BOCES may access all such files and communications without prior notice. Students should **NOT** expect that information stored on the BCS will be private. Students have no expectation of privacy in any information or files in the BCS, including, but not limited to, in BOCES computers/devices, in its email system or in its network in general.

**Rules of Conduct and Compliance**

Students who violate this Acceptable Use policy and/or its accompanying regulations may have their access rights suspended or revoked by the BOCES. In addition, disciplinary action may be taken as permitted by applicable law and the Code of Conduct. List of non-exhaustive examples of prohibited uses of the BCS are provided in Regulation 7315R.

**Implementation**

Administrative regulations will be developed to implement the terms of this policy, addressing general parameters of acceptable student conduct as well as prohibited activities so as to provide appropriate guidelines for employee use of the BCS.

This Acceptable Use Policy is subject to change. The BOCES reserves the right to restrict or terminate BCS access at any time for any reason. The BOCES further reserves the right to monitor network activity as it sees fit in order to maintain the integrity of the BCS and to monitor acceptable use.

Disciplinary penalties will be determined in accordance with applicable law and the Code of Conduct. However, by signing the Consent Form to this Acceptable Use Policy, students agree that suspension or revocation of access will be determined by the network administrator, acting in consultation with Building and BOCES-wide administrators.

The Consent and Waiver Agreement must be signed and returned by the student as a condition of use of and access to the BCS.



**Notification**

The BOCES Acceptable Use Policy and Regulations will be disseminated to parents and students in order to provide notice of the BOCES requirements, expectations, and students' obligations when accessing the BCS.

Regulations will be established as necessary to implement the terms of this policy.

NOTE: Refer also to Policy #8271 -- Internet Safety/Internet Content Filtering Policy  
*Code of Conduct*

Adoption Date  
09/28/2016

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**BOCES STUDENT AGREEMENT FOR USE OF BOCES  
COMPUTERIZED INFORMATION RESOURCES**

In consideration for the use of the BOCES Computer System (BCS), I agree that I have been provided with a copy of the BOCES policy on student use of computerized information resources and the regulations established in connection with that policy. I agree to adhere to the policy and the regulations and to any changes or additions later adopted by the BOCES. I also agree to adhere to related policies published in the Student Handbook.

I understand that failure to comply with these policies and regulations may result in the loss of my access to the BCS. Prior to suspension or revocation of access to the BCS, students will be afforded applicable due process rights. Such violation of BOCES policy and regulations may also result in the imposition of discipline under the BOCES school conduct and discipline policy and the *Code of Conduct*. I further understand that the BOCES reserves the right to pursue legal action against me if I willfully, maliciously or unlawfully damage or destroy property of the BOCES. Further, the BOCES may bring suit in civil court pursuant to General Obligations Law Section 3-112 against my parents or guardians if I willfully, maliciously or unlawfully damage or destroy BOCES property.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
School Building

\_\_\_\_\_  
Date

**PARENT/GUARDIAN NOTIFICATION FOR STUDENT USE OF BOCES  
COMPUTERIZED INFORMATION RESOURCES**

I am the parent/guardian of \_\_\_\_\_,  
the minor student who has signed the BOCES agreement for student use of computerized information resources. I have been provided with a copy and I have read the BOCES policy and regulations concerning use of the BCS.

I also acknowledge receiving notice that, unlike most traditional instructional or library media materials, the BCS will potentially allow my son/daughter student access to external computer networks not controlled by the BOCES. I understand that some of the materials available through these external computer networks may be inappropriate and objectionable; however, I acknowledge that it is impossible for the BOCES to screen or review all of the available materials. I accept responsibility to set and convey standards for appropriate and acceptable use of technology to my son/daughter when he/she is using the BCS or any other electronic media or communications, including my son/daughter's own personal technology or electronic device on school grounds or at school events.

I agree to release the BOCES, the Board of Education, its agents and employees from any and all claims of any nature arising from my son/daughter's use of the BCS in any manner whatsoever.

I agree that my son/daughter will have access to the BCS and I agree that this may include remote access from our home.

Parent/Guardian Signature: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

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