



(Draft) SOUTHERN WESTCHESTER
BOCES
COMPREHENSIVE TECHNOLOGY PLAN



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Southern Westchester BOCES
Comprehensive Technology Plan
2018-2021

District Mission:

The job of BOCES is to support the work being done in schools by providing services and supports they are not able to provide for themselves.

Technology Vision Statement:

Southern Westchester BOCES will provide high quality instruction to facilitate creativity, critical thinking, communication and collaboration that is responsive to the constantly changing demands of our diverse educational community through the integration of instructional technology.

Committee Process:

In developing this Technology Plan, Southern Westchester BOCES identified a committee process in which district-wide and center-specific goals were identified. The committee met multiple times from January to June 2017 in development of the goals which were the foundation of the Technology plan. The committee structure, was and will remain, a multi-tiered group comprised of:

1. Building/Site level committees in which all staff members participated in a needs assessment. Upon completion of the needs assessment, this committee reviewed the results to identify needs and the framework for the development of district-wide goals. This information was provided to the Center Level Committee.
2. The second tier of the SWBOCES Technology Committee was and will remain, a committee consisting of one representative from each site. The role of this committee was to review and analyze input received from the building/site level committees. Members of this committee also identified key areas of focus for improving instruction through technology integration. Additionally, this committee provided information and recommendations to the district-wide committee for the development of district-wide goals.
3. The third tier of the SWBOCES technology committee is the District Level Committee. The responsibilities for this committee included reviewing feedback from the site and center level committees, identifying trends, needs, and gaps consistent across all sites. This information was used in the identification, development, and adoption of the three district goals.

District-wide Goals:

- Increase student engagement through the use of digital resources for collaboration.
- Deliver professional development and training that provides appropriate targeted strategies for teaching and learning with digital resources.
- Provide equitable access to digital resources based on instructional goals.

CENTER SPECIFIC GOALS

Adult Education and Community Services/IYP--

GOAL: Promotion of the relationship between technology literacy and interdisciplinary instruction as a basis for a higher incidence of positive outcomes.

1. Specific: Teachers will help students familiarize themselves with technology that will help them in the future job market, adapt relevant learning experiences that incorporate digital tools and resources. Students and teachers need to be included. Target implementation is September 2018. Teachers should help students and themselves become familiar with technology to help them in the future job market. The future job market is trending towards the greater uses of technology.
2. Measurable: Use of teacher-made discipline specific rubrics to demonstrate both fluency in technology systems and the transfer of current knowledge to new technologies.
3. Achievable: Skills must be perceived as subject to qualitative changes necessary to address the, as yet, unforeseen educational challenges. As such, the acquisition of skills which promote technology is subject to teacher development. The 21st century workplace necessitates ongoing development and acquisition of technology literacy.
4. Relevant: Fluency in technology literacy ensures that learning continues to be an active, transformative, and adaptive process necessary to keep pace with the changing landscape of education.
5. Time-bound: June 30, 2019

Road Map:

Action Item	Collaboration/ Planning	Implementation	Research	Professional Development
Description	Monthly meeting to discuss progress	Increase faculty understanding of how to integrate technology into interdisciplinary classroom lesson plans	Increase faculty understanding of interrelationship between technology fluency and interdisciplinary instruction via current research regarding best practices.	Training in the most up to date technology as related to interdisciplinary instructional/ clinical practices
Responsible Stakeholders	Principal, students, classroom teachers and clinical support staff, classroom teachers, clinical support staff and principal.	Classroom teachers, clinical support staff and principals.	Staff	Staff
Collaborating Stakeholders	Principal, students, classroom teachers and clinical support staff	Classroom teachers, clinical support staff and principal	Ongoing	Ongoing
Completion Month	Ongoing	Ongoing	Ongoing	Ongoing
Completion Year	June 2019	June 2019	Ongoing	Ongoing
Anticipated cost	TBD	TBD	TBD	TBD

The Center for Professional Development:

Create, implement and assess a Blended Learning Model of instruction that utilizes educational technologies.

1. Specific: (What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?)
 - The PD Center recognizes that technology can be utilized to provide a blended model of instruction to facilitate high quality, customized, engaged learning experiences. Technology is a powerful tool that provides opportunities to more efficiently and effectively personalize learning including individualized support and resources. All the members of the PD Center along with the major consultants will be involved.

2. Measurable (How can you measure progress and know if you've successfully met your goal?):
 - Through learner pre and post surveys, assessment of learner work, and identification/creation of assessment tools and templates.

3. Achievable (Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?):
 - The PD Center has the expertise within the department to accomplish the goal; designated monthly time needs to be allocated to the accomplishment of the goal.

4. Relevant (Why am I setting this goal now? Is it aligned with overall objectives?):
 - The goal aligns closely with SWBOCES district goal of creating shared language and practices around instructional process and practice

5. Time-bound (What's the deadline and is it realistic?):
 - May 2019

Action Item Template

Action Item	Description	Responsible Stakeholders	Collaborating stakeholders	Completion month	Completion year	Anticipated costs
Formation of task force of relevant stakeholders	Set dates/ agendas for meetings	Deb, Michele, Melissa	Greg, LHRIC	June	2018	
Identification of online instructional strategies, tools and modules	Discussion with other BOCES, current literature, research, etc.	Deb, Michele, Melissa		November	2018	
Develop methodology and framework for a model of blended learning	Developing expectations, criteria, templates	Deb, Michele, Melissa		December	2018	
Develop some blended learning projects	Collaborate with team members to create projects that would be appropriate for a blended learning model			January	2019	
Identification or creation of evidence-based evaluation methodologies, tools and templates						
Pilot a blended learning project		Deb and Melissa		February	2019	

Review, process, asses and modify		Deb, Michele, Melissa	David	May	2019	
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The Center for Career Services:

GOAL: The goal of the CCS campus is to have teacher/student/and teacher to teacher interaction increase with the use of technology.

1. Specific: Better Connectivity and Accessibility

Students, teachers, administration and IT

To increase the “real world” application of technology in the classroom. Each shop is a varied environment; therefore, the use of integrated technology will be very different for each shop setting.

2. Measurable: The measure of the goal will be the ability of the teacher, through lesson plans, to utilize online media into the classroom setting. The hard data to support this will be teacher survey data. Possibly even student survey data. How often is this technology used? Is this a good fit for your classroom? etc.

3. Achievable: Connectivity Issues

Do we look into chrome books to advance access?

Apple TVs? iPADS?

Teacher training

Teachers and students need user friendly, fast access to information

4. Relevant: The “real world” is increasingly embracing the use of technology in everyday activities. It is essential that our students are aware of the resources and services that are available to them on a day to day basis.

5. Time-bound: Our deadline is June 2019.

Teachers need to be aware of what is available to them. The teacher needs to be comfortable with the technology for the initiative to be successful. Once the comfort level of a teacher is high enough then the technology can be rolled out in the classroom.

- The exact timeline is TBD

Action Item Template:

Action Item ** see drop down list below	Description	Responsible Stakeholder	Collaborating Stakeholders	Completion Month	Completion Year	Anticipated Cost
Infrastructure Learning Spaces	Updated Computers/ computer labs	Director of Technology Building Principal Assistant Principal Classroom Teachers	Director of Technology Building Principal Assistant Principal		2019	\$30K
Infrastructure Learning Spaces	New Technologies (i.e., Tiltbrush, VR, AR)	Director of Technology Building Principal Assistant Principal Classroom Teachers	Director of Technology Building Principal Assistant Principal		2018	\$5k
Budgeting Implementation Infrastructure	D Conference room Audio upgrade	Director of Technology Building Principal Assistant Principal	Director of Technology Building Principal Assistant Principal		2019	\$10k
Implementation Infrastructure Learning Spaces	Create active learning Environment in B112	Director of Technology Building Principal Assistant Principal Classroom Teachers	Director of Technology Building Principal Assistant Principal		2019	\$50

Center for Special Services:

Tappan Hill Elementary

GOAL: To promote the active engagement and facilitate the learning, socialization and communication of all students through the increased use of technology at Tappan Hill School.

1. **Specific:** Increase use of technology at Tappan Hill School starting September 2018. Students, teachers and administrators need to be included. Teachers and staff have expressed an interest in receiving technology training due to the increase use of technology at Tappan Hill. Our students access the academic curriculum via technology.

2. **Measurable:** This will be achieved by documenting the teachers' ability to embed technology into lesson plans. Baseline data collection, ongoing data collection and teacher feedback will be utilized to track progress.

3. **Achievable:** Teachers need additional training:

- Turnkey: train one staff member to then provide training/ handle immediate issues
- 2-day summer training
- Each person on the committee have one specialty area to train/ handle immediate issues
- Volunteers outside of committee to be specialty person
- Expert from companies to provide training

4. **Relevant:** We have daily technology issues and many of our students use technology to communicate.

5. **Time-bound:** Our deadline is June 2019 and it is realistic.

NYSED Goal Alignment:

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning.

Action Item Template:

Action Item	Description	Responsible Stakeholder	Collaboration Stakeholders	Completion Month	Completion Year	Anticipated Cost
Purchasing	Technology-hardware, accessories, licenses Apple TV, Smart Table (Pilot 1), Smart Camera, microphone with speakers IXL, Look to Learn	Facilitator/ Technology Committee	Assistant Superintendent Business Official	June	2019	Not known at this time.
Implementation	Increase teacher understanding of how to implement technology in the classroom	Facilitator/ Outside Trainer/ Building Principal	Vendor/ Trainer	June	2019	Not known at this time.
Professional Development	Expert and turnkey training for all staff on technology	Facilitator/ Technology Committee/ Building Principal		June	2019	5,000 Closing the Gap
Budgeting	Stipend for turnkey training			June	2019	1,000 snacks, reinforcers Shared Network
Planning	Committee meets 1x/month,	Technology Committee/	Technology Committee	June	2019	

	monitor and organize data	Building Principal				
Collaboration	Committee meets monthly, teachers as needed	Facilitator/ Technology Committee/ Building Principal	Board of Education, Superintendent	June	2019	0.00

St. Matthew's

Technology Plan Goal:

To create, develop and establish a student run (BOCES staff guided) St. Matthew website that will serve as a news page, showcase student achievements, provide staff/student email access, and educational links to our St. Matthews school community.

1. Specific: An online home base that will promote student advancement in the world of technology. This main goal will incorporate interactive academic advancements and show student growth through technology created and used by the students. Our website will become the home screen schoolwide which will bridge the communication gap for both students and staff.
- Website Material (some sub goals):
 1. General News
 2. Student success blurbs
 3. "Target skill" video modeling tutorials featuring student mentors and learners
 4. Academic online links examples: learn to type, math games etc....
 5. Student and staff email access

To start, two BOCES staff (possibly volunteers) and a small group of students will build the website initiative. The staff would need professional development to develop and design the website.

This goal will benefit all students and staff as it provides academic advancement on all levels through a community based technological program.

2. Measurable: Over time, we will see a formal technology class/club for students, a working website, published student achievements, advanced use of school devices, and a connected school community through technology. Many measurable successes will be met over time that are not listed above. For example, our students will activate and use their BOCES student email.
3. Achievable: Professional development would be required. The motivation is to have the St. Matthew community connected through technology and new content on a daily basis and at the same time incorporate academic technological achievements.

This goal is obtainable over time and as we showcase our sub goals our success will exceed our hard work and efforts.

4. Relevant: This goal allows our school community to grow as a whole as it supports individual student growth academically through technology.
5. Time-bound: A formal technology class/club scheduled by September 2018 that will create and develop a St. Matthew website that is up and running by January 2019.

NYSED Goal Alignment: (select one)

Yes-- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;

Yes-- Provide technology-enhanced, culturally- and linguistically responsive learning environments to support improved teaching and learning;

Yes-- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;

Yes-- Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and

Yes-- Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

Action Item Template:

Action Item ** see drop down list below	Description	Responsible Stakeholder	Collaborating Stakeholders	Completion Month	Comple tion Year	Projected Cost
Purchasing	Purchase a website program Possibly a free website program?	Director of Technology	Instructional Tech Coach Building Principal	June 2018		
Staffing	Recruit two willing volunteer staff members to run the club	Building Principal	All Staff	June 2018	June 2019	
Other	Meet with staff to recruit 2-3 students to be active club members, and schedule daily formal club meeting times into the master building wide schedule.	Building Principal	The Website Staff Volunteers	June 2018		
Planning	Develop and create written guidelines for the club and additional release forms needed.	The Website Staff Volunteers	Building Principal	June-September 2018		
Learning Spaces	Figure out the club's workspace	The Website Staff Volunteers	Building Principal	September 2018	June 2019	
Other/ Purchasing	Obtain two working desktop computers, one printer, and one iPad to be used exclusively for the club.	Director of Technology	Building Principal The Website Staff Volunteers	September 2018		
Professional Development	A workshop that would guide the website staff volunteers on how to build the website	Instructional Tech Coach	The Website Staff Volunteers	September 2018		

Data Privacy/Policy Protocols Action Item	Organize records for all students and staff regarding photo permission release forms, and general use of website Description	The Website Staff Volunteers Responsible Stakeholder	Building Principal Collaborating Stakeholder	October 2018 Completion Month	 Completion year	 Projected cost
Cybersecurity	Communicate periodically with the Instructional Tech Coach to review website security	Instructional Tech Coach	The staff volunteers Building Principal	As needed School year 2018-2019		
Implementation	Club should begin meeting mid-September. Students will sign a club contract. The creation of the St. Matt's website will begin to be developed.	The Website Staff Volunteers	The Website Staff Volunteers Building Principal	Ongoing September 2018 - June 2019		
Professional Development	A workshop for all building staff reviewing access to staff/student email and how to send website material/content to be published on the website.	Instructional Tech Coach	The Website Staff Volunteers Building Principal	October 2018		
Collaboration	Meet periodically with full staff to inform: website progress, to review how to use the links, and to request content material and educational links to be added to the website.	The Website Staff Volunteers	Building Principal	As needed School year 2018-2019		
Other	Review student email access with staff to be sure all students have an activated BOCES	Building Principal	The Website Staff Volunteers	November 2018		

	student email account.					
Implementation	Continue to build website. Be sure to include links such as: email access and educational games. Plan to launch the website January 2019	The Website Staff Volunteers Student Club Members	Building Principal	Ongoing September 2018- January 2019		
Other	Unveil the website to the St. Matt Community. Be creative... This is a celebration!	Student Club Members The Website Staff Volunteers	Building Principal	January 2019		

Rye Lake Campus Middle/High School:

Technology Plan Goal:

To provide students adequate and equitable access to technologies pertinent to their individual education needs.

1. Specific:

- Ensure students have access to all technologies necessary, at minimum in accordance with their IEP. i.e., a digital classroom using the Google suite of technologies
- Principal, Teachers, Teaching Assistants
- To be completed by June 2019
- This needs to be completed in order to ensure compliance with individual IEPs and also to enhance the student learning experience

2. Measurable:

- Verify all students have Google Accounts (Google Classroom) using a Google Form
- Ensure staff are versed in use of the Google Suite through a self-check tool

3. Achievable:

- Conduct Google Training for all pertinent staff, utilizing in house Google Trainer and/or outside trainers.
- Conduct training in all relevant technologies utilized in program
- Utilize all available training outlets (Google Trainers, Model Schools, as well as webinars and self-guided trainings) to garner pertinent experience in re

4. Relevant:

- Utilization of current and future technologies allows for increased, targeted differentiation in line with students' individual educational plan

5. Time-bound: June 30, 2020

Action Item Planning

Action Item ** see drop down list below	Implementation	Professional Development
Description	Conduct survey to ensure all students have access to understand Google Classroom	Train necessary district and building staff in use of software. Using in-house trainers, model schools and district trainings
Responsible Stakeholder	Building Principal / Classroom Teacher	Instructional Technology Coach
Collaborating Stakeholders	Instructional Technology Coach	Classroom teacher
Completion Month	June 2019	June
Completion Year	2019	2020
Anticipated Cost	\$0	\$0/Ongoing RFS cost

Rye Lake Decagon and Lower Campus:

Decagon: Technology Plan Goal: To increase collaboration among the students, staff, and districts.

1. Specific: Our specific goal is to increase collaboration within the TSP/IDT, AIIM programs at Rye Lake Campus and referring districts. Increasing collaboration among teachers and districts through the use of technology maximizes time, allows for increased participation, the efficient exchange of ideas, data, current levels of achievement. Using technology for collaboration will allow students, staff, and districts to engage with each other as students move within SWBOCES programs and their home district. Collaboration through the use of technology will enhance 21st century skills. Technology allows teachers to collaborate remotely, thus precluding the necessity of in-person interaction as a prerequisite of progress.

2. Measurable:

A). Academic: We should see an increase in student engagement. Now, more than ever before, technology is an integral part of life for students and likely to entice their active participation. We expect this increased engagement to have an impact on learning outcomes.

- Students will need to engage in at least three Google-based assignments working collaboratively with each other.
- All staff will engage in at least one Google-based application as a means to communicate with each other and plan.
- All staff will learn how to effectively utilize the basic functions of the devices (iPads, TruTouch Boards, Chromebooks) and at least two Google Platform applications that are applicable to their programs (drive, slides, sheets, docs, forms, classroom)

B). AIIM classes: All students will increase collaboration through use of their iPad devices utilizing communication applications such as Proloquo to Go, Touch Chat, Go Talk and other communication applications.

C). Social/Emotional: Technology serves as a comfort for some children, as they are digital natives. Technology can decrease their anxiety by allowing them to utilize digital modifications and google extensions (example: voice over, speech to text).

3. Achievable: In order to achieve these goals, we will need ongoing professional development for all staff. We will need to utilize the LHRIC and all workshops pertaining

to effective use of devices and Google Platform in order to increase collaboration. We will need staff members to be trained by taking the online Google Modules. Achievement of this goal will result in raising the quality and standard of services offered by SWBOCES. Staff will be able to teach students how to effectively utilize technology to meet their maximum learning potentials and develop the life skills relevant to their day-to-day living and their participation in the workforce.

4. Relevant: Collaboration is one of the overarching values of SWBOCES. Using technology as a means of collaboration supports our vision of moving toward excellence, and it helps us align our services with our component districts.

5. Time-bound: Two-year plan

- Utilize Model Schools training summer 2018 services through the LHRIC and throughout the 2018-2020
- Most extended days will offer tech courses that are in alignment with our collaboration goal.
- User groups will be formed in order to provide weekly focused PD on specific topics.
- 2019-2020 school year: Continue with utilizing extended days and summer options for training

Action Item Template

Action Item	Collaboration	Implementation	Professional development
Description	SWBOCES RLC staff will exchange documents, student progress/data and work through google platform.	All classroom staff will utilize the google platform for classroom responsibilities (i.e. data collection, student lessons, instructing students on proper use to reach their maximum learning potential, daily life skills)	Certified classroom staff (Teachers, TA's, Related Service Providers) will attend PD under Model Schools Training New classroom staff and Teacher Aides will attend PD under Model Schools
Responsible Stakeholders	Teachers, Building Principal	Teachers, TA's, Aides	Teachers, TA's, Aides
Collaborating Stakeholders	Sending Districts, Administration, Dir. of IT	Building Principal, Instructional Technology Coach, Curriculum and Instruction Leader, Instructional PD Coach	Building Principal, Instructional Technology Coach
Completion Month			June
Completion Year	Ongoing	Ongoing	2020
Anticipated Cost	N/A		Ongoing through Model Schools

TSP-I at POCANTICO HILLS

Writing a S.M.A.R.T Goal
Action Item Planning

Technology Plan Goal: *** Hybrid of 1, 3 and 5:

Develop a strategic vision with goals that support student achievement and engagement through high-quality digital resources and standards-based technology-rich learning experiences, supported by professional development to ensure educators proficiency.

1. Specific (What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?)
 - By June 2019 teachers, TAs and support staff will incorporate targeted technology into classrooms (related to content development and behavioral support). Grades K-2 will focus on project-based learning using Google applications. The upper elementary grades will focus on one subject that would be fully accessed through Google Classroom.
2. Measurable (How can you measure progress and know if you've successfully met your goal?):
 - Tracking student work and progress on Google applications
 - Using rubrics for projects and assignments
 - PBIS tracking for classroom and support staff
3. Achievable (Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?):
 - Motivation is to integrate technology into instruction
 - Facilitate student collaboration within and across classrooms
 - To provide access to a uniform PBIS tracking system
4. Relevant (Why am I setting this goal now? Is it aligned with overall objectives?):
 - Time to have staff become trained to use Google applications/Classroom and PBIS digital tracking system effectively
5. Time-bound (What's the deadline and is it realistic?):

- June 2019

Action Item Planning

Technology Plan Goal:

Develop a strategic vision with goals that support student achievement and engagement through high-quality digital resources and standards-based technology-rich learning experiences, supported by professional development to ensure educators proficiency.

NYSED Goal Alignment: (select one *** Hybrid of 1, 3 and 5 - see above)

X_ 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;

X 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

X_ Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

Action Item Template:

Action Item ** see drop down list below	Purchasing	Professional Development	Implementation	Collaborating/pl anning
Description	PBIS tracking system	Training in google applications and google classroom training PBIS software; Training through LHRIC and turn keyed to all staff by trained staff minimal	PBIS tracking software;	Monthly meetings to discuss progress, weekly classroom meetings
Responsible Stakeholder	Principal	Principal to coordinate with Technology Coach and trained staff.	All staff	Classroom teachers related service staff
Collaborating Stakeholders	Staff	All staff	All students and staff; K-3 Google applications for project-based learning/collaborative projects. 4th and 5th grades utilize Google classroom for content/classwork/ HW/projects in single subject area.	Classroom staff related service providers and students
Completion Month	September	Ongoing Sept-Dec	December	June
Completion Year	2018	2018	2018	2019
Anticipated cost	\$5k-\$10k	\$5k-\$10k	2018	N/A

Irvington:

Irvington Technology Plan Goal:

- * To enhance the overall skillset and to access skills in ways that apply to how it is used in the classroom and educational settings. Enable staff to better support the educational needs of students.
- * Decrease discomfort with technology and software
- * Utilize technology and software to its maximum benefit (Some users only know how to use a very small aspect)

1. Specific (What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?):

- Determine the variety of ways teachers are using technology to enhance learning, collaboration and efficiency. (Round the room survey during team meeting)
- Determine what resources that BOCES has access to for educational classroom use.
- Devise a list of technological uses and “experts” that can turn-key skills needed to effectively access and use the skills to enhance 21st Century learning
- Provide trainings based on individual abilities and needs
- Teachers, support staff, students
- This needs to be completed by June 30, 2019
- This is a federal law effective January 2018

2. Measurable (How can you measure progress and know if you’ve successfully met your goal?):

- Walk- throughs; see students utilizing technology in the academic setting.
- Increased use of technology by staff
- Less paper use, more sharing of information and assignments via google
- Track the number of students accessing/utilizing online submission of work
- Track number of students interacting with peers on google classroom

3. Achievable (Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?):

- Collectively among staff and students across programs, we do have the capacity. If we end up identifying any gaps; we will access the resources LHRIC, etc. to provide any necessary training or have team members attend trainings and turn-key learning.

- Motivations: Increasing the knowledge of technology and its uses that are applicable to teaching and learning is essential to engaging digital natives and preparing them for post-secondary endeavors.
- Fluidity in technological access and skills across MS/HS grades
- Ease of access to content beyond the 4 walls of the classroom

4. Relevant (Why am I setting this goal now? Is it aligned with overall objectives?):

- Increasing the knowledge of technology and its uses that are applicable to teaching and learning is essential to engaging digital natives
-
- For all staff to be able to communicate with students, digital natives within the learning environment.
-
- Increase and ease of access to digital content for all learners is essential to support teaching and learning in the district.

5. Time-bound (What's the deadline and is it realistic?):

June 30, 2019 and it is realistic.

Action Item Planning

Technology Plan Goal:

NYSED Goal Alignment: (select one)

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.

Action Item Template:

Action Item	Implementation	Professional Development	Evaluate
Description	Fluidity of technological access and skills across MS/HS grades Determine various ways technology is used across the IHS and FMS programs and to make staff aware of available software and digital based resources that BOCES has access to.(Google classroom, docs, drive, academic programs, e-school data gradebook etc.)	Leverage staff knowledge in particular technological uses to turn-key skills to colleagues Train necessary building staff in use of software. Increasing the knowledge of technology & it's uses for teaching	Evaluation of effectiveness of PD on teacher knowledge and use of learned technology in the classroom to determine next steps. (See Measurable: above)
Responsible Stakeholders	Principal and Educational staff Principal Instructional/PD Coach Teachers/staff	Assistant superintendent for instruction, Director of Technology	Principal and Educational Staff
Collaborating Stakeholders	Instructional Technology Coaches	Principal Instructional/PD Coach Teachers/staff	Principal and Educational Staff
Completion Month	January	June 2019	June 2019
Completion year	2019	2020	2020
Anticipated Costs	N/A		

Center for Valhalla Technology Goal

Provide frequent staff/teacher/therapist training to implement comprehensive use of technology programs (behavior point system (i.e. Class dojo), Google platform items, etc.) in classroom, and school program and for learning, behavior and collaboration by students and classes.

1. Specific (*What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?*)

To raise skill level of all staff, teachers, clinicians and students to standard level to ensure use of technology and school applications for communication, collaboration, behavior and learning initiatives. Implementation to begin Spring of 2018 specifically addressing:

Assessment

- Assess all staff ability to use aspects of Google Platform (Spring 2018)

Training and Professional Development

- All staff comfortable logging into Google Drive
- All staff understand use of different components of Google Platform
- (Pilot year 2018-19)-60% of staff able to apply Google Platform

Real-time behavior management and tracking (With 2 prongs Digital incident form and Digital Behavior point system)

- Identify a staff person to be technology point person at site for assistance in real-time when difficulties come up
1. Behavior Application
 - Research technology digital based behavior point systems (Spring 2018)
 - Finalize selection of digital behavior point system (i.e. Class Dojo)
 - Train classrooms in application of program
 2. Digital form to track and monitor behaviors
 - Modify Digital incident form for needs of CTE classrooms (Spring 2018)
 - Introduce and train staff/teachers/therapists on use of digital incident behavior form (Fall 2018)
 - Implement Digital form for student behaviors to track and monitor student behaviors (Beginning Fall 2018 increasing to 70% use by Spring 2019)
 - Extend application to fully comprehensive use in all classrooms by 2019-2020.

2. Measurable (*How can you measure progress and know if you've successfully met your goal?*):

Training and Professional Development

- Staff pre-training assessment (Spring 2018) and post-training assessment (Dec 2019)
- Demonstrable use in task through smaller pilot project (to be planned by therapists/teachers)
- Expansion to frequent and comprehensive use of google platform by students/staff/teachers for concept, functional and collaborative learning tasks.
- Embedding of different tasks (i.e. slide projects, Chromecast, reports, interest surveys, etc.) in

classroom/program that demonstrate use of all aspects of google platform.

Behavior incident digital form

- Expectation that all staff will be trained and using behavior digital incident form with 70% use across classrooms and therapeutic settings (by June 2019)
- Expansion to all student behavior incidents be reported via digital incident form with teachers/staff and therapists using to document, track, and assess conditions/consequences (2019-2020)
- Point person in each class/team to monitor and synthesize data for behavior program adjustments.

Behavior Digital Program

- Select, train and implement a digital behavior point program and positive school culture for behavior program wide (i.e. Class Dojo, PBIS) that tracks, shares and monitors student earned points according to each student needs and provides data collection

3. Achievable (*Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?*):

1. Twice weekly Professional development by technology instructional services for staff/teachers/therapists on google platform Sept 2018-Jan 2019. Professional development to be successful to achieve goal should provide:

- small group instruction
- differentiated instruction (Some staff have some foundation with platforms others have minimal to no experience and are technology phobic)
- frequent and progressive training sessions to develop skill foundation
- hands on application
- Provide new laptop for the teacher in each class and for each therapist to replace aging desktop computers in order for teachers and therapists to utilize student directed programs functionally (i.e. SMART Notebook, Google Platform, Behavior Platform).

2. For the behavior digital form to be implemented,

- staff/teachers/therapists trained to access google form
- staff/teachers/therapist trained in use of form
- Quarterly (or more if needed) synthesis of data by point person in classroom for behavior program changes

3. For digital behavior point system to be implemented:

- Program selected and training provided (i.e. Class Dojo)
- Implement positive behavior initiatives as part of PBIS (i.e. student “shout outs”, open communication about antecedents to behavior, focus on student strengths, work as teams schoolwide)
- Program piloted for at least one student in each class (Fall 2018)
- Use extended to all students (June 2019)

4. Relevant (*Why am I setting this goal now? Is it aligned with overall objectives?*):

- Frequent, hands-on training and use on our educational platform and behavior tools are essential to achieve a standard skill level by all staff/teachers to support use of school technology for learning initiatives and for behavior needs.
- Utilization of google platform will support student engagement and academic and functional learning across classroom, therapy and across other school settings. This improves concept, and collaborative learning opportunities which due to current gaps in staff/teacher/student knowledge and training is not available now.
- Tracking and monitoring student behavior with both a digital incident form and digital behavior point system (i.e. Class Dojo) will provide real-time communication, assessment and monitoring of behavior variables, antecedents, and outcomes which will support tracking of positive or negative behaviors to shape behavior intervention and provide more specific and individualized behavior programming for students to increase engagement with learning.
- Creating a positive school culture supports appropriate sharing of information, supports positive behavior initiatives and expectations, realizes all behavior is communication and shifts school focus from a deficit model to student strength model.

5. Time-bound (*What's the deadline and is it realistic?*):

Spring 2018

- Assessment by technology services of staff/teachers/therapist current skill with google platform features (pretest)
- Identify a staff person to act as “Technology Point Person” at the site to support real-time troubleshooting
- Provide new laptop for each classroom teacher and for each therapist to replace aging desktop computers in order for teachers and therapists to utilize student directed programs functionally (Spring 2018)

Fall 2019

- Frequent small group training on Google Platform
- Development and training of staff/teacher/therapists on digital incident form
- Pilot of digital behavior point program
- New laptops, one for each teacher and therapist to access and utilize programs to replace aging fixed computers (Older computers to shift to student area to replace outdated student computers)
- Implementation of digital behavior point program (pilot scale Fall 2018)
- Implementation of PBIS

Spring 2019

- Pilot project including one student from each classroom with collaborative project using google platform
- Expansion of digital behavior point program
- Use of digital incident form (70% of staff)

School year 2019-2020

- Expectation All behavior incidents inputted to digital form
- Expectation all classes applying goggle platform in demonstrable learning tasks

- Expectation all classes using and applying digital behavior program

Action Item Planning

CTE Technology Plan Goal:

Provide frequent staff/teacher/therapist training to implement comprehensive use of technology programs (behavior point system, Google platform items, etc.) in classroom, and school program and for learning, behavior and collaboration by students and classes.

NYSED Goal Alignment: (select one)

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.

Action Item Template:

Action Item <i>** see drop down list below</i>	Descripti on	Responsible Stakeholder	Collaborating Stakeholders	Completi on Month	Completi on Year	Anticipat ed Cost
Purchasing	-laptops for aging desktops for teacher in classrooms and each therapist -free-Google platform for classroom and digital -free Google form for incident form -Free-Class dojo Digital Behavior program -PBIS staff training	-Director of Technology -Building Principal -Classroom Teachers/Other Staff, - Therapists	Superintendent	Spring	2018	\$3500.00-laptops 1000.00-PBIS staff training
Infrastructure	New laptops: One for each classroom and for each therapist	-Teachers/ Therapists -Director of Technology -Building Principal	-Director of Technology -Building Principal	Spring	2018	\$3500.00-see above

Research	Digital Behavior Point System	CTE Technology Group	-Director of Technology, Building - Principal, -Director of Behavior Management	Spring	2018	Free-Class dojo program
Implementation	Provide training to staff on - Google Platform -SMART Notebook -Class Dojo -TruTouch -Digital incident form -Provide school wide training on PBIS	-Technology Instructional Services -Building Principal -All Staff	-Director of Technology Services -Director of Special Services	June	2019	-Cost is Instructional Technology Services for PD
Planning	Teacher and Therapists plan collaborative project(s)	Teacher/Therapists	Building Principal	June-(Pilot) June (Expansion to all classes)	2019 2020	Free-preparation time, Co-planning-one session a week
Professional Development	Train all staff in use of Google Platform, the digital incident form and	-Director of Technology -Technology Instructional Services	Developer of Program Building Principal Teachers/Therapists	Fall, 2018	2019	Many behavior programs offer a free preview-training part of

	Class Dojo.					cost of program
Professional Development	Include Technology platforms in all tech related PD	Instructional Technology Staff	Director of Technology	June	2019	

Committee Members

Members of the Southern Westchester BOCES Educational Technology Committee include:

First Name	Last Name
Karen	Berens
Stephen	Bicciari
Claribel	Cocco
Mitch	Cohen
Patrice	Cookes
Margaret	Copp
Carlos	Cruz
Erin	Despoelberch
Adrian	Drezga
Maria	Guerrero
Kim	Gaines
Jonathon	Garcia
Alberta	Grant-Johnson
James	Gratto
Jennifer	Hammann
Leslie	Handler
Nancy	Henigan
Kemar	Hopkins
Michele	Insalaco
Christine	Ireland
Dahlia	Jackson

First Name	Last Name
Scott	Kaufman
Alyson	Keane
Kathy	Knudsen
Katie	Lockwood
James	Matera
Khadrey	Merot
Elizabeth	O'Connor
Susan	Pelligrano
Nick	Perna
Victor	Pineiro
Jason	Poinatowski
Damian	Powers
Phylis	Rizzi
Matthew	Robertson
Ann Marie	Ross
Randy	Scholnick
Mike	Star
Jean	Vitarius
Jessica	Walker
Allison	Waskiewicz
Patrice	Williams

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Lisa	Zarkower
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Children’s Internet Protection Act

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;

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

- 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 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
 - i). 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.

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

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

Bullying Policy

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);
- 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.

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

Adopted: 6/23/10

Information Security:

SUBJECT: INFORMATION SECURITY BREACH AND NOTIFICATION

SWBOCES values the protection of private information of individuals in accordance with applicable law and regulations. Further, SWBOCES is required to notify affected individuals when there has been or is reasonably believed to have been a compromise of the individual's *private* information in compliance with the Information Security Breach and Notification Act and Board policy.

1). "*Private information*" shall mean ****personal information** in combination with any one or more of the following data elements, when either the personal information or the data element is not encrypted or encrypted with an encryption key that has also been acquired:

- a). Social security number;
- b). Driver's license number or non----driver identification card number; or
- c). Account number, credit or debit card number, in combination with any required security code, access code, or password which would permit access to an individual's financial account.

"*Private information*" does not include publicly available information that is lawfully made available to the general public from federal, state or local government records.

******"*Personal information*" shall mean any information concerning a person which, because of name, number, symbol, mark or other identifier, can be used to identify that person.

2). "*Breach of the security of the system,*" shall mean unauthorized acquisition or acquisition without valid authorization of computerized data which compromises the security, confidentiality, or integrity of personal information maintained by SWBOCES. Good faith acquisition of personal information by an employee or agent of SWBOCES for the purposes of SWBOCES is not a breach of the security of the system, provided that private information is not used or subject to unauthorized disclosure.

Examples of Determining Factors

In determining whether information has been acquired, or is reasonably believed to have been acquired, by an unauthorized person or person without valid authorization, SWBOCES may consider the following factors, among others:

- 1). Indications that the information is in the physical possession and control of an unauthorized person, such as a lost or stolen computer or other device containing information; or
- 2). Indications that the information has been downloaded or copied; or

- 3). Indications that the information was used by an unauthorized person, such as fraudulent accounts opened or instances of identity theft reported.

Notification Requirements

1). For any computerized data owned or licensed by SWBOCES that includes private information, SWBOCES shall disclose any breach of the security of the system following discovery or notification of the breach to any New York State resident whose private information was, or is reasonably believed to have been, acquired by a person without valid authorization. The disclosure to affected individuals shall be made in the most expedient time possible and without unreasonable delay, consistent with the legitimate needs of law enforcement, or any measures necessary to determine the scope of the breach and restore the reasonable integrity of the data system. SWBOCES shall consult with the State Office of Cyber Security and Critical Infrastructure Coordination (CSCIC) to determine the scope of the breach and restoration measures.

2). For any computerized data maintained by SWBOCES that includes private information which SWBOCES does not own, the SWBOCES shall notify the owner or licensee of the information of any breach of the security of the system immediately following discovery, if the private information was, or is reasonably believed to have been, acquired by a person without valid authorization.

The notification requirement may be delayed if a law enforcement agency determines that such notification impedes a criminal investigation. The required notification shall be made after the law enforcement agency determines that such notification does not compromise the investigation.

Methods of Notification

The required notice shall be directly provided to the affected persons by one of the following methods:

- 1). Written notice;
- 2). Electronic notice, provided that the person to whom notice is required has expressly consented to receiving the notice in electronic form; and a log of each such notification is kept by SWBOCES when notifying affected persons in electronic form. However, in no case shall SWBOCES require a person to consent to accepting such notice in electronic form as a condition of establishing any business relationship or engaging in any transaction;
- 3). Telephone notification, provided that a log of each such notification is kept by SWBOCES when notifying affected persons by phone; or
- 4). Substitute notice, if SWBOCES demonstrates to the State Attorney General that the cost of providing notice would exceed \$250,000, or that the affected class of subject persons to be notified exceeds \$500,000, or that the SWBOCES does not have sufficient contact information. Substitute notice shall consist of all of the following:
 - a). E---mail notice when SWBOCES has an e--mail address for the subject persons;

- b). Conspicuous posting of the notice on SWBOCES' website page, if SWBOCES maintains one; and
- c). Notification to major statewide media.

Regardless of the method by which notice is provided, the notice shall include contact information for the notifying SWBOCES and a description of the categories of information that were, or are reasonably believed to have been, acquired by a person without valid authorization, including specification of which of the elements of personal information and private information were, or are reasonably believed to have been, so acquired.

In the event that any New York State residents are to be notified, SWBOCES shall notify the State Attorney General, the Consumer Protection Board, and the State Office of Cyber Security and Critical Infrastructure Coordination as to the timing, content and distribution of the notices and approximate number of affected persons. Such notice shall be made without delaying notice to affected New York State residents.

In the event that more than 5,000 New York State residents are to be notified at one time, SWBOCES shall also notify consumer reporting agencies, as defined pursuant to State Technology Law Section 208, as to the timing, content and distribution of the notices and approximate number of affected persons. Such notice shall be made without delaying notice to affected New York State residents. A list of consumer reporting agencies shall be compiled by the State Attorney General and furnished upon request to school districts required to make a notification in accordance with Section 208(2) of the State Technology Law, regarding notification of breach of security of the system for any computerized data owned or licensed by SWBOCES that includes private information.

State Technology Law Sections 202 and 208

Adopted: 6/23/10

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 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 State 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 assures 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 District will, upon request of parents, or adult students, or if otherwise required by law, disclose student records to officials of another school district in which a student seeks to enroll.
- (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:
 - a) The student's name;
 - b) The name of the student's parent or other family members;
 - c) The address of the student or student's family;
 - d) A personal identifier, such as the student's social security number, student number, or biometric record;
 - e) Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;
 - f) 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
 - g) Information requested by a person who the District 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 have the right to inspect and review the complete contents of their child's education record.

- (5) The District 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:

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

- (7) Parents have the right to submit complaints about possible breaches of student data or teacher or principal APPR data. Any such complaint must be submitted, in writing, to:

Mrs. Jacqueline O'Donnell Chief
Operating Officer Southern
Westchester
Board of Cooperative Educational Services
17 Berkley Drive Rye Brook, New
York 10573
914--937--3820
jodonnell@swboces.org

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 is compiling the information required to complete this section. We will provide further information when this section is completed and available. If you have specific questions about Third Party Contracts, please contact:

Mrs. Jacqueline O'Donnell
Chief Operating Officer

Southern Westchester
Board of Cooperative Educational Services 17
Berkley Drive
Rye Brook, New York
10573 914-937-3820

of 4

Personnel

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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

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Students

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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.

Students

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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

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