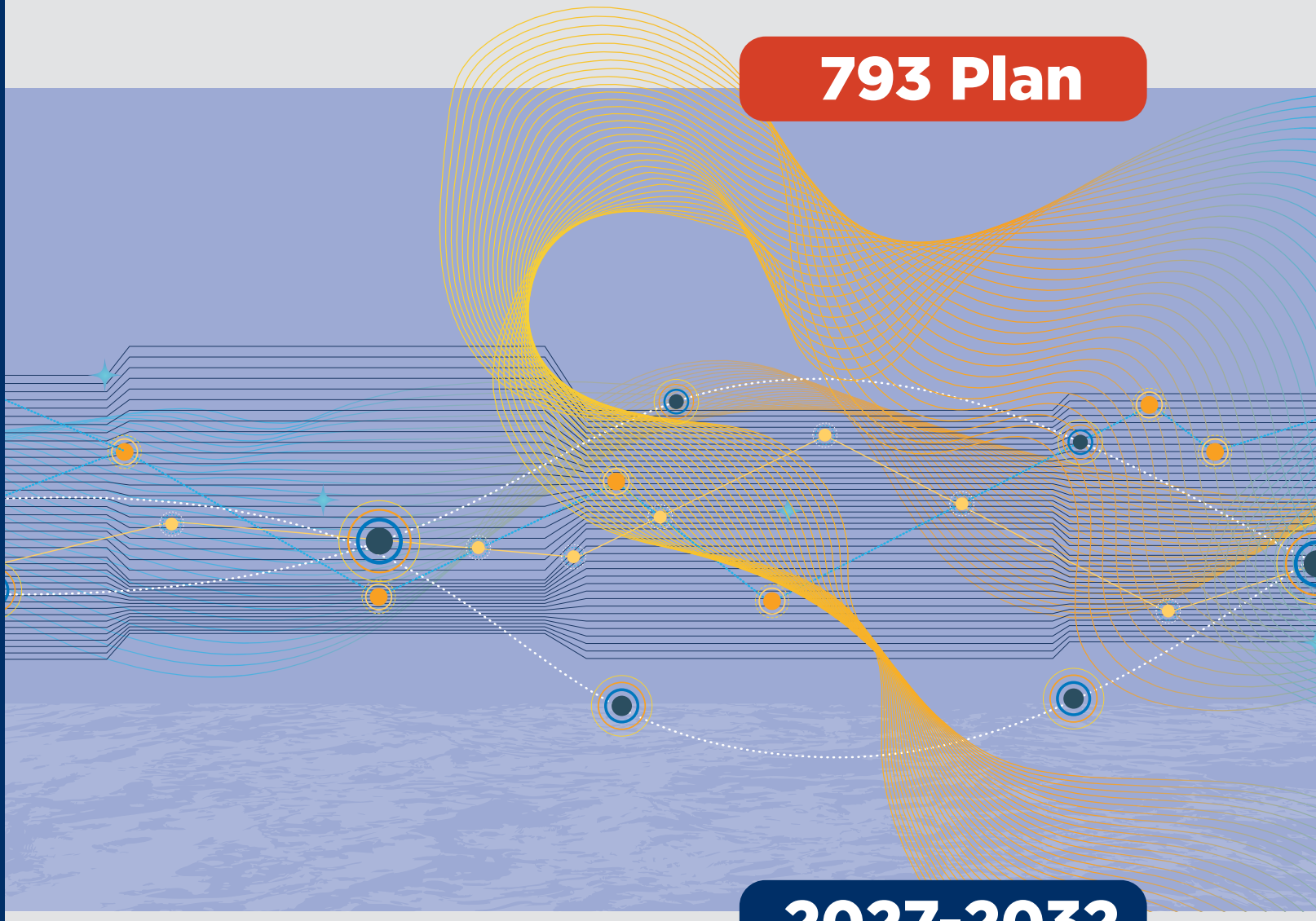
LHRIC

LOWER HUDSON REGIONAL INFORMATION CENTER

REGIONAL TECHNOLOGY PLAN

793 Plan

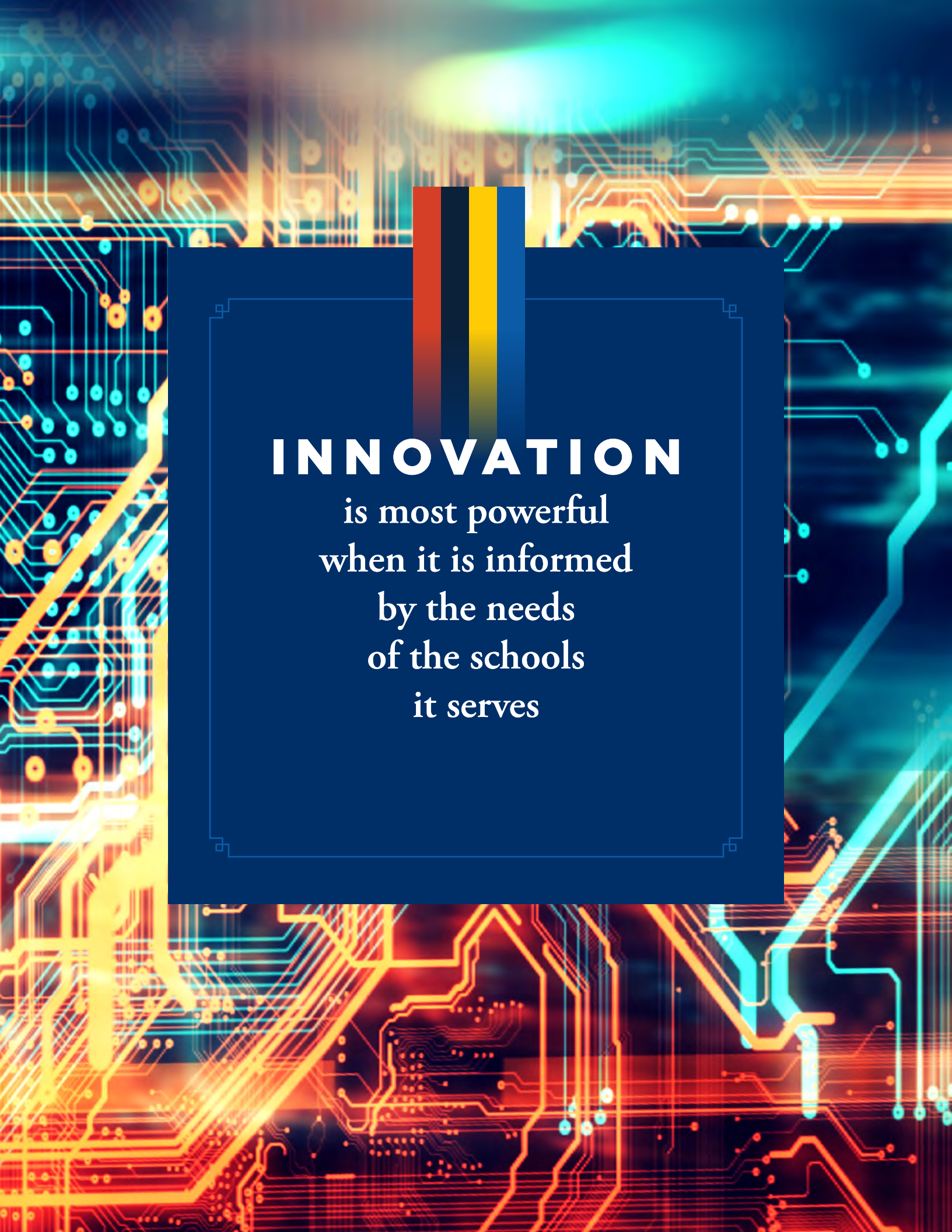


2027-2032

SOUTHERN WESTCHESTER BOCES

PUTNAM/NORTHERN WESTCHESTER BOCES

ROCKLAND BOCES


INNOVATION
is most powerful
when it is informed
by the needs
of the schools
it serves

LHRIC

TABLE OF CONTENTS

SECTION ONE:
REGIONAL TECHNOLOGY PLANNING PROCESS 4

SECTION TWO:
CURRENT CONTEXT 5

SECTION THREE:
5-YEAR REGIONAL TECHNOLOGY PLAN 8

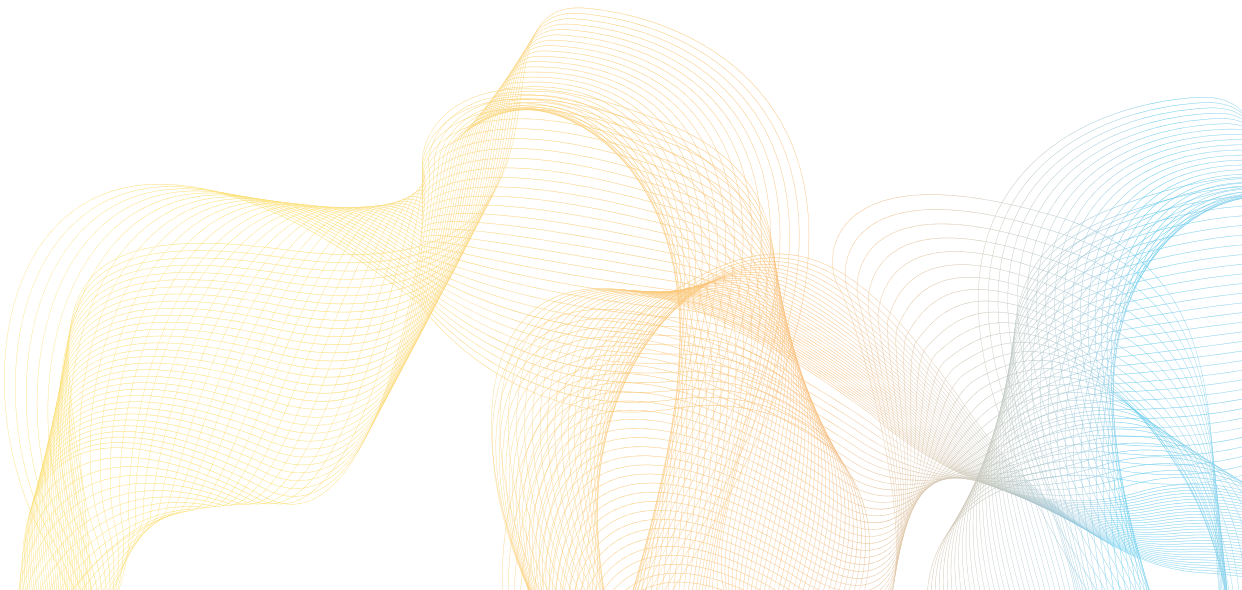
SECTION FOUR:
PLAN VALUE 12

SECTION FIVE:
PLAN REVIEW 13

APPENDIX A:
REGULATORY REQUIREMENTS SUMMARY 17

APPENDIX B:
COOPERATIVE PLANNING ASSURANCES 18

APPENDIX C:
RIC ONE SHARED GOALS AND PRIORITIES 19



SECTION 1

PROCESS

SECTION ONE | REGIONAL TECHNOLOGY PLANNING PROCESSES

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

This year, the Advisory Committee met two additional times to work on the 793 Plan. State priorities, regional challenges and priorities, and local district instructional technology plan goals were the foundation for the goals of this Regional Technology Plan. As an advisory commitee, we first identified the needs and challenges of our region with a review of the 2026–2029 district instructional technology plans submitted to NYSED. We prioritized those needs on a regional level to establish direction for the regional plan. We then developed goals and objectives that align with state priorities and regional priorities. These goals and objectives were updated based on current needs and will continue to be the focus of the 2027–2032 Regional Technology Plan.

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

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

SECTION TWO | CURRENT CONTEXT

Mission Statement:

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

Scope	Current Environment – opportunities and challenges	Regional Priorities and Needs
Technology Leadership	• Maintaining and updating technology and core infrastructure • Internet connection capacity and redundancy • Expanded and exponentially growing IT responsibility for the physical plant, including non-instructional and operational systems, i.e. physical safety, security technologies, emergency communications, and access management • Maintaining and providing equitable access for students • Financial and operational pressures and challenges to maintain and expand environments • Responsibility for technology when school buildings are in use for school and community events, i.e. elections, SAT testing, and sports streaming	Enable and maintain reliable, resilient, and secure technology that supports equitable access and meets school districts' evolving administrative and instructional needs while addressing growing infrastructure demands and financial pressures

Scope	Current Environment – opportunities and challenges	Regional Priorities and Needs
Instructional Leadership	• Professional learning and educator capacity • Computer science and Digital Fluency Standards • Impact of AI on teaching and learning and AI Literacy • Responding to parental and/or community concerns regarding the educational value of technology use • Alignment with NY Inspires: New York State Portrait of a Graduate • Personalization and differentiation through accessible and culturally and linguistically responsive technology • Evaluation and consolidation of instructional technology and digital resources. • Responsible technology use and student wellness • Instructional technology integration with classroom practices	Enhanced teaching and learning in support of district and BOCES work in addressing the Computer Science & Digital Fluency Standards and NY Inspires: New York State Portrait of a Graduate requirements
Data Leadership	• Data informed decision making, analytics and dashboards • Reporting requirements and integrated data systems • Interoperability among various tools and applications • Changes in assessment, evidence and student growth reporting requirements based on NY Inspires: New York State Portrait of a Graduate • Data literacy and improved use of data resources	Data-Informed Educators and Staff, Enhanced Data Analytics

Scope	Current Environment – opportunities and challenges	Regional Priorities and Needs
Data Privacy and Security	• Cybersecurity threats, reporting, insurance, and audits • Alignment to the NIST CSF 2.0 • Risk assessments, reviews, and security practice improvements • Education Law 2-d and privacy compliance • Authentication, access, and security controls • Vendor management and third-party compliance • Protection of sensitive district data across systems, platforms, and data sharing • Expanding continuous monitoring, threat detection, and security operations • Strengthening incident response, disaster recovery, and business continuity plans • Building cybersecurity and privacy awareness through recurring training • Staff and student awareness of phishing, identity/password security and safe data handling • Evaluating AI tools for privacy, security, legal compliance, and responsible use. • Balancing innovation and access with secure, ethical, and legally. compliant technology	Protected technology, protected data, protected personally identifiable information (PII)

SECTION THREE | 5-YEAR REGIONAL TECHNOLOGY PLAN

Scope	Goals	Two-year Performance Objectives	Metrics
Technology Leadership	• Aligned NYSED priorities: State Priority 1: improving digital equity, including increasing student and teacher access to devices and broadband internet, both in school buildings and in place(s) of residence • Aligned regional priorities: enabling and maintaining reliable technology • Enable and maintain reliable, secure technology that supports equitable access and meets the evolving administrative and instructional needs through coordinated planning, adequate resources, and ongoing support	• Continue to work with districts to procure and integrate new technologies within the districts we support • Continuously collaborate with districts to support the integration of student and staff safety systems and unified communication to provide a more secure environment • Continue to migrate districts to the LHRIC's Server Hosting • Continuous collaboration with districts based on NYS Guidelines • Continue to support assistive technology needs • Leverage the consortium to negotiate reduced pricing for hardware, software, and licensing for participating districts • Maximize current investments in technology for multiple technology stacks – backup, hosting, Internet, voice, etc. • Maintain after-hours critical incident support and SAT standby support • Upon request, collaborate with streaming vendors to provide bandwidth for after-school events	• Service participation • Bandwidth consumption and availability • Upgrades • Research and development of new technologies to modernize and enhance services • Cost and value analysis • New purchases • Tracking participation in security fundamentals training • Formalizing and enhancing our security postures and procedures • Support of devices that adhere to LHRIC standards and are requested by more than one district for special circumstances

Scope	Goals	Two-year Performance Objectives	Metrics
Instructional Leadership	• Aligned NYSED priorities: State Priority 2: increasing access to technology-enhanced, culturally and linguistically responsive, differentiated, and personalized learning environments to support improved teaching and learning for all students, including students with disabilities and English language learners (ELLs) • Aligned NYSED priorities: State Priority 3: increasing equitable access to high-quality instruction, courses, and multi-modal learning experiences through digital technology, including but not limited to advanced courses, for all districts and BOCES, including small, rural, and/or high-needs districts • Aligned NYSED priorities: State Priority 4: providing access to relevant and rigorous professional development to ensure educators and leaders are proficient in technology for both instructional and administrative purposes • Enhanced teaching and learning in support of district and BOCES efforts in addressing the Computer Science & Digital Fluency Standards and NY Inspires: New York State Portrait of a Graduate requirements	• Support district and BOCES leaders through the Technology Leadership Institute in facilitating conversations about the value of technology in education and addressing community concerns • Focus on the development of thoughtful learning targets that address digital learning targets and NY Inspires: New York State Portrait of a Graduate requirements • Continue to improve the annual instructional technology portfolio review process • Continue to hold vendors accountable to the needs of school districts and BOCES in our region to provide solutions to support this work • Empower districts and BOCES to leverage Artificial Intelligence (AI) to enhance educational efficiency, enrich professional learning, and optimize student learning environments • Assist districts and BOCES in increasing equitable access to high-quality digital resources and standards-based, technology-rich learning experiences	• Portfolio enhancements and district participation • Programmatic alignment to priorities • Digital Resources produced with an intentional focus on equitable access • District feedback and evaluations

Scope	Goals	Two-year Performance Objectives	Metrics
Data Leadership	• Align NYSED priorities: State Priority 5: utilizing, maintaining, and continuing to enhance a robust data environment, including but not limited to the multiple data collection points within the student information repository system (SIRS) and all data applications within the New York State business application portal, to positively impact instruction and decision-making • Align regional priorities: data-informed educators and staff, enhanced data analytics • Modernize the data ecosystem to support instructional and administrative needs	• Continue to develop new reports, refine data dashboards and continue to work with data dashboard vendors to support district needs • Participate with RICs across the state in the development of a statewide data ecosystem modernization project. • Respond to the data requirements for NY Inspires: New York State Portrait of a Graduate requirements • Continue to work with the Instructional Technology Team on cross-collaboration for data analysis and instructional integration for MTSS and Data Dashboard projects	• District and BOCES participation in services that support data analysis • Course offerings and participation • Data integrations

Scope	Goals	Two-year Performance Objectives	Metrics
Data Privacy and Security	• Align NYSED priorities: State Priority 6: implementing and maintaining data privacy and security controls ensuring compliance with all applicable privacy laws and regulations including, but not limited to, New York State Education Law 2-d and the NIST Cybersecurity Framework (CSF) • Align regional priorities: protected technology, protected data • Maintain a robust privacy and security posture to support the protection of data and the reliability of the technology ecosystem	• Continuous training and sharing of information that addresses the needs and requirements of Education Law 2-d other State and Federal data privacy and cybersecurity requirements • Development of role-based training for stakeholder groups • Keep districts informed of best practices to protect data and systems • Review of AI tools for compliance to Education Law 2-d requirements • Support district efforts in addressing NIST CSF 2.0 across multiple systems • Continue to conduct tabletop exercises for IRPs and DRPs • Continue to work with enterprise-level vendors to deliver best in class cybersecurity support that fits school district budgets • Continue to expand cybersecurity offerings to address the expanding threats to educational systems • Expand privileged access management, network-level segmentation utilizing a premier firewall vendor • Pilot new technologies and offerings from current vendors to improve cybersecurity offerings	• Course offerings and participation • Cybersecurity offerings • DPSS participation • DPSS resources • Participation in Statewide DPO Conference

VALUE OF SHARED SERVICES AND THE RELATED REGIONAL COLLABORATIVE PLAN

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

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

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

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

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

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

Planning is critical to ensuring regions have access to shared services aligned with current needs. Through collaborative planning processes, existing services are modernized, and new services are developed. As the education sector generally has limited access to resources, planning supports essential prioritization of work and responsive allocation of regional resources. This planning supports continuous service improvement and effective provision of services. **On page 5–7**, information is available about the current needs and priorities of the districts and BOCES in our region. **On pages 8–11**, the regional direction is defined in the form of a 5-year plan.

SECTION FIVE | REVIEW OF PREVIOUS PLAN

Scope	Goals	Two-year Performance Objectives	Progress to Date
Technology Leadership	• Modernize the technology ecosystem to support instructional and administrative needs • Aligned NYSED priorities: State Priority 1: improving digital equity, including increasing student and teacher access to devices and broadband internet, both in school buildings and in place(s) of residence • Aligned regional priorities: enabling and maintaining reliable technology	• Provide an infrastructure that supports equitable access for all districts • Continue to support district management of 1-to-1, expanded technology • Working towards a more secure environment • Provide guidance on infrastructure for physical security and Unified Communication • Focus on staff and resources to support changes and upgrades • Assist with management and planning for 1-to-1, expanded technology • Supporting students and parents with technology for translation devices. (Board meetings, medical devices.) • Supporting assistive technology and medical devices	• Implemented a privileged access platform • Supported Mac Neos for 1:1 • Expanded support of MDM systems • Increased support and resources to better support consortium districts for Unified Communication and Physical security • Upgraded Private WAN with diversity • Connected to Tier One Provider • Created new Apple caching network • Enhanced Support workflows for Managed IT in Service Desk

Scope	Goals	Two-year Performance Objectives	Progress to Date
Instructional Leadership	• Support effective use of learning technology to support instructional needs • Aligned NYSED priorities: State Priority 2: increasing access to technology-enhanced, culturally- and linguistically responsive learning environments to support improved teaching and learning • Aligned NYSED priorities: State Priority 3: increasing equitable access to high-quality instruction, courses, and multi-modal learning experiences through digital technology • Aligned NYSED priorities: State Priority 4: providing access to relevant and rigorous professional development to ensure educators and leaders are proficient in technology for both instructional and administrative purposes • Aligned regional priorities: enhanced teaching and learning, computer science & digital fluency standards support	• Assist districts and BOCES in providing flexible learning environments that encourage choice and differentiation for all students • Develop thoughtful approach to help districts and BOCES implement and assess the NYS Computer Science and Digital Fluency Standards • Expand thoughtful learning opportunities in all areas of instructional technology that support the adult learner • Assist districts and BOCES in increasing equitable access to high-quality digital resources and standards-based, technology-rich learning experiences • Empower districts and BOCES to leverage Artificial Intelligence (AI) to enhance educational efficiency, enrich professional learning, and optimize student learning environments • Provide ongoing guidance and resources for the safe and effective use of AI, while adopting a balanced approach that considers both the benefits of productivity and the broader social impacts on students, learning, and community well-being • Develop a leadership strand in TLI to prepare district and BOCES leaders to be future ready in a technology rich learning environment	• Increased portfolio offerings and district participation. • Programmatic alignment to priorities and customized consulting provided to participating districts • Digital Resources produced with an intentional focus on equitable access • Assessed impact of programs and offerings through focus groups and evaluations • Developed a leadership strand in conjunction with the Technology Leadership Institute offerings • Active Learning Center offered schools the opportunity to experience flexible learning environments • Continued to expand the portfolio of applications to address differentiated instructional needs • Customized coaching was provided to model effective differentiation and flexible learning environments

Scope	Goals	Two-year Performance Objectives	Progress to Date
Data Leadership	• Modernize the data ecosystem to support instructional and administrative needs • Align NYSED priorities: State Priority 5: utilizing, maintaining, and continuing to enhance a robust data environment, including but not limited to the multiple data collection points within the student information repository system (SIRS) and all data applications within the New York State business application portal, to positively impact instruction and decision-making • Align regional priorities: data-informed educators and staff, enhanced data analytics	• Support districts and BOCES in centralizing district, school, classroom and student data so instructional decisions are driven by data • Provide vehicles to analyze data to inform, personalize, and guide instruction • Support districts and BOCES in analysis of student and teacher/ principal evaluation data • Support for regionalization requirements and needs of the districts and BOCES with ongoing reporting and incorporate additional districts • Support of districts and BOCES in the expansion of Computer-Based Testing requirements	• Built benchmark summary reports based on district requests to visualize the entire district in one view • Created standards-based building-level reports • Created new ELL reports to support data analysis for ELL students • Wrote over 100 reports for districts in our region to meet the requirements and needs of the NYSED Regionalization initiative • Increased participation of districts in services that support data analysis • Data integrations – development and piloting of data Level 0 automation • Supported districts in the full implementation of Computer-Based Testing • Collaborated with Instructional Technology Team to provide teacher-level report training

Scope	Goals	Two-year Performance Objectives	Progress to Date
Data Privacy and Security	• Maintain a robust privacy and security posture to support the protection of data and the reliability of the ecosystem • Align NYSED priorities: State Priority 6: implementing and maintaining data privacy and security controls ensuring compliance with all applicable privacy laws and regulations including, but not limited to, New York State Education Law 2-d and the NIST Cybersecurity Framework (CSF) • Align regional priorities: protected technology, protected data	• Educate the community on appropriate use of technology • Continuously update infrastructures that complement the NIST CSF and promote a safe learning environment. • Protect and prepare against malicious cybersecurity actions • Continue to support districts and BOCES with compliance and implementation of regulation best practices • Compliance with State and Federal regulations related to data privacy and cybersecurity (FERPA, COPPA, etc.)	• Updated data privacy training available to the districts and created role-based training • Broader communication of specific cybersecurity events • Increased awareness of specific technologies to better secure the sensitive areas of their networks. • Leveraged consortium buying power to negotiate prices on technologies that cover sub-controls of NIST • Increased staff and fostered a more collaborative cybersecurity response • Increased awareness and service participation in our email security service and endpoint protection and response services. • Provided high-level training to internal teams. • Collaborated with third-party vendors to ensure best practices around cybersecurity are followed in our most sensitive platforms. • Continuously providing just-in-time information on cybersecurity and data privacy issues • Development and training of a data privacy classification tool in support of NIST CSF 2.0 controls. • Updated NIST CSF tool to 2.0 and provided training to districts • Tabletop exercises on various cybersecurity/data privacy issues

APPENDIX A

APPENDIX A | REGULATORY REQUIREMENTS SUMMARY

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

REQUIRED ELEMENT	PAGE(S)
1. A description of the regional collaborative planning process.	4
2. A description of how the Regional Technology (793) Plan supports efficient and effective provision of technology services, which includes a description of major challenges to be addressed by the plan.	5–7, 12
3. A description of how the Regional Technology (793) Plan addresses the technology and data priorities and needs of the state, and how such plan will increase school district access to technology and assist school districts and BOCES in developing and maintaining robust information privacy, information security, and cybersecurity controls;	8–11
• State Priority 1: Improving digital equity, including increasing student and teacher access to devices and broadband internet both in school buildings and in place(s) of residence;	8
• State Priority 2: Increasing access to technology-enhanced, culturally and linguistically responsive, learning environments to support improved teaching and learning;	9
• State Priority 3: Increasing equitable access to high-quality instruction, courses, and multi-modal learning experiences through digital technology;	9
• State Priority 4: Providing access to relevant and rigorous professional development to ensure educators and leaders are proficient in technology for both instructional and administrative purposes;	9
• State Priority 5: Utilize, maintain, and continue to enhance a robust data environment, including but not limited to the multiple data collection points within the Student Information Repository System (SIRS) and all data applications within the New York State Business Application Portal, to positively impact instruction and decision-making;	10
• State Priority 6: Implementing and maintaining data privacy and security controls ensuring compliance with all applicable privacy laws and regulations including, but not limited to, New York State Education Law 2-d.	11
4. A list of regional priorities and needs that the Regional Technology (793) Plan will address.	5
5. A description of the methods used to identify and prioritize needs in the region, which shall include engagement with key stakeholder groups.	4
6. A list of quantifiable goals and a description of how the goals will directly address the regional technology needs and improve service delivery over the next five years.	8–11
7. Performance objectives for the first two years of the Regional Technology (793) Plan.	8–11
8. A description of the procedures that will be put in place to monitor the Regional Technology (793) Plan's implementation.	8–11
9. An evaluation of the performance objectives for the previous two years.	13–16
10. Appendix A	17
11. Appendix B	18

APPENDIX B

APPENDIX B | COOPERATIVE PLANNING ASSURANCES

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

DISTRICT SUPERINTENDENTS' SIGNATURES

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

DocuSigned by:
Neil Boyle
1DCC2E812B064E9...
District Superintendent Signature

11/18/2026
Date

Neil Boyle
District Superintendent Name

PNW BOCES
BOCES

Signed by:
Christopher D'Ambrese
District Superintendent Signature

11/18/2026
Date

Christopher D'Ambrese
District Superintendent Name

Rockland BOCES
BOCES

Signed by:
Dr. Harold Coles
District Superintendent Signature

11/16/26
Date

Dr. Harold Coles
District Superintendent Name

Southern Wesrchester BOCES
BOCES

APPENDIX C

APPENDIX C | RIC ONE SHARED GOALS AND PRIORITIES



RIC one NEW YORK STATE REGIONAL INFORMATION CENTERS

CURRENT PRIORITIES

RESPONDING TO EVOLVING DISTRICT, REGIONAL, AND STATEWIDE NEEDS

The goals and service areas outlined in the previous section remain foundational to RIC One's work. As district, regional, and statewide needs evolve, several focus areas are drawing increased attention, collaboration, and investment. These focus areas reflect where RIC One is concentrating efforts to support districts and BOCES while advancing statewide priorities and preparing for future needs.

NY INSPIRES DATA READINESS



SUPPORT THE SUCCESSFUL IMPLEMENTATION OF NY INSPIRES BY ENSURING THE SYSTEMS, DATA, AND PROCESSES ARE IN PLACE TO SUPPORT LEARNER RECORDS, PATHWAYS, COMPETENCIES, CREDENTIALS, AND TRANSCRIPT MODERNIZATION.

- LEARNER RECORDS & TRANSCRIPT MODERNIZATION
- COMPETENCIES, CREDENTIALS & PATHWAYS
- DATA STANDARDS, VALIDATION & INTEROPERABILITY
- BUSINESS RULES & GRADUATION REQUIREMENTS
- STUDENT, FAMILY & EDUCATOR ACCESS TO INFORMATION

DATA ECOSYSTEM MODERNIZATION



MODERNIZE THE DATA ECOSYSTEM TO SUPPORT STATEWIDE REPORTING, OPERATIONAL EXCELLENCE, AND MEANINGFUL ACCESS TO INFORMATION THAT HELPS STUDENTS, EDUCATORS, AND LEADERS MAKE INFORMED DECISIONS.

- DATA QUALITY & VALIDATION
- INTEROPERABILITY & DATA EXCHANGE
- LEARNER & EDUCATOR INFORMATION SERVICES
- ANALYTICS & INSIGHTS
- REPORTING & ACCOUNTABILITY

CYBERSECURITY MATURITY AND RESILIENCE



STRENGTHEN CYBERSECURITY MATURITY THROUGH PROACTIVE SAFEGUARDS, GOVERNANCE, RISK MANAGEMENT, AND COORDINATED RESILIENCE EFFORTS ACROSS NEW YORK STATE.

- SECURITY CONTROLS & SAFEGUARDS
- GOVERNANCE, POLICIES & STANDARDS
- RISK MANAGEMENT & ASSESSMENT
- INCIDENT RESPONSE & RECOVERY
- CYBERSECURITY AWARENESS

STRATEGIC AI LEADERSHIP



PROVIDE LEADERSHIP AND SHARED EXPERTISE TO HELP DISTRICTS AND BOCES NAVIGATE THE RESPONSIBLE AND EFFECTIVE USE OF ARTIFICIAL INTELLIGENCE.

- AI GOVERNANCE & GUIDANCE
- EDUCATIONAL & ADMINISTRATIVE USES
- PRIVACY, SECURITY & RISK MANAGEMENT
- PROFESSIONAL LEARNING & CAPACITY BUILDING

ADMINISTRATIVE SYSTEMS AND VENDOR COORDINATION

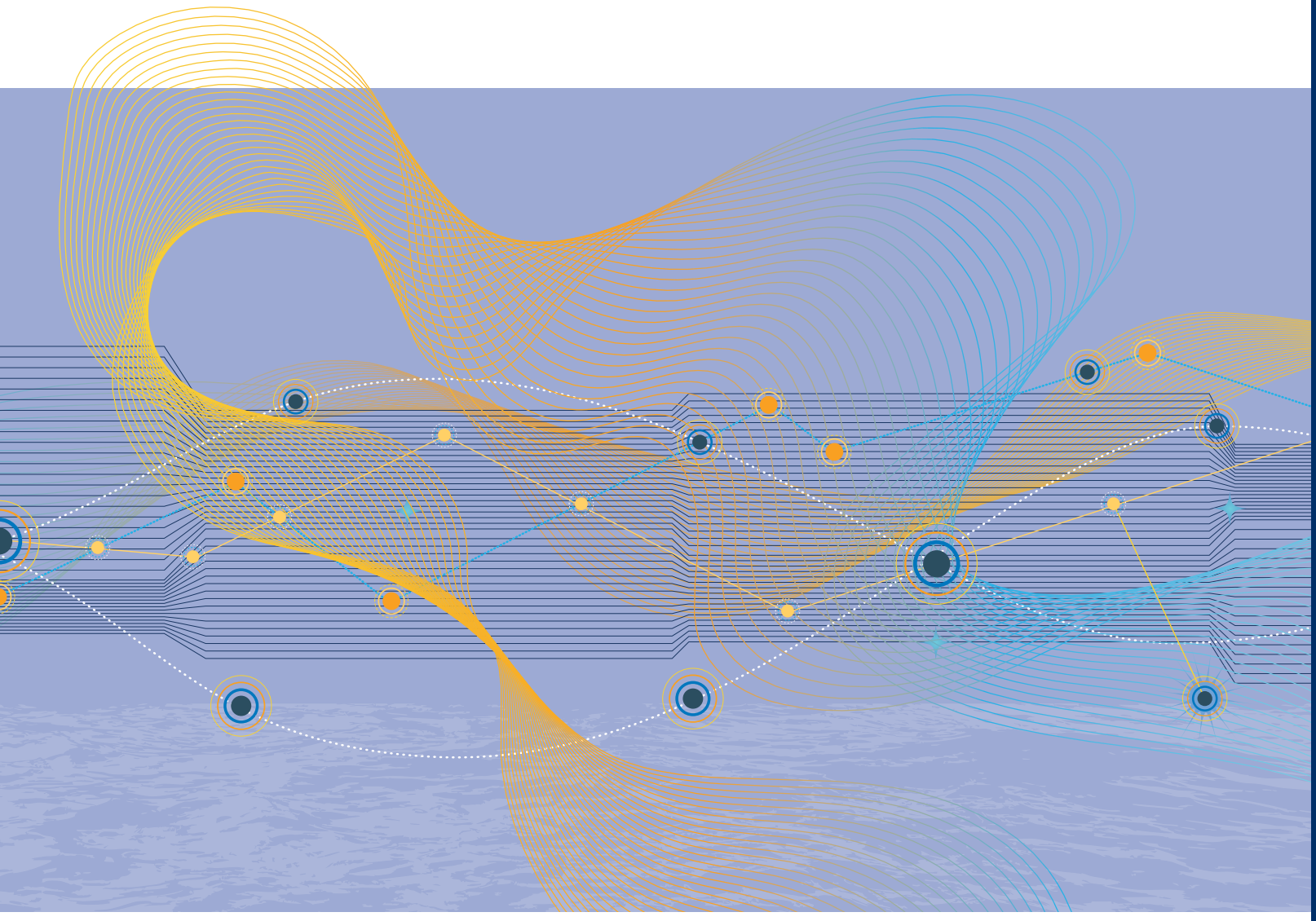


STRENGTHEN COORDINATION WITH KEY ADMINISTRATIVE SYSTEM PROVIDERS TO SUPPORT EVOLVING REQUIREMENTS AND IMPROVE SUPPORT FOR CORE DISTRICT OPERATIONS.

- STUDENT INFORMATION SYSTEMS
- FINANCIAL & BUSINESS SYSTEMS
- HUMAN RESOURCES SYSTEMS
- INTEROPERABILITY & DATA EXCHANGE
- VENDOR COORDINATION & SUPPORT

November 2026


TECHNOLOGY
PLANNING
succeeds when
regional collaboration
turns shared challenges
into shared
opportunities



LHRIC