

Central New York Regional Information Center 5-Year Technology Service Plan

A regional technology plan for:

Cayuga-Onondaga BOCES
**The Center for Instruction,
Technology and Innovation (CiTi) BOCES**
Onondaga-Cortland-Madison BOCES
Tompkins-Seneca-Tioga BOCES



The University of the State of New York
The State Education Department
Office of District Superintendents, BOCES
and School District Organization

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Introduction

Purpose Of This Plan:

Boards of Cooperative Educational Services (BOCES) are required by law and regulations to prepare a regional plan for providing technology services in the supervisory district. Plans must address the requirements outlined in Education Law 1950(4)(c) and the related Part 115.1 of the Commissioner's Regulations. In the Central New York Regional Information Center (RIC) region, the CNYRIC, under the direction of the District Superintendents, is responsible for facilitating planning processes and plan development for the four BOCES within this service region.

Plan Leadership

Dr. Brian Hartwell, District Superintendent
Cayuga-Onondaga BOCES

Christopher Todd, District Superintendent
Center for Instruction, Technology and Innovation

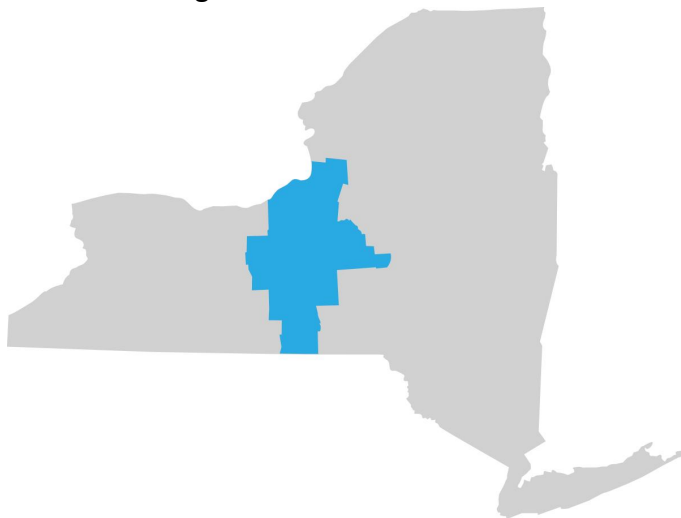
Dr. Matthew Cook, District Superintendent
Onondaga-Cortland-Madison BOCES

Dr. Jeffrey Matteson, District Superintendent
Tompkins-Seneca-Tioga BOCES

Ms. Chantal M Corbin
Central New York Regional Information Center

CNYRIC Region

The CNYRIC Region includes 50 schools districts and 4 BOCES



Section 1: The Regional Planning Process

The Collaborative Planning Process:

The Central New York Regional Information Center (CNYRIC) collaborates with multiple stakeholders groups to establish priorities, goals and action items. The Advisory Council which is composed of the four BOCES District Superintendents and component school district superintendents. The district superintendents are chosen by each of the four BOCES District Superintendents. The advisory council acts on behalf of the region’s districts, and provides input on the direction of the CNYRIC and feedback on important issues.

The Central New York Technology Planning group (CNYTPG) works on strategic planning, offering solutions, design, implementation, providing feedback, and assessing shared challenges that districts face. The CNYTPG membership includes representation from both the school districts, BOCES and CNYRIC staff.

The CNYRIC’s project managers regional user group meetings also assist the plan for trends and needs as they work with the end user of our services.

Ongoing	<ul style="list-style-type: none"> ● Via user groups (Advisory Council, Customer, BOCES Instructional Technology Administrators: OCM, CO, CiTi, and TST BOCES, CNY Directors of Technology, etc.), gather input relative to quality of services and future desires. These Advisory Councils will prioritize activities of and directions for the RIC. ● Working in cooperation with local BOCES Directors of Technology, engage appropriate district personnel to define needs for new programs, to research burgeoning technologies and to pilot new hardware/software applications.
June -August	<ul style="list-style-type: none"> ● Working collaboratively with local BOCES Directors of Technology, review districts’ technology plans for common needs and goals that may be served in the region. Facilitate deployment of services via local BOCES or the RIC as appropriate.
October	<ul style="list-style-type: none"> ● Share draft plan and request feedback from districts’ Directors of Technology and service end-users (e.g., Business Officials, Principals, Food Service personnel, Special Education Directors, etc.). ● Share draft plan and request feedback from districts’ Superintendents.
November	<ul style="list-style-type: none"> ● Review and revise draft plan.
December	<ul style="list-style-type: none"> ● Submit plan to NYSED.

Evaluation plan for coming year:

With advisory councils, revised online customer satisfaction surveys, site visits, focus groups and committee meetings, the CNYRIC will gain feedback for the purpose of evaluating our progress with our goals for this year. The CNYRIC will continue to share our evaluation results with our advisory councils and focus groups, and will be part of the Management Team’s monthly agenda for ongoing discussion and review.

Section 2: Current Context

What are the needs and priorities of districts within the region that the plan addresses? How were these needs identified and prioritized?

The CNYRIC serves 50 school districts and four BOCES across eight counties in the central region of New York State. Local BOCES in our region include:

- The Center for Instruction, Technology and Innovation CiTi (formerly Oswego County BOCES)
- Tompkins-Seneca-Tioga BOCES
- Cayuga-Onondaga BOCES
- Onondaga-Cortland-Madison BOCES

We provide a wide array of technology services through our three major components: Administrative and Enterprise applications, Educational Data Services, and Network Operations. Services include everything from professional development for administrative applications, to student management systems, to network infrastructure equipment and planning. The CNYRIC maintains a massive fiber-based wide area network (WAN) that reaches across the region and provides high-speed connectivity for nearly all of our customers.

In addition to the groups listed in section 1 of our technology plan, the CNYRIC used information from the school districts instructional technology plans to assist with identifying needs and prioritization specific to New York State Education Department (NYSED) priorities as well as Regional Information Center statewide initiatives. As technology and cybersecurity continues to evolve, and personal data (student/employees) laws change, it is crucial that districts implement the laws and regulations to safeguard themselves. The following will be addressed regionally by the CNYRIC in “Section 3 - NYSED Priorities:”

- Improving digital equity, including increasing student and teacher access to devices and broadband internet both in school buildings and in place(s) of residence;
- 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; and
- Implementing and maintaining data privacy and security controls ensuring compliance with all applicable privacy laws and regulations including, but not limited to, New York Education Law 2-d.

For instructional purposes, the local BOCES offers instructional technology services to their component districts. The instructional technology goals will be provided by the four BOCES.

Section 3: 5-Year Regional Technology Plan Instructional Technology Goals

Computer and Science Digital Fluency Standards

State Priority	Goal	Objective	Measurement
3, 4	Develop and implement a plan to build the capacity of teachers to integrate the new NYS Computer Science and Digital Fluency standards.	Awareness building across all stakeholders of the computer science and digital fluency standards that focuses on the standards already embedded within curricula and where there are gaps K-12.	Stakeholders will have an awareness of the computer science/digital fluency standards, including where the standards are embedded and where there are gaps.
4	Embedded curriculum work to apply the Computer Science and Digital Fluency Standards to existing curricula K-12 by offering training opportunities regionally for component districts and BOCES staff to apply the NYS Computer Science and Digital Fluency Standards to existing curriculum.	Application of the standards through curricular workshops with stakeholder representatives from component districts and BOCES staff.	The Computer Science and Digital Fluency standards will be embedded into the curriculum where appropriate, working at a regional level with Model Schools and curriculum specialists.
4	Teachers will learn and apply the identified computer science and digital fluency standards.	Development of training to implement the NYS Computer Science and Digital Fluency Standards into teacher practice and units of study.	Identified teachers will have received training on how to embed the appropriate Computer Science and Digital Fluency standards for their grade band and within the content area(s).

Multi-Tiered System of Supports

State Priority	Goal	Objective	Measurement
2,3	Address how technology can integrate successfully into our classrooms to	Facilitation of work with stakeholders from component districts and	Number of PD offerings.

	provide multiple pathways to meet the specific needs of our diverse student populations including students with disabilities, students with alternative learning needs, English Language Learners, and students in a focused industry career path program	BOCES staff to develop strategies that support students with diverse learning needs across multiple pathways.	Number of softwares available to students and staff.
4	Identify data to support Managed Technical Support Service (MTSS) goals to identify student areas of success and areas for growth.	Support staff in the use of our SIS (SchoolTool) Dashboards for MTSS goals.	Create a survey to collect the data that districts are seeking. Number of PD offerings.
2,3,4	Integrate Culturally Responsive-Sustaining Education and social-emotional learning strategies with instructional staff supportive of MTSS goals.	Work with instructional staff from the component districts and BOCES on the application of strategies to facilitate accessibility, differentiation and specially designed instruction, supportive of MTSS for each student.	Creation of a repository for instructional strategies formed by stakeholder feedback. Number of PD offerings.
2,3,4	Development of strategies to implement equity and inclusivity within digital learning environments.	Facilitation of work with stakeholders from component districts and BOCES staff to develop instructional strategies that support equity and inclusivity within learning management and online systems.	Creation of a repository for instructional strategies formed by stakeholder feedback. Number of PD offerings.

Blended/Personalized Learning

State Priority	Goal	Objective	Measurement
2,3,4	Development of a blended and personalized learning program implemented through instructional strategies and supported by technology tools to meet the individual needs of	Facilitation of work with stakeholders from component districts and BOCES staff to learn and apply the phases of blending learning in classrooms.	Number of softwares available to students and staff. Number of PD offerings to support the use of

	every student with a focus on equity and inclusion.		technology tools.
2,3,4	Implementation of a blended and personalized learning program implemented through instructional strategies and supported by technology tools to meet the needs of every student with a focus on equity and inclusion.	Facilitation of work with stakeholders from component districts and BOCES staff to practice, share and level up the implementation of blended and personalized learning in classrooms.	Creation of a repository for instructional strategies formed by stakeholder feedback. Number of PD offerings.
4	Use of data from our Student Information System to identify student success and areas of need.	Support instructional staff from component districts and BOCES in the use of our SIS (SchoolTool) Dashboards to identify areas of need and identification of next steps to address specific areas for growth.	Creation of data views that show success and areas of need. Number of PD offerings.

Section 3: Statewide Regional Information Centers’ Shared Goals

The BOCES Regional Information Centers (RICs) in New York State have identified the following mission statement and shared goals. These goals will be collaboratively achieved by all RICs.

Mission

“Twelve Regional Information Centers working as one to provide statewide technology leadership and innovative solutions.”

Data Leadership

Provide leadership, support, and informational resources to enhance districts’ data ecosystems in support of local, regional, and state priorities.

Focus Areas

- Every Students Succeeds Act (ESSA) and Accountability
- Data Management
- Data Systems
- Data Elements and Flow
- Data Analytics and Views

Data Security and Privacy Leadership

Provide leadership, support, and informational resources to enhance districts’ security posture in

support of local, regional, and state priorities.

Focus Areas

- State and Federal Laws
- Data Protection Controls
- Contractor Management
- Cybersecurity Threat Landscape
- Intelligence Sharing

Technology Leadership

Provide leadership, support, and informational resources to enhance districts’ technology ecosystems in support of local, regional, and state priorities.

Focus Areas

- Data Centers (NOCS)
- Cloud Services
- Wide Area Network (WAN)
- Local Area Network (LAN)
- Multi-Modal Instruction

Organizational Leadership

Network and collaborate to enhance RICs’ operations and staff capabilities in support of local, regional, and state priorities.

Focus Areas

- Regional 793 Technology Plans
- 12 RICs Shared Priorities and Plans
- Operational Excellence
- Hybrid Operating Models
- Employee Engagement

Administrative Systems (ie Student Management, Financial, Food Service, Special Education)

State Priority	Goal	Objective	Measurement
4	Provide data-driven responsiveness to district administrative system needs.	Consistent measurement of district administrative training needs.	Assessment of district training needs. Provide district-standard post-training survey.
4	Improve quality customer service.	Provide staff training to appreciate and understand customer needs	Completed surveys after assistance
4	Improve staff product knowledge and expertise.	Work with vendors to provide product training for staff.	Review response times for service requests.
4	Provide informative User Group meetings.	Provide accurate and relevant information.	Request surveys to be completed after meetings.

			Review volume of follow up questions from districts.
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Technology Leadership (ie Network Services - LAN/WAN, Firewall, Content Filtering)

State Priority	Goal	Objective	Measurement
1	Modernization and standardization of the Technology ecosystem to support local and administrative needs.	Evaluate and leverage cloud-based services.	Number of services on new platforms.
1	Anywhere e-learning.	Secure remote classroom learning.	Number of connections/users provided. Cloud provisioning.
1	Maintain industry-standard security compliance within our environment.	Enhance security provisions.	Reduce overall security incidents. Participation in security services.
4	Technology Collaboration.	Lead user groups.	DTC, other statewide initiatives, tech users groups, collaborative learning experiences.

Data Leadership (ie Data Warehouse, Cognos, Data Dashboards)

State Priority	Goal	Objective	Measurement
5	Continue to modernize data analysis and visualization tools.	Support districts with managing and analyzing data. Provide clear, concise data views.	Provide district-standard post-training survey. Analytics of data views usage.
5	Provide accountability and support resources for regulations.	Provide professional development through user groups and communication tools for districts.	Provide district-standard post-training survey.
5	Facilitate district dialogue in effectively utilizing data to inform decision-making.	Provide professional development through user groups and communication tools for districts.	Provide district-standard post-training survey.

Data Privacy and Security (ie Ed law 2D, NIST, Data Integration)

State Priority	Goal (long term)	Objective (2 year)	Measurement
6	Constantly Monitor threat	Provide district service with	Analytics on cyber threats

	landscape to develop or adjust services that address the ever changing cybersecurity environment.	24/7 monitoring and virtual System and Organizational Control (SOC) capabilities. Recruit and train the skill set of employees to handle the cybersecurity threat landscape.	averted. Comprehension results of staff who receive cyber skill set training.
6	Sustain strong data security and privacy standards to support the region's data ecosystem.	Build sustainable business processes and data views to provide data transparency to component districts.	SOC audit results. Measure data view analytics.
6	Be a leader in cybersecurity and continue to increase district awareness and skill set around cyber and data security	Provide additional services to assist with National Institute of Standards and Technology (NIST) common core framework and Ed law 2D Part 121 regulations compliance.	Participation in created services.

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;
- 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);
- State Priority 3: Increasing equitable access to high-quality instruction, courses, and multi-modal learning experiences through digital technology, including but not limited to advanced courses, for all districts, including small, rural, and/or high-needs districts;
- 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;
- 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; and

- State Priority 6: Implementing and maintaining data privacy and security controls ensuring compliance with all applicable privacy laws and regulations including, but not limited to, New York Education Law 2-d.

Section 4: Plan Value

BOCES and RICs were set up to assist districts by leveraging large economies of scale. In order for our districts to be fiscally responsible, planning, collaboration and communication is necessary to ensure that our region increases the buying power. Through collaboration and prioritization, the CNYRIC can support the four BOCES and the component districts’ educational initiatives.

Section 5: Results From Previous Plan

Annual summary of CNYRIC prior year accomplishments:

Data Leadership

School Management System

Action Item	Evidence that shows the action item was completed
Work with the Schooltool districts to implement the use of Schooltool Dashboards data viewing and analysis by teachers and administrators.	Showcased relevant dashboards during usergroups. Individualized or small group training for districts.
Enhance the provision of training and support for Schooltool to include increased use of on-demand video and other digital, asynchronous mechanisms available online from a secure environment.	Utilized videos and visual aids during user groups. Shared SchoolTool videos highlighting new features with release announcements.

Cognos

Action Item	Data/Evidence that shows the action item was completed
Data Warehouse managers will establish a process and protocols for feedback on Cognos to better inform program enhancements.	Ongoing: Project team assigned Cognos reports.
The Data Analysis & Data Verification teams will survey Cognos users to determine whether the report structure/folders is effective and provides an ease of use for users. An optional folder structure by topic may be established.	Ongoing: Project Team assigned Cognos reports.

Data Warehouse managers will establish better security protocols, such as having users update passwords on a regular basis and disabling generic or administrative accounts.	Implemented process to review district trusted agents, disable accounts with no activity after 90 days and delete after 180 days.
Data coordinators will provide training in districts as well as offer regional training to help districts maximize the use of Cognos.	Ongoing: Training provided regionally to maximize. Will continue to provide. Example Math Leaders group provided training on common data views.

Educational Data Services

Action Item	Data/Evidence that shows the action item was completed
CNYRIC district data coordinators will keep apprised of SIRS Reporting Requirements through reading, research, and monthly data verification meetings.	Data coordinators receive update notices of the SIRS manual, attend Level 1 calls, and participate in monthly data administrator meetings.
CNYRIC district data coordinators will work with district personnel to establish processes to ensure accurate data reporting.	Coordinators are working to establish standard protocols including a Data Source Matrix and Data Responsibility table with districts.
CNYRIC district data coordinators will organize data for use by educators to improve student outcomes.	Coordinators work with assigned districts to meet data analysis requests to target resources to appropriate students and to analyze program effectiveness.
CNYRIC district data coordinators will explore creating Predictive Analytic reports & data dashboards for district use.	Ongoing: Exploring Dashboard platforms, piloting platforms, Amazon Web Services for district use.
CNYRIC district data coordinators will train district personnel in the use of data analysis tools and in the interpretation of data analysis reports from assessment systems.	Ongoing: Districts can purchase days where coordinators can either work directly with a school's data coordinator or provide training for small groups.
CNYRIC district data coordinators will train district/school personnel in effective data facilitation strategies and protocols to use during data team meetings.	Ongoing: Expanded Data Coordinator service to handle local district requests to provide better effective data facilitation.
CNYRIC district data coordinators will provide a timeline and calendar for upcoming meetings and verification cycles.	Verification calendars and reporting cycle dates are provided via data administrator meetings.
The Data Warehouse team will offer data administrator meetings to update districts on requirements.	Ongoing: Went from semi-monthly to providing monthly data administrator meetings based on survey feedback.
CNYRIC district data coordinators will assist districts in the understanding of accountability information.	Accountability system has been on hold due to covid. Planning on holding regional workshops as the system returns.

CNYRIC district data coordinators will share effective data verification processes to ensure accurate data reporting in districts.	Ongoing: Implementing best practices processes to ensure accurate data reporting.
The Data Warehouse team will work with vendors to create the appropriate extracts for loading the required data.	Ongoing: The EDS data integration team continues to provide data extracts for vendor systems and investigate ways to refine and optimize them.
The Data Warehouse team will work with districts and vendors to create an implementation plan for use in districts.	Ongoing: EDS team members work with district personnel to properly implement vendor systems including data integration, training, usage, and analysis of outcomes.
The Data Warehouse team will survey the field to provide information and guidance to vendor on the utility of the application, etc.	Ongoing: CNYRIC facilitates RFP's to gather information and survey vendors on the functionality of the product/application to best meet districts needs.
The Data Warehouse team will build a relationship with the dashboard vendors to better assist both them and our districts in making the best use of the tools and the data provided.	Ongoing: Project Team continues to work with vendors and district needs to make best use of the tools provided. Piloting AWS services for additional data views and dashboard tools.

Technology Leadership

Action Item	Evidence that shows the action item was completed
The implementation of the revised WAN upgrades is completed.	WAN upgrades complete.
The included bandwidth to school districts under contract has been increased to meet the needs based upon Smart Schools Bond Act requirements.	The WAN has been upgraded to meet the required speeds.
We have incorporated a new "Ring Topology" for the four BOCES locations, which provides redundancy back to the CNYRIC if a single fiber communications link fails. This will be a transparent cut-over to the redundant link.	The WAN has been completely upgraded to provide transparent failover.
The implementation of the revised WAN upgrades is underway. As districts current contracts expire we are providing new contracts to districts for the 1 gig upgrade.	Completed with implementation of a new regional WAN structure.
The included bandwidth to school districts under contract will increase by 500% from 20mb to 100mb at the district core location.	Completed with implementation of a new regional WAN structure.

We have incorporated a new "Ring Topology" for the four BOCES locations, which provides redundancy back to the CNYRIC if a single fiber communications link fails. This will be a transparent cut-over to the redundant link.	Completed with implementation of a new regional WAN structure.
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Organizational Leadership

Action Item	Evidence that shows the action item was completed
The Managed Technical Support (MTS) team continues to grow quickly, with regional technical expertise being made available to school districts with a more comprehensive approach to support.	We have restructured the service to better meet State goals and provide a more manageable service structure, modified our service guides.
An additional initiative is for the key MTS employees in an administrative or director role to meet regularly to assist in defining best practices and standardization across districts.	Redefined our management structure and met with districts to ensure our staff is performing roles most efficiently.
Additionally, this standardization assists in the ability to move staff including the technical director staff from district to district to back fill and support initiatives as needed. This is proving invaluable as we meet all technical needs as a regional team.	Redefined service to have redundant staffing to fill in for vacancies. Providing and enforcing a training/minimal standards structure.

Food Service

Action Item	Evidence that shows the action item was completed
Implementation of an enterprise-class solution for our customers.	Cloud-based food service management system, Mosaic, added to our list of supported products and many districts migrating to this solution. As of 10/20/2022, 13 districts are on the Mosaic platform.
Centralized management of the food service system to support much easier software updating and support.	Implementation of the cloud-based Mosaic product for school districts. As a largely browser-based tool (all of the back-office portion of the product), updates just appear in the web browser, access is available from any location, and support activities can focus on the product and not any of the unique situations relating to a software installation on each user's workstation.
Work with our product vendors to seek more web-based aspects of the software solution(s) that would minimize the need for on-site	Implementation of Mosaic, a cloud-based food service management system, and general availability to all of our customers. As of

support and reduce overall solution costs.	10/20/2022, 13 customers have moved into this solution.
Standardize solution configurations to reduce support costs for customers.	The cloud-based Mosaic platform has allowed us to standardize district configurations, particularly relating to security groups, to reduce the variables related to any support request. Combined with the product back-office elements being entirely web-based, support can now focus on the product and is almost never related to any unique variables pertaining to user workstations.

Financial Services

Action Item	Data/Evidence that shows the action item was completed
Meet with Data Warehouse to understand NYSED's Staff Reporting requirements.	Ongoing
Discuss Staff Reporting requirements with the vendors of (3) financial management systems.	Ongoing
Test vendor releases containing the new programming needed to meet SED's Staff Reporting requirements.	Ongoing
Provide training sessions to (46) districts so they can meet SED's Staff Reporting requirements.	Ongoing
Meet with districts that are interested in upgrading from Finance Manager to nVision to plan and create a timeline.	All (21) districts have been converted to nVision.
Work with district personnel to explain preliminary steps needed to upgrade.	All (21) districts have been converted to nVision.
Train district users on nVision.	All (21) districts have been converted to nVision.

Appendix A: Regulatory Requirements Summary

Required Element	Page(s)
1. A description of the regional collaborative planning process.	4
2. A description of how the regional technology plan supports efficient and effective provision of technology services, which includes a description of major challenges to be addressed by the plan;	4
3. A description of how the regional technology plan addresses the technology and data priorities and needs of the state, and how such plan will increase school district access to technology and assist school districts in developing and maintaining robust information privacy, information security, and cybersecurity controls;	5-6
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;	10
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);	6-8
State Priority 3: Increasing equitable access to high-quality instruction, courses, and multi-modal learning experiences through digital technology, including but not limited to advanced courses, for all districts, including small, rural, and/or high-needs districts;	6-8
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;	6-10
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; and	9-10
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 Education Law 2-d.	11

4. A list of regional priorities and needs that the regional technology 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;	6-11
7. Performance objectives for the first two years of the plan;	6-11
8. A description of the procedures which will be put in place to monitor the plan's implementation;	4
9. An evaluation of the performance objectives for the previous two years; and	11-16
10. Appendix A	17-18
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12. Appendix C	20

Appendix B: Cooperative Planning Assurances

I approve of 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 substantially 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.

Brian K. Hartwell

11/28/2022

District Superintendent Signature


Date

Dr. Brian Hartwell

Cayuga-Onondaga BOCES

District Superintendent Name

BOCES



11/28/2022

District Superintendent Signature

Date

Mr. Christopher Todd

The Center for Instruction, Technology
and Innovation BOCES

District Superintendent Name

BOCES



District Superintendent Signature

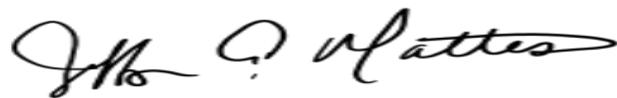
Date 11/21/22

Dr. Matthew Cook

Onondaga-Cortland-Madison BOCES

District Superintendent Name

BOCES



District Superintendent Signature

Date 11/21/22

Dr. Jeffrey Matteson

Tompkins-Seneca-Tioga BOCES District

Superintendent Name

BOCES

Appendix C: Instructional and Administrative Software and Applications

Appendix C was submitted to SED under separate cover.