

Regional School
District 14

EDUCATIONAL TECHNOLOGY PLAN



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Mission

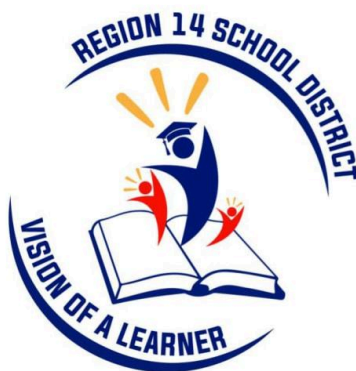
The mission of Region 14 Schools is to educate all students to their highest level of academic potential and to teach them the skills and knowledge to become capable, creative, collaborative lifelong learners and responsible members of the world community.

Goals

- Academic Performance - The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement
- Communication - Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers
- Safety - Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district
- Budget - Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner

Region 14 Vision of a Learner

In support of our mission, we want the students in our Region 14 communities to be future ready. To ensure that all of our learners are prepared for the opportunities and challenges of the 21st century, we have developed a common understanding of the skills and qualities that will help them to thrive in life. Our vision represents the core values that guide the work of our educators and students and aligns with the characteristics our community deemed necessary for our students to be positive contributors to society. Region 14's Vision of a Learner will provide coherence across our schools from Pre-K through 12th grade and serve as a guide for instruction and decision making.



Region 14 students:

Think Critically and Creatively	They evaluate an issue or problem and develop a solution or opinion using multi-disciplinary thinking, originality and imagination.
Collaborate and Communicate Effectively	They find effective ways to work together and express, listen to, and exchange ideas and information in many forms.
Demonstrate Empathy	They understand and respect the ideas, beliefs, and values of others to foster an inclusive environment.
Take Initiative	They take ownership of learning by inquiring, setting goals, taking action, and consistently reflecting.
Persevere	They persist through challenges to achieve goals and build resilience.
Adapt and Adjust	They remain flexible and open to new ideas, and they adjust to new situations.

About This Plan

The Region 14 Schools Educational Technology Plan (R14ETP) provides a framework to evaluate and strengthen the district's use of technology in teaching and learning. The R14ETP draws on the 2024-2028 Connecticut Educational Technology Plan and aligns with national and state standards, including ISTE, AASL, and Common Sense Media's 2025 Digital Citizenship Curriculum, while reflecting the Region 14 Vision of a Learner. It establishes priority areas that advance meaningful technology integration, support reliable infrastructure and devices, and promote responsible digital citizenship throughout the district.

The plan is anchored in five initiatives established by the Connecticut Commission for Educational Technology:

1. **Technology-Enabled Learning:** Tools and processes to accelerate, scale, and personalize learning.
2. **Digital Equity:** Affordable devices, connectivity, training, support, and services to provide learning opportunities for all.
3. **Competencies:** Skills and mindsets students, educators, and leaders need to use technology effectively.
4. **Sustainability:** Programs and policies to maintain the technology-related costs of education.
5. **Data Privacy and Security:** Infrastructure, tools, and behaviors to protect against misuse of personal and educational data.

Self Assessment Process:

Prior to developing the R14ETP, the district conducted a comprehensive self-assessment to evaluate performance across the five strategic technology initiatives. Data and feedback were collected from the technology department, central office leadership, school administrators, and faculty, with additional consideration given to year-end parent and student survey results. This analysis highlighted both areas of strength and opportunities for improvement. The self-assessment process incorporated staff and faculty surveys, as well as technology-usage analytics and asset-tracking reports, to ensure a clear and accurate understanding of current practice.

Focus Area 1: Technology-Enabled Learning

Region 14 Schools will enhance teaching and learning by providing relevant, accessible, and high-quality technology to all learners. In alignment with the Connecticut State Educational Technology Plan and the Region 14 Vision of a Learner, this focus area encourages stakeholders to use digital technology to increase engagement and support learning. Technology in Region 14 promotes collaboration and communication, fosters creative and critical thinking, and helps learners develop adaptability and perseverance. The district supports active technology integration at a developmentally appropriate level.

Technology Integration	CT Commission Goals 1.1 and 1.2 and Vision of a Learner Attribute Taking Initiative
<ul style="list-style-type: none">● Explore and evaluate technology integration best practices in Connecticut schools and determine how they can be effectively implemented in Region 14 schools.	
<ul style="list-style-type: none">● Support developmentally appropriate, accessible and inclusive student use of technology across all grades and learning environments.	
<ul style="list-style-type: none">● Integrate purposeful technology and digital tools to foster critical thinking, creativity, and perseverance.	
<ul style="list-style-type: none">● Provide digital tools and resources that strengthen learner agency and enable student-driven pacing.	
<ul style="list-style-type: none">● Ensure all Region 14 learners have meaningful opportunities to apply technology in design thinking and project-based learning.	
<ul style="list-style-type: none">● Embed clear technology integration guidance in future curricular documents to balance digital learning and hands-on, experiential opportunities.	

Focus Area 1: Technology-Enabled Learning

Region 14 Policy Communication	CT Commission Goal 1.1 and Vision of a Learner Attribute Collaborate and Communicate Effectively
<ul style="list-style-type: none"> Regularly update and communicate Board of Education policies and Region 14 guidelines to support efficient, effective and ethical use of artificial intelligence by all learners. 	
<ul style="list-style-type: none"> Clearly communicate all technology-related policies and expectations to students, staff, and families. 	
<ul style="list-style-type: none"> Develop and adopt common language, visuals, and in-class norms to ensure consistent reinforcement of digital citizenship across the learning environment. 	

Digital Citizenship Curriculum and Instruction	CT Commission Goals 1.1, 1.3, 3.4
<ul style="list-style-type: none"> Embed explicit digital citizenship instruction throughout the curriculum across all grade levels. 	
<ul style="list-style-type: none"> Support all Region 14 learners in using digital media ethically and in developing media-literacy skills that include critical evaluation of online content. 	
<ul style="list-style-type: none"> Increase learner awareness and promote self-reflection on technology use both in and outside of school. 	
<ul style="list-style-type: none"> Educate learners on the responsible and ethical use of artificial intelligence and social media as learning and communication tools, including evaluating content, protecting privacy, and understanding the impact of their digital footprint. 	

Focus Area 2: Digital Equity

Region 14 Schools will enhance teaching and learning by ensuring that all learners have access to affordable devices, reliable connectivity, comprehensive training, and responsive support services. In alignment with the Connecticut State Educational Technology Plan and the Region 14 Vision of a Learner, this focus area emphasizes the thoughtful purchase, distribution, and maintenance of district devices and infrastructure.

Region 14 is committed to advancing digital equity, recognizing it as essential to every learner's capacity to think creatively and critically. Equitable access to technology enables learners to collaborate, communicate effectively, and take initiative. Reliable devices and connections also ensure that students can apply new knowledge and skills across a variety of contexts, extending learning beyond the classroom.

Reliable Access and Connectivity	CT Commission Goal 2.1 and Vision of a Learner Attribute Adapt and Adjust
<ul style="list-style-type: none">• Provide equitable, reliable access across the schools for all Region 14 learners to devices, high-speed internet, and essential online learning platforms.	
<ul style="list-style-type: none">• Regularly evaluate the accessibility and availability of district-issued devices and learning platforms through systematic asset tracking.	

Meaningful Use of Technology	CT Commission Goals 1.1, 2.1 and 3.1 Vision of a Learner Attributes Take Initiative and Adapt and Adjust
<ul style="list-style-type: none">• Assess the limitations and potential of district-issued devices and learning platforms in facilitating active technology engagement.	
<ul style="list-style-type: none">• Use the findings to inform funding and programming priorities within the Region 14 budget.	

Focus Area 2: Digital Equity

Access to Learning and Support	CT Commission Goals 2.2, 2.3 and Vision of a Learner Attribute Take Initiative and Collaborate and Communicate Effectively
<ul style="list-style-type: none">● Curate and share user-friendly professional and student learning resources for staff, students, families and local stakeholders to ensure equitable access to and confident use of technology.	
<ul style="list-style-type: none">● Implement differentiated and consistent learning opportunities to strengthen digital equity and ensure all learners can effectively use district technology.	
<ul style="list-style-type: none">● Consistently communicate and implement responsive support protocols to promptly address issues related to limited access and connectivity.	

Focus Area 3: Competencies

Region 14 Schools will enhance teaching and learning by developing the skills, knowledge, and mindsets that all learners need to use technology effectively both in school and beyond. Guided by the Connecticut State Educational Technology Plan and the Region 14 Vision of a Learner, this focus area strengthens technology use by intentionally fostering digital competencies and proficiencies that prepare students for academic success, lifelong learning, and future careers.

By encouraging learners to take initiative in gaining digital competencies and proficiencies, Region 14 will promote critical thinking, creativity, problem-solving, effective communication and collaboration. Region 14 will prepare capable, independent learners who think critically, act ethically, and navigate the digital world with confidence.

Digital Literacy for all Learners	CT Commission Goals 3.1, 3.2 and Vision of a Learner Attributes Think Critically and Creatively and Adapt and Adjust
<ul style="list-style-type: none"> ● Integrate project-based learning requiring responsible AI use, critical evaluation of digital content, and problem-solving. 	
<ul style="list-style-type: none"> ● Develop grade-level digital literacy assured experiences aligned to the Vision of a Learner rubrics. 	
<ul style="list-style-type: none"> ● Offer developmentally appropriate cybersecurity awareness lessons for students and professional learning for staff, ensuring all members of the learning community understand safe, ethical, and responsible technology use. 	

Professional Learning	CT Commission Goals 3.1, 3.3, 3.4 and Vision of a Learner Attributes Take Initiative and Collaborate and Communicate Effectively
<ul style="list-style-type: none"> ● Provide regular professional learning on emerging technologies, AI integration, and personalized learning strategies. 	
<ul style="list-style-type: none"> ● Establish opportunities for faculty members across the district to share best practices in digital instruction and collaboration. 	
<ul style="list-style-type: none"> ● Encourage educators to pursue independent or self-directed learning opportunities to document and recognize their digital skill development. 	

Digital Literacy Curriculum and Assessment	CT Commission Goals 3.1, 3.3, 3.4 and Vision of a Learner Attributes Adapt and Adjust and Think Critically and Creatively
<ul style="list-style-type: none">• Evaluate existing digital literacy instruction and assessments to identify gaps and opportunities for improvement.	
<ul style="list-style-type: none">• Revise and adopt or develop the digital literacy curriculum to align with updated state and national standards.	

Focus Area 4: Sustainability

Region 14 Schools will ensure sustainable and meaningful technology integration by allocating adequate financial resources to purchase and maintain devices, networks, software, training, and support systems. Region 14 Schools will ensure safe, reliable, and current technology resources that support high-quality teaching and learning through strategic investment in infrastructure, devices, software, and professional learning.

Cost and Planning	CT Commission Goal 4.1 and Vision of a Learner Attributes Adapt and Adjust, Collaborate and Communicate Effectively
	<ul style="list-style-type: none"> • Conduct annual reviews of technology usage, spending, and life-cycle replacement needs to ensure data-informed budgeting.
	<ul style="list-style-type: none"> • Ensure budgeting for hardware, software, and connectivity supports classroom instruction and equitable access.
	<ul style="list-style-type: none"> • Maintain an updated multi-year technology plan that aligns infrastructure and device investments with curriculum and instruction.

Investment Guidance	CT Commission Goals 4.1, 4.2 and Vision of a Learner Attributes Take Initiative, Collaborate and Communicate Effectively
	<ul style="list-style-type: none"> • Develop transparent internal procedures for technology procurement to ensure continuity and alignment with district priorities.
	<ul style="list-style-type: none"> • Identify opportunities to maximize cost-efficiency through shared services, grants, and cooperative purchasing programs.

Collaborative Sustainability	CT Commission Goals 4.2, 4.3 and Vision of a Learner Attributes Take Initiative, Collaborate and Communicate Effectively
	<ul style="list-style-type: none"> • Use collaborative, evidence-based evaluation of technology tools, incorporating staff input and usage data, to guide decisions that maximize impact and avoid duplicative or underused resources.
	<ul style="list-style-type: none"> • Participate in statewide initiatives to exchange, evaluate, and apply best practices in educational technology and digital learning tools.

Focus Area 5: Data Privacy and Security

Region 14 Schools will enhance teaching and learning by ensuring the responsible use of data and the protection of sensitive information. In alignment with the Connecticut State Educational Technology Plan and the Region 14 Vision of a Learner, this focus area balances innovative instruction with personal privacy and security. Data privacy and security practices support safe, ethical, and effective technology use across all learning environments.

Guidance and Best Practices	CT Commission Goal 5.1 and Vision of a Learner Attributes Adapt and Adjust, Think Critically and Creatively
<ul style="list-style-type: none"> • Provide clear guidance for teachers and students on how to protect personal and school-related data. 	
<ul style="list-style-type: none"> • Require safe, responsible, and fair use of digital tools in the classroom. 	
<ul style="list-style-type: none"> • Support teachers in making informed choices about technology while promoting ethical and respectful digital behavior. 	
<ul style="list-style-type: none"> • Strengthen efforts to consistently educate learners about data permanence, digital footprints, and the long-term personal, academic, and professional risks associated with online and social media activity. 	

Digital Tool Selection and Research	CT Commission Goal 5.2 and Vision of a Learner Attributes Take Initiative, Collaborate and Communicate Effectively
<ul style="list-style-type: none"> • Promote the use of the CT Data Privacy Hub (LearnPlatform) and the Region 14 Approved Sites list to help teachers choose digital tools that are safe and effective for learning. 	
<ul style="list-style-type: none"> • Evaluate district technology and learning programs to ensure they protect student data while promoting instructional innovation and enhancing student learning. 	
<ul style="list-style-type: none"> • Create opportunities for staff to provide input and participate in technology decisions, ensuring purchases reflect classroom needs, support coordinated use of resources, and minimize redundancy. 	

Policy Review and Legislative Alignment	CT Commission Goal 5.3 and Vision of a Learner Attributes Adapt and Adjust, Collaborate and Communicate Effectively
<ul style="list-style-type: none"> • Review recommendations from the Connecticut Data Privacy Task Force to ensure board policies reflect best practices. 	
<ul style="list-style-type: none"> • Maintain transparent communication with staff, students, and families regarding data privacy and security policies, ensuring all stakeholders are informed of updates and expectations. 	

Implementation, Monitoring, and Evaluation

The Region 14 Schools Educational Technology Plan will be implemented through a collaborative and phased approach aligned to the five initiatives of the Connecticut Commission for Educational Technology. District leadership, the technology department, school administrators, and instructional staff share responsibility for advancing the goals of this plan. Initiatives will be prioritized based on Connecticut Commission goals and district-identified areas for growth to support teaching and learning, promote equity, and ensure long-term sustainability.

Implementation

Implementation of the plan will occur through annual action steps developed within existing district structures, including curriculum development, professional learning, budgeting, and technology procurement. These action steps will be aligned to the Connecticut Commission for Educational Technology initiatives and the Region 14 Vision of a Learner, allowing the district to respond to evolving needs without losing focus on the goals of the plan.

The Educational Technology Plan provides a long-term framework; annual action steps will serve as the operational guide and will be adjusted as needed to reflect instructional priorities, available resources, and emerging technologies.

Progress Monitoring

Progress will be monitored using multiple measures aligned to the Connecticut Commission for Educational Technology goals, including:

- Technology usage analytics, asset-tracking data, and infrastructure performance indicators
- Feedback from staff, students, and families through surveys and structured input opportunities
- Participation in and application of professional learning related to technology integration and digital competencies
- Review of curriculum documents, instructional practices, and digital citizenship implementation

Monitoring will be embedded in regular district review cycles through the District Technology Committee to ensure technology initiatives support student learning, digital equity, and responsible technology use.

Evaluation, Reporting, and Accountability

The District Technology Committee will conduct regular evaluations of progress toward the Educational Technology Plan goals. Findings will be used to inform budgetary decisions, guide professional learning priorities, and refine instructional and operational practices.

Summary updates on implementation and impact will be shared with district leadership to support transparency and accountability. This process ensures that technology investments remain aligned to district goals, Connecticut Commission priorities, and the current needs of the Region 14 learning community.

The plan will be reviewed periodically and updated as necessary to remain responsive to changes in instructional practice, technology, and state or federal guidance.

Region 14 Technology Budget Planning and Alignment with the R14ETP

The district's five-year Technology Department budget is developed through a multi-year planning process designed to support the goals outlined in the **Region 14 Educational Technology Plan (R14ETP)**. The Technology Department maintains a proactive replacement and upgrade cycle to ensure that instructional devices, classroom technology, and network infrastructure remain current, reliable, and capable of supporting teaching and learning. By planning expenditures across several years, the district is able to anticipate major technology needs, maintain stable funding for existing systems, and avoid large, unplanned costs while ensuring that technology resources remain aligned with district priorities.

Projected expenditures throughout the planning period include recurring investments such as device lease payments, media databases, and technology service and support, as well as scheduled refresh cycles for core equipment and infrastructure. These investments include Chromebook and Apple device leases that support learner access to technology. The plan also provides for the replacement of teacher and lab computers and the installation and replacement of Promethean ActivPanels in classrooms. In addition, the district schedules regular upgrades to network switches, wireless infrastructure, and cabling. When possible, the district takes advantage of cost-saving opportunities through strategies such as phased device replacement cycles and E-Rate reimbursement for eligible infrastructure projects.

This structured budgeting process directly supports the instructional priorities identified in the **R14ETP**, particularly the district's commitment to equitable access to technology, meaningful integration of digital tools into classroom instruction, and opportunities for students to engage in authentic, technology-enhanced learning experiences. By aligning long-term financial planning with instructional goals, Region 14 ensures that technology investments support teaching and learning environments where learners take initiative, think critically, collaborate effectively, and communicate clearly, while maintaining the reliable systems required for a modern learning environment.

Region 14 Technology Department's Five-Year Budget Overview

2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Annual Chromebook lease	Annual Chromebook lease	New Chromebook lease	New Chromebook lease	Refresh ALL Chromebooks
Annual Apple lease	Annual Apple lease	New Apple lease	New Apple lease	New Apple lease
75 Dell laptops (teachers)	75 Dell laptops (teachers)	35 Promethean 75" ActivPanels	35 Promethean 75" ActivPanels	30 Promethean 75" ActivPanels
100 Optiplex Computers	75 Optiplex Computers	Upgrade cabling infrastructure at BES		Upgrade wireless infrastructure
30 Promethean 75" ActivPanels	Upgrade cabling infrastructure at MES			Upgrade switch at NHS
SonicWall appliance upgrade	Switch replacements at WMS			
Switch replacements at BES	Upgrade cabling infrastructure at WMS			
Replacement computers for WMS Tech Lab				
Replacement computers for NHS CAD lab				

Relevant Region 14 Board Policies

1110.1 - Communication with the Public

4118.51 - Acceptable Computer Network Use (Employee Use of Technology)

5131.913 - Cyberbullying

5142 (a) - Student Safety

6141.321 - Acceptable Use Policy

6141.323 - Internet Acceptable Use: Filtering

6141.326 - Use of Social Media

6141.328 - Bring Your Own Device

6141.3273 Artificial Intelligence



Region 14 Schools AI Information and Guidelines

Region 14's Vision of A Learner statement emphasizes the importance of ensuring that our students are future-ready: prepared to take advantage of the opportunities and face the challenges of the 21st Century. It has been said, "AI will not replace humans in the workplace, but humans who effectively use AI will certainly replace those who do not." As such, Region 14 recognizes our responsibility to our students to incorporate AI into teaching and learning ethically, responsibly, and effectively while continuing to develop our students' content area knowledge and skills and their ability to demonstrate the Vision of A Learner attributes.

Following are examples of ethical, responsible, and effective use of AI in teaching and learning that can further contribute to students' and faculty's development of the Vision of a Learner attributes and help prepare students to excel in their post-secondary pursuits.

Thinking Critically and Creatively



- ★ Refining your ideas and comparing them with others for originality of concept and content
- ★ Brainstorming multiple approaches to solving a problem and then evaluating which is most effective and why
- ★ Asking AI to explain a concept in different ways to spark deeper understanding
- ★ Evaluating the accuracy of AI generated materials to ensure the information is credible and represents multiple perspectives

Communicating and Collaborating Effectively



- ★ Asking AI to provide specific feedback on a writing piece related to content, tone, intent, and meeting of requirements "without providing new content" to replace your own
- ★ Collaborating with peers around AI output to review the accuracy and applicability of the response to the task
- ★ Refining requests of AI to improve the responses it provides and to learn to develop more effective prompts
- ★ Analyzing and discussing a source or text and then confirming your understanding with AI

Demonstrating Empathy



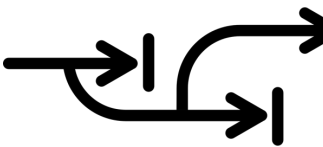
- ★ Recognizing that AI responses are generated based on electronically available content that reflect the opinions, values, and biases of their sources and the need to consider multiple perspectives, including those that may be underrepresented or misrepresented
- ★ Curating a list of resources from diverse viewpoints that can be used as a foundation for further research

Persevering



- ★ Asking AI to develop practice questions/tasks to review for a test or improve skills in a given area
- ★ Engaging in subject-specific learning and practice through platforms like Khan Academy and IXL that leverage AI to provide students with personalized learning experiences

Adapting and Adjusting



- ★ Editing and revising a written response after analyzing AI's feedback and determining which suggestions are most beneficial to meet the purpose and intended outcome of the task
- ★ Developing a list of alternative strategies for completing a task or responding to situations
- ★ Responding to AI generated reflection prompts that encourage deeper thinking and the generation of new ideas

Taking Initiative



- ★ Generating a list of research topics and summarizing key points to decide on which to focus for a project or paper
- ★ Developing a time management plan for completion of projects within a specific timeframe
- ★ Asking AI questions that spark curiosity and then continuing to develop knowledge by allowing it to respond to suggested related questions
- ★ Utilizing AI as a think partner rather than a thought generator

Inappropriate and Unethical Use of AI

AI is a wonderful tool, but an overreliance on it as a resource significantly impacts the development of the skills and knowledge necessary to be successful both in school and in life. While it is not possible to provide an all-inclusive list of inappropriate uses of AI, the following examples when contrasted with the ethical, responsible, and effective uses listed above provide guideposts between which appropriate use would fall.

- Utilizing AI to complete an assignment or project without first checking with the teacher to know if AI usage is allowed
- Submitting AI-generated work as your own without disclosing AI as the source (plagiarism)
- Including AI-generated information in your work without researching further to determine if the information is accurate and/or without checking the sources cited by AI (plagiarism)
- Utilizing AI to generate and spread false information or cause harm to a person or group of people
- Including personally identifiable information about others in AI prompts
- Translating your own words from English to the target language to submit as your own work in a World Language class

How to Avoid Plagiarism

Submitting or presenting any content as your own whether intentionally or accidentally without citing your sources is plagiarism.

- Always cite your sources utilizing the citation method required for the course.
- If you have been given permission to use AI, credit the AI site as the source of the generated material.
- Paraphrased or rearranged information or content from other sources still needs citations.

AI-generated feedback may be helpful in the writing process; however, utilizing AI-generated text that results from the feedback would be considered plagiarism.

- Actionable feedback to inform revisions from AI can be easily obtained with the prompt, “please read this paper and provide feedback on content, tone, and perceived intent without providing specific new content to replace mine.”

Student Data Privacy

Region 14 is committed to maintaining the privacy of our students. Through students’ school accounts, they will only have access to AI platforms that have contractually pledged compliance with the CT Student Data Privacy regulations.

Region 14 Social Media Action Plan Crosswalk

Aligned to Connecticut State Educational Technology Plan and Vision of a Learner

Action Area	Key Action Steps	CT Commission Plan Alignment	Region 14 ETP Focus Area Alignment	Vision of a Learner Attributes
Social Media Literacy Integration (K-12)	Embed age-appropriate instruction on digital footprint, algorithm awareness, misinformation, AI-generated media, and source credibility across content areas.	Goals 1.1, 1.3, 3.4	Focus Area 1: Technology-Enabled Learning	Think Critically and Creatively; Adapt and Adjust
Districtwide Social Media Guidance	Develop and consistently communicate clear expectations for student and staff social media conduct aligned with the Acceptable Use Policy and student handbooks.	Goals 3.4, 5.1	Focus Area 5: Data Privacy and Security	Collaborate and Communicate Effectively
Data Privacy & Platform Vetting	Maintain a consistent review process for instructional platforms to ensure data privacy and security.	Goal 5.1	Focus Area 5: Data Privacy and Security	Adapt and Adjust
Data Protection Instruction	Teach learners to safeguard and share personal and school-related information responsibly.	Goal 5.1	Focus Area 5: Data Privacy and Security	Adapt and Adjust, Collaborate and Communicate Effectively

Build Cybersecurity Awareness	Provide instruction on phishing, impersonation, manipulated media, and account security in social media contexts.	Goal 5.1	Focus Area 5: Data Privacy and Security	Think Critically and Creatively
Foster Digital Identity	Guide learners in reflecting on how online presence impacts academic, interpersonal, athletic and career opportunities.	Goals 1.1, 3.4	Focus Area 1: Technology-Enabled Learning and Focus Area 5: Data Privacy and Security	Adapt and Adjust, Persevere, Demonstrate Empathy
Encourage Digital Wellness	Incorporate reflection on screen time, emotional impact, and balanced technology habits.	Goals 1.1, 3.4	Focus Area 1: Technology-Enabled Learning and Focus Area 5: Data Privacy and Security	Adapt and Adjust; Think Critically and Creatively; Take Initiative
Promote Ethical Digital Engagement	Explicitly teach respectful discourse, civic participation, and ethical content creation and attribution.	Goals 1.3, 3.4	Focus Area 1: Technology-Enabled Learning	Collaborate and Communicate Effectively; Demonstrate Empathy
Professional Learning & Family Outreach	Provide annual staff professional learning and accessible family resources on emerging trends, privacy tools, and responsible use.	Goals 1.3, 5.1	Focus Area 1: Technology-Enabled Learning and Focus Area 5: Data Privacy and Security	Collaborate and Communicate Effectively; Adapt and Adjust; Take Initiative
Reporting & Response Systems	Maintain clear protocols for identifying and investigating cyberbullying, harassment, and digital misconduct.	Goals 3.4, 5.1	Focus Area 5: Data Privacy and Security	Collaborate and Communicate Effectively