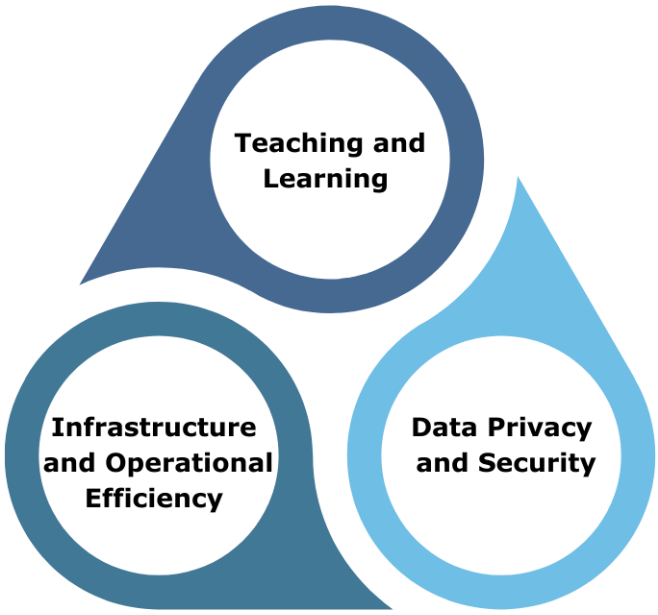
Darien Public Schools

District Technology Plan

2026-2031



Preparing all students today to thrive in a changing world tomorrow.

June 2026

Table of Contents

Superintendent's Message **2**
Three Goal Areas **3**
District Mission and Vision 4
Mission 4
Vision 4
Vision of the Graduate 4
Guiding Principles 4
Goal Area 1: Teaching and Learning **5**
Goal Area 2: Infrastructure and Operational Efficiency **8**
Goal Area 3: Data Privacy and Security **11**
Alignment with State and National Frameworks **13**
Reference Documents 13
Appendix A 14
Appendix B 18

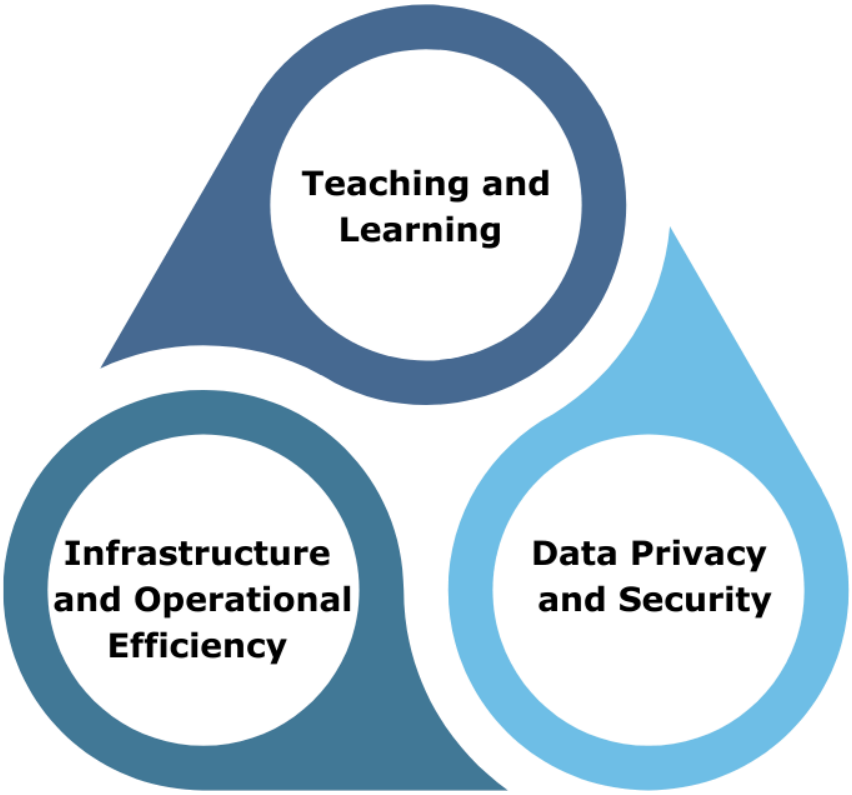
Superintendent’s Message

The Darien Public Schools District Technology Plan 2026-2031 establishes a comprehensive framework for leveraging technology to enhance teaching and learning, support operational efficiency, and ensure data privacy and security across our school district. Members of the Darien Public Schools District Technology Committee and the District Technology Department consulted with stakeholders within our school district to develop the following five year roadmap for technology, in support of our district’s strategic plan.

This plan supports our Vision of the Graduate, ensuring that every student develops the competencies of Communication, Creativity, Curiosity, Empathy, Independence, and Integrity and reflects our commitment to preparing all students for success in an increasingly digital world. Prioritizing Teaching and Learning as a focus area reestablishes use of technology as a tool for innovative problem-solving and self-expression. This approach directly fosters the Creativity and Curiosity required for graduates to thrive in a changing world, while providing personalized, inclusive learning environments that respect diverse student needs. The focus on Infrastructure and Operational Efficiency ensures that all students and staff have equitable, reliable access to the high-quality digital resources necessary for Independence and lifelong learning. The commitment to Data Privacy and Security supports Integrity and digital citizenship. By maintaining a "privacy-first" approach and vetting every digital resource for compliance with state and federal laws, we protect the personal information of our students and model the ethical behavior we expect of our graduates. Ultimately, this plan ensures that technology use supports the development of critical thinkers and purposeful contributors that our mission envisions.

Three Goal Areas

This plan organizes our technology initiatives into three interconnected strategic goal areas:



Each goal area includes several clearly defined actionable steps with assigned responsibilities, specific timelines, and measurable success metrics.

This plan will be reviewed annually and adjusted as needed to respond to emerging technologies, changing educational needs, and stakeholder feedback.

District Mission and Vision

Mission

Inspiring a love of learning in all students so they develop as critical thinkers and innovative creators who contribute to the world with integrity and purpose beyond themselves.

Vision

Preparing all students today to thrive in a changing world tomorrow.

Vision of the Graduate

We believe our graduates will be forever shaped by the learning environments we provide within our school district. From these environments, our graduates will take with them an understanding that the successful pursuit of meaningful ideas requires:

Communication	Creativity	Curiosity	Empathy	Independence	Integrity
Effective collaboration will depend on your ability to listen with a discerning ear and express your ideas with clarity and passion. Communication is a two-way exchange. Listen before you speak. Hear what is behind the words. Craft your communication with purpose and choose your words carefully - they hold great power. Know that your actions also tell your story. Find your own voice and dare to use it to build your community and change your world.	Pursuing new ideas will inspire you and others. Connect all that you have learned in order to generate novel thinking, design solutions, and innovate. Embrace the trial and error process. See mistakes as opportunities. Problems are solved by thinking about what can be rather than what has been. Seek and appreciate the beauty within each discipline. Believe in your vision and give form to your ideas.	Approaching the world with childlike amazement will lead you to new questions and inspire learning for life. Pursue knowledge as it provides the bedrock for thinking. Turn your mind to inquiry while pursuing your passions. Engage with others' thinking and question with persistence to deepen your understanding. Commit to fearless exploration of the unknown because it will open doors to new possibilities.	Understanding other people's experiences will enable you to form meaningful relationships and empower you. Open your heart and mind to the ideas and feelings of others and, as a result, learn more about yourself. Radiate kindness. Act with compassion. Embrace diversity and stand up for others and for inclusion. Honor the humanity of each person and contribute to a community that provides all with a sense of belonging.	The life you build for yourself will be founded on how much you trust and rely on your unique talents and thinking. Self-reliance frees you to become who you are meant to be. Persist when you encounter obstacles and know that you can seek guidance to help you grow. Set goals and work hard to reach them. Diligence has its own rewards. Confidently choose what's best for you, balancing life's demands.	Those who earn the respect of others conduct themselves honestly and adhere to principles in the face of adversity and social pressures. Tell the truth no matter how difficult. Accepting responsibility earns trust and reveals strength of character. Advocate for justice. Lead by example. Know who you are and let your actions speak for you. Develop your moral compass and demonstrate the courage to honor it.
Seek to understand and be understood	***Dream, imagine, and invent***	***Wonder and ask why***	***Grow in the light of human connection***	***Forge your own path***	***Do what is right, even when no one is watching***

Guiding Principles

The following guiding principles shape the actions within our three goal areas:

Purpose-Driven Learning: Human connections are at the center of education. Learning goals drive the decision to use technology.

Research-Based: Technology resources are grounded in evidence-based practices and continuous evaluation.

Protection: Security, privacy, and responsible use are non-negotiable.

Efficiency and Fiscal Responsibility: Technology investments balance quality and cost-effectiveness.

Goal Area 1: Teaching and Learning

Learning is always the goal. The actions outlined below support the use of technology to enhance instruction and support learning experiences that meet a wide range of student needs.

Key Focus Areas	Responsible Party	Timeline	Key Performance Indicators
Expand Purposeful and Creative Technology Integration	Assistant Superintendent for Curriculum and Instruction Instructional Technology Coordinator Department Chairs Director of Elementary Curriculum Building Principals	2026-27: Aligned with the curriculum revision calendar, articulate ISTE student standards into curriculum documents in EduPlanet21 to better identify technology integration opportunities; continue regularly scheduled technology integration PL offerings 2027-28: Develop framework for documenting ISTE-alignment Establish learning management system (LMS) standards and best practices document 2028-31: Annual review of professional learning opportunities connected to technology integration; implement ISTE alignments to relevant curriculum	# of offered professional learning sessions connected to purposeful and creative uses of instructional technology for lessons and projects # of ISTE-aligned units documented in curriculum Learning management system (LMS) standards and best practices document % of surveyed teachers reporting confidence in purposeful tech use (target: ≥75%)
Implement a Tiered Micro-Credentialing Professional Learning System for staff	Assistant Superintendent for Curriculum and Instruction Director of Human	2026-27: Design system and Pilot launch 2027-28: Refine system as needed	# of staff earning at least one approved micro-credential by the fourth year

	Resources Instructional Technology Coordinator	2028-31: Full implementation	
Assistive Technology (AT) implementation aligned with tiered MTSS supports	Assistant Superintendent for Curriculum and Instruction Assistant Superintendent of Special Education and Student Services or designee Assistive Technology Coordinator	2026-27: Conduct AT audit to catalog hardware and software resources. Develop resource and consideration guide aligned with tiered MTSS supports. 2027-28: Implement resource guide. Review and revise resource and consideration guide as needed. 2028-31: Annual review cycle, as needed.	AT hardware and software resources catalogued Develop an AT resource and consideration guide
Implement a student digital portfolio system	Assistant Superintendent for Curriculum and Instruction Department Chairs Director of Counseling	2026-27: Platform selection and setup 2027-28: Pilot 8-9 rollout 2028-29: Expand 7-11 rollout, pilot 5-7 rollout 2029-30: Expand 6-12 rollout, pilot K-4 rollout 2029-31: Integration with Student Success Plans	All 6-12 students will have access to create a digital portfolio by 2030-31.
Establish a technology lending library for specialized devices	Instructional Technology Coordinator Library Media Specialists	2026-27: Inventory and budget identified 2027-28: Libraries developed and process launched	# of resources available per school library Device checkout data (loans per month)

		2028-31: Annual review and refresh	
Outline a K-12 Digital Literacy and Artificial Intelligence Literacy Framework	Assistant Superintendent for Curriculum and Instruction Instructional Technology Coordinator Director of Elementary Curriculum Department Chairs	2027-28: Framework drafted and reviewed 2028-29: Published and integrated into curriculum 2029-31: Annual updates, as needed	Documented digital/AI literacy scope and sequence
Implement a comprehensive MTSS aligned data dashboard system	Assistant Superintendent for Curriculum and Instruction Assistant Superintendent of Special Education and Student Services Instructional Technology Coordinator	2026-27: Platform Phase 1 rollout (continued from 2025-26) 2027-28: Expanded access 2028-29: Full K-12 implementation 2029-31: Ongoing support and continuous implementation improvement	100% of intervention teachers with dashboard access by June 2027 # of interventionists using dashboard data for MTSS goal setting and intervention tracking by June 2028 Reported reduction in time staff spend locating student data and increased confidence in using data to inform instruction via survey May 2030
Support Parent Education and Partnership opportunities related to digital topics	Assistant Superintendent of Curriculum and Instruction Building Principals Communications Manager	2026-31: Sustained annual opportunities (continued from 2025-26)	1-2 parent/guardian education sessions and/or resources offered per year

Goal Area 2: Infrastructure and Operational Efficiency

The actions in this focus area ensure sustainable operations, proactive maintenance, efficient support systems, and strategic infrastructure investments that support future growth based on best practices. Regular evaluations of digital tools ensures instructional use aligns with the core curriculum.

Key Focus Areas	Responsible Party	Timeline	Key Performance Indicators
Evaluate 1:1 Student Device Model	Director of Technology Assistant Superintendent for Curriculum and Instruction Instructional Technology Coordinator Building Principals	2026-27: Study and stakeholder input (continued from 2025-26) 2027-28: Recommendations finalized; no/low cost changes implemented 2028-29: Remaining changes implemented, phased multi-year if needed (budget permitting)	# of stakeholder groups consulted using either survey or focus group meetings Device-to-student ratio by grade band % of staff rating device alignment with instructional needs as satisfactory or better (target ≥80%) % reduction in device damage Revised replacement cycle
Learning Space Audit	Director of Technology Instructional Technology Coordinator Building Principals	2027-28: Audit conducted 2028-29: Prioritized recommendations submitted 2029-31: Phased implementation of approved recommendations	# of classrooms audited # of spaces with recommended solutions implemented
Network infrastructure assessment and 5-year network modernization roadmap	Director of Technology Network Administrator	2026-27: Full assessment complete 2027-28: Roadmap published and submitted for budget planning	Completion of comprehensive network audit % of district spaces with Wi-Fi and

		2028-31: Phased implementation per roadmap	wired network access meeting current bandwidth standards Average data throughput per access point # of critical redundancy gaps identified and addressed Network modernization roadmap submitted to superintendent % of priority recommendations funded and in progress
Communication Systems Tools Evaluation and Consolidation	Director of Technology Instructional Technology Coordinator Communications Manager	2026-28: Evaluation of communication tools and WCAG audit (continuing work from 2025-26); develop additional recommendations, if needed 2028-29: Implement recommendations 2029-31: Monitoring and adjustment as needed	% of platforms verified as WCAG 2.1 AA compliant Staff satisfaction with communication tools (survey, target ≥85%) Document outlining approved communication tools with justifications All staff utilizing only approved communication systems for stakeholder outreach
Develop a full software lifecycle process/protocol	Director of Technology Instructional Technology Coordinator	2027-28: Protocol drafted 2028-29: Process launched 2030-31: Annual utilization reviews	% of district software platforms with a documented WCAG 2.1 AA compliance review (target 100% student and family facing) Software utilization report provided annually to superintendent starting

			June 2030 List of underutilized platforms off-boarded annually, as appropriate
Student access and identity management system review	Director of Technology Instructional Technology Coordinator	2026-27: Audit K-5 Clever Portal 2027-28: Updated integrations launched, PD delivered 2028-31: Annual review	% of K-5 instructional apps accessible via Clever SSO (target: ≥90%) Staff training on Clever platform offered annually

Goal Area 3: Data Privacy and Security

Protecting student data and promoting security minded technology use are core responsibilities. Darien Public Schools provides annual cybersecurity awareness training for all staff including phishing simulations and incident response protocols, implements industry-standard filtering and data management practices, and secures student data privacy agreements with software vendors. This commitment to data security requires continuous reevaluation and adaptation.

Key Focus Areas	Responsible Party	Timeline	Key Performance Indicators
Enhance and improve centralized Student Data Privacy Clearinghouse	Instructional Technology Coordinator	2026-28: District registry updated for ESSA tier tagging 2028-31: Ongoing maintenance and annual review	% of approved instructional software with current SDPA agreement captured % of software listings including ESSA Evidence Tier rating Annual compliance review completed by June 30 each year indicating number of products and ESSA, WCAG, and SDPA status
Review MultiFactor Authentication options and methods for appropriate staff roles with access to district wide data systems	Director of Technology	2026-27: Review and identify high-risk roles and systems (continue from 2025-26) 2027-28: MFA deployed to priority roles and systems 2028-31: Expansion and monitoring	% of high-risk staff roles with MFA enabled by June 2028 (Target 100%)
Evaluate and implement additional approaches to limit student access to unvetted digital resources	Director of Technology Network Administrator	2026-27: Review additional technical options relevant to building needs (continued from 2025-26)	% of student internet sessions filtered through approved content controls # of attempts to access unvetted

		2027-28: Solution(s) selected and implemented (budget permitting) 2028-31: Monitoring and refinement	resources blocked per month # of staff-reported incidents involving unvetted student resource access
Outline Artificial Intelligence implementation strategy	Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Superintendent	2026-27: Documentation reviewed and updated (continue from 2025-26). Formalized strategy outline published 2030-31: Review and update	AI guidance, policies, and adoption framework published and publicly available Documentation of approved AI tools processed through software evaluation protocol
Improve student data privacy training for all staff	Director of Human Resources Director of Technology Instructional Technology Coordinator	2028-29: Training content identified and purchased or developed 2029-30: Annual training launched for all staff 2030-31: Sustained annual cycle	All new hire staff complete student data privacy and cybersecurity training (target: ≥90% passing score) # of data-handling policy violations reported annually to superintendent
Conduct digital security audit and vulnerability assessment	Director of Technology	2027-28: Third-party audit conducted 2028-29: Incident Response and Disaster Recovery Plans developed and tested 2029-31: Biennial audit cycle	Completion of third-party cybersecurity audit # of critical vulnerabilities identified and remediated within 90 days Cyber Incident Response Plan tested annually % of priority audit recommendations implemented (target: 100% of critical, 95% of high within 12 months)

Alignment with State and National Frameworks

This technology plan aligns with and supports:

- Connecticut State Educational Technology Plan (2024-2028)
- ISTE Standards for Students, Educators, and Education Leaders
- National Educational Technology Plan (2024)
- Connecticut Computer Science Implementation Guidelines (2018)
- Darien Public Schools Strategic Plan (2021-26)
- Darien Public Schools Vision of the Graduate

Reference Documents

2024 – 28 State Educational Technology Plan. (2024). Connecticut Commission for Educational Technology . https://portal.ct.gov/-/media/DAS/CTEdTech/publications/2024/202428_CET_Strategic_Plan.pdf

A Call to Action for Closing the Digital Access, Design, and Use Divides: 2024 National Educational Technology Plan. (2024, January). US Department of Education. https://portal.ct.gov/das/-/media/das/ctedtech/publications/2025/2025-used-oet-archive/netp24.pdf

Connecticut Computer Science Implementation Guidelines . (2018). Connecticut State Department of Education. https://portal.ct.gov/-/media/SDE/Computer-Science/Connecticut_Computer_Science_Implementation_Guidelines.pdf

International Society for Technology in Education. (n.d.). *Standards*. ISTE. Retrieved April 22, 2026, from https://iste.org/standards

K–12 Standards. (2017). Computer Science Teachers Association. https://csteachers.org/k12standards/

Appendix A

Each action step is further described below:

Goal Area	Key Focus Areas	Priorities and Actions Steps
Teaching and Learning	Expand Purposeful and Creative Technology Integration	Regularly scheduled annual in-house professional learning workshops offered by staff for staff to improve understanding of accessibility features in digital systems and further the understanding of Universal Design for Learning. Conduct a comprehensive curriculum review to identify creative technology integration opportunities, including, but not limited to, Project Based Learning opportunities across K-8, aligned to research about effective technology integration strategies. Provide regularly scheduled professional learning session options on technology integration frameworks such as PICRAT. Using EduPlanet21, review documented curriculum with a focus on opportunities for high-level technology integration opportunities, including potential virtual trips, speakers, and creating content for a wider audience. Develop recommendations for additional cross-curricular project-based learning opportunities, added to EduPlanet21 curriculum documents. Establish district-approved learning management system (LMS-Google Classroom) standards and best practices for consistent use across all grade levels. Developing a consistent framework supports staff, students, and families. Best practices will include developing consistent naming conventions for courses and assignments, using topics in courses, and protocols for access to course content (guardians, support staff).
Teaching and Learning	Implement a Tiered Micro-Credentialing Professional Learning System for staff	Create and launch an on-demand digital learning library badging system in support of professional learning needs and in support of the teacher contract language. (i.e. staff can earn recognition for mastering tools like AI integration, PBL, and accessible design. May require additional budgetary funding to adopt a resource to manage courses and completion.) Deepen teacher technology training program through additional regularly scheduled technology support and training outside of the Welcome and Orientation program for new to District staff
Teaching and Learning	Assistive Technology (AT) implementation aligned with tiered MTSS supports	Conduct a comprehensive review of all IEP/504 AT requirements. Review and document current tiered and supported accommodation assistive technology resources to ensure licensing and resource availability. Develop a clearly defined protocol for requesting resources.
Teaching and Learning	Implement a student Digital Portfolio system	In alignment with our Vision of the Graduate and state required Student Success Plans, identify a container and recommend strategies to help students develop and maintain learning portfolios. Develop a potential method for graduating students to present their growth to a panel or community. Students select artifacts (videos, code, essays, art) that highlight having met the six core competencies (Curiosity, Creativity, etc.). May require additional budgetary funding to adopt a resource to manage courses and completion.
Teaching and Learning	Establish a technology lending	Managed within the school libraries, this is a collection of resources and tools that staff would borrow for use in instructional activities to support integration

	library for specialized devices	of creative technology work with students. May include devices such as cameras, Chromebooks, tablets, graphing calculators, recording equipment, and emerging technology tools. The collection is scaled appropriately for audience and population size. Some elements, such as cameras and calculators, were historically available on student cell phones. Will require regular budgetary funding, to be identified.
Teaching and Learning	Outline a K-12 Digital Literacy and Artificial Intelligence Literacy Framework	Outline a General scope and sequence, vertically aligned and connected to ISTE Standards and Connecticut Digital Citizenship, Internet Safety, and Media Literacy Guidelines. Highlight connections to content areas. This resource is available for all staff, with work on essential understanding and experiences led by library media specialists in student lessons.
Teaching and Learning	Implement a comprehensive MTSS aligned data dashboard system	Establish a multi-year implementation plan to streamline staff access to relevant student data and to better track and manage MTSS tiered interventions using the product identified in the 2025/26 school year. This platform will enable teachers to access real-time student performance data from multiple assessment platforms, spending less time finding the data and more time analyzing and addressing the instructional implication.
Teaching and Learning	Support Parent Education and Partnership opportunities related to digital topics	Provide communication and resources to families through different channels, such as newsletter/website posts or public workshops for families in support of understanding technology topics offered by district staff or an outside expert.
Infrastructure and Operational Efficiency	Evaluate 1:1 Student Device Model	Using multiple strategies, such as focus groups, surveys, faculty meetings, and department/grade level meetings conduct a study of device utility by grade level (e.g., investigating tablets vs. laptops for primary years) to ensure the hardware aligns with developmental needs, provides equitable access, and supports innovative and creative goals connected to our Vision of the Graduate. Discuss and review the current Kindergarten to grade eight 1-to-1 device model and grade 9-12 bring own device model. Identify and implement change recommendations (as budgetarily feasible). This will also lead to an updated refresh/replacement cycle for instructional hardware.
Infrastructure and Operational Efficiency	Learning Space Audit	Evaluate classroom and learning spaces to better support learning. Considerations such as device density, audio systems, classroom display standards, accessibility, flexible learning environments, video creation/presentation spaces, and smart-charging storage solutions. Identify potential changes to digital tools used for instruction in those spaces. Establish a "Baseline Classroom Technology Standard" so that every student and teacher enters a room with identical core technical capabilities (e.g., interactive display, audio amplification).
Infrastructure and Operational Efficiency	Network infrastructure assessment and 5-year network modernization roadmap	Conduct a full reevaluation of the current network infrastructure to identify areas for future-ready preparation and improve redundancy related to emergency notification, cameras, phone systems, and wired and wireless internet access. This will also lead to an updated refresh/replacement cycle for administrative and operations hardware. Develop recommendations and priority list for inclusion in future budget plans.
Infrastructure and Operational Efficiency	Communication Systems Tools Evaluation and Consolidation	Building on prior work completed, identify and evaluate digital communications tools to consolidate and promote efficiency for staff to staff and staff to family communications. Verify WCAG 2.1 Level AA compliant platforms to ensure all families, regardless of ability or language, can engage with the district.

		Evaluate the hybrid-system email/calendar friction to comparing current practices vs a fully unified productivity suite (e.g., full Google Workspace or M365) with an eye on cost, collaboration, and security. Develop and implement recommendations (budget permitting).
Infrastructure and Operational Efficiency	Develop a full software lifecycle process/protocol	Refine current software request protocol. Improve onboarding of new digital tools to include a review of WCAG 2.1 Level AA compliance and student sign-on integrations (Google Single Sign-on and Clever). Develop a standardized and clearly defined process for regular software review and new software adoption including stages such as request, instructional review, privacy/security review, accessibility review, rostering/SSO review, pilot, approval, renewal, utilization review, and offboarding. Audit district-adopted digital platforms and resources for WCAG 2.1 Level AA accessibility compliance as required by Federal law by April, 2027.
Infrastructure and Operational Efficiency	Student access and identity management system review	Work with grade-level staff to audit and update K-5 Clever sign-on integrations for ease of student access. Provide staff professional learning on Clever.
Data Privacy and Security	Enhance and improve centralized Student Data Privacy Clearinghouse	Maintain and improve the public-facing registry of all vetted and approved instructional software, privacy agreements, accessibility status, and evidence ratings to ensure 100% compliance with Connecticut General Statute § 10-234aa et seq. to include WCAG 2.1 Level AA accessibility compliance as well as identify products that have added AI tools to process data. Share software efficacy evidence by identifying Every Student Succeeds Act (ESSA) Tiers of Evidence level for available instructional software products in the Darien LearnPlatform software library based on research tools provided by John Hopkins, the International Society for Technology in Education, and other professional organizations.
Data Privacy and Security	Review MultiFactor Authentication options and methods for appropriate staff roles with access to district wide data systems	Review software tools eligible for MFA and options for utilization. Identify high-risk, high access staff roles. Deploy appropriate MFA resources as needed and identified.
Data Privacy and Security	Evaluate and implement additional approaches to limit student access to unvetted digital resources	Review technical options and capacity to further manage student access to unvetted instructional or non-instructional resources, including possibility of white-list only access PK-5. Implement appropriate options, budget dependent.
Data Privacy and Security	Outline Artificial Intelligence implementation strategy	Review and clarify/update current artificial intelligence documentation for students and staff. Formalize the current implementation strategy for community transparency. Apply software evaluation protocol as appropriate.
Data Privacy	Improve student	Evaluate current annual training resources for all staff with access to student

and Security	data privacy training for all staff	records related to federal and state laws on student data privacy and cybersecurity awareness and implement new resources, if identified, pending budget approval.
Data Privacy and Security	Conduct digital security audit and vulnerability assessment	Conduct comprehensive cybersecurity audit and vulnerability assessment of all district digital systems including a review of emergency systems, network backup, and security technologies through the support of a third-party company. Create and test Cyber Incident Response and Disaster Recovery Plans including ransomware, data breaches, catastrophic equipment failures, and system compromises Implement recommendations, pending budget approval.

Appendix B

Timeline Map

- ☐ Blank indicates not addressed that year.
- ☐ Green Highlighting indicates school(s) year of analysis and/or implementation work for that focus area.
- ☐ Blue indicates maintenance and/or on-going work.

Focus Area	2026/27	2027/28	2028/29	2029/30	2030/31
Expand Purposeful and Creative Technology Integration					
Implement a Tiered Micro-Credentialing Professional Learning System for staff					
Assistive Technology (AT) implementation aligned with tiered MTSS supports					
Implement a student Digital Portfolio system					
Establish a technology lending library for specialized devices					
Outline a K-12 Digital Literacy and Artificial Intelligence Literacy Framework					
Implement a comprehensive MTSS aligned data dashboard system					
Support Parent Education and Partnership opportunities related to digital topics					
Evaluate 1:1 Student Device Model					
Learning Space Audit					
Network infrastructure assessment and 5-year					

network modernization roadmap					
Communication Systems Tools Evaluation and Consolidation					
Develop a full software lifecycle process/protocol					
Student access and identity management system review					
Enhance and improve centralized Student Data Privacy Clearinghouse					
Review MultiFactor Authentication options and methods for appropriate staff roles with access to district wide data systems					
Evaluate and implement additional approaches to limit student access to unvetted digital resources					
Outline Artificial Intelligence implementation strategy					
Improve student data privacy training for all staff					
Conduct digital security audit and vulnerability assessment					