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Personalized Learning. 21st Century Skills.

# Westonka Public Schools Technology Plan 2022-2025

| Infrastructure | Technology Security | Hardware | User Experience | Innovative Technologies |
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| *Outcome: Update and integrate scalable district hardware and network equipment* | *Outcome: Development and integration of a technology security plan to protect the districts systems, school information, hardware, software and accounts from vulnerabilities and threats* | *Outcome: Determine hardware criteria to make decisions for staff, student and classroom devices in regards to student learning, device functionality, software compatibility, cost and durability, security needs and device support* | *Outcome: Provide staff, students and parents a simplified and efficient user experience while providing a robust and dependable district technology system* | *Outcome: Research and implement innovative tools and solutions to improve teaching and learning for staff and students* |
| Specific Tasks:<br><br>• Continuous review of district systems, such as network, servers, computers and classroom hardware, to procure and integrate upgrades to support district initiatives.<br>• Start the review of current phone system services, identify and prioritize features and options, evaluate costs, and upgrade or replace the current phone system.<br>• Review of cloud-based options for identified internal district systems to integrate the most cost effective, secure, scalable solution to support the learning tools and environment.<br>• Review and update the district wireless system to support new and improved connectivity speeds and features.<br>• Start the evaluation of district network switches to support the use of all building operations and wireless services. | Specific Tasks:<br><br>• Continue to work with Security Experts to implement and enhance building and data security.<br>• Review and develop agreements with our educational vendors and partners for data privacy and service level agreements.<br>• Continue to develop, measure, and identify the most impactful Security Awareness Training (SAT) for the district to defend from various attacks and keep the district safe and secure.<br>• Review and revise information security policies to ensure compliance of policy and for the education of staff, students, and teachers.<br>• Develop a district Incident Response Plan (IRP) to integrate administrative controls, procedures, and tools to support cybersecurity initiatives to protect staff, students and district systems and data.<br>• Continue to conduct security assessments that includes auditing external and internal access to district systems. | Specific Tasks:<br><br>• Communicate and engage with building technology committees on the topics of hardware needs and the evaluation of classroom tools.<br>• Determine the proper devices to meet the district's hardware criteria in these areas:<br>  ○ Staff devices<br>  ○ Student devices<br>  ○ Classroom tools<br>  ○ Curriculum<br>• Research and integrate a comprehensive building digital signage solution. | Specific Tasks:<br><br>• Ensure each building site has a technology committee to support staff and their technology needs and to guide building technology needs and implementation of new tools.<br>• Expand the single sign-on protocol to applications, network and data access.<br>• Implement onboarding process for new staff that start employment after the start of the school year.<br>• Develop training opportunities for secondary staff on technologies to support student learning and address staff technology needs. | Specific Tasks:<br><br>• Partner with building technology committees to identify and integrate innovative technology tools to support student learning and enhance classroom instruction.<br>• Work with educational and technology organizations on the use of new technologies to support student learning and teacher instruction.<br>• Pilot new tools and innovative programs, purchase promising solutions, and measure their outcomes to positively address students' needs and support student learning. |