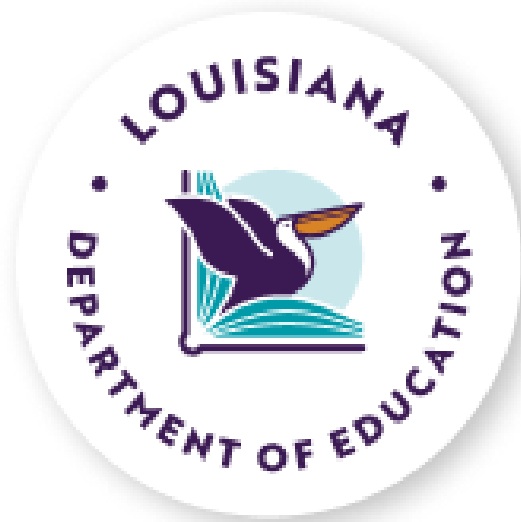


Louisiana's Educational Technology Plan



2026

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Vision

The LDOE foresees a future in which every student is emboldened by a robust digital ecosystem that reinforces academic excellence and career readiness. In alignment with [R.S. 17:3921.2](#), the LDOE ensures access to appropriate devices, broadband internet, and AI-forward instruction to bridge the digital divide and prepare Louisiana’s students for a digitally immersed world. Central to this vision is the integration of High-Quality Instructional Materials (HQIM) aligned with state academic standards. To ensure these tools are utilized effectively, the LDOE is dedicated to cultivating a digital and AI-forward educator workforce. Teachers and leaders are supported with resources and quality professional learning in digital instruction, AI integration, and data privacy, ensuring they are prepared to lead in future-ready classrooms and navigate emerging technologies safely and responsibly.

Framework Narrative

Louisiana’s Educational Technology Plan is organized around five strategic goals supported by foundational systems that ensure technology is implemented securely, sustainably, and effectively across all school systems. The strategic goals focus on improving instruction, supporting educators, strengthening digital ecosystems, expanding career pathways, and building statewide implementation capacity. These goals are supported by foundational supports that provide the infrastructure, governance, leadership, and funding structures necessary to sustain digital learning statewide.

The following strategic goals outline the roadmap for integrating educational technology, driven by the need to develop [digital literacy skills](#) and align with [Louisiana’s educational priorities](#).

Strategic Goals for Supporting Educational Technology

- **Strategic Goal 1: Strengthen Foundational Academic Skills with Digital Tools**
 - The LDOE will build statewide awareness and foundational capacity to ensure students, educators, and families are prepared to access and use digital and AI-enabled learning tools effectively.
- **Strategic Goal 2: Elevate and Support Educators in Digital & AI-Enriched Instruction**
 - The LDOE will ensure digital and AI tools are consistently embedded in High-Quality Instructional Materials to improve student outcomes in literacy, mathematics, and career readiness.
- **Strategic Goal 3: Build Secure, Innovative, and Accessible Digital Ecosystems**
 - The LDOE will promote safe, ethical, and critical use of digital and AI technologies by strengthening digital literacy and data privacy practices across all school communities.
- **Strategic Goal 4: Build Systemwide Capacity for Sustainable Educational Technology**
 - The LDOE will build strong leadership, coaching, and support systems that enable school systems and schools to implement and sustain quality educational technology practices.
- **Strategic Goal 5: Expand Learning Pathways Through Personalized & Career-Ready Learning**
 - The LDOE will expand future-ready learning pathways by leveraging technology and strategic partnerships to increase student access to college, career, and workforce opportunities.

Strategic Goal 1

Strengthen Foundational Academic Skills with Digital Tools

Build statewide awareness and foundational capacity to ensure students, educators, and families are prepared to access and use digital and AI-enabled learning tools effectively.

LDOE Educational Priority	Strategy
<p>Early childhood leading to kindergarten readiness</p>	<p>Build family and educator understanding of how technology can safely support foundational skills.</p>
<p>LDOE Provided Supports:</p> <ul style="list-style-type: none"> • Provide clear guidance to PreK-K educators on vetting technology tools, emphasizing data privacy and compliance with the Children's Online Privacy Protection Rule (COPPA) (for children under 13). • Integrate the LDOE Digital Literacy Guidance across all grade levels to define baseline proficiencies in Technology Operations (e.g., basic device use) and Digital Responsibility for early learners. • Develop and distribute resources for families on digital responsibility and the safe use of "closed-system" learning apps. 	
<p>School System Support Ideas:</p> <ul style="list-style-type: none"> • Schedule technology-focused learning events for families to learn how to access school-provided digital devices and resources. • Provide resources to help families develop technology proficiency, such as modeling safe Internet use. • Develop annual orientations for young students that cover basic device expectations, digital responsibility, and safe use guidelines in an age-appropriate manner. • Ensure that expectations for digital literacy and AI use are clearly outlined in student handbooks and course syllabi to maintain transparency with families. • Ensure Acceptable Use Policies (AUPs) are updated to include specific guidance for early learners. 	
<p>Literacy instruction aligned to the Science of Reading</p>	<p>Establish a common understanding of how digital and AI tools can support evidence-based reading and writing instruction aligned to the Science of Reading.</p>
<p>LDOE Provided Supports:</p> <ul style="list-style-type: none"> • Provide guidance and resources on digital tools to protect student and staff data. <ul style="list-style-type: none"> ◦ For special education students, digital tools should support specially designed instruction aligned to Individualized Education Program (IEP) goals, not just general differentiation. • Create clear guidance for educators and families on the appropriate use of digital and AI-powered reading tutors as supplemental tools. • Provide guidance on how AI-supported writing feedback tools can help students revise and strengthen written responses while maintaining academic integrity. 	

- Develop model student AI citation guidance tailored by grade band, including example formats for citing AI-generated content in writing assignments.
- Provide guidance on how digital tools can support differentiated instruction, fluency practice, and writing feedback aligned to the Science of Reading.

School System Support Ideas:

- Ensure teachers are familiar with, model, and monitor the integration of [Digital Literacy Guidance](#) across all grade levels and content areas.
- Perform annual technology and cybersecurity readiness self-assessments to ensure the infrastructure supports literacy software, such as digital reading tutors.

Math instruction from foundational to advanced skills

Build educator capacity to intentionally and skillfully leverage technology to support High-Quality Instructional Materials implementation.

LDOE Provided Supports:

- Train educators on the importance of data privacy when using digital platforms that track student math progress.
- Develop explicit guidance for mathematics that outlines expectations for using technology tools in mathematical reasoning, modeling, and problem-solving, rather than just basic computation.
- Provide a specialized checklist for math digital platforms to help school systems evaluate how vendors handle student performance data and maintain transparency.

School System Support Ideas:

- Ensure that teachers and leaders are familiar with the [Digital Literacy Guidance](#) to embed appropriate grade-level technology proficiencies into activities.
- Employ technology strategically to enhance outcomes of teacher collaboration.
- Establish routines in which teachers review digital platform data alongside formative assessment results to plan enrichment activities to support unfinished learning (e.g., Zearn).
- Focus on digital math tools that are embedded in the adopted HQIM that provide a coherent learning experience for students.

Opportunities ensuring a meaningful high school experience

Ensure students, families, and educators understand the guidelines and policies for using AI and digital tools in high-stakes work.

LDOE Provided Supports:

- Provide specific protocols for using AI and digital tools in state-mandated projects, senior capstones, and dual-enrollment courses to ensure alignment with higher education standards.
- Create resources that map the [Digital Literacy Guidance](#) to specific high-demand career sectors identified by LA Works (e.g., Healthcare, Information Technology, Manufacturing).
- Provide templates for a "Statement of AI Use" to help students reflect on how digital tools supported their research, analysis, and writing.
- Create one-pagers for parents on how digital literacy and responsible AI use impact college admissions, scholarship applications, and workforce entry.

- Provide examples of how AI and digital tools can support advanced coursework, research, and technical skill development in high school pathways.

School System Support Ideas:

- Update AUPs to explicitly define appropriate use of technology for research, capstone projects, and assignments.
- Build student awareness of how technology is used in various career pathways.
- Host annual sessions for grades 9-12 that demonstrate how industry-standard software and AI are currently being used in local professional fields.
- Have students complete an annual self-assessment of their digital skills compared to the requirements of their chosen graduation pathway.
- Ensure students in technical pathways have access to devices capable of running advanced simulations, AI tools, and industry-standard software.

An effective teacher for every student

Equip every educator with foundational digital fluency to demystify emerging technologies and serve as the essential springboard for innovative pedagogical practice.

LDOE Provided Supports:

- Launch a statewide awareness campaign for educators that defines AI and its potential in education.
- Launch a micro-credentialing system that recognizes teachers who master the statewide AI competencies.
- Establish statewide digital literacy supports and AI competencies for educators and school staff.
- Develop an AI toolkit for educators.

School System Support Ideas:

- Develop system-wide goals for technology integration and ensure stakeholders and educational leaders understand their roles.
- Promote technology integration through educational leader modeling.
- Identify and empower early-adopter teachers to serve as "Digital Leads" who can answer questions and model the use of technology.
- Organize non-evaluative "play" sessions where teachers can experiment with approved AI and digital tools in a collaborative environment.
- Ensure teachers are equipped with devices that meet the Student and Educator Standards to model expected high-quality integration.

Expand educational choice for students and families

Equip families to make informed choices by providing clear, transparent information on the technology, safety, and innovative practices of different schools.

LDOE Provided Supports:

- Ensure all schools (traditional, charter, etc.) are transparent with families about approved AI tools, their purpose, and privacy protections.
- Curate and make available resources to help families develop technology proficiency, enabling them to evaluate school offerings more effectively.

- Provide a state-level resource explaining the differences between virtual, hybrid, and tech-forward traditional schooling, including what families should look for regarding student support and digital safety.
- Create a public-facing list of state-approved vendors that allows parents to verify the safety of the tools used in their chosen schools.
- Develop FAQs specifically for families considering non-traditional or virtual schools, focusing on home bandwidth requirements and device expectations.
- Provide guidance to families on evaluating whether a school's digital tools support strong academic instruction and student outcomes.

School System Support Ideas:

- Encourage schools to demonstrate how digital tools support student learning and skill development during enrollment events.
- Streamline the "platform for parents to track learning" by ensuring that all grades, assignments, and access to digital tools are available through a single, easy-to-navigate login.
- Give prospective families a simple "System Requirements" checklist to ensure their home environment can support the school's digital curriculum.
- Encourage schools to share examples of how digital tools are improving student literacy, numeracy, and engagement.

Strategic Goal 2

Elevate and Support Educators in Digital & AI-Enriched Instruction

The LDOE supports school systems to ensure that digital and AI tools are consistently embedded in High-Quality Instructional Materials (HQIM) to improve student outcomes in literacy, mathematics, and career readiness.

Louisiana Educational Priority	Strategy
<p>Early childhood leading to kindergarten readiness</p>	<p>Equip educators to use technology to create effective, engaging learning experiences for young learners.</p>
<p>LDOE Provided Supports:</p> <ul style="list-style-type: none"> • Train educators to use AI in the "AI-Assisted" tier as a "thought partner" to brainstorm and generate differentiated, play-based early-learning activities. • Guide teachers in using approved, "closed-system" AI tools at the Augmentation level to provide supplemental practice in specific skills. • Provide a curated library of AI prompts and templates specifically for Pre-K teachers to generate high-quality, play-based centers that align with the Louisiana Birth to Five Early Learning & Development Standards (ELDS) and High-Quality Instructional Materials. • Provide resources for integrating hands-on technology, such as programmable floor robots (e.g., Bee-Bots) or interactive audio tools, to support foundational literacy and computational thinking. 	
<p>School System Support Ideas:</p> <ul style="list-style-type: none"> • Ensure classrooms have developmentally appropriate technology tools (e.g., programmable robots, audio devices) that support play-based learning. • Ensure Assistive Technologies (AT) are available to support all learners who need them to access grade-level content. IEP teams should consider assistive technology supports for students with disabilities and make data-driven decisions based on individual student needs. 	
<p>Literacy instruction aligned to the Science of Reading</p>	<p>Integrate technology directly into literacy instruction to enhance and personalize learning, aligning with HQIM.</p>
<p>LDOE Provided Supports:</p> <ul style="list-style-type: none"> • Ensure publishers submit detailed technology specifications and alternative format assurances to ensure school systems can make informed decisions regarding digital curricula options. • Implement a Tech Readiness Seal review process to ensure curriculum materials support student data protection and successful technology integration. • Create and distribute exemplars that demonstrate how to use AI for literacy-specific tasks such as instructional planning, differentiation for diverse learners, and real-time formative assessment aligned to High-Quality Instructional Materials. • Offer ongoing training and micro-credentials that focus on grounding AI and digital tool integration in sound Science of Reading-based pedagogy. 	

School System Support Ideas:

- Define clear school system policies that outline when AI use is appropriate during the writing process, and specify which student artifacts are required to demonstrate authentic learning.
- Train educators to use data from digital and AI reading tutors to provide personalized, real-time feedback on phonics and fluency and drive instruction.
- Equip educators with the skills to leverage digital and AI reading tutors for delivering personalized, real-time feedback on phonics and fluency, using the collected data to guide and tailor instruction.
- Use digital writing assistants to provide feedback on student writing after they have produced an original draft.
- Require routine teacher oversight and verification for any AI-supported grading or feedback to ensure accuracy and maintain the teacher-student connection.
- Ensure devices support interactive literacy tools such as digital reading tutors that require audio input for phonics and fluency practice.

Math instruction from foundational to advanced skills

Support in applying technology as a tool to engage in the concrete-representational-abstract progression, real-time feedback, and data-driven instructional grouping.

LDOE Provided Supports:

- Utilize the Computational Thinking competency from the [Digital Literacy Guidance](#) alongside the math practice standards to highlight problem-solving and algorithmic thinking within as they occur in HQIM lessons.
- Implement approved AI-powered math tutors as an "AI-Enhanced" tool to provide adaptive practice problems and immediate feedback.
- Provide educators with pre-vetted prompts to generate tiered practice sets, scaffolded real-world word problems, and explanations of common misconceptions.
- Issue guidance for upper-level math (Algebra I through Calculus) on using digital tools, digital manipulatives, or AI to explain multiple ways to solve a single problem, emphasizing conceptual understanding over just getting the "right" answer.

School System Support Ideas:

- Train teachers to use real-time analytics from math software to automatically create small groups for "Teacher-Led Instruction" during station-rotation models.
- Train educators to use AI tutors and digital tools to provide hints rather than answers, ensuring the cognitive lift remains with the student.

Opportunities ensuring a meaningful high school experience

Leverage technology to fundamentally support the educational journey, enabling activities previously thought impossible.

LDOE Provided Supports:

- Create a crosswalk of approved digital and AI-powered tools specific to Louisiana's high-demand career sectors, such as AI-driven nutrition analysis for Culinary Arts or unmanned aircraft (drones) for Agriculture and Logistics.

- Provide regional training sessions and guidance to help systems implement the new one-credit computer science requirement for the Class of 2030 (Act 211).
- Supply school systems with a model for creating teacher-led teams that evaluate how local industry partners are using AI, ensuring that classroom tools mirror workforce realities.

School System Support Ideas:

- Leverage cloud-based platforms that allow students to access industry-standard software (e.g., AutoCAD, Adobe Creative Cloud, or AI-driven cyber labs) on any device, including Chromebooks.
- Train teachers to design AI-supported projects that require students to apply disciplinary knowledge to real-world problems.
- Provide learning opportunities that allow learners to leverage digital technologies to create and share new knowledge.
- Ensure students use digital technologies to promote deeper learning and knowledge transfer.
- Host annual events where students demonstrate how they have used technology – like building AI models for data analysis or creating VR environments – to solve real-world problems.
- Provide teacher training and curriculum resources to support implementation of the [Louisiana Computer Science Standards](#).
- Ensure technology supports transition services for diverse learners aligned to IEP goals, including career readiness, independent living, and postsecondary outcomes.

An effective teacher for every student

Move teachers from awareness to application by equipping them with concrete strategies for successfully implementing digital tools for planning and instruction.

LDOE Provided Supports:

- Provide hands-on professional learning showing teachers how to use technology and AI as a "thought partner" to support HQIM implementation.
- Implement micro-credentials for teachers to signify technology readiness.
- Provide templates for school-level policies that define how AI can be used for administrative tasks (grading, emails, newsletters), ensuring educators maintain "human-in-the-loop" oversight.
- Provide guidance on learning management systems (LMS) that facilitate effective teaching and learning.

School System Support Ideas:

- Adopt and implement systems, such as learning management systems (LMS), that facilitate new modes of teaching and learning.
- Provide focused professional development on digital learning for all grade levels.
- Define procedures for LMS use (e.g., posting all assignments online, using the digital gradebook) to ensure students and families have a consistent experience across all classrooms.

Expand educational choice for students and families

Drive educational quality through innovation, enabling schools to compete by offering personalized, flexible learning models.

LDOE Provided Supports:

- Support the development of innovative school models (virtual, hybrid, magnet).
- Ensure schools of choice (e.g., charters) have access to and can participate in state-led technology and AI pilots.
- Provide guidance for implementing and sustaining quality hybrid and virtual learning programs.

School System Support Ideas:

- Assign full-time remote learners to educators specifically trained in purposeful virtual instruction.
- Train educators in the Estimate-Prompt-Verify protocol. Students are taught to estimate an answer, prompt an AI for a solution, and then verify the AI's logic against their own estimation. This transforms AI from a "cheating tool" into a critical-thinking partner.

Strategic Goal 3

Build Secure, Innovative, and Accessible Digital Ecosystems

Promote safe, ethical, and critical use of digital and AI technologies by strengthening digital literacy and data privacy practices across all school communities.

Louisiana Educational Priority	Strategy
<p>Early childhood leading to kindergarten readiness</p>	<p>Establish foundational digital responsibility skills and reinforce the need for human oversight in safe care environments.</p>
<p>LDOE Provided Supports:</p> <ul style="list-style-type: none"> • Offer specific protocols for school leaders to ensure that early learning apps are COPPA-compliant and operate in "closed systems" that prevent external communication or unvetted AI interactions. • Create simple resources for families that define digital responsibility at home, emphasizing the importance of human oversight and balanced screen time for foundational skill development. • Provide a specialized checklist to help school systems evaluate how early learning vendors handle student data and maintain transparency. 	
<p>School System Support Ideas:</p> <ul style="list-style-type: none"> • Integrate foundational "digital responsibility" and safety concepts into early-learner curricula, aligning with the Digital Literacy Guidance. • Reinforce that digital tools are supports and that the educator remains the final decision-maker for instructional decisions, especially for assessing readiness. • Conduct sessions for parents of early learners covering basic device expectations, digital responsibility, and safe use guidelines in a developmentally appropriate manner. • Appoint a lead or committee to maintain a list of approved, safe digital tools specifically for PreK-K classrooms. • Ensure that technology use for PreK–Grade 2 remains restricted to "Closed-system apps" to prevent exposure to unvetted content. 	
<p>Literacy instruction aligned to the Science of Reading</p>	<p>Directly address academic integrity concerns while teaching students to be critical consumers of AI-generated content.</p>
<p>LDOE Provided Supports:</p> <ul style="list-style-type: none"> • Teach students to evaluate AI-generated and digital texts for accuracy, algorithmic bias, and credibility as part of reading comprehension and information literacy. • Provide guidance to educators on preventing AI-assisted plagiarism while promoting authentic student writing. • Provide professional learning for teachers on how to teach students to analyze and critique AI-generated text, including identifying inaccuracies, missing evidence, or misleading language. • Train educators to analyze how literacy assignments from their HQIM require student reflection, textual evidence, and revision processes, making AI-only responses insufficient. • Incorporate digital literacy and responsible use of AI into existing instruction. 	

School System Support Ideas:

- Maintain an internet safety policy and instructional program aligned to the Digital Literacy Guidance.
- Establish clear school system policies outlining when AI tools may be used during the writing process and which components of student work must demonstrate original student thinking.
- Encourage teachers to incorporate activities where students compare AI-generated responses with authentic texts to identify differences in accuracy, reasoning, and evidence.
- Provide families with guidance on how AI writing tools work and how they can support students in developing authentic writing and reading skills at home.

Math instruction from foundational to advanced skills

Reinforce that AI and digital tools are meant to support mathematical reasoning, not replace it.

LDOE Provided Supports:

- Provide a standardized protocol (e.g., "Estimate-Prompt-Validate my Understanding") where students must first estimate an answer, prompt the AI for a solution, and then verify the AI's logic against a known mathematical property or a second method (like a visual model).
- Create sample math problems where AI is known to struggle to teach students how to spot logical flaws, but also give incorrect AI answers.
- Issue a specialized checklist for math educators to evaluate if "homework helper" apps comply with Louisiana student data privacy laws ([La. R.S. 17:3921.2](#)).

School System Support Idea:

- Emphasize human decision-making; train students to use AI to check their work, not just provide answers.

Opportunities ensuring a meaningful high school experience

Prepare students for the challenges of using AI in the workforce and higher education.

LDOE Provided Supports:

- Provide schools with real-world scenarios from Louisiana industries (e.g., healthcare, maritime, IT) that highlight dilemmas involving technology, such as algorithmic bias in hiring or data privacy in patient care.
- Supply Professional School Counselors and teachers with resources that compare AI policies across major Louisiana post-secondary institutions to help students understand varying expectations.

School System Support Ideas:

- Teach students to cite technology-generated content properly.
- Reinforce monitoring student use and device orientation in classrooms.

- Invite local business leaders to speak with students about how they use technology responsibly in their companies and the consequences of unauthorized technology use in a professional setting.
- Train students to act as human reviewers for their peers' AI-assisted work, specifically looking for hallucinations, lack of personal voice, or logical fallacies.
- Help students review their online presence and digital artifacts through the lens of a prospective employer or college admissions officer, focusing on professional digital responsibility.

An effective teacher for every student

Equip teachers with the policies and strategies needed to manage their classrooms and maintain academic rigor in a digital environment.

LDOE Provided Supports:

- Provide quality Internet safety training resources for systems to use with teachers and families.
- Provide guidance that helps teachers evaluate a digital tool's alignment with High-Quality Instructional Materials (HQIM) before introducing it to students.
- Supply a statewide guide for effective AI prompting (Character, Request, Examples, Adjustments, Type of Output, Extras) to help teachers and leaders model sophisticated use of technology.

School System Support Ideas:

- Train teachers to design "AI-resistant" assessments (e.g., open-ended questions, in-class drafts).
- Provide clear policies on academic dishonesty so teachers can enforce them consistently.
- Provide leaders with a simple rubric to observe how teachers are monitoring student device use and whether digital tools are being used to "Augment" rather than just "Substitute" traditional learning.
- Ensure all teachers receive annual training on system-specific software approval processes, so they know exactly which tools are safe to use in their classrooms.

Expand educational choice for students and families

Build family trust and satisfaction by ensuring that all schools, regardless of model, adhere to high safety and privacy standards.

LDOE Provided Supports:

- Ensure all schools, regardless of type (traditional public, charter, non-public), adhere to the same high standards for data privacy.
- Require all school choice options to be transparent about how they keep educators "in the loop" and maintain human decision-making.
- Provide a model AUP/ISP for school systems.
- Provide a set of standardized, family-friendly definitions for technical terms such as "Personally Identifiable Information (PII)," "Encryption," and "Data Minimization" to help families accurately compare school privacy policies.
- Provide a voluntary badge or certification for schools that can demonstrate a formal "human-in-the-loop" policy, ensuring that AI is never the sole factor in high-stakes student decisions (e.g., grading or disciplinary actions).

School System Support Ideas:

- Institute and maintain a strong cyber posture that aligns with state and federal guidelines.
- Maintain an internet safety policy in compliance with [Family Educational Rights and Privacy Act \(FERPA\)](#), [Children's Internet Protection Act \(CIPA\)](#), and [R.S. 17:3921.2](#).
- Use a dashboard to show parents exactly which digital tools have been vetted and approved for safety and privacy.
- Invite families to virtual sessions in which the system's IT and privacy leads explain the technical safeguards (such as multi-factor authentication and firewalls) used to protect student records.

Strategic Goal 4

Build Systemwide Capacity for Sustainable Educational Technology

The LDOE will build strong leadership, coaching, and support systems that enable school systems and schools to implement and sustain high-quality educational technology practices.

Louisiana Educational Priority	Strategy
<p>Early childhood leading to kindergarten readiness</p>	<p>Build system-level capacity to select and support safe, effective digital tools for the youngest learners.</p>
<p>LDOE Provided Supports:</p> <ul style="list-style-type: none"> • Provide guidance to school system leaders on software approval processes specifically for early learning "closed system applications", emphasizing COPPA compliance. • Curate and share best practices from PreK-K teachers via peer showcases and newsletters. • Establish a statewide network specifically for early childhood leaders to participate in quarterly convenings and share implementation briefs focused on kindergarten readiness tools. • Include early childhood-specific indicators in statewide dashboards to monitor device access, classroom connectivity, and completion of teacher professional development for PreK-K. 	
<p>School System Support Ideas:</p> <ul style="list-style-type: none"> • Ensure every student has a high-quality, well-equipped device appropriate for their age and needs, accessible at home and school. • Implement help desks to support families as they support learning outside the classroom. • Perform a technology and cybersecurity readiness self-assessment specifically for early childhood environments to ensure they meet the unique safety standards for students under 13. • Prioritize age-appropriate touchscreen devices designed for early learner interaction. 	
<p>Literacy instruction aligned to the Science of Reading</p>	<p>Create sustainable structures to provide ongoing, high-quality professional learning and resources for AI and technology in literacy.</p>
<p>LDOE Provided Supports:</p> <ul style="list-style-type: none"> • Develop guidance on how to safely and appropriately integrate AI aligned to the Science of Reading. • Create Instructional Leadership Team (ILT) agendas and train-the-trainer models to build AI capacity for literacy instruction at the school level within HQIM. • Provide guidance on literacy technology platforms and device capabilities aligned with HQIM. 	
<p>School System Support Ideas:</p> <ul style="list-style-type: none"> • Utilize "try-test-refine-scale" cycles for new literacy software or AI reading tutors to gather structured teacher feedback before adopting them system-wide. • Form a committee or appoint a lead to maintain a vetted, approved list of literacy AI tools and establish a regular review schedule. 	

<p>Math instruction from foundational to advanced skills</p>	<p>Foster collaboration and provide continuous improvement cycles for technology in math instruction.</p>
<p>LDOE Provided Supports:</p> <ul style="list-style-type: none"> ● Provide guidance for school systems on evaluating and selecting digital math tools that align with the Louisiana Student Standards for Mathematics and HQIM. 	
<p>School System Support Ideas:</p> <ul style="list-style-type: none"> ● Encourage collaboration between mathematics leaders and technology staff to ensure that instructional goals drive the selection and use of digital tools. ● Develop protocols to help educators analyze student learning data from digital math platforms to inform instructional decisions and targeted interventions. <ul style="list-style-type: none"> ○ Consider how students with disabilities may receive both intervention and specially designed instruction aligned to their IEP. 	
<p>Opportunities ensuring a meaningful high school experience</p>	<p>Ensure school systems have the leadership, infrastructure, and support systems to implement advanced AI and educational technology applications.</p>
<p>LDOE Provided Supports:</p> <ul style="list-style-type: none"> ● Guide leaders on technical considerations, including network and bandwidth requirements for AI-driven simulations. ● Provide self-assessment rubrics for schools to determine their readiness for advanced AI integration. ● Provide specialized professional development for system instructional technology leaders to help them manage the technical complexities of high school digital ecosystems. ● Provide model contract language and vendor privacy checklists specifically addressing the data protection requirements for professional-grade software and AI tools used in Career and Technical Education (CTE). 	
<p>School System Support Ideas:</p> <ul style="list-style-type: none"> ● Secure adequate local budget allocations to maintain at least one Internet-connected device per student. ● Ensure all technology purchases include adequate budget allocations for professional development. ● Ensure devices used in technical pathways support industry-grade software and simulations. ● Align tech coaching specifically to the needs of high school teachers and their system improvement plans to ensure advanced tools are used effectively in the classroom. ● Embed specific goals for high school educational technology, digital literacy, and AI implementation within system strategic plans and leadership evaluation processes. 	

<p>An effective teacher for every student</p>	<p>Provide ongoing, cyclical training and necessary coaching to help educators become confident and effective integrators of all educational technologies.</p>
<p>LDOE Provided Supports:</p> <ul style="list-style-type: none"> ● Offer ongoing professional learning and micro-credentials. ● Support leaders in monitoring AI use for continuous improvement. ● Provide guidance and examples on what IT/EdTech staffing should look like, including roles and responsibilities. ● Collect and compile data on technology readiness, Internet speeds, and devices for schools and school systems to obtain an accurate picture of the state's digital landscape. ● Provide targeted technical assistance and shared service models specifically for rural and high-poverty school systems. ● Provide resources, such as state procurement guidance, to improve bandwidth and infrastructure. ● Publish statewide readiness dashboards to monitor device access, connectivity assurance, and overall readiness. ● Create a network specifically for instructional technology coaches and system leads to share implementation briefs, troubleshooting strategies, and success stories. ● Provide guidance to instructional coaches on using digital and AI tools (such as video analysis or automated feedback) to deliver more frequent, non-evaluative coaching touchpoints for teachers. 	
<p>School System Support Ideas:</p> <ul style="list-style-type: none"> ● Empower teacher leaders to support peers and model effective AI use. ● Coordinate the school system and school strategic plans with adequate initial and ongoing professional learning to increase the return on investment. ● Provide stipends or release time for "Master Tech Teachers" to host "open-door" lessons, allowing colleagues to observe live technology integration in a low-stakes environment. ● Perform routine walkthroughs to document not just if technology is being used, but how it is being used (e.g., is it promoting active learning or passive consumption?). 	
<p>Expand educational choice for students and families</p>	<p>Ensure new and innovative school models are built on a sustainable foundation of strong infrastructure, funding, and leadership support.</p>
<p>LDOE Provided Supports:</p> <ul style="list-style-type: none"> ● Provide "train-the-trainer" models and direct technical assistance to leadership teams across all school types (traditional, charter, etc.) to ensure a baseline of expertise for advanced digital applications. ● Ensure access to funding resources for all public schools, including charters, to support infrastructure development. ● Establish funding programs that ensure systems can maintain 1:1 device ratios, a foundational requirement for most high-tech choice models. 	

School System Support Ideas:

- Designate a central office leader responsible for coordinating infrastructure and technical support between the system and its various school models (traditional, charter, and specialized labs).
- Implement a multi-year rolling budget that automates replacing 1:1 devices, ensuring that choice models are not derailed by aging hardware or sudden "funding cliffs."
- For systems with multiple school models, establish clear service-level agreements (SLAs) that define the baseline technical support, cybersecurity monitoring, and hardware maintenance provided by the central office.

Strategic Goal 5

Expand Learning Pathways Through Personalized & Career-Ready Learning

Expand future-ready learning pathways by leveraging technology and strategic partnerships to increase student access to college, career, and workforce opportunities.

Louisiana Educational Priority	Strategy
<p>Early childhood leading to kindergarten readiness</p>	<p>Connect early learning readiness to the long-term goal of technology fluency.</p>
<p>LDOE Provided Supports:</p> <ul style="list-style-type: none"> Engage community and family partners in discussions about how foundational digital literacy skills connect to long-term success. Create resources to help school systems identify parents' digital literacy needs and develop programs to support parent learning. Develop plans in partnership with community organizations and Internet Service Providers (ISPs) to ensure families have the home internet access necessary for early learners to engage with digital resources. Utilize federal procurement guidance to ensure that rural and high-poverty school systems can support the infrastructure needed for these community-based programs. 	
<p>School System Support Ideas:</p> <ul style="list-style-type: none"> Partner with local libraries and community organizations to hold events that teach families foundational digital skills and how these connect to their child's future technology fluency. Use LDOE resources to identify the specific digital literacy needs of parents in the community and create programs that support their learning alongside their children. 	
<p>Literacy instruction aligned to the Science of Reading</p>	<p>Ensure the educator pipeline is prepared to teach literacy in a technology-driven world.</p>
<p>LDOE Provided Supports:</p> <ul style="list-style-type: none"> Partner with university teacher preparation programs to embed digital tools and AI literacy and responsible use into their curriculum. 	

School System Support Ideas:

- Support educator learning communities focused on integrating digital tools with evidence-based literacy instruction that enhances, not replaces, HQIM.
- Designate specific Science of Reading-aligned classrooms as labs where student teachers from local universities can observe and practice using AI reading tutors and digital writing assistants under the guidance of a master teacher.
- Pair new teachers with "Digital Literacy Mentors" who can help them navigate the system's specific technology ecosystem while maintaining the rigor of evidence-based literacy instruction that aligns with the Science of Reading and HQIM.

Math instruction from foundational to advanced skills

Build educator and student awareness of digital and AI tools that can identify and support unfinished foundational math learning.

LDOE Provided Supports:

- Develop an AI Careers List to show students how math skills are applied in AI-related fields.
- Collaborate with K-12 and higher education partners to design technology-rich math learning experiences aligned with AI and data science careers.

School System Support Idea:

- Implement system-wide protocols for using approved tools to conduct bi-weekly data reviews, allowing teachers to use AI-generated insights to group students for targeted foundational interventions automatically.
- Host community workshops that show families how to use technology or AI math tools at home to support their children, emphasizing "AI-Assisted" tiers (using AI as a coach/helper) rather than just a way to get answers.

Opportunities ensuring a meaningful high school experience

Directly connect high school learning to career readiness in an AI-infused economy.

LDOE Provided Supports:

- Initiate the joint LDOE-LA Works task force to map AI roles to pathways and Industry-Based Credentials (IBCs).
- Partner with workforce boards to create work-based learning, internships, and apprenticeships in AI-related fields.
- In collaboration with LA Works, identify and promote specific AI and digital literacy-focused credentials (e.g., Microsoft Azure AI Fundamentals, AWS Certified Machine Learning, or Python certifications) that qualify for graduation pathways.
- Integrate specific lessons into the state's foundational career exploration course that highlight how technology is transforming traditional Louisiana industries like information technology, advanced manufacturing, construction, healthcare, transportation and warehousing, and maritime logistics.

- Create a visual guide for students and families that shows the progression from high school courses to community college certifications and four-year university degrees in AI and data science.

School System Support Ideas:

- Provide toolkits for counselors on AI careers.
- Partner with local community colleges (LCTCS) and private industry to create Registered Apprenticeship opportunities where students earn a wage while learning basic AI and digital literacy technical skills and workplace readiness.
- Organize annual events where students present their AI-infused or technology-focused capstone projects to local employers, fostering direct connections for summer internships and entry-level career opportunities.
- Train graduation coaches and Professional School Counselors to help seniors identify "AI-resilient" career paths and help them translate their digital literacy skills into professional resumes and digital portfolios.

An effective teacher for every student

Provide teachers with real-world experience with AI and other technologies and connect their instruction to workforce needs.

LDOE Provided Supports:

- Create teacher externship opportunities at tech industry partner sites.
- Engage community and industry partners to provide feedback on K-12 AI and technology integration plans and ensure alignment with workforce demands.
- Distribute a visual guide that connects pathways, Industry-Based Certifications (IBCs), and emerging workforce needs to help teachers better guide students toward future-ready careers.

School System Support Ideas:

- Collaborate with local university teacher preparation programs to ensure that residents entering the system are already trained on the specific AI and digital tools used by your system.
- Support teachers in earning the same digital and AI-related credentials that students are pursuing in pathways, ensuring the "expert in the room" has the same high-level technical fluency required by employers and required by [Bulletin 746](#).
- Create dedicated spaces with high-performance devices that allow students to participate in remote internships with companies across the state and beyond, especially for schools in rural or high-poverty areas.

Expand educational choice for students and families

Create a competitive advantage for schools by enabling them to form unique partnerships that provide tangible pathways to college and careers, making them a more attractive choice.

LDOE Provided Supports:

- Encourage schools of choice (charters, magnets) to develop specialized AI-focused career pathways in partnership with LA Works.
- Connect schools with industry partners to create unique work-based learning (WBL) and Registered Apprenticeship programs, making that school a distinct choice.
- Partner with workforce and higher ed providers to reach high-poverty and rural schools.
- Provide competitive funding specifically for schools of choice to build out specialized AI labs or "Innovation Spaces" that traditional schools may not yet have, creating a distinct competitive advantage.
- Create specific pathway briefs that show how schools of choice can integrate AI credentials (like Microsoft Azure AI or Python certifications) into their existing career pathways to attract tech-minded families.

School System Support Ideas:

- Develop a system in which a student's digital portfolio follows them across different school models (e.g., from a traditional public to a specialized magnet), ensuring no loss of progress.

Foundational Supports

While the strategic goals outline the vision for advancing educational technology in Louisiana, the following foundational supports establish the foundational systems needed to sustain and scale that vision across all school systems. These supports ensure access to high-speed connectivity, data security, and effective hardware management.

By organizing these supports into a statewide framework, the Louisiana Department of Education (LDOE) provides consistent standards, guidance, and resources to support secure, effective, and sustainable digital learning ecosystems. These supports align with Louisiana statute (R.S. 17:3921.2) and best practices while remaining adaptable to the evolving needs of educators and students.

Digital Infrastructure and Access

This category focuses on the physical and network requirements for supporting high-density technology use. This category focuses on ensuring all school systems have the foundational connectivity, devices, and network capacity required to support reliable, high-quality digital learning environments.

LDOE Provided Supports:

- Partner with the Broadband Office to drive the expansion of broadband internet service to every classroom and home.
- Publish specific resources and procurement guidance to help systems improve bandwidth and infrastructure so that teachers can utilize advanced technologies without latency.
- Provide statewide guidance on infrastructure planning to support high-density, real-time digital learning environments.
- Publish and maintain minimum and optimal technology standards for devices, connectivity, and network performance ([Appendix II](#)).
- Support school systems in maximizing federal and state funding opportunities to enhance connectivity and access.
- Develop tools and resources to help systems assess infrastructure readiness and identify gaps in access, capacity, and performance.

School System Support Ideas:

- Improve bandwidth through the Request for Proposal (RFP) process in collaboration with the Board of Regents and LDOE.
- Ensure all schools have reliable, high-speed internet connectivity capable of supporting daily instructional use across all classrooms.
- Implement a scalable network infrastructure that supports simultaneous device usage and real-time digital learning.
- Provide access to devices for all students and educators to support instruction, assessment, and communication.
- Establish a routine process to monitor network performance, identify connectivity issues, and implement timely resolutions.
- Plan for infrastructure upgrades and device replacement cycles to maintain consistent access and avoid disruptions to instruction.
- Collaborate with local and regional partners to expand home internet access for students and families, particularly in underserved areas.
- Ensure that non-traditional learning environments (e.g., virtual programs, off-site campuses) have comparable access to connectivity and devices.

Data Privacy, Security, and AI Governance

This category ensures that all digital systems and tools are implemented in compliance with legal requirements and ethical standards, while protecting student data and guiding responsible AI use.

LDOE Provided Supports:

- Establish an annual school system assurance and monitoring process for AUP/ISP implementation and federal compliance (FERPA, CIPA).
- Establish statewide guidance for AI governance, including expectations for transparency, data protection, and responsible use.
- Offer compliance resources and technical assistance aligned to federal (FERPA, CIPA) and state law.
- Support school systems with vendor privacy evaluation tools, including model contract language for data protection and AI safeguards.

School System Support Ideas:

- Conduct an annual technology and cybersecurity readiness self-assessment aligned to state standards, with documented improvement actions.
- Implement a classroom connectivity assurance process that includes routine verification and an escalation protocol.
- Designate a local AI governance lead or committee, including maintenance of an approved AI tools list and formal review cadence.
- Establish tiered response protocols to handle technology-related academic dishonesty.
- Adopt and regularly update local AUP/ISP policies aligned to state guidance and federal requirements.
- Maintain an approved list of digital tools with a defined review and renewal process.
- Implement clear protocols for responding to data breaches, cybersecurity incidents, and technology-related academic integrity concerns.
- Provide training for staff and students on responsible use of technology and AI.

Interoperability, Procurement, and Technology Standards

This area ensures that hardware and software are purchased strategically and meet statewide quality and security benchmarks. This category ensures that technology systems are compatible, secure, and strategically procured to support high-quality instruction and efficient operations.

LDOE Provided Supports:

- Publish minimum and optimal technology standards (devices, bandwidth, filtering, cybersecurity, core instructional software) by grade band, included in the Appendix and updated annually.
- Provide guidance on recommended software and hardware standards for students, taking into account age and curriculum.
- Offer procurement guidance, including vendor evaluation tools, privacy checklists, and model contract language.
- Promote interoperability standards that enable secure and seamless data exchange across systems (e.g., SIS, LMS, assessment platforms).
- Offer guidance on selecting high-quality, standards-aligned digital instructional tools.

School System Support Ideas:

- Utilize shared service models for procurement, which is especially recommended for rural or high-needs school systems.

- Verify that classroom infrastructure supports the Optimal Standard of 1:1 concurrent streaming, enabling teachers to use real-time monitoring software to maintain classroom management.
- Align local purchasing decisions to state-recommended technology and interoperability standards.
- Implement processes to evaluate vendors for data privacy, security, and instructional alignment.
- Ensure systems integrate effectively (e.g., rostering, data sharing, authentication) to reduce redundancy and improve usability.
- Leverage shared service models or cooperative purchasing agreements to increase efficiency and reduce costs.
- Conduct periodic audits of digital tools and systems to ensure continued alignment with standards and needs.

These foundational elements apply across all strategic goals to ensure infrastructure and funding are scalable and secure.

Sustainable Funding and Technology Lifecycle Planning

This section serves as a guide for long-term financial planning to prevent sudden gaps in access to technology. This category supports long-term financial planning to ensure consistent access to technology and avoid disruptions caused by short-term or one-time funding.

LDOE Provided Supports:

- Develop and publish a Statewide EdTech Funding Roadmap, including cost drivers, sample 3-year refresh plans, budget templates, and purchasing strategies.
- Provide sample 3-year hardware refresh plans to prevent "funding cliffs," and offer strategic budget templates and purchasing strategies tailored for diverse school system sizes.

School System Support Ideas:

- Develop and maintain multi-year technology budgets aligned to instructional priorities and infrastructure needs.
- Establish routine cycles for device replacement and infrastructure upgrades.
- Plan for the total cost of ownership, including maintenance, licensing, and support.
- Align funding strategies across federal, state, and local sources to support sustainability.
- Monitor expenditures and adjust plans to prevent access or service gaps.

Leadership, Implementation, and System Capacity

This category focuses on building the local leadership, staffing, and operational capacity needed to implement and sustain digital learning systems effectively.

LDOE Provided Supports:

- Provide targeted technical assistance for rural and high-poverty systems, including shared service models and procurement support. Provide targeted technical assistance to school systems, with differentiated support for rural and high-need communities.
- Develop leadership resources and implementation guidance for system-level planning and decision-making.
- Promote regional collaboration and shared service models to expand capacity.

- Offer tools and frameworks to support effective implementation and continuous improvement.

School System Support Ideas:

- Implement a "classroom connectivity assurance process" that includes routine verification of network stability and a clear escalation protocol for when issues arise.
- Establish clear leadership roles and responsibilities for technology planning, implementation, and oversight.
- Build cross-functional teams (instructional, technology, data, and leadership) to support digital learning initiatives.
- Implement structured processes for planning, rollout, and monitoring of technology initiatives.
- Ensure sufficient staffing and support structures to maintain systems and respond to issues.
- Engage in regional or statewide collaboration to share resources and expertise.

Transparency, Family Engagement, and Digital Trust

This theme ensures families are kept in the loop and have the access they need to support learning at home. This category promotes clear communication with families and communities to build trust and support for digital learning.

LDOE Provided Supports:

- Partner with the Broadband Office to ensure that families have home internet access, which is an absolute necessity for students participating in virtual or hybrid school choices.
- Provide guidance and resources to support clear communication about digital tools, data use, and student privacy.
- Promote statewide awareness of digital learning expectations and resources available to families.
- Partner with state agencies and organizations to support access to digital learning beyond the classroom.

School System Support Ideas:

- Maintain an approved list of digital tools to keep the community informed about what software is being used.
- Communicate clearly with families about how technology is used to support learning and how student data is protected.
- Provide resources to help families support digital learning at home.
- Offer opportunities for family engagement and for feedback on technology use.
- Build trust through transparency, consistency, and responsiveness to community needs.

Evaluation and Continuous Improvement

This final category relies on data to monitor the health of the state's educational technology landscape and adjust strategies accordingly. This category ensures that data is used to monitor effectiveness, inform decision-making, and continuously improve digital learning systems.

LDOE Provided Supports:

- Utilize dashboards to monitor device access, classroom connectivity assurance, the completion of professional development, and specific AI implementation indicators.
- Provide tools and guidance for data collection, analysis, and planning for continuous improvement.

- Identify statewide trends and share insights to inform policy and practice.
- Support school systems in using data to drive strategic decisions.

School System Support Ideas:

- Document specific improvement actions resulting from their annual technology and cybersecurity readiness self-assessments.
- Conduct regular evaluations of technology access, usage, and impact on teaching and learning.
- Use data to identify strengths, gaps, and areas for improvement.
- Develop and implement continuous improvement plans based on evaluation results.
- Monitor progress over time and adjust strategies as needed.
- Engage stakeholders in reviewing data and informing decisions.

Appendix I: Policies

What is an AUP?

- An Acceptable Use Policy (AUP) is an agreement that defines the appropriate use of computer networks, devices, and Internet resources. Additionally, it outlines the consequences of non-compliance with the policy.
- State law requires all Local Educational Agencies (LEAs) to have an AUP that explains expectations for employee and student use of computer networks, devices, and Internet resources.

Relevant Legislation:

- [Louisiana Administrative Code 28 CXV 1709](#). Internet Use
 - LEAs must adopt policies regarding access to online sites that contain or reference harmful materials.
- [Louisiana Administrative Code 28 CXV 2305](#). Ancillary Areas of Instruction
 - LEAs must provide age- and grade-appropriate classroom instruction on internet and cell phone safety.
- [R.S. 17:3913](#). Data Privacy
 - LEAs must provide information about the transfer of personally identifiable student information.

Best Practices:

- Share the school system's policy with staff during the beginning-of-the year in-services and with new hires throughout the year.
- Share and explain the policy to parents in an accessible language during back-to-school night, open house, or meet-the-teacher night, so they are aware of student expectations.
- Explain the AUP to students before they sign it to help them understand the policy.
- Retain a signed copy of the AUP in each student's cumulative folder.
- Provide a link to a copy of the AUP on the school's website for easy access.
- Only students or staff who have signed the AUP should use school devices or access the school-provided Internet.

Sample AUPs:

- [LDOE AUP Support](#)
- [West Feliciana Parish Schools](#)
 - Updated AUP to include acceptable use of AI.
 - Includes definitions, access and permissions, ethical use, privacy, security, data protection, academic integrity, and monitoring and enforcement.
- Livingston Parish School System
 - Released [Emerging Technologies Usage Guidelines](#) and separate [AI Guidance](#) that includes responsible use.
- [East Baton Rouge Parish](#)
 - Includes a definition of artificial intelligence and prohibited use.
- [Calcasieu Parish](#)
 - Explains that important information will come from noreply@cpsb.org, and it is the responsibility of all employees to read these emails and act accordingly. Excuses such as not reading or deleting these emails are unacceptable.
 - Includes an Internet and School System Resources Network Contract for both students and parents to sign on the same page, making record-keeping easier.

- [LaSalle Parish](#)
 - Explains that email is not guaranteed to be private, so students will not be assigned an email account.
 - Stresses the importance of **reporting security problems** and **not demonstrating them** to other users (e.g., Users may not forward a suspected spam/phishing email to tell coworkers to ignore that email if they receive it).
- St. Martin Parish has separate policies for mobile devices, employees, and students.
 - [Mobile Device AUP](#)
 - Clearly states that mobile devices provided by the school system are for educational purposes only and prohibits the use of all other mobile devices.
 - [Employee AUP](#)
 - Explicitly states acceptable uses and categorizes unacceptable uses.
 - Includes expectations about respecting resource limits.
 - [Student AUP](#)

Appendix II: Device, Bandwidth, Software, and Network Standards

This appendix establishes the minimum and optimal standards for Louisiana's digital ecosystem, as required by [R.S. 17:3921.2](#). These benchmarks align with the [State Educational Technology Directors Association \(SETDA\)](#) recommendations to ensure that every classroom can support high-quality Tier 1 instruction and emerging technologies like AI.

Bandwidth Standards

Bandwidth is the foundational requirement for digital learning. School systems must ensure that their infrastructure can handle simultaneous high-density use for online assessments, streaming, and AI-driven simulations.

ISP Recommendations	Minimum Standard	Optimal Standard
Small School System (fewer than 1,000 students)	At least 1.5 Mbps per user (Minimum 100 Mbps for system)	At least 4.3 Mbps per user (Minimum 300 Mbps for the system)
Medium School System (3,000 students)	At least 1.0 Gbps per 1,000 users	At least 3.0 Gbps per 1,000 users
Large School System	At least 0.7 Gbps per 1,000 users	At least 2.0 Gbps per 1,000 users

WAN Standards

A Wide Area Network (WAN) is a telecommunications network that spans a large geographic area for computer networking. Establishing robust and reliable WAN connectivity is critical for leveraging educational technology resources and ensuring efficient school system operations. The following table details the minimum and optimal bandwidth requirements by total number of users.

WAN Recommendations	Minimum Standard	Optimal Standard
Connections to each school to link the internet via a system aggregation point, and for in-house administrative functions	At least 10 Gbps per 1,000 users	At least 10 Gbps per 1,000 users

*User: students, teachers, administrators, staff, and guests

Sample Broadband Requirements for Various Activities (Download Speeds)

The following table outlines the minimum estimated broadband download speeds required for various common educational activities, offering a reference point for planning network capacity.

Activity	
Searching the Web	1 M
Checking email	.5 to 1 Mbps
Downloading digital instruction materials, including OER	1 Mbps
Completing multiple-choice assessments	.06 Mbps
Sharing cloud-based documents (Office 365/Google Apps)	50 Mbps
Video streaming (SD quality)	3 Mbps
Video streaming (HD quality)	5 Mbps
Watching a video conference	4 Mbps
Collaborating in HD videoconferencing	4 Mbps
Collaborating in a video conference	1 Mbps
Taking an online class	.25 Mbps

Glossary

AI (Artificial Intelligence)

AI is a rapidly evolving technology that enables computers and machines to mimic human intelligence and problem-solving abilities. At its core, AI is driven by machine learning, a process that enables computers to learn and improve from experience without explicit programming. By analyzing vast amounts of data in various formats (text, images, audio, video), machines can identify patterns, make predictions, and solve complex problems.

AI-Forward

A strategic approach that prioritizes the integration of artificial intelligence into instruction, educator training, and school operations to prepare students for a digitally immersed world.

AI-Resilient Careers

Career paths and professional skills that remain valuable in an AI-driven economy emphasize human-centric strengths that technology cannot easily replicate.

AUP (Acceptable Use Policy)

A formal agreement required by state law that defines the appropriate and ethical use of computer networks, devices, and internet resources by students and staff.

CIPA (Children’s Internet Protection Act)

A federal law requires schools to implement internet safety policies and technology protection measures (filters) to protect students from harmful online content.

Closed-System Apps

Software applications that operate in a restricted environment to prevent external communication or access to unvetted content, specifically recommended for early learners (PreK–Grade 2).

Computational Thinking

A problem-solving process that can be applied to multiple disciplines and includes decomposition, abstraction, pattern recognition, and their impact on society.

COPPA (Children’s Online Privacy Protection Act)

A federal law designed to protect the privacy of children under the age of 13 by requesting parental consent for the collection of personal information by online services.

CTE (Career and Technical Education)

Programs of study that provide students with the academic and technical skills needed to succeed in high-demand career sectors.

Data Minimization

The practice of limiting the collection of personally identifying information (PII) to only what is necessary and relevant for the specified purpose, and securely disposing of it when it is no longer required.

Digital Ecosystem

The interconnected infrastructure of devices, high-speed broadband, and high-quality digital materials is designed to support academic excellence and career readiness.

Digital Literacy

The ability to find, evaluate, utilize, share, and create digital content.

FERPA (Family Educational Rights and Privacy Act)

A federal law that protects the privacy of student education records.

HQIM (High-Quality Instructional Materials)

Curricular resources aligned with state academic standards that ensure students are engaging with rigorous, grade-level content.

Human-in-the-Loop

A governance principle ensuring that AI is never the sole factor in high-stakes decisions (like grading or discipline) and that educators maintain final oversight.

IBC (Industry-Based Credential)

A portable, recognized certification (e.g., Microsoft Azure AI, Python) that proves a student has mastered specific technical skills required by the workforce.

Interoperability

The ability of different technology systems and software applications to communicate and exchange data accurately, securely, and consistently.

Instructional & Pedagogical Terms

- **AI-Assisted vs. AI-Enhanced:** These are tiers of technology integration.
 - **AI-Assisted:** Using AI as a "thought partner" for tasks like brainstorming, play-based activities, or administrative drafting.
 - **AI-Enhanced:** Directly integrating AI into student learning, such as using adaptive math tutors or real-time feedback tools.

ISP (Internet Safety Policy)

A policy required by state law ([R.S. 17:3913](#)) that outlines how a school system will protect students from harmful online materials and ensure safe technology use.

Jump Start 2.0

Louisiana's innovative career and technical education program provides students with pathways to earn industry-based credentials and prepare for high-wage careers.

LA Works (formerly the Louisiana Workforce Commission)

The state agency that provides data on high-demand career sectors and collaborates with the LDOE to align education with workforce needs.

Science of Reading

Evidence-based reading instruction that the LDOE is aligning with digital tools to support phonics, fluency, and comprehension.

SETDA (State Educational Technology Directors Association)

A national organization that provides data-driven benchmarks for school bandwidth, devices, and network standards.

Thought-Partner

A collaborative approach in which AI assists educators and students with brainstorming and drafting while maintaining "human-in-the-loop" oversight.

WAN (Wide Area Network)

A telecommunications network that spans a large geographic area to link school internet connections and school system administrative functions.