

Educational Technology Plan



2012-2014

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York County School Division

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Division Superintendent

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Mission, Goals & Beliefs

The mission of the York County School Division, working in partnership with our community, is to engage all students within a safe and secure environment in rigorous educational experiences that prepare them to contribute positively as citizens and as productive participants in the global community.

Our Goals...

- York County students will consistently demonstrate excellence in the skills and knowledge needed for citizenship and productive participation in the global community.
- The York County School Division will recruit, hire, retain and support a diverse staff whose members meet the highest standards for their jobs.
- The York County School Division will engage all students in rigorous educational experiences.

- The York County School Division will promote safe and secure school climates and positive relationships among and between students, staff members, parents and our community.
- The York County School Division will maintain efficient, effective, service-oriented operations that support student achievement.

We believe...

- Student achievement is the core priority of the school division.
- Student achievement is more than performance on standardized tests.
- Division employees must be dedicated to positive learning outcomes for all students.
- Parental and community involvement are essential.
- Exceptional school divisions recruit and retain highly qualified and diverse staff.
- Multiple educational programs help prepare students for career choices.
- Mutual respect is essential in all interactions.
- Technology enhances student learning.
- Data should be used to inform and adjust instruction.
- Student wellness supports student achievement.

Educational Technology Plan Steering Committee

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Director of Secondary Instruction

Reginald Fox
Coordinator of Online Learning

Leonard Donvito
Coordinator of Educational Technology

Kimberly Haskins
Online Learning Specialist

Cindy Rudy
Associate Director of Instruction

YCSD FY11 Division Technology Committee

Carol Carter – Assistant Principal, Bruton HS

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Angie Seiders – Principal, Tabb HS

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Resident Experts:

Ashley Ellis – Coordinator Licensed Professional Development, SBO

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Paula Kohrt – Manger of Network Services, SBO

YCSD Educational Technology Plan FY12-FY14

Production Timeline:

April 1, 2010

Full Plan Committee Meeting

April 2 – September 15

Individual Goal sub-committees meet

- Subcommittees create meeting dates

September 15-October 15

Full Plan Committee Meets

October 15-October 31

Draft Plan read by editors

November 1-10
December 1, 2010

Plan corrected and finalized/submitted to School Board
Plan submitted to VDOE

Educational Technology Mission Statement

Technology is an essential tool that enables, enhances, and transforms learning. Technology promotes engagement and supports effective communication, collaboration, problem solving, critical thinking, and creativity.

Educational Technology Belief Statements

- ✓ Access to technology resources should be provided across the division in an equitable manner with some flexibility to address specific site-based instructional needs and emerging technologies.
- ✓ Technology should facilitate communication and collaboration between classmates, peers, educators, and members of the global community.
- ✓ Technology should enhance the teaching and learning process by fostering creativity and independent learning.
- ✓ Technology should facilitate differentiation; technology should assist schools in meeting the diverse needs of each student.
- ✓ Technology should improve effectiveness and efficiency.
- ✓ Technology should enable students to create, think, problem solve, question, evaluate, and connect to real-world experiences.
- ✓ Technology should be purposefully integrated into the curriculum, instruction, and assessment.
- ✓ Technology should motivate and engage students by providing choice, relevance, innovation, and exploration.

Executive Summary

York County School Division Educational Technology Plan 2012-2014

Trilling and Fadel (2009) open chapter 2 in *21st Century Skills Learning for Life in Our Times* with these words; “...four powerful forces are converging and leading us toward new ways of learning for life in the 21st century:

- *Knowledge work*
- *Thinking tools*
- *Digital lifestyles*
- *Learning research*

These four forces are simultaneously creating the need for new forms of learning in the 21st century and supplying the tools, environments, and guiding principles required to support 21st century learning practices.” Learners in York County School Division (YCSD) classrooms are actively engaged with content and are increasingly able to select the technology tool best suited to create and express their learning. YCSD students are both consumers and producers of content and media, working in a virtual desktop model and with handheld technologies that support individual student learning needs. Simultaneously, division teachers and staff continue to develop and update curriculum to embed authentic experiences, digital technologies and thinking skills that pave the way for success as citizen learners and leaders.

Teachers and staff continue to develop critical pedagogical expertise to create student-centered classrooms and model 21st century skills via on-going professional development available in personal learning communities led by teacher-leaders and administrators. One essential component of school-based professional development is the YCSD Educational Technology Facilitator cadre, each of whom provides training, coaching and co-teaching opportunities for faculty and staff. The menu of training options includes both synchronous and asynchronous sessions along with one-to-one and small group coaching. The focus of each expert session addresses not only the technology and how it functions but the more important ideas of versatility and value as tools to differentiate instruction.

YCSD continues to investigate emerging technologies and evaluates the continually evolving technology options to determine best fit for instruction. Recent pilot projects deploying mobile communication devices yielded increased reading fluency scores, behavior and skill acquisition for particular AYP sub-groups, and enhanced classroom engagement. Long term technology planning includes additional testing and evaluation of advanced web services for collaboration, creation and communication.

The division’s Educational Technology Plan for 2012-2014 was developed in a year long process by the Division Technology Committee, a stakeholder group representing teachers, parents, and division staff committed to student achievement and the development of life-long learners. Each work group focused on creating objectives and strategies grounded in the school board’s mission, goals and beliefs, and working from the framework provided by the

Educational Technology Plan for Virginia 2009-2015. Technology and excellent pedagogy are framed in the five plan focus areas of:

- ◆ Environment
- ◆ Engagement
- ◆ Application
- ◆ Tools
- ◆ Results

The effectiveness of the plan's goals and strategies on instructional outcomes will be assessed periodically and adjustments made as technologies evolve, new learning research becomes available and as teacher expertise increases. The approved plan and any future iteration will be published on the division web site and shared with staff, administrators and parents as well as the WHRO HRETA owner-member school divisions.

Introduction

“The ability to learn new things is more important than ever in a world where you have to process new information at lightning speed. Students need to be able to think creatively, critically, and collaboratively; to master the ‘basics’ and excel in reading, math, science, and information literacy, and respond to opportunities and challenges with speed, agility, and innovation.” -Don Tapscott

Learning is a process that is purposeful, meaningful, collaborative, engaging and lifelong. Schools are preparing students for careers that require workers who are “versatilists” (Friedman, 2005). Students should be adept at thinking, analyzing and problem solving in a collaborative environment; they should be able to adapt to progressive change caused by new technology and the exponential increase in information. Students in York County School Division classrooms are diverse culturally, ethnically and economically and their teachers constantly assess instructional effectiveness and are moving toward student-centric models of active engagement using multiple technologies. “Digital technology is the one universally designed curricular tool that can be customized to support the needs of a diverse student population” (Richardson 2003). Technologies infused into current division curricula include resources available online and in-hand and are commonplace for the Net generation. Teachers and students are deploying the technologies integrated in meaningful ways on a continuum from simple to complex. Content is explored in relevant, engaging lessons that challenge students to move beyond simple test competence. In the *Global Achievement Gap*, Tony Wagner (2008), states “The rigor that matters most for the twenty-first century is demonstrated mastery of the core competencies for work, citizenship, and life-long learning. Studying academic content is the means of developing competencies, instead of being the goal, as it has been traditionally. In today’s world, it’s no longer how much you know that matters; it’s what you can do with what you know” (p. 111).

YCSD is committed to meeting the learning needs of 21st century students by effectively embedding current technology into instruction and exploring emerging digital tools and resources that can continually transform the teaching and learning process. The evolving face of the workforce coupled with global opportunities for students demand continual improvement in the effectiveness of instruction and the technologies that facilitate differentiated learning opportunities in division classrooms. “As talent, the Net Generation is already transforming the workforce.....They are bringing new approaches to collaboration, knowledge sharing, and innovation in businesses and governments around the world” (Tapscott 2009). YCSD is preparing its students to

meet the challenges of careers and citizenship as active learners, leaders, consumers and creators.

YCSD: Determining the Needs

The development of a document so critical to the successful deployment of technology to support teaching and learning, must include participants who represent a collaborative team dedicated to academic success for all students.

The development team responsible for the YCSD Instructional Technology Plan 2012-2014 included community members, building administrators, division instructional leaders, educational technology staff, and information technology support staff. Each group member provided unique perspectives on the use of technology as a tool to support and enhance instruction and prepare students for work and life in the 21st century.

Each work group reviewed Virginia's Technology Plan 2009-2015 as well as the current YCSD Educational Technology Plan 2010-2011 and analyzed the goals and current status of each target set in the focus areas of the plan. Members revised goals and objectives based on current research and best practices in instruction and technology for the classroom which ensures alignment with division initiatives. In addition, data from recent surveys of teachers, classroom observations by administrators and community input from parents and other stakeholders provided a sound basis on which to update the division's Educational Technology Plan for the coming three years.

YCSD: Plan Goals

The YCSD Educational Technology Plan 2012-2014 includes five areas of focus mirroring those included in the Virginia Technology Plan 2009-2015. Each goal area reflects the importance of the 21st century skills framework detailing the practices, processes and skills that are critical instructional components to ensure students develop into effective citizens and workers in an increasingly complex, knowledge-driven economy.

The development of each goal was guided by a team charged with creating objectives and strategies that can be monitored, identifying strategies that require a specific funding source and determining progress measures by which the division's progress can be gauged.

Plan focus areas include:

- Environment: provide a safe, flexible, and effective learning environment for all students
 - Virtual learning expansion – hybrid and total online instruction
 - Additional web-based content and mobile tools to access content
 - Adequate ET and IT staff to meet state standard of 1:1000
- Engagement: engage students in meaningful curricular content through the purposeful and effective use of technology
 - Innovative professional development models and extended availability of digital tools to access PD
 - Provide 24/7 access for students to division software and technology resources that support instruction
 - Increase access to mobile communications and learning devices for students
 - Update division curricula to further embed the use of digital technologies
- Application: afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understanding.
 - Enhance and support instruction for staff and students through the use of applications that promote 21st century skills.
 - Provide multiple options for global communication for instructional staff, students.
 - Provide resources to assess ICT literacy for administrators, teachers and students.
 - Explore technology-based assessment models

- **Tools:** provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.
 - Maintain appropriate student to computer ratios
 - Purchase and implement a variety of technology tools to support student instruction
 - Embed technologies in each curriculum guide when updated.
 - Provide a variety of delivery models for technology training for teachers and students

- **Results:** Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.
 - Assess the efficacy and usefulness of the current student information system and other available data tools
 - Provide appropriate decision support tools for all stakeholders
 - Provide appropriate training and support for all staff to assist with data mining, data interpretation and using to technology to plan and deliver instructions to support needs identified with data
 - Design and implement pilot projects that use emerging technologies for assessment purposes

The division's vision for instructional technology is embodied in these goals. Positive impact on student achievement and preparation of a 21st century work force is based upon active learning environments supported and enhanced with technologies that provide students the opportunity to engage with content scenarios that include authentic research, problem solving, analysis and evaluation, and critical thinking all the while mastering 21st century skills and habits of mind. York County School Division is committed to delivering excellent education for all students and preparing each to succeed in a digital economy.

Plan Progress

Progress and achievement of all goals and objectives contained within the YCSD Educational Technology Plan for 2012-2014 will be monitored by the Division Technology Committee with leadership from the Department of Secondary Instruction and Educational Technology. From time to time as designated within the plan, a report on the status of achieving the plan's goals and strategies will be provided to the Chief Academic Officer, the Division Superintendent and other pertinent stakeholder groups so designated in the plan.

Emerging Technologies

The future is today. YCSD continues to monitor developments in hardware, network and active electronics, software and web-based resources that can improve instructional delivery, student engagement and access to tools that promote 21st century skills. The Division Technology Committee and Educational Technology staff research, evaluate, and test emerging technologies to determine their viability for achieving desired instructional outcomes within YCSD classrooms. Pilot projects are initiated and evaluated for efficacy and instructional impact. Teacher, parent, and administrator recommendations are reviewed for network compatibility, budget compliance, and curriculum alignment to determine the best products and services for the improvement of educational technology and its effect on student achievement.

Assistive Technology Summary

The York County School Division is committed to creating and sustaining life-long learners who can participate and thrive in a global community. For students who have identified barriers, assistive technology can level the playing field and allow them the opportunity to interact, compete, share and create with others.

The Department of Accountability and Instructional Services works collaboratively with staff in Educational Technology and Curriculum and Instruction to insure that the York County School Division remains at the forefront of the assistive technology field.

A level system was created to provide each student with the necessary assistive technology based on the identified level of need. Each tier identifies the student's needs and some of the tools available in the division to meet that need. Teachers are trained to locate appropriate and sustainable solutions to meet students' needs with available technologies.

Level I technology is available to every child without evaluation. School based educational technology staff can provide information about usage and/or training for teachers.

Level II technology requires the submission of evaluation data to the Instructional Specialist assigned to the school. The data must document that Level I technology was implemented and unsuccessful in addressing the need or that the student has documented limitations that prevent the use of Level I technologies.

Level III technology requires parental permission for a full assistive technology evaluation. Purchase of Level III technologies requires the approval of the Director of Accountability and Instructional Services and the equipment, software and hardware remain the property of YCSD.

Additionally, the building Educational Technology Facilitator (ETF) staff are trained and experienced in the use of all software programs currently available with the school division and can provide information regarding the use or feasibility of a particular program for students. IEP teams are encouraged to include the ETF in IEP meetings for students with documented needs.

Other questions and information about the YCSD Assistive Technology Program are available from division level staff in Accountability and Instructional Services and Educational Technology.



**YCS D Educational Technology Plan Focus
Area 1: Environment**

Focus Area: Environment

YCSD Goal 1: Provide a safe, flexible, and effective learning environment for all students.

Virginia's Goals	
Goal 1	Provide a safe, flexible, and effective learning environment for all students

Objectives	Strategies	FY Implementation Costs			Primary Lead	Progress Measures/Evaluation Strategies
		FY12	FY13	FY14		
1.1: Deliver appropriate and challenging curricula through face-to-face, blended, and virtual learning environments.	1.1.1: Expand online course offerings and enrollment in the VDOE Virtual VA Advanced Placement School.	\$1400	\$1600	\$1800	♦ COL	1.1.1 ♦ Program of Studies ♦ Number of courses ♦ Enrollment data ♦ Grade reports, AP results ♦ National Foreign Language results
	1.1.2: Increase YCSD Virtual High School online course offerings and student enrollment.				♦ COL ♦ OLS	1.1.2 ♦ Program of Studies ♦ Number of courses ♦ Enrollment data ♦ Grade reports, SOL result ♦ National FL results
	1.1.3: Integrate virtual learning with face-2-face classes.	\$1000	\$1200	\$1400	♦ COL ♦ OLS	1.1.3 ♦ List of identified Blended Classrooms ♦ Usage Reports (LMS & Elluminate) ♦ Online Classroom Documentation/Archives

	1.1.4: Develop and implement various virtual projects.	\$500	\$500	\$500	<ul style="list-style-type: none"> ◆ COL ◆ OLS 	1.1.4 <ul style="list-style-type: none"> ◆ Usage Reports ◆ Online Documentation/Archives ◆ Teacher, Student, Parent Feedback
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Focus Area: Environment

YCSD Goal 1: Provide a safe, flexible, and effective learning environment for all students.

Virginia's Goals	
Goal 1	Provide a safe, flexible, and effective learning environment for all students

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
1.1: Deliver appropriate and challenging curricula through face-to-face, blended, and virtual learning environments.	1.1.5: Integrate the use of iPods into face-to-face classrooms.	\$35,400 annually Based on purchase of 3 complete iPod farms – budget dependent and results dependent based on FY11 implementation at ten schools			♦ ADI	1.1.5 ♦ Podcasts developed Grafton HS, York HS, York River Academy • Curricular impact ♦ Usage statistics ♦ Number of students using iPods during instruction ♦ Activities/lessons developed and shared via YCSD wikis
	1.1.6: Provide access to Web-based content, tools, and collaborative spaces.	\$38,000	\$40,000	\$42,000	♦ ADI ♦ CET ♦ COL ♦ OLS	1.1.6 ♦ Usage statistics including frequency of access to Web-based content, tools, and collaborative spaces PBworks, FindItVa, APEX, Smart Science, Drivers Ed online and other division provided web-based services for

		education online, Moodle, Elluminate				instruction ♦ Survey Data
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Focus Area: Environment

YCSD Goal 1: Provide a safe, flexible, and effective learning environment for all students

Virginia's Goals	
Goal 1	Provide a safe, flexible, and effective learning environment for all students

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
1.2: Provide the technical and human infrastructure necessary to support real (F2F), blended, and virtual learning environments.	1.2.1: Provide resources and support for one instructional technology resource teacher (ITRT or ETF) per 1,000 students to assist teachers in integrating technology into teaching and learning.	\$500,000 (Based on average of \$40,000 per ETF for 18 schools) Personnel budget	\$500,000 (Based on average of \$40,000 per ETF for 18 schools) Personnel budget	\$500,000 (Based on average of \$40,000 per ETF for 18 schools) Personnel budget	<ul style="list-style-type: none"> ◆ CAO ◆ DSI 	1.2.1 <ul style="list-style-type: none"> ◆ Ratio of educational technology support personnel to students by school division ◆ Number of ETFs and their assignments ◆ ETF Documentation
	1.2.2: Maintain educational technology staff at the SBO at current level.	\$400,000 Personnel Budget	\$400,000 Personnel Budget	\$425,000 Personnel Budget	<ul style="list-style-type: none"> ◆ CAO ◆ DSI 	1.2.2 <ul style="list-style-type: none"> ◆ Number of educational technology staff assigned to SBO ◆ ET staff assignments and responsibilities

	1.2.3: Provide resources and support for one technical support position per 1,000 students to ensure that technology and infrastructure is operational, secure, and properly maintained daily.	\$825,500	\$879,500	\$875,500	◆ DIT	1.2.3 <ul style="list-style-type: none"> ◆ Ratio of technical support personnel to students ◆ Ratio of network support personnel to students ◆ Ratio of software support personnel to students ◆ Help Desk data ◆ Work Order System data
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Focus Area: Environment

Virginia's Goals	
Goal 1	Provide a safe, flexible, and effective learning environment for all students

YCSD Goal 1: Provide a safe, flexible, and effective learning environment for all students

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
1.2: Provide the technical and human infrastructure necessary to support real, blended, and virtual learning environments.	1.2.4: Provide appropriate online services & staff to support Virtual Learning Program.	\$80,000 VHS budget	\$85,000 VHS budget	\$90,000 VHS budget	<ul style="list-style-type: none"> ◆ COL ◆ OLS 	1.2.4 <ul style="list-style-type: none"> ◆ Number and total of VHS stipends ◆ Number of Virtual VA mentors ◆ Number of Virtual High School teachers and ratio to students ◆ Technical Logs from online services ◆ Staff feedback to COL and OLS
	1.2.5: Maintain district-wide student progress reporting and communication system.	\$30,000 IT budget	\$33,000 IT budget	\$35,000 IT budget	<ul style="list-style-type: none"> ◆ DSI ◆ CET 	1.2.5 <ul style="list-style-type: none"> ◆ User data ◆ Edline account activation statistics ◆ Edline web pages ◆ Edline reports ◆ Staff user feedback

Focus Area: Environment

YCSD Goal 1: Provide a safe, flexible, and effective learning environment for all students

Virginia's Goals	
Goal 1	Provide a safe, flexible, and effective learning environment for all students

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
1.2: Provide the technical and human infrastructure necessary to support real, blended, and virtual learning environments.	1.2.6: Complete, maintain and upgrade fiber connection from 100 Mbps to 1 Gbps Ethernet to every school and support building for data, internet, voice and video service.	\$440,000 IT budget	\$440,000 IT budget	\$440,000 IT budget	♦ DIT	1.2.6 ♦ Increase bandwidth contract ♦ Increase available bandwidth ♦ Bandwith Monitoring reports ♦ Percentage of network spikes
	1.2.7: Maintain and upgrade the implementation of wireless access to the Internet in every school.	\$45,000 IT budget	\$52,000 IT budget	\$60,000 IT budget	♦ DIT	1.2.7 ♦ Maintenance logs for Meru ♦ Wireless usage reports ♦ Number of additional workstations, mobile devices added to wireless network ♦ Number of work orders for wireless issues ♦ Percentage of time 100% wireless connectivity is available

	1.2.8: Maintain telephone service in all administrative, support and classroom spaces to include voice mail service for all administrative, instructional and support staff.	\$245,600 IT Budget	\$245,600 IT Budget	\$245,600 IT Budget	♦ DIT	1.2.8 ♦ Number of installed telephones ♦ Number of voice mail accounts established
	1.2.9: Maintain cell phone service for identified administrative and support staff to include internet and data service.	\$32,550 IT Budget	\$32,550 IT Budget	\$32,550 IT Budget	♦ DIT	1.2.9 ♦ Number of cell phones provided by YCSD ♦ Call records, internet and data usage total minutes
	1.2.10: Maintain integrated fax service for all administrative, school and support sites.	\$6,000 IT Budget	\$6,000 IT Budget	\$6,000 IT Budget	♦ DIT	1.2.10 ♦ Savings as compared to individual fax machines

Focus Area: Environment

YCSG Goal 1: Provide a safe, flexible, and effective learning environment for all students

Virginia's Goals	
Goal 1	Provide a safe, flexible, and effective learning environment for all students

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
1.3: Provide high-quality professional development to help educators create, maintain, and work in a variety of learner-centered environments.	1.3.1: Identify, develop, disseminate, and maintain resources to support the effective use of technology in all content areas.	On-going; costs associated with Intranet and Internet already in place			<ul style="list-style-type: none"> Instructional Directors SBO Instructional staff 	1.3.1 <ul style="list-style-type: none"> VDOE resources Instructional resources, online & print material distributed Intranet and division website postings Needs Survey data Number of Training sessions; current & new technologies
	1.3.2: Provide division-wide professional development activities that focus on instruction and integration of technology.	\$10,000	\$12,000	\$14,000	<ul style="list-style-type: none"> CAO CLPD 	1.3.2 <ul style="list-style-type: none"> Horizontal Articulation training sessions Division-wide Learning Gallery Instructional Trainers' Workshop agendas, content and evaluations ETF Training Sessions LLLC Calendar & sessions and participant evaluations

						<ul style="list-style-type: none"> ◆ Virtual Learning Program training; Surveys ◆ Training sessions-current & new technologies including vendor specific presentations
	1.3.3: Provide school-based professional development activities focused on instruction and integration of technology.	On-going costs associated with technologies, Intranet and Internet already in place			<ul style="list-style-type: none"> • Building Administrators ◆ ETFs 	1.3.3 <ul style="list-style-type: none"> ◆ Attendance logs; evaluations; exit surveys of Site-based technology integration training sessions ◆ School-based wikis – training documents ◆ Edline & server drive postings ◆ Training sessions-current & new technologies

Focus Area: Environment

YCSD Goal 1: Provide a safe, flexible, and effective learning environment for all students

Virginia's Goals	
Goal 1	Provide a safe, flexible, and effective learning environment for all students

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
1.3: Provide high-quality professional development to help educators create, maintain, and work in a variety of learner-centered environments.	1.3.4: Develop and implement innovative technology projects that focus on emerging technologies and 21 st century skills.	\$50,000	\$50,000	\$50,000	♦ Instructional Directors	1.3.4 <ul style="list-style-type: none"> ♦ Number of training sessions on developing 21st century skills; ♦ Attendance logs & evaluations ♦ Tech innovator pilot project training (iPod, Quizdom, interactive whiteboard technologies, digital audio & video devices); evaluations ♦ Specialized certification training ♦ Assistive Technology trainings ♦ Expanded use of Elluminate; user statistics; session archives



YCS D Educational Technology Plan Focus Area 2: Engagement

Focus Area: Engagement

YCSD Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology.

Virginia's Goals	
Goal 2	Engage students in meaningful curricular content through the purposeful and effective use of technology

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
2.1: Support innovative professional development practices that promote strategic growth for all educators and collaboration with other educators, content experts, and students.	2.1.1: Expand professional development on digital tools that enable collaboration among teachers and staff.	\$5000 + site-based PD funds each based on available division funding			<ul style="list-style-type: none"> ◆ DEI ◆ CPDL 	2.1.1 <ul style="list-style-type: none"> ◆ Needs Assessment Results ◆ Notes from collaborations with key stakeholders ◆ PD session attendance data ◆ PD session evaluation data ◆ PD Course catalog-session descriptions, ◆ Number and types of available courses and session ◆ Observations ◆ Student artifacts ◆ Teacher artifacts

				<p>2.1.1</p> <ul style="list-style-type: none"> Describe the extent to which these opportunities facilitate the development or use and delivery of innovative professional development that promotes collaboration
	<p>2.1.2: Publish annual menu of PD opportunities.</p>			<p>2.1.2</p> <ul style="list-style-type: none"> Describe the types, scope/extent, and accessibility of the professional development offered.

Focus Area: Engagement

YCSD Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology

Virginia's Goals	
Goal 2	Engage students in meaningful curricular content through the purposeful and effective use of technology

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
2.1: Support innovative professional development practices that promote strategic growth for all educators and collaboration with other educators, content experts, and students.	2.1.3: Facilitate the development and delivery of professional development opportunities that focus on effective technology use in specific core curricular areas.	Site-based funding dependent on YCSD budget			<ul style="list-style-type: none"> ◆ DEI ◆ CPDL 	2.1.3 <ul style="list-style-type: none"> ◆ Describe how YCSD facilitates professional development opportunities for building administrators
	2.1.4: Implement web resources, software and other digital materials adopted annually.	\$50,000-\$150,000 – YCSD budget dependent			<ul style="list-style-type: none"> ◆ DEI ◆ CPDL 	2.1.4 <ul style="list-style-type: none"> ◆ Describe the development of professional development opportunities for each core curricular content area.

			<ul style="list-style-type: none">◆ DEI◆ DSI◆ CPDL	2.1.4 <ul style="list-style-type: none">◆ Document the professional development programs at each school including school-based tech integration training
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Focus Area: Engagement

YCSD Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology

Virginia's Goals	
Goal 2	Engage students in meaningful curricular content through the purposeful and effective use of technology

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
2.2: Provide equitable opportunities for all learners to access internet-connected devices that offer students the flexibility to learn anytime and anywhere.	2.2.1: Refine and update the virtual desktop model.	\$1,837,785 annually			<ul style="list-style-type: none"> ◆ DSI ◆ DIT 	2.2.1 <ul style="list-style-type: none"> ◆ Report of annual or on-going revisions to network access policies, procedures or devices to COO and CAO
	2.2.2: Provide student access to school-based software and services from home.	Pilot student home access	On-going staff time only-no additional cost		<ul style="list-style-type: none"> ◆ DSI ◆ DIT 	2.2.2 <ul style="list-style-type: none"> ◆ Calculate number of students accessing YCSD services/software from home ◆ Calculate bandwidth usage, peak hours and number of Help Desk work orders ◆ Student satisfaction survey results
	2.2.3: Increase the number of mobile	\$15,000 annually – YCSD budget dependent			<ul style="list-style-type: none"> ◆ DSI ◆ DIT 	2.2.3 <ul style="list-style-type: none"> ◆ Tabulate annually the number of internet-connected devices

	communication devices available for student learning.					per student by school and grade level <ul style="list-style-type: none"> ◆ Publish best practices information for all teachers and staff https://ycsdlearninginhand.pbworks.com/
2.3: Utilize technology to customize learning for individual students.	2.3.1: Increase the number of projects employing mobile communication devices for student learning.	\$4500-budget dependent	\$7500 - budget dependent	\$10,000-budget dependent	◆ Instructional Directors	2.3.1 <ul style="list-style-type: none"> ◆ Calculate the number of pilot projects that-provide access to internet connected devices ◆ Calculate the number of students utilizing virtual tools and internet-connected devices ◆ Assess pilot project outcomes and data ◆ Tabulate the number of Social stories created and banked for use ◆ Tabulate the number of new lessons and experiences added to the YCSD Learning Gallery
	2.3.2: Design and implement learning experiences that address the needs of all learners.				◆ School Administrator	2.3.2 <ul style="list-style-type: none"> ◆ Formal/informal classroom observation information ◆ Calculate if applicable, increases in reading fluency

	2.3.3: Facilitate enrichment and remediation experiences for all students.	Additional funding to address this is YCSD budget dependent.	♦ Instructional Directors	<p>2.3.3</p> <ul style="list-style-type: none"> ♦ Calculate the number of students in Virtual Remediation ♦ Calculate the number of behavioral support students using virtual component ♦ Tabulate behavioral data from mobile device initiatives ♦ Publish best practices information for all teachers and staff <p>https://ycsdlearninginhand.pbworks.com/</p>
	2.3.4: Update division curricula to embed instructional experiences using a wide array of technologies.	\$600 per curriculum allocation annually	♦ Instructional Directors	<p>2.3.4</p> <ul style="list-style-type: none"> ♦ Report to CAO annually on all curriculum updates ♦ Number of teachers updating curricula ♦ Number of teachers trained to use updated curriculum ♦ Walkthrough and teacher observation data

Focus Area: Engagement

YCSD Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology

Virginia's Goals	
Goal 2	Engage students in meaningful curricular content through the purposeful and effective use of technology

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
2.4: Actualize the ability of technology to individualize learning and provide equitable opportunities for all learners.	2.4.1: Update the Instructional Materials Review process to ensure student and teacher access to digital textbooks and ancillary materials.	\$350,000+ per year in textbook and ancillary materials – budget dependent			♦ Instructional Directors	2.4.1 <ul style="list-style-type: none"> ♦ Annual review of IMR process ♦ Annual dissemination of information on available digital resources available with textbook adoptions ♦ Publication of access information to digital resources directly related to adopted instructional materials and texts
	2.4.2: Identify and disseminate information and resources to assist schools in evaluating the interactive and universal design features of hardware,	On-going			• Instructional Directors	2.4.2. <ul style="list-style-type: none"> ♦ Identified hardware, software, and internet evaluation information ♦ Describe methods of information dissemination on Universal Design for Learning and interactivity of

	software, and internet sites.			division hardware, software and web resources
	2.4.3: Identify and initiate pilot projects that provide mobile devices to create 1:1 learning events.	\$50,000 annually - Budget dependent	♦ Instructional Directors	2.4.3 <ul style="list-style-type: none"> ♦ Describe pilot projects initiated; i.e. grade levels, content areas, baseline and project data ♦ Describe outcomes of each pilot project and recommendations for further deployment.

Focus Area: Engagement

YCSO Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology

Virginia's Goals	
Goal 2	Engage students in meaningful curricular content through the purposeful and effective use of technology

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
2.5: Facilitate the implementation of high-quality Internet safety programs in schools.	2.5.1: Identify and disseminate best practices and resources to promote the integration of Internet safety and security throughout the curricula.	On-going-staff time only/no additional cost			<ul style="list-style-type: none"> ◆ DSI ◆ DEI ◆ ADI 	2.5.1 <ul style="list-style-type: none"> ◆ Describe methods of identifying best practices with regard to internet safety and security. ◆ Describe the best practices identified and methods of information dissemination
	2.5.2: Post Internet safety instructional plans and resources to YCSO Learning Gallery .	On-going-staff time only/no additional cost			<ul style="list-style-type: none"> ◆ DSI ◆ DEI 	2.5.2 <ul style="list-style-type: none"> ◆ Describe all updates to internet safety instruction annually.
	2.5.3: Provide parent resources and information on http://yorkcountyschools.org	On-going-staff time only/no additional cost			<ul style="list-style-type: none"> ◆ DSI ◆ DEI 	2.5.3 <ul style="list-style-type: none"> ◆ Describe annual updates to parent resources on YCSO website

	ls.org/technology/techResource/default.aspx 2.5.3: Provide parent Internet safety classes at LLLC and at other public outreach venues.			2.5.3 ♦ Describe all parent outreach sessions provided annually
	2.5.4: Develop additional “Tech Kids” videos for integration into Internet safety instruction.	On-going-staff time only/no additional cost	♦ ADI	2.5.4 ♦ Publish new “Tech Kids” Internet safety videos to YCSD Learning Gallery and iTunes U.

Focus Area: Engagement

YCSD Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology.

Virginia's Goals	
Goal 2	Engage students in meaningful curricular content through the purposeful and effective use of technology

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
2.5: Facilitate the implementation of high-quality Internet safety programs in schools.	2.5.5: Monitor the implementation of Internet safety policies and programs and provide technical assistance and support to ensure that schools have effective programs and policies.	On-going-staff time only/no additional cost			<ul style="list-style-type: none"> ◆ DSI ◆ DEI 	2.5.5 <ul style="list-style-type: none"> ◆ Describe monitoring methods ◆ Annual progress reports for Superintendent, CAO and VDOE as required ◆ Describe the types and availability of technical assistance and support



**YCS D Educational Technology Plan Focus
Area 3: Application**

Focus Area: Application

YCSG Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.

Virginia's Goals	
Goal 3	Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
3.1: Provide and support professional development that increases the capacity of teachers to design and facilitate meaningful learning experiences, thereby encouraging students to create, problem solve, communicate, collaborate, and use real-world skills by applying technology purposefully.	3.1.1: Identify and disseminate information and resources that help schools provide ongoing, personalized, and just-in-time professional development for teachers implementing advanced instructional strategies integrating technological and pedagogical innovations.	Ongoing/Budget dependent for each site and division			♦ Dept of Instruction	3.1.1 <ul style="list-style-type: none"> ♦ Publish list of professional development training options ♦ Database of Division Technology Committee newly adopted resources ♦ Annual site-based and division PD plans ♦ Identified resources • Research results shared by Dept. of Instruction • Suggestions from principals ♦ Prof Development plans from each school ♦ ESM Tracking software data ♦ PD 360 ♦ Number of Web 2.0 tools used to extend profess development opportunities ♦ ETFs site-based training

				<ul style="list-style-type: none">◆ Horizontal Articulation Day Learning Gallery dissemination of ongoing resources training◆ Instructional trainers practice protocols◆ Number of Accordant studio training videos◆ Teacher training on internet safety using web training◆ Describe the extent to which these information sources are accessible and useful with regard to giving ongoing, personalized, and just-in-time support◆ Survey to measure usefulness
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Focus Area: Application

YCSG Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings

Virginia's Goals	
Goal 3	Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
3.1: Provide and support professional development that increases the capacity of teachers to design and facilitate meaningful learning experiences, thereby encouraging students to create, problem solve, communicate, collaborate, and use real-world skills by applying technology purposefully.	3.1.2: Incorporate identified resources and technology tools that promote 21 st century skills (creativity, collaboration and problem solving) in curricular guideline documents.	Ongoing			<ul style="list-style-type: none"> ◆ Department of Instruction ◆ Bldg Administrators ETFs 	3.1.2 <ul style="list-style-type: none"> ◆ New curriculum enhancements to include: Rigor/relevance framework ◆ Documentation from ETF site-based training ◆ Technology specialists assigned to curriculum writing committees ◆ Curricular guidelines with new and existing technology resources approved by the Division Technology Committee ◆ Resources including SID and Learning
		\$1500 annual subscription fees for pbworks.com and ning.com with 10% annual adjustment for rate increases				

				<p>Gallery , YCS Community of Learners Ning, ycslearninginhand wiki available to all staff inside and outside division</p> <ul style="list-style-type: none"> ◆ Curriculum updates in which identified resources are embedded and publish to teachers and building administrators SID/Learning Gallery ◆ Implementation of curriculum committees ◆ Annual ETF database information ◆ Document new innovative technology orientated course development ◆ Document expansion of Program of Studies to include regional technical centers and local higher educational institutions ◆ Document Emerging Technology policies
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Focus Area: Application

YCSD Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings

Virginia's Goals	
Goal 3	Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
3.1: Provide and support professional development that increases the capacity of teachers to design and facilitate meaningful learning experiences, thereby encouraging students to create, problem solve, communicate, collaborate, and use real-world skills by applying technology purposefully.	3.1.3: Develop division guidelines that promote the safe and responsible use of social media for staff and students.	Guidelines developed FY11 and fully implemented FY12 for staff. Student guidelines reviewed for update in FY12. Monitor annually			♦ Department of Instruction	3.1.3 ♦ Internet safety instruction by grade level to include social media ♦ Complete annual review and update of AUP and social media policy
	3.1.4: Provide guidelines for opportunities for students to participate in global communication and collaboration.	FY11 testing of Skype, Wetoku, Gcast and similar web tools for communication and collaboration. Additional tools tested on-going.			♦ Department of Instruction ♦ IT	3.1.4 ♦ Documented use of global communication and collaboration tools including: use of ePals , Skype , Elluminate and similar conferencing tools

Focus Area: Application

YCSG Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings

Virginia's Goals	
Goal 3	Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
3.2: Ensure that students, teachers, and administrators are ICT literate.	3.2.1: Identify and disseminate information and resources to ensure that schools can effectively assess and report ICT literacy.	Ongoing			<ul style="list-style-type: none"> ◆ Department of Instruction ◆ DTC ◆ Department of Instruction ◆ Building Administrators 	3.2.1 <ul style="list-style-type: none"> ● Track number of participants posting electronic resources such as Learning Gallery, Ning, Edline ● Results from Eighth grade assessment tool for ICT literacy achievement (E2T2 regional grant) ● ETF Tracker database

Focus Area: Application

YCSG Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings

Virginia's Goals	
Goal 3	Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
3.2: Ensure that students, teachers, and administrators are ICT literate.	3.2.1: Provide professional development that leads to teacher/administrative knowledge of and proficiency in ICT literacy skills.	Ongoing			♦ Department of Instruction	3.2.1 <ul style="list-style-type: none"> ♦ Documented teacher and administrator opportunities to learn and apply ICT skills to include: <ul style="list-style-type: none"> ✓ building-based professional development ✓ staff observations ✓ Principals' Digital Playground ✓ Online Learning training for teachers, mentors and students

Focus Area: Application

YCSD Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings

Virginia's Goals	
Goal 3	Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
3.2: Ensure that students, teachers, and administrators are ICT literate.	3.2.2: Monitor the ICT literacy in schools and provide technical assistance and support to schools as needed.	Ongoing			<ul style="list-style-type: none"> ◆ Department of Instruction ◆ IT ◆ Department of Instruction ◆ ETFs 	3.2.2 <ul style="list-style-type: none"> ◆ Document the technical assistance efforts <ul style="list-style-type: none"> ✓ Work order data ✓ VDI training sessions provided ✓ ETF training data ✓ Describe the monitoring process. ◆ Document the support efforts helping schools find resources to assess ICT literacy ● Evaluate the quality of electronic resources posted to division repositories such as the YCSD Learning Gallery, Ning, Edline and Learning

				<p>Management Systems</p> <ul style="list-style-type: none">◆ Recorded data of site-based professional development including: Logged sessions delivered by site-based specialists● Document online learning training opportunities
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Focus Area: Application

YCSD Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings

Virginia's Goals	
Goal 3	Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
3.3: Implement technology-based formative assessments that produce further growth in content knowledge and skills development.	3.3.1: Identify and disseminate information about technology tools and systems to help schools implement cognitively-based assessments.	Ongoing			<ul style="list-style-type: none"> Department of Instruction 	3.3.1 <ul style="list-style-type: none"> Documentation of implemented online assessments including: ePat, SOL testing, safety management trainings, surveys
	3.3.2: Design and implement pilot projects to explore technology-based assessment models that tightly integrate curricula, instruction and assessment.	FY12 Design projects that may include Qwizdoms, Moodle, Quia, web-based test banks and tools, Poll Everywhere, Mobile technologies, social media FY13 Evaluate pilots and determine division-wide implementation	<ul style="list-style-type: none"> Department of Instruction DTC 	3.3.2 <ul style="list-style-type: none"> Document any new adoptions of online learning curriculums Document use of hybrid (online/face to face) models of instruction and assessment Document number, types, locations, and scope/extent (breadth and depth) of the pilot projects. 		



**YCS D Educational Technology Plan Focus
Area 4: Tools**

Focus Area: Tools

YCS D Goal 4: Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.

Virginia's Goals	
Goal 4	Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
4.1: Provide resources and support to ensure that every student has access to a personal computing device	4.1.1: Provide and maintain a minimum student to computer ratio of 5 to 1.	Costs are budget dependent. Transition to thin client platform			♦ DIT	4.1.1 Annual report provided to CAO regarding the status of each school's student to computer ratio.
	4.1.2: Provide customer support using a technician-based Help Desk system for all hardware and software.	\$100,000	\$100,000	\$100,000	♦ CMS	4.1.2 ♦ Annual report from IT for DSI to include Help Desk data logs, quality of service evaluation submissions by customers, response and completion times of all Help Desk requests.
	4.1.3: Identified technologies will be purchased with implementation	Costs are budget dependent. Transition to thin client platform			♦ DSI ♦ Division Technology Committee	4.1.3 ♦ Monthly Division Technology Committee meetings

determined by DTC.			<ul style="list-style-type: none"> ◆ Minutes from monthly Division Technology Committee meetings ◆ Purchase data recorded by designated school staff ◆ Feedback from principals regarding the deployment of all purchases will be documented and given to DSI.
4.1.4: Technologies identified by site-based technology committees will be purchased and implemented as appropriate for students and staff.	Costs are budget dependent. Transition to thin client platform	<ul style="list-style-type: none"> • Building Administrator 	<p>4.1.4</p> <ul style="list-style-type: none"> ◆ Recorded purchases from Site-Based Technology Committee meetings ◆ Documented Research Review Sheet submitted by the Site-Based Technology Committee. ◆ Implementation of Standard Operating Procedure: School-Based Educational Technology Adoption Process ◆ Status reports regarding the deployment of all technology purchases will be available for DSI review annually.
4.1.5: Provide training for students and teachers on all new technology via	Cost absorbed by staff facilitated process	<ul style="list-style-type: none"> ◆ Building Administrator 	<p>4.1.5</p> <ul style="list-style-type: none"> ◆ Training opportunities will be documented and available for review.

	site-based or division level experts, as needed.		<ul style="list-style-type: none">◆ Attendance records for each session.◆ Instructional ideas, best practices & lessons learned during training shared via
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Focus Area: Tools

YCSG Goal 4: Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.

Virginia's Goals	
Goal 4	Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
4.2: Provide technical and pedagogical support to ensure that students, teachers, and administrators can effectively access and use technology tools.	4.2.1: Provide just-in-time professional development to administrators, teachers, and students on the use of hardware and/or software when appropriate.	Funding is budget dependent annually.			<ul style="list-style-type: none"> ◆ CET 	4.2.1 <ul style="list-style-type: none"> ◆ ETF professional development database records ◆ Report to CET annually showing site-based training information. ◆ Division level PD records
	4.2.2: Embed technology integration information on resources, software and peripherals in curriculum guides, linking the resources to appropriate objectives, as new guides are prepared.	No additional cost: Educational technology staff facilitates this process.			<ul style="list-style-type: none"> ◆ DEI ◆ DSI 	4.2.2 <ul style="list-style-type: none"> ◆ Updated curriculum guides completed annually ◆ PD records associated with curriculum training

	4.2.3 Provide direct customer support to staff using a Help Desk system for all hardware and software.	Same staffing cost identified in 4.1.2	♦ CMS	4.2.3 <ul style="list-style-type: none"> ♦ Annual report submitted to the DSI and CAO from the YCSD Information Technology Help Desk data logs ♦ Customer satisfaction survey information
	4.2.4 Provide online tutorials for both teachers and students covering instructional software and Internet resources.	No additional cost: Educational technology staff facilitates this process.	♦ CET	4.2.4 <ul style="list-style-type: none"> ♦ Number of instances of synchronous and asynchronous online tutorials and/or live online delivery of professional development

Focus Area: Tools

YCS D Goal 4: Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.

Virginia's Goals	
Goal 4	Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
4.3: Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools for all grade levels and curricular areas.	4.3.1: Incorporate references to technology resources in curriculum guides, linking the resources as appropriate.	Ongoing annual updates			<ul style="list-style-type: none"> ◆ DEI ◆ DSI 	4.3.1 <ul style="list-style-type: none"> ◆ YCS D curriculum guide annual updates
	4.3.2: Utilize a repository of electronic resources that can be accessed and updated by teachers.	Ongoing			<ul style="list-style-type: none"> ◆ CLSD ◆ ADI 	4.3.2 <ul style="list-style-type: none"> ◆ YCS D Learning Gallery @ http://ycsdlearninginhand.pbworks.com
	4.3.3: Utilize an Instructional Materials Review process that assists in the selection	Annual materials review			<ul style="list-style-type: none"> ◆ DSI 	4.3.3 <ul style="list-style-type: none"> ◆ IMR review process documentation on Sid ◆ IMR database of selected e-resources accompanying textbooks ◆ Number of training session for content

	of appropriate electronic tools that accompany textbook adoptions.			area teachers addressing
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Focus Area: Tools

YCSD Goal 4: Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.

Virginia's Goals	
Goal 4	Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
4.4: Provide students with the opportunity to create, post, and access electronic resources created for the purpose of demonstrating understanding and that promote the understanding of others.	4.4.1: Provide teachers and students access to digital creation and publishing resources.	Funding is budget dependent annually.			<ul style="list-style-type: none"> Building Administrator ETF 	4.4.1 <ul style="list-style-type: none"> Document available electronic publishing resources.
	4.4.2: Publish strategies to enable students and teachers to access electronic publishing or electronic viewing of published materials.	No additional cost: educational technology facilitator and school leadership team facilitates this process.			<ul style="list-style-type: none"> ETF School Leadership Team 	4.4.2 <ul style="list-style-type: none"> Document best practices using the Learning Gallery Usage statistics from lesson plans and activities utilizing electronic publishing Samples of published items
	4.4.3: Deliver site-based professional development on	No additional cost: Building administrators facilitate this process per annual professional			<ul style="list-style-type: none"> Building Administrator ETF 	4.4.3 <ul style="list-style-type: none"> Document training sessions for teachers

	creation, publication and access of digital products for access 24/7.	development plan.		and students in ETF Tracking database
	4.4.4: Train students to create and post digital files.	No additional cost: Building administrators facilitate this process per annual professional development plan.	<ul style="list-style-type: none"> ◆ Building Administrator ETF 	4.4.4 <ul style="list-style-type: none"> ◆ Document training sessions on the posting of electronic files for students in the ETF Tracker database. ◆ Teacher observation documentation-formal and informal
	4.4.5: Provide just-in-time professional development to teachers and students on the use of hardware, software, peripherals and additional digital tools that promote project-based productivity.	No additional cost: Building administrators facilitate this process per annual professional development plan.	<ul style="list-style-type: none"> ◆ Building Administrator 	4.4.5 <ul style="list-style-type: none"> ◆ Document PD in ETF Tracker database.



**YCSD Educational Technology Plan Focus Area
5: Results**

Focus Area: Results

YCSD Goal 5: Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning

Virginia's Goals	
Goal 5	Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
5.1: Use data to inform and adjust technical, pedagogical, and financial support.	5.1.1: Review and assess the efficacy of current SIS and purchase to implement.	Select/deploy SIS \$250,000 – budget dependent	Upgrades are budget dependent \$100,000 each year- budget dependent		<ul style="list-style-type: none"> ◆ COO ◆ CAO 	5.1.1 <ul style="list-style-type: none"> ◆ Purchase of new SIS ◆ Upgrades to in-house data reporting systems; e.g. RPMS, web reports for administrators
	5.1.2: Assess efficacy of current data tools.	Ongoing annual review; new purchases are budget dependent			<ul style="list-style-type: none"> ◆ DAIS 	5.1.2 <ul style="list-style-type: none"> ◆ Assessment of current tools to include: <ul style="list-style-type: none"> ✓ SOL Data ✓ SIS Reports ✓ Web Reports ✓ Easy IEP ✓ Walkthrough product
	5.1.3: Identify additional data tools and reports needed to support decision-making in schools.	Ongoing annual review; new purchases are budget dependent			<ul style="list-style-type: none"> ◆ DAIS 	5.1.3 <ul style="list-style-type: none"> ◆ Number of identified areas of high needs ◆ Number of new customized data reports for: SOL Data, SIS Reports, Web Reports, Easy IEP, Walkthrough reports

Focus Area: Results

YCSO Goal 5: Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning

Virginia's Goals	
Goal 5	Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
5.2: Provide support to help teachers disaggregate, interpret, and use data to plan, improve, and differentiate instruction.	5.2.1: Provide data training and support to assist Administrators, ACCs, ACIs to interpret data and use technology to address data-supported needs.	No additional costs anticipated.			♦ DAIS	5.2.1 <ul style="list-style-type: none"> ♦ Number of training sessions on disaggregation tools ♦ Number of participants in data training sessions ♦ Data reports from SOL tests, DBAs, 9 weeks grades, EIMS, classroom assessments
	5.2.2: Identify and disseminate resources to assist ACCs and ACIs in training teachers to disaggregate, interpret, and use data for instructional improvement.	No additional costs anticipated.			♦ DAIS	5.2.2 <ul style="list-style-type: none"> ♦ Division test data ♦ Sample data used in training sessions ♦ Usage statistics from PD360 and YCSO Professional Development Library resources ♦ EIMS Data Reports ♦ Training attendance records

	<p>5.2.3: Provide opportunities for teachers to plan and collaborate to integrate technology to support identified needs.</p>	<p>Creative scheduling and planning opportunities based on annual staffing flexibility of schedules.</p> <p>Staffing is budget dependent.</p>	<ul style="list-style-type: none"> ◆ Building Administrators 	<p>5.2.3</p> <ul style="list-style-type: none"> ◆ Training on disaggregation tools ◆ Data Reports ◆ Training attendance records ◆ Content or grade level planning schedules
	<p>5.2.4: Use student achievement data to help teachers use technology in ways that optimize student learning.</p>	<p>No additional costs anticipated.</p>	<ul style="list-style-type: none"> ◆ Building Administrators 	<p>5.2.4</p> <ul style="list-style-type: none"> ◆ Training on disaggregation tools ◆ Data Reports ◆ Technology training attendance ◆ Teacher observation data – formal and walk-through ◆ Lesson Plans

Focus Area: Results

YCSD Goal 5: Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning

Virginia's Goals	
Goal 5	Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning

Objectives	Strategies	FY Implementation and Costs			Primary Lead	Progress Measures
		FY12	FY13	FY14		
5.3: Promote the use of technology to inform the design and implementation of next generation standardized assessments.	5.3.1: Design and implement pilot projects that support technology-based assessments, including simulations and game environments, innovative delivery platforms.	\$15,000 – ET budget	\$15,000 – ET budget	\$15,000 – ET budget	♦ DSI	5.3.1 <ul style="list-style-type: none"> ♦ Teacher created common assessments via Quia and other web resources ♦ App development for iPods and other mobile technologies ♦ Use of Moodle (LMS) ♦ Use of Edline for Instruction and assessment
	5.3.2: Provide opportunities for teacher leaders and staff to attend webinars and training on design and delivery of innovative assessments.	\$5,000 annually – budget dependent.			♦ DSI	5.3.2 <ul style="list-style-type: none"> ♦ Number of division staff trained ♦ Product/assessments developed and built ♦ Platform types used for implementation



Appendices

Fiscal Planning and Budget

Financial support for the Educational Technology Plan is provided through both the operations and instruction budgets developed by the York County School Division School Board in conjunction with the York County Board of Supervisors. Additional funding has been provided through the Virginia Department of Education Online Testing Initiative. Other supplemental funds from ARRA stimulus monies have supported technology initiatives in FY11.

Funds are requested in the division's annual operating budget to accomplish technology refurbishments for replacement and maintenance of existing instructional and administrative hardware, software and internet service, and to provide continuous professional development for all licensed staff on the division's instructional initiatives, including technology integration. Severe technology budget shortfalls are anticipated for FY12.

The division began to deliver a new generation technology model providing instructional and administrative access to software and web-based tools in FY11. Based upon a virtual desktop infrastructure (VDI), all secondary schools access applications and web services via servers, the network and the internet. Completion of the conversion to the VDI model for all elementary schools and support sites should occur by the summer of 2011. The use of a virtual environment will provide more rapid deployment of software upgrades and allow staff to access all division-delivered resources from home. Site-based educational technology staff delivers on-going professional development for all teachers that supports the seamless use of technology embedded into instruction. Building administrators, Educational Technology Facilitators, Instructional Trainers and leadership teams meet and develop training plans annually. Funding is provided through instruction and professional development budgets.

Fiscal Year	FY Budget	FY Required - not yet budgeted	Description
FY12	FY12	\$1,837,785	Continuation of virtualization project
		750,000	Annual software licensing for Microsoft Campus Agreement and Citrix
		211,190	Telephones
		34,410	Voice mail
		32,550	Cell phone service
		50,560	Internet costs
		321,780	WAN costs (2 ATM circuits)
		6,000	Network based FAX service
		25,000	Internet filtering costs
Total		\$3,263,275	

Funding sources for technical and infrastructure needs include e-Rate, local allocation from county government, and state funding including VPSA bond funds. Funding sources for instructional needs are provided by allocations from county government.

Fiscal Year	FY Budget	FY Required - not yet budgeted	Description
FY13	FY13	\$1,837,785	Continuation of virtualization project
		750,000	Annual software licensing for Microsoft Campus Agreement and Citrix
		211,190	Telephones
		34,410	Voice mail
		32,550	Cell phone service
		50,560	Internet costs
		321,780	WAN costs (2 ATM circuits)
		6,000	Network-based FAX service
		25,000	Internet filtering costs
Total		\$3,269,275	

Funding sources for technical and infrastructure needs include e-Rate, local allocation from county government, and state funding including VPSA bond funds. Funding sources for instructional needs are provided by allocations from county government.

Fiscal Year	FY Budget	FY Required - not yet budgeted	Description
FY14	FY14	\$1,837,785	Continuation of virtulatization project
		750,000	Annual software licensing for Microsoft Campus Agreement and Citrix
		211,190	Telephones
		34,410	Voice mail
		32,550	Cell phone service
		50,560	Internet costs
		321,780	WAN costs (2 ATM circuits)
		6,000	Network-based FAX service
		25,000	Internet filtering costs
Total		\$3,269,275	

Funding sources for technical and infrastructure needs include e-Rate, local allocation from county government, and state funding including VPSA bond funds. Funding sources for instructional needs are provided by allocations from county government.

Network Services/Internet Acceptable Use Policy

York County School Division network services provides access to an extensive array of LAN/WAN and web-based services and applications to staff and students. These network and Internet resources support the delivery of the division's program of studies, the Virginia Standards of Learning, and also assist with and enhance innovative instruction and educational excellence. Instructional staff evaluates the validity and appropriateness of all network and Internet resources used in instruction.

Students and staff are provided with instruction on social and ethical issues of Internet use including copyright, fair use and plagiarism and Internet safety and security. Training includes:

- Internet safety review for secondary students
- Internet safety lessons integrated into instruction by classroom teachers and library/media specialists
- Multimedia reminders of Internet safety and ethical behavior

Under the terms and conditions stated in this Acceptable Use Policy, all authorized users have access to:

- Productivity and instructional applications via the Local Area Network (LAN)
 - Virtual classroom instruction via distance learning services
 - Web-based electronic research and instructional services via the wide area Network (WAN)
 - Internet access to news, university and public library access to print and multimedia assets, and content-rich activities available from sites across the World Wide Web
 - Electronic communication locally, regionally and globally including but not limited to electronic discussion groups, e-mail, video conferences and white-board communications
 - Public domain multimedia files
1. Every division student who wishes to use YCSD network services, web-based resources and the Internet must have a parent/guardian signature on this AUP form and return the form to school.
 2. Every division student will receive Internet safety instruction. Parents/guardian may opt out a student by indicating that choice on the signature form.
 3. Any parent who wishes to revoke permission for a student's access to all network services may sign a "Removal of Permission for Network Services" form which is available at every YCSD school.
 4. Parents may reinstate permission for student access to all computer, network and Internet services at any time by signing a Network Services/Internet Acceptable Use Policy. This form is also available at all YCSD schools.

Use of network services and the Internet is a privilege not a right. System users have no right of privacy nor an expectation of privacy for any activities conducted on any division computer system or the Network, including but not limited to e-mail or materials sent, received and/or stored on any division system. Division officials reserve the right to monitor and record all user activity. Should there be any evidence of violation of this AUP, School Board policy or regulations, Student Conduct Code or any local, state or federal law, division Network personnel will provide such evidence to district administrators or to law enforcement officials, as appropriate, for disciplinary action and/or criminal prosecution.

Division staff will:

- Monitor and evaluate all Internet safety instruction for staff and students and update as needed
- Evaluate the division's technology infrastructure and the network, Internet and data security procedures in place annually
- Remain cognizant of the latest developments in Internet vulnerabilities, legal issues, and capabilities related to instruction and impact on division students

- Provide professional development for all staff on the social and ethical issues of Internet use including copyright, fair use and plagiarism and Internet safety and security.
- Evaluate the effectiveness of the division AUP and update annually as needed.
- Assess the need for community outreach related to Internet use and safety issues
- Provide frequent information related to Internet safety and security to parents and the community at large via the division web site, y-Line, Channel 47, other division public news conduits and the York County Council of PTAs.

User Privileges:

1. Students and staff may make use of all district technology, software and network services for **approved** instructional purposes such as research, communication and production only.
2. E-mail accounts will be assigned to teachers and staff on a continuing basis. E-mail accounts for students will be assigned only for the duration of teacher-directed projects.
3. Students and staff may access information from outside resources via the Internet that facilitates or supports learning and educational activities. Student Internet use must occur in a supervised environment.
4. Students and staff may download and transfer data files necessary and approved for daily instruction over the network provided that such activity does not violate copyright or other laws, no fees are incurred, and/or no freeware, shareware, games or other executable files are placed on Network stores.

User Responsibilities:

1. Any user under age 18 must have a parent/legal guardian sign this agreement prior to first use of any Network service or Internet access. Users age 18 or older must sign this agreement prior to first use of any Network service or Internet access.
2. Users must maintain the privacy and security of passwords and accounts. Users shall not attempt to learn another user's password, access another user's account or impersonate another user on the Network.
3. Users may not operate any division technology for commercial use, personal gain or product advertisement.
4. Users shall respect the property of others. Users shall not access, modify or delete any Network files, documents, applications or data files belonging to others. Vandalism, defined as a malicious attempt to harm or destroy another user's data or Network service, will result in cancellation of privileges and disciplinary action.
5. Users shall not attach equipment to the cable plant that serves the data and voice systems without express authorization in writing from the Director of Information Services or his designee. (Televisions and VCRs may be attached to the cable TV distribution system without express authorization).

Data connection prohibitions include but are not limited to computer workstations, laptops/notebooks/tablet PCs, file servers, printers, networkable scanners, network switches or hubs, routers, PDAs, PDA/cell phone combination units and all other wired or wireless devices. This prohibition includes connecting to the network via a wireless connection.

Voice connection prohibitions include but are not limited to analog telephones, ISDN (digital) telephones, FAX machines and modems

- Users shall utilize proper network and e-mail etiquette. Harassment, discriminatory remarks, hate mail and threats, obscene or vulgar language, and conduct prohibited by the Student Conduct Code, School Board policy, federal or state law are prohibited in e-mail or other electronic communications.
- Users shall properly use and care for all hardware and ancillary computer and network equipment available for use at any division site. Vandalism or destruction of any technology or related component will result in cancellation of privileges, disciplinary action and restitution to the school division.
- Users shall be responsible for all material in his/her network account and agree to maintain the account free from pornographic, undesirable or inappropriate materials, files or e-mails and to prevent such materials from entering the network via the Internet or other source. Personal software may not be installed on any division hardware. Users shall adhere to the Copyright Act of 1976 and the Fair Use provisions as related to education. Transmission of any material in violation of federal or state law or regulation is prohibited and will be dealt with according to criminal statutes and the Student Conduct Code.

- Any staff member or student who gains access to inappropriate or undesirable Internet materials, becomes aware of a network or hardware security problem, copyright or fair use infringement, or any Internet safety issue shall immediately notify the Manager of Network Services or Associate Director of Educational Technology for assistance.

The York County School Division will take precautions to restrict access to undesirable or inappropriate materials using firewalls, encryption schematics and filtering applications and other security measures as well as provide error-free, dependable access to electronic resources via the LAN. All division teachers and staff will monitor all user activity in classrooms, labs and libraries and will pursue appropriate disciplinary actions based on the Student Conduct Code or criminal statutes as appropriate for any violations of this AUP.

Appropriate, safe and valuable use of the Internet is the responsibility of students, parents and York County School Division staff. Parents can assist school division staff by: monitoring student Internet use at home; establishing rules for on-line behavior at home; reinforcing the division's Internet safety instruction by encouraging discussion of the positive and negative aspects of Internet use.

The York County School Division makes no warranties of any kind, expressed or implied, for the network services it provides. YCSD is not responsible for any damages users may incur including loss of data due to delays, non-deliveries, mis-deliveries, equipment failures or service interruptions. Due to the vast, diverse, unmanaged character of the Internet, YCSD will not be responsible for the accuracy, nature, or quality of information gathered from the Internet. YCSD is not responsible for personal property used to access division hardware or Networks or the Internet nor for any financial obligations resulting from Internet access provided by the division.

The York County School Division Network Services/Internet Acceptable Use Policy complies with all local, state and national telecommunications rules and regulations.¹

¹ The York County School Division Network Services/Internet Acceptable Use Policy is available for review at <http://yorkcountyschools.org/technology>. Please contact the Associate Director of Instruction with questions or comments at 898-0434.

Last Name

First Name

Grade

School _____ Homeroom Teacher _____

I **give permission** for my child to use Network Services **and** Internet services provided by the York County School Division

I **give permission** for my child to use ONLY Network Services provided by the York County School Division

I **DO NOT give** permission for my child to use any Network Services provided by the York County School Division

I **DO NOT** give permission for my child to receive *Internet Safety Instruction*.

Internet Safety Summary

YCSD has developed an Internet safety instructional package customized for K-12 classroom use in the division. Annually, a small committee comprised of educational technology staff and school-based technology facilitators complete the following:

- Review feedback from teachers on the materials and lessons provided;
- Research new and updated web-delivered digital resources for Internet safety;
- Determine areas of Internet safety focus and/or emphasis for the coming school year;
- Create, update and align all instructional materials for classroom use;
- Post all lessons and ancillary media and materials to the YCSD Learning Gallery for staff access;
- Review and update the AUP as needed;
- Update the online teacher training modules;
- Update all forms

All schools are required to deliver the initial Internet safety lesson provided during quarter one of the new school year. In addition, brief PSAs addressing various issues related to internet safety are to be broadcast each quarter in homeroom or via school-wide network. Teachers are expected to integrate internet safety instruction within content area lesson plans throughout the year and library media specialists deliver instruction on copyright and fair use within the context of lessons and research for all classes.

The school division has also produced three original internet safety videos addressing topics pertinent to K-7 safe web use. The most recent video filmed in FY10 and entitled “*Tech Kids in Kikkit Goodway’s Internetiquette*”, addresses rules for appropriate social networking behaviors. All three videos are available in the VDOE Internet Safety area of iTunes.

Parent classes addressing Internet safety are delivered at the Lifelong Learning Center. In addition, parent information on Internet safety is available on the division web site at <http://yorkcountyschools.org/parents/internetSafety/default.aspx> and staff is available to work with PTA groups when requested.

The entire program is monitored by education technology staff in order to provide support and resources for instruction as needed during the school year. The Student Handbook and Conduct Code is reviewed annually and amendments were made for FY10 to address disciplinary issues surrounding cyberbullying.



Regulations and policies

S.REG.-5.23.4(A)

[Policy: Chapter 5 - Sub-Section 5.23.4](#)

NETWORK SERVICE USE BY STUDENTS

The Internet and other similar local area network, wide area network and/or online computer based resources (Network Services) open up a vast array of information to students. The York County School Division's current Internet availability results from a combined investment of time, money, and commitment by York County School Board employees.

While the Network Administrator attempts to filter and restrict access to inappropriate material on the network, the nature of the technology prevents absolute success in this effort. Consequently, parents should understand that student users may encounter material on the network, Internet or on bulletin boards that they may consider inappropriate (pornography, vulgarities, statements of belief that some may consider immoral or offensive, etc.) despite safeguards and obstacles imposed to prevent such access. It is the Network Services users' responsibility not to pursue material that could be inappropriate for an educational setting. Network Services users are expected to demonstrate ethical and moral behavior in the use of Network Services as they would in the use of any other material used in the school division.

Network Services users must realize that the opportunity to use the network and the resources available through it goes hand in hand with the responsibility to use computers and other technologies properly, and failure to do so may result in loss of privilege and/or other appropriate disciplinary action as noted in the Student Handbook and Student Conduct Code, as approved by the School Board of York County.

Use of Network Services and the Internet is a privilege not a right. The Division's computer equipment and communications services may not be used to send, receive, view or download illegal material via the Internet. Transmission of any material in violation of federal or state regulation is prohibited and will be dealt with according to criminal statutes.

Students wishing to use Network Services within the York County School Division must complete a Network Services/Internet Acceptable Use Policy agreement that is part of the Student Handbook. Students under the age of 18 years must have a parent or legal guardian's signature in order to use Division Network Services. Detailed guidance and the appropriate signature form are included in the annual student handbook. Signature/signatures of that form indicates agreement to the conditions imposed for network and Internet access and indicates, further, that disciplinary action and/or appropriate legal action is recourse for misuses or abuse of Network Services or the Internet.

Network Services users are advised that their use may be monitored at any time by the Network Administrator or the Coordinator of Instructional Technology from the York County School Division in accordance with School Board Policy Section 11.4.1, Wide Area Network Communications.

ISSUED: March 14, 1996

REISSUED: September 17, 1997; November 2, 1998; August 16, 1999; October 25, 2000; January 31, 2001

Approved:

Steven R. Staples, Ed.D

Superintendent

NETWORK SERVICE USE BY EMPLOYEES

The Internet and other similar local area network, wide area network and/or online computer based resources (Network Services) open up a vast array of information to employees. The York County School Division's current Internet availability results from a combined investment of time, money, and commitment by York County School Board employees.

While the Network Administrator attempts to filter and restrict access of inappropriate material on the Network Services, the nature of the technology prevents absolute success in this effort. Consequently, employees should understand that users may encounter material on the network, Internet or bulletin boards that they may consider inappropriate (pornography, vulgarities, statements of belief that some may consider immoral or offensive, etc.) despite safeguards and obstacles imposed to prevent such access. It is the Network Services users' responsibility not to pursue material that could be inappropriate for an educational or business setting. Network Services users are expected to demonstrate ethical and moral behavior in the use of Network Services as they would in the use of any other material used in the school division. Use of school division equipment, telephone lines or other means of using personal network services accounts is strictly prohibited.

Restrictions for Employees:

Employees are expressly prohibited from using the Internet for access to pornography and for instructions on making explosives. Additionally, while using the Internet, employees are expressly prohibited from using any language the employee would not use in person and that is otherwise prohibited by local, state, and federal law. Examples of this type of language include threats to life, limb or personal property, or language that would be taken as sexual harassment or as a sexual advance.

Employees are issued a personal password for use in accessing the network services from York County School Division facilities for the purposes of conducting School Board business. The issued password is for the exclusive use of the employee to whom that password is issued. The password is not to be shared with other employees to include substitute teachers or students.

Violation of these restrictions will subject the employee to disciplinary action, up to and including termination.

Network Services users are advised that their use may be monitored at any time by the School Division's Network Administrator or the Coordinator of Instructional Technology

Adapted from the York County School Division in accordance with School Board Policy Section 11.4.1 - Wide Area Network Communications.

ISSUED: October 25, 2000

Approved:

Steven R. Staples, Ed.D

Superintendent

S.REG.-5.23.4(D)

E-mail Accounts and Network Access

This Superintendent's Regulation provides guidelines for employee e-mail account changes. All School Board employees are assigned an e-mail account.

Routinely, the School Board hires new employees to replace departing employees or to fill new positions. Occasionally, School Board employees change positions within the division. These staffing changes can materially affect the School Division's e-mail system and wide area network (WAN). Consequently, to maintain the integrity and efficiency of the e-mail system and WAN, Information Services must take timely action to incorporate staffing changes in network administration. However, Information Services relies on other organizational elements for this staffing information.

Besides timely maintenance of user information, security of e-mail and the WAN depends on individual employees complying with established protocols. Sharing of account names and passwords among employees or with non-employees compromises the security of the e-mail system and the WAN. Deliberate violation of these protocols can be grounds for disciplinary action against individual employees.

The following detailed procedures are to be followed for handling e-mail accounts and network access:

1. Employees are prohibited from sharing account names and passwords.
2. The Director of Human Resources will notify the Manager of Information Services when an employee is terminated. Notification will include effective date of termination.
3. The Manager of Information Services will remove terminated employees from the e-mail and WAN systems on the specified date.
4. A current employee transferring to a new assignment within the School Division will send to the Manager of Information Services an e-mail listing that employee's new assignment and the effective date of the change. Upon receipt of this e-mail the Manager of Information Services will modify administrative details of the e-mail system as needed.
5. Upon arrival of a new employee requiring an e-mail account, the appropriate supervisor from the list below will request the Manager of Information Services to establish an e-mail account for the particular employee.
 - Principals for teachers
 - Principals for school office and instructional support staff
 - Managers for operational support staff
 - Directors for managers/assistants, and other support staff

Upon receipt of this e-mail, the Manager of Information Services will make the appropriate entries in the email system and inform the new employee other details of their account including their password.

6. Generally, the Manager of Information Services will implement e-mail and network account changes within one working day after receipt of notification.

ISSUED: February 6, 2001

Approved:

Steven R. Staples, Ed.D.
Division Superintendent

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Position Codes and Abbreviations

CAO	Chief Academic Officer
COO	Chief Operating Officer
DSI	Director of Secondary Instruction
DEI	Director of Elementary Instruction
DAIS	Director of Accountability and Instructional Services
DIT	Director of Information Technology
ADI	Associate Director of Instruction
CET	Coordinator of Educational Technology
COL	Coordinator of Online Learning
ACC	Assessment and Compliance Coordinator
ETF	Educational Technology Facilitator
CPDL	Coordinator of Licensed Professional Development
CNPD	Coordinator of Non-licensed Professional Development and Recruitment
CPRO	Community and Public Relations Officer
ET	Educational Technology
IT	Information Technology
MNS	Manager Network Services
OLS	Online Learning Specialist
SCM	Supervisor Computer Maintenance

York County School Division Information Security Plan

I. The YCSD Approach to Information Security Management

York County School Division (YCSD) is responsible for taking all reasonable and appropriate steps for the protection of the confidentiality, availability, privacy, and integrity of information in its custody, whether in electronic or material form. This includes the physical security of the equipment where information is processed and maintained and the preservation of information in case of unauthorized attempts at access, or accidental loss due to natural disaster. In addition, YCSD is responsible for the maintenance and currency of applications that use this information.

A. Scope of this document

This Information Security Plan applies to all digital and other information whether it is located in computer files, paper files, equipment, or other hard assets that fall under the custody and responsibility of the Information Services Department. Localities and boundaries covered are the School Board Office, all schools, the Maintenance Complex and any other remote work areas to include telecommuting workers.

The plan will define overlapping responsibilities of YCSD organizational units and the intersecting responsibilities of other organizations including, but not limited to, consultants and contracted service providers.

B. Guiding principles

YCSD's Information Security Plan is guided by the principles of business continuity, privacy of student and employee records, risk analysis and management, compliance, education, clearly defined roles and responsibilities, and on-going assessment.

- 1) The emphasis is on *business continuity*, i.e., the *availability* of computing and other resources necessary to carry on the mission of the Division.
- 2) The Division protects the *privacy of student and employee records* by ensuring the security and protection of confidential information in its custody, whether in electronic, paper, or other forms.
- 3) *Risk analysis and management* is a necessary part of protecting the privacy and confidentiality of information systems. Risk is a fact of life for any organization that must maintain the confidentiality of collected data,

whether it is online or consists of paper files. Risk management must include analysis to avoid unnecessary efforts and expenses.

- 4) The continuing *education* of the staff, faculty, and students on security issues is a large part of information security in a Division. In addition, as the Division develops policies and standards for protecting the confidentiality of sensitive information, employees who handle this data are appropriately trained on these policies and their procedures.
- 5) *Clearly defined roles and responsibilities* assure that the security infrastructure functions as planned especially in a milieu of overlapping responsibilities that occurs in a School Division.
- 6) *Ongoing assessment* is necessary in an environment of new and evolving threats, new and evolving technology, developing user requirements, and fluctuating economic conditions.

C. Definitions of terms in this document

- **Attacks** are actions taken by an entity that exploit certain vulnerabilities.
- **Authoritative Decision Maker** is the person who made the decision regarding compliance in the referenced section.
- **Availability** is a property that assures that the system has the capacity to meet service needs. It includes timeliness and usability. The property of availability protects against threats of denial of service.
- **Controls** are mechanisms or procedures that mitigate threats. Among the goals of security controls are to provide confidentiality, integrity, availability, or privacy to a computer system.
- **Confidentiality** is a property that assures the assets of a computer system are accessible only by authorized parties or entities. The property of confidentiality protects a system from the threat of disclosure. A disclosure threat is the possibility that data will be accessed by unauthorized entities.
- **Consultants** are experts hired by the Division to provide assistance with its information systems.
- **Contracted service providers** are third parties including businesses that are hired by the Division to provide assistance with the information systems infrastructure.
- **Integrity** is a property that assures that unauthorized changes in data cannot occur or can be detected if they do occur. The property of integrity protects against threats of modification and fabrication.
- **Privacy** is a subset of confidentiality. It concerns data about an entity and assures that this data is not made public or is accessible by unauthorized individuals.
- **Risk analysis** is the study of the consequences involved in doing something or not doing it. It improves the basis for security related decisions and helps justify expenditures for security.

- **Threats** are potential occurrences, malicious or otherwise, that can have undesirable effects on assets or resources associated with computer systems.
- **Vulnerabilities** are characteristics of computer systems that make it possible for a threat to potentially occur. They are not necessarily weaknesses in a system and may be otherwise desirable qualities of a system.

D. Roles and Responsibilities

The Division assumes a *coordinated approach* to the protection of information resources and depositories of confidential information that are under its custody by establishing appropriate and reasonable administrative, technical and physical safeguards that include all individuals, related units, or others that administer, install, maintain, or make use of YCSD's computing resources and other depositories of information. The Director of Information Technology will be responsible for the development, maintenance, and yearly review of the Plan, in collaboration with any other department representatives as designated by the Superintendent.

II. Driving Factors for On-going Security Planning

A. Risk Assessment

The risk assessment includes, at a minimum, the following elements:

1. An inventory of information assets in the business environment
2. A determination of the security needs of the division computers and networks
3. An evaluation of the management and control of security risk including:
 - a. Risk assessment
 - b. Mitigation of risk
 - c. Vulnerability assessment
4. Creation of policies and procedures for the life-cycle management of secure information assets (including confidential information)
5. Staff orientation and training

B. Compliance with Legal Requirements

A key goal of this plan is to assure that YCSD is in compliance with Local, State, and Federal laws and regulations specifically including:

1. Family Educational Rights and Privacy Act (FERPA)(20 U.S.C.

S1232g; 34 CFR Part 99)

Summary

Protect the privacy of student education records

Gives Parents certain rights with respect to their children's education records

Our Responsibilities

Schools may not disclose information without consent

Schools must give parents access to records

Schools must allow parents to request that inaccurate records be corrected

III. Policy development and Management

A. Division Information Security Policies and Procedures

The Division is developing a body of information security policies and procedures for the protection of the business infrastructure and environment, the computing infrastructure and environment, and the confidential information in its custody.

B. Managing Compliance with Division Policies

- 1) Monitoring compliance and violations of policies and procedures
- 2) Enforcement – Response to breaches of policy and procedures involves all that may be involved.
 - a) Faculty
 - b) Administration
 - c) Students
- 3) Continuing assessment of policies, monitoring procedures, and enforcement
- 4) The Director of Information Services is responsible for the management of the Information Technology Policies at YCSD.

C. Status of Current Policy Initiatives

The following policies have been approved by the Superintendent. They are published on SID and the YCSD Web page.

- 1) Employee and Student Acceptable Use Policy
- 2) Policy for Use of Computing Resources
- 3) Policy on Protection of Confidential Electronic Information
- 4) Policy on Passwords

IV. Operational Management

A. Common Approaches

1) Managing compromises or breaches of security – Incident Response Team

Planning for incident management involves organizing an Incident Response Team that is responsible for *problem identification and resolution*. This team shall be comprised of members from the Information Services Department.

The issues an Incident Response Team is concerned with include (but are not limited to):

- a) Business decisions
- b) Existing and evolving threats
- c) Ongoing problems
 - a. How to monitor them
 - b. Solutions
- d) Policies
- e) Security Testing
 - a. Incident Management
 - b. How to trigger a response
 - c. Automated and manual responses
 - d. Reporting responsibilities
 - e. Certification of actions
 - f. Post-Mortem review and recommendations

B. Oversight of vendors, consultants, and contracted service providers

The Division will require consultants and other service providers that are permitted access to confidential data to provide adequate safeguards. When applicable, contracts with such service providers will include the following elements regarding data security:

- a) Explicit acknowledgement that the contract permits the contractor to have access to confidential information.
- b) A definition of the confidential information to which access is granted.
- c) A stipulation that the confidential information must be held in confidence and accessed and used only for the explicit business purpose specified in the contract.
- d) A stipulation from the contractor that it will ensure compliance with the protective conditions specified in the contract.
- e) A provision requiring the contractor to return and/or destroy all copies of confidential information upon completion or termination of the contract.

- f) A stipulation that any violation of the contract's protective conditions amounts to a material breach of contract and entitles the Division to immediately terminate the contract without penalty.
- g) A provision in the contract that holds the Division harmless for disclosure or misuse of confidential information.
- h) A provision allowing auditing of the contractor's compliance with protective conditions.
- i) A provision ensuring that the contract's protective requirements shall survive any termination agreement.

2. Ongoing Assessment and Improvements

- a) Plans for continuous assessment and improvement
 - a. Evaluation
 - b. Adjustment
- b) Policies for assessment
- c) Inclusion of relevant departments in assessment and improvement cycle
- d) Internal and External assessments

C. Business Environment

1) Protecting the Information Security Assets of the Division

- a) Academic
- b) Administration
- c) Students

D. Infrastructure Environment

1) Managing the Security of the Division Computing Infrastructure

The Director of Information Technology is responsible for the management of threats on a daily basis. Thus the Director's duties include:

- a) Keeping current with security study and examination
- b) Security planning for more stability and decreased complexity of the information infrastructure
- c) Overseeing standards and regulations (guidelines and policies)
- d) Risk Analysis and Management

1. Costs vs. Performance
2. YCSD uses the following two risk management concepts as a guide when making infrastructure decisions:
 - a. The Principle of *Least Privilege*: Anything that is not expressly permitted is denied.
 - b. The Principle of *Need To Know*: Information is compartmentalized and only those who need that information have access to it.
- e) Identifying key weaknesses in the Infrastructure
 1. Liability Issues
 2. Audit findings
 3. Hodgepodge of pieced together systems and methodologies stemming from the history of the development of IT at the Division:
 - a. Fragmented organization
 - b. Informal and de-facto policies

2. Business Continuity Planning for the Infrastructure Environment

Infrastructure management uses internal procedures and training to support business continuity:

- a) Disaster Recovery Practices
- b) Strategic and Tactical Plans for Disaster Recovery
- c) Testing Procedures

3. Specific Infrastructure Security Procedures by Area:

A) Networking Environment (data, video, and voice)

The primary concerns at YCSD for Network and Operations Security are in the areas of denial of service, copyright violation, unauthorized

use of resources, privacy/confidentiality, and protection of physical assets.

The following technologies and tools are supported by appropriate policies and procedures which are published on the division's internal website and are supplemented with additional industry identified information security best practice procedures to address these needs:

Firewalls, border and internal

Intrusion detection

Access control lists

Internet Content Filtering

Antivirus Software

Group Policy Restrictions

System Back-ups and Restore Disks

Virtual Private Network – encryption and tunnels

Authentication/Authorization

Traffic shaping

Physical Access controls

Card readers

Security alarms

Cameras

B) Enterprise Serving Environment

Management of the serving facility protects the enterprise servers from unauthorized access, DOS attacks, and email threats, (virus, Trojan, backdoor, worms).

Operational procedures allow access to only authorized users by ensuring that they securely log on, authenticate, and have access appropriate to their job roles.

C) Middleware Environment

The minimum amount of access is allowed to achieve goals.

- Servers
 - Only necessary ports are open
 - Only necessary services are run
 - Only necessary access is allowed.
- Applications
 - Only the minimum set of privileges allowed for a user to accomplish the user's objective

Staff passwords are designed with the required complexity and changed every sixty days.

D) Desktop Environment

Data transferred to server requires user name and unique password authentication. Information stored is only viewable by transferor and server administrator.

Administrative access to desktop computers is controlled by user authentication and group policy. Users must be logged into the computer to gain any access to any networked resources.

E) Application Development Environment

Security falls into two areas:

Authentication, which is handled using the LDAP Directory

Authorization, which is handled between the portal and each individual application.

User authorization to Kronos, Subfinder, and ADM2000 applications is at the discretion of the functional end user departments, specifically Human Resources, Finance, and Information Services.

Transactions, both inquiry and update, are performed using Screens. The access to individual screens, together with the actions that can be performed, are assembled into one (or more) "Permission List" by the

management and security personnel in each functional end user department.

Permission lists are, in turn, assembled in one or more “Roles” by the management and security personnel in each functional end user department.

Roles are assigned to individuals by the Network Staff, after approval is received from the manager of the functional end user department.

V. Employee Education and Training

The entire YCSD Community needs to understand and support the information security objectives of availability, confidentiality and integrity, and what tradeoffs may be necessary for effective control of the information infrastructure’s vulnerabilities. The Division uses New Employee Orientation Training to provide security education throughout the enterprise to inform all staff of policies.

A. Employee Training

The Division has policies and standards that coordinate procedures for preserving the security of data. Each unit identified as receiving, holding, or using such data, whether in electronic form or in paper documents, is required to restrict access to and control usage of the data.

The responsible person ensures that each area has such controls in place that conform to the Division policies governing confidential data, and that employees who handle covered data are both appropriately trained and adequately supervised. Such training includes education on relevant policies and procedures, and other safeguards designed to protect data.

B. Training on Security Related Policies and Procedures

Policies and procedures are posted on SID, the YCSD Web page to facilitate their communication throughout the enterprise. The Division facilitates employee compliance with all security policies through:

- 1) A plan of education on these policies.

- 2) Requiring signed acceptable use policies by employees

VI. Management of the Information Security Plan

Oversight and management of the Division's Information Security Plan will be the responsibility of the Director of Information Technology in collaboration with any other designees as appointed by the Superintendent. The components of the Plan will be reviewed on an annual basis and revised as necessary.

The actual development, testing, and deployment of planning elements will be managed by the Information Technology Department.