



Educational Technology Plan

2019-2023

<http://yorkcountyschools.org/>



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Executive Summary

The 2019-2023 YCSD Educational Technology Plan was developed over two years by the Division Technology Committee (DTC), a stakeholder group representing teachers, parents, and division staff. Each work group focused on creating objectives and strategies grounded in the school board's mission, goals and beliefs, alignment with the YCSD 2018-2022 Strategic Plan, and the Profile of a Virginia Graduate. Working from the framework provided by the 2018-2023 Educational Technology Plan for Virginia, technology and pedagogy were framed in the four plan focus areas of:

- Learning
- Teaching
- Leadership
- Infrastructure

The plan outlines learning experiences that include opportunities for students to be both consumers and producers of content while working with a variety of technologies that support individual learning needs. The plan also provides a framework for engaging students in authentic experiences such as blended learning, project based learning (PBL) and performance assessments. Digital competencies and deeper learning skills are included in the curriculum to support college and career ready graduates.

In order to support innovative teaching with technology, teachers and staff are expected to develop expertise via on-going professional development available through division-wide and school-based training, professional learning communities, and personal learning experiences through online resources such as webinars and social media. One essential component of professional development are the YCSD Educational Technology Facilitators (ETF), who provide training at the division level and coaching and co-teaching opportunities at the building level. The focus of professional development addresses both the technology and how it functions, as well as pedagogy and how a variety of tools support differentiated instruction.

School and division leaders must continually evaluate ever-evolving technology options to determine best fit for instruction. This requires training to support increased achievement in literacy and numeracy skills, enhanced classroom engagement through problem solving and innovation, use of online tools to monitor student progress through both formative and summative assessment and advanced web services for collaboration, creation, communication, and citizenship. Educational leaders must be knowledgeable and willing to provide support in these areas.

Finally, the plan includes strategies for maintaining a secure and robust technology infrastructure. This includes the evaluation, purchase, and deployment of technology resources to ensure equitable access for all students and staff.

In addition, staff will be trained and expected to comply with federal, state, and industry guidelines.

Plan Development

Mission, Goals, & Beliefs

The mission of the York County School Division is to engage all students in acquiring the skills and knowledge needed to make productive contributions in the world.

Our Goals:

1. York County students will consistently demonstrate growth and excellence in the skills and knowledge needed to be productive citizens.
2. The York County School Division will engage all students in rigorous educational experiences.
3. The York County School Division will recruit, hire, retain and support a diverse staff that meets our highest standards.
4. The York County School Division will foster effective partnerships with families and our community and promote positive relationships between and among staff, students and families.
5. The York County School Division will maintain efficient, effective, service-oriented operations that support student achievement in safe, secure environments.

We Believe:

- Student achievement and continuous student growth are the core priorities of our school division.
- Excellence is characterized by a caring, involved and dedicated school community that exceeds expectations and strives to make our schools even better.
- Student achievement is excelling academically to one's highest potential.
- Achievement is more than performance on standardized tests.
- Educational experiences should be designed to engage students in making contributions as productive citizens.
- Division employees must be committed to motivating all students to achieve positive learning outcomes.
- Family and community involvement are essential to our mission.
- Recruiting and retaining a highly qualified and diverse staff are paramount to the success of our students.
- Students should use technology to improve and maximize the impact of their work.
- Data should be used to inform and adjust instruction and decision making.
- Student wellness supports student success.
- Students learn best in safe and secure environments.

Division Technology Committee (DTC)

The team responsible for the YCSD FY19-23 Instructional Technology Plan 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 to be college and career ready citizens. DTC members are listed below:

School	Participant Name	Representative
Bethel Manor ES	Susan Willard	Educational Technology Facilitator
Bethel Manor ES	Curtis Jamison	Parent
Bethel Manor ES	Michelle Jamison	Parent
Coventry ES	Paula Sasin	Principal
Dare ES	Lindsey Caccavale	Principal
Grafton Bethel ES	Shellye Wardensky	Educational Technology Facilitator
Mount Vernon ES	Kristin Bolam	Principal
Magruder ES	Dr. Theon Danet	Parent
Magruder ES	Karen Molloy	Teacher
Seaford ES	Sydney Downs	Counselor
Waller Mill ES	Patricia Flanary	Librarian
Tabb ES	Ryan Snodgrass	Teacher
Tabb ES	Jessica Johnson	Parent
Yorktown ES	Shellye Wardensky	Educational Technology Facilitator
Grafton MS	Leah Lewellen	Teacher
Queens Lake MS	William Bennett	Educational Technology Facilitator
Tabb MS	Termaine Hopkins	Assistant Principal
Yorktown MS	Albert Brooks	Parent
Yorktown MS	Kathryn Kelchner	Teacher
Bruton HS	Shana Gist	Teacher
Bruton HS	Wendy Wyatt	Assistant Principal
Grafton HS	Stacy Mitchell	Parent
Grafton HS	Marilyn Winslow	Parent
Grafton HS	Abbie Martin	Assistant Principal
Tabb HS	Albert Green	Assistant Principal
Tabb HS	Albert Banton	Teacher
York HS	Karen Askin	Educational Technology Facilitator
York River Academy	David Cofer	Teacher
SBO	Karen Cagle	Associate Dir of Ed Tech & Innovation
SBO	Reginald Fox	Coordinator of Online Learning
SBO	Charles Hafner	Senior Systems Architect
SBO	Paula Kohrt	Manager of Network Administration
SBO	Kristin Wood	Online Learning Specialist

Summary of Committee Work

The first meeting of the DTC to develop the YCSD Technology Plan was held on February 23, 2017. Members were provided data on current technologies in the school division, the previous YCSD Technology Plan, a draft of the VDOE Educational Plan and information on the Profile of a Virginia Graduate. During the meeting, committee members revised goals and objectives based on current research and best practices in classroom instruction and technology integration, ensuring alignment with current division initiatives.

The committee organized groups to address the following questions related to the current technology plan:

Group 1 (Network/infrastructure) What type of access will be needed to meet the needs of future ready schools and their students so that their access is secure, equitable, and available both in and outside of school?

Group 2 (Classrooms/labs/libraries) How will classrooms and other learning environments change in order to accommodate seamless instructional technology integration over the next five years?

Group 3 (Teaching & learning) How might the use of digital resources be regularly woven seamlessly into learning experiences for students?

Group 4 (Student access) What goals might we set for ourselves so that students have equitable access to web-based content, tools, collaborative spaces, and virtual and blended opportunities? How might we prepare student to safely navigate and communicate during these experiences?

Group 5 (Software/digital resources) How might we ensure the kind of equity that would allow every student to have access to a personal computing device that is appropriate for their needs?

Group 6 (Accountability & Assessment) How might we enable and enhance both formative and summative assessments with the use of technology to provide a more comprehensive view of students in order to improve their learning?

Group 7 (Professional Development) What type of professional development is necessary in order to realize consistent, division-wide support and use of technology among administrators, teachers, media specialists, users of assistive technology, etc.?

Members were tasked with collecting information on each of these questions from teachers, students, parents and administrators at their schools, as well as communicating the work of the committee.

The committee reconvened on April 13, 2017 and shared input from stakeholders at each school. This information was used to write goals and objectives for the technology plan. Committee members were tasked with sharing these at their schools.

In FY18, the committee met two times as a whole group on October 5, 2017 and March 8, 2018. A January 2018 meeting was canceled due to inclement weather. However, committee members met in small groups during this time to focus on revising objectives and developing action steps. During the summer, representatives continued to develop a draft of the plan. This plan was presented to building representatives for feedback and revisions and this information was utilized to produce a final draft.

Connections to the York County Strategic Plan

During the development of the YCSD FY2019-23 Instructional Technology Plan, the school division also developed and implemented the YCSD FY2018-22 Strategic Plan. It was important that the Instructional Technology Plan aligned with the goals and objectives of the strategic plan. The alignment of objectives is included within each of the four focus areas of the technology plan.

Plan Progress

Progress on the results, indicators, and actions contained within the YCSD FY2018-23 Instructional Technology Plan will be monitored by the DTC with leadership from the Department of Instruction and the Information Technology Department. 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.

Plan Goals

Goal One: Enhance Equitable Student Learning Experiences with Technology

Promote and support deeper learning for students through authentic learning experiences that demonstrate workplace readiness by creatively solving complex problems, thinking critically, collaborating, communicating and demonstrating responsible citizenship.

YCSD 2018-2022 Strategic Plan Alignment:

- Objective 1.5 By FY22, the gap between underrepresented student groups and the general population participating in Advanced Placement course enrollment will be reduced by 50%.
- Objective 1.8 By FY22, YCSD will develop and implement a continuum of digital competencies that will be integrated into grade level curriculum.
- Objective 2.1 By FY22, each teacher will implement and assess at least two authentic learning experiences annually, in which students engage in research, critical thinking and/or problem-solving while learning the content of the curriculum.
- Objective 2.3 By FY22, all middle and high school core classes will include a written communication requirement each semester that includes the development of a written product.
- Objective 2.6 By FY22, all YCSD students will complete an internship, mentorship or job shadowing experience prior to graduation.

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)
<ul style="list-style-type: none">• Students will develop deeper learning skills, including writing, research, critical thinking, and problem solving within the content curriculum by leveraging	<ul style="list-style-type: none">• Evidence of technology-based products created by students that showcase authentic learning experiences	<ul style="list-style-type: none">• Instructional staff will research, evaluate, and develop digital resources to support authentic learning experiences for all students.• Teachers, educational technology staff and curriculum coordinators

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)
<p>technology as a resource or tool.</p> <ul style="list-style-type: none"> • Educators will leverage current and emerging technologies to provide personalized feedback for students. • Students will apply technology effectively to support the construction and application of content knowledge and skills. • Students will demonstrate mastery in different ways, including the use of technology through the creation of digital artifacts. • Educators will expose all students to career and college opportunities including those in the technical fields to promote workplace and college readiness through advanced coursework, mentorships and internships. 	<p>through tools such as blended learning, PBL and performance assessments.</p> <ul style="list-style-type: none"> • Collect information on the number of students enrolled in advanced coursework (e.g., dual enrollment, AP, IB) internships, and mentorships or receiving industry certifications. • Completed Curriculum Guides with Digital Competencies 	<p>will work collaboratively to identify instructional resources to be used in the classroom, including local alternative assessments.</p> <ul style="list-style-type: none"> • Teachers will provide virtual learning tools for blended and fully online learning experiences that increase quality of education and equity for students. • Teachers will promote technology-based learning opportunities along with career exploration opportunities to support the Profile of a Virginia Graduate. • Schools will provide K-12 learning spaces that include technology, computer science, and interdisciplinary connections that promote meaningful, real world applications and promote deeper learning opportunities aligned to the Virginia Standards of Learning. • Elementary and middle schools will develop and implement STEM focused clubs or organizations. • Instructional staff will develop and implement a continuum of digital competencies that are integrated into grade level curriculum. • Teachers will prepare students for a participatory culture by providing resources related to Internet safety, digital citizenship skills, and student awareness of and skills for personal and data privacy (as specified by the Code of Virginia § 22.1-70.20). • Administration will encourage collaboration between classroom teacher, library media specialists and ETFs to ensure effective technology integration in the classroom.

Goal Two: Support Innovative Teaching with Technology

Promote current and emerging technology-based resources to support educators in developing and employing innovative strategies and practices to include student-centered learning models that increase quality of education and equity for students.

YCSD 2018-2022 Strategic Plan Alignment:

- Objective 1.3 By FY22, the percentage of 10th grade students achieving the “College and Career Ready” benchmark of 910 on the PSAT will improve resulting in a total increase of 15 percentage points.
- Objective 2.7 By FY22, all schools will provide career awareness and exploration opportunities for students in designated grades at the elementary, middle and high school level.

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)
<ul style="list-style-type: none"> • Educators support deeper learning experiences that are enhanced through appropriate and meaningful technology integration. • Educators monitor student progress to differentiate and inform instructional practices through the use of technology to include learning management systems, student information systems, and adaptive technologies. • Educators utilize the educational technology facilitator (ETF) to support student engagement through technology in the classroom. • Educators understand how to enhance performance assessments through the intentional integration of technology. • Teachers and other school staff will receive professional development on Cyberbullying. • Teachers use assistive technology supported by IT, student services, and 	<ul style="list-style-type: none"> • Types and numbers of professional learning opportunities are documented and recorded. • Safe Schools data on participation in training on Cyberbullying • Participant feedback on technology-based professional development • Evidence of ETF collaboration with classroom teachers to include lesson plans, feedback, and agendas/logs • Collection of performance assessments 	<ul style="list-style-type: none"> • ETFs and other instructional staff will provide teachers and other educators with access to information about current and emerging technology. • IT and division instructional staff will develop and revise existing policy and guidance documents to support innovative learning experiences. • Educational technology staff and teachers will work collaboratively to create instructional resources that can be used by educators to support authentic learning experiences. • Instructional staff will integrate the proficient use of technology into professional learning activities. • Instructional staff will participate in up-to-date professional learning opportunities regarding digital citizenship. • ETFs and student services will provide information about assistive technology availability and uses through the Training and Technical Assistance Centers (TTAC). • Instructional coordinators will support instruction in the development of rubrics and other

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)
<p>instruction departments, as well as local agencies such as AIMS VA, and TTAC.</p> <ul style="list-style-type: none"> Special education professionals collaborate with classroom teachers to support student use of assistive technologies and ensure IEP and 504 objectives are addressed. 		<p>evaluation tools for use with performance assessment that integrate technology.</p> <ul style="list-style-type: none"> Instructional coordinators and ETFs will provide up-to-date professional learning opportunities regarding the integration of digital citizenship, STEM, and cyber security in model lessons. Building principals will arrange scheduling options for collaboration between special education and classroom teachers.

Goal Three: Create Cultures of Change through Innovative Leadership Practices

Promote leadership that supports deeper learning experiences for students and innovative instructional practices by educators through the use of technology.

YCSD 2018-2022 Strategic Plan Alignment:

- Objective 3.1 Provide all staff a continuous cycle of high-quality, targeted professional development that aligns to the division’s strategic plan and is supported by current and emerging research.
- Objective 4.3 By August 2020, each school will develop cultural learning opportunities that help prepare our students to engage with the diverse populations in our local and global community.
- Objective 5.2 Resources will be allocated to maximize student achievement. Annual budget documents will include quantitative and qualitative information pertaining to how the allocation of resources maximizes student achievement.

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)
<ul style="list-style-type: none"> Educational leaders develop a vision for teaching and learning that includes the appropriate use of technology. Educational leaders communicate and execute the strategic plan objectives that include 	<ul style="list-style-type: none"> Types and numbers of professional learning opportunities are documented and recorded Evidence of authentic learning experiences 	<ul style="list-style-type: none"> YCSD staff will provide guidelines for qualifications and hiring practices for school leadership positions that reflect the need to have a deep understanding of the use of technology in learning and school operations. YCSD staff will provide communication and training on

<p>technology integration and promote innovation.</p> <ul style="list-style-type: none"> • School-based leadership teams are knowledgeable and skilled in the area of effective professional development in order to support the professional growth of the learning community. • Educational leaders support, secure and advocate for resources to sustain technology initiatives and goals. • Educational leaders promote the use of instructional strategies developed with current and emerging technology-based resources to support innovation in the classroom. • Educational leaders model and expect the use of data within professional learning communities to improve teaching and learning. 	<p>through student work showcases</p> <ul style="list-style-type: none"> • Documentation of locally awarded grants that include technology integration • Agendas, supporting materials and evaluations from site-based professional development opportunities • Evidence of communication through the use of a variety of tools, to include but not limited to the student information system, social media, and division website • Evidence indicated in goals, objectives, and/or action steps of the school improvement plan (SIP) 	<p>the Profile of a Virginia Graduate and career readiness.</p> <ul style="list-style-type: none"> • YCSD will promote and provide professional learning opportunities regarding educational technology leadership, research, and innovations in education. • YCSD staff will make available digital and print resources to support leadership in the area of technology integration and best practice for instruction. • YCSD staff will offer local, state and national professional development opportunities such as conferences, webinars and workshops for administrators and teacher leaders. • YCSD staff will collaborate with other organizations and stakeholders to provide networking opportunities for leaders • YCSD staff will use social media and division-wide software to effectively communicate with stakeholders. • YCSD staff will support the role of technology in statewide systems to collect, monitor, and report achievement to inform practices surrounding continuous improvement efforts.
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Goal Four: Secure and Robust Infrastructure

Promote and support a secure and robust technology infrastructure to support access, adequacy, and equity.

YCSD 2018-2022 Strategic Plan Alignment:

- Objective 5.3 By FY20, YCSD will evaluate current access to contemporary and effective technology resources in order to support the use of technology in the classroom.
- Objective 5.6 Staff will continue to evaluate and implement procedures annually that support safe, secure educational environments.

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)
<ul style="list-style-type: none"> • Students, educators, and leaders have equitable access to secure and robust networks that provide high quality, reliable access to the Internet and other networks. • Schools and the school division will use best practices that comply with federal, state, and industry guidelines and recommendations to minimize network threats and vulnerabilities and protect educational data. • Students, educators, and leaders have equitable access to computing devices and other digital resources, including assistive technologies. • The school division has access to technical and human resources that enable the effective evaluation of infrastructure costs and other considerations necessary for high quality and reliable access to the Internet and other networks used by students, educators, and leaders in an innovative way. 	<ul style="list-style-type: none"> • Increased reporting of equitable and continuous access to secure and reliable networks by students, educators, and leaders as indicated by technology usage surveys • Utilization statistics and trends based upon weekly peak utilization during instructional periods for purposes of evaluating bandwidth utilization growth over time. • Metrics collected on internal and remote access to all resources. • Current policies and procedures for evaluation and purchase of hardware and software. 	<ul style="list-style-type: none"> • IT staff will promote equitable access to high quality, effective learning environments for all students by supporting efforts to reduce barriers to technology access. • IT staff will provide technical assistance and guidance on interoperability, broadband, and network capabilities. • IT staff will promote the continual expansion of broadband capability to support digital learning and innovative education using guidance provided by relevant stakeholder organizations. • IT staff will promote local participation in federal and state programs to maximize resources available to students, educators, and school leaders. • IT staff will evaluate infrastructure costs related to broadband to ensure equity; use competitive bids and cooperative purchase agreements when appropriate and compare prices with state provided resources and other divisions. • IT staff will provide and support secure technical infrastructure and provide staff training that protects threats to data, equipment, other technology resources and people while allowing for instructional innovation. • IT and educational technology staff will provide evaluation criteria that allow schools to make informed purchases of computing devices and other digital resources, including assistive technologies. • IT and educational technology staff will plan, acquire, manage, and maintain technology, including assistive technology by

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)
		<p>using competitive bids and cooperative purchase agreements when appropriate and compare prices with state provided resources and other divisions.</p> <ul style="list-style-type: none"> • Student services will ensure that assistive technology services and devices are implemented in accordance with IDEA. • IT and educational technology staff will provide guidance on the efficient use of the technical support personnel required in the Standards of Quality (§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel – see J).

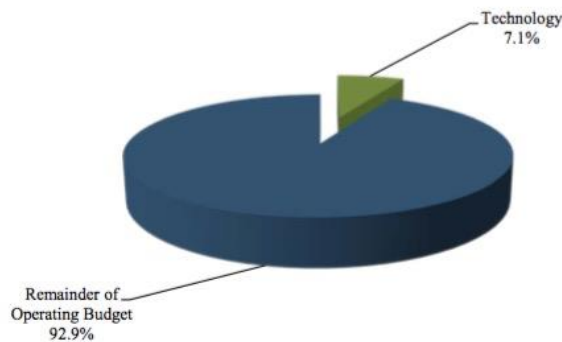
Appendix 1

Budget

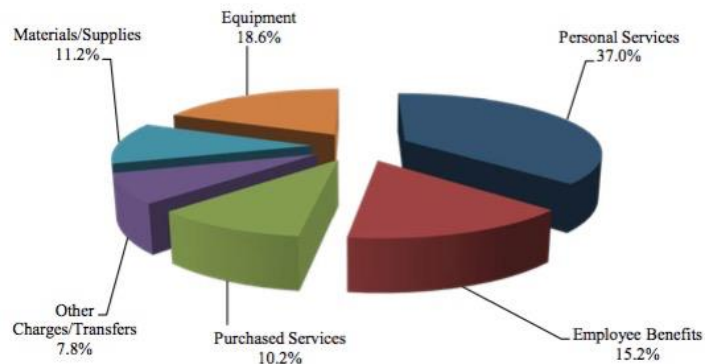
The Technology category comprises 7.1% of the total Operating Budget. Approximately 52% percent of the Technology category budget is directed towards compensation of staff (Personal Services 37.0% plus Employee Benefits 15.2%). The remaining 47.8% covers such items as equipment, materials and supplies and purchased services. The YCSD approved annual budget for FY19 can be found at

<http://yorkcountyschools.org/aboutUs/budget/docs/ApprovedAnnualBudget19.pdf>

**Technology Category
as a Percent of Operating Budget for FY2019**



**Technology Category
by Major Object for FY2019**



Appendix 2

Division AUP

2018-19 AUP – York County School Division

Network Services/Internet Acceptable Use Policy (AUP)

York County School Division network services provide access to an extensive array of Local Area Network/Wide Area Network (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. Additionally, students and staff are provided with instruction on the use of portable communication or privately-owned electronic devices in the classroom. These devices include, but are not limited to: laptops, netbooks, tablets, iPads, cell phones, PDAs, e-readers and hand-held gaming devices.

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 including safe use of portable communication or privately-owned electronic devices used for instruction.

Children's Online Privacy Protection Act Notice (COPPA)

The Children's Online Privacy Protection Act (COPPA) is a federal law governing the online collections of personal information from children under 13.

YCS D utilizes several third-party educational software applications and web-based services. In

order for students to use these valuable programs and services certain personal identifying information must be provided to the website operator. In accordance with COPPA, these web-sites must provide parental notification and obtain verifiable parental consent before collecting the personal identifying information from children under the age of 13. The law permits schools to obtain this consent, eliminating the need for parents to provide consent to each individual operator. YCS D will provide the following personal identifying information: student's first and last name, YCS D username and YCS D email address, when required by web-site operators.

A list of the applications and websites, along with privacy policy information, currently used by the school division can be found online at <http://yorkcountyschools.org/technology/techResource/coppa.aspx>. As new applications and resources are continuously emerging, teachers may identify additional online tools deemed educationally purposeful. In the event a teacher plans to use a new resource that has not yet been adopted at the division level, the teacher will seek additional parental permission.

Under the terms and conditions stated in this Acceptable Use Policy (AUP), 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, email, video conferences and white-board communications
- Public domain multimedia files

1. Every division student who wishes to use YCSD net-work 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/guardians 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.
5. If you opt to not give your child permission to use any network services or internet services, your child will not have any access to Aspen to check posted assignment/grades or post homework, access to student email, Office365, division-purchased instructional software and associated web services, nor will the student have access to computers for any computer-related courses offered in the assigned school. This would include access to Virtual High School and Virtual Virginia courses from within the division. **When division, state, and federal mandated testing such as the Virginia SOL testing requires the use of computers, your child will be given access to a computer solely for the purpose of taking these specific tests and this will be the only exception regarding computer use when selecting this option. 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 email 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 division administrators or to law enforcement officials, as appropriate, for disciplinary action and/or criminal prosecution.

Division Staff Responsibilities

The division staff will:

- Monitor and evaluate all internet safety instruction for staff and students and update as needed;
- Evaluate annually the division's technology infrastructure and the network, internet and data security procedures in place;
- 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; and,
- Provide information related to internet safety and security to parents and the community via the division's website and other methods.

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. Projects and assignments may be posted electronically and could include personally identifiable information that may be classified as an educational record under FERPA (Family Education Rights and Privacy Act). Efforts will be made to restrict the amount of personally identifiable information when communicating electronically over the internet. Assignments and activities conducted online may receive teacher comments, grades or evaluations; under no circumstances will comments, grades or evaluations be posted publicly.
2. Email accounts will be assigned to teachers and staff on a continuing basis. Email accounts for students will be assigned to all students. Students under the age of 13 will only be able to send and receive email from staff and students from within the division.
3. Students and staff may access information from out-side 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 York County School Division 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.
5. Students may use portable communication or privately-owned electronic devices for instructional activities as directed by school staff and as set forth in this handbook.

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 not be connected by cable to the school division network using any portable communication or privately-owned electronic device.
5. 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.
6. 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 not activate privately owned hotspots, 3G service, 4G service, or similar services/devices to access the internet or share internet access with others.

7. Users shall utilize proper network and email 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 email or other electronic communications.
8. 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.
9. 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 emails 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.
10. 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 Department of Instruction 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; and 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 or 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. The York County School Division Network Services/Internet Acceptable Use Policy is available for review at yorkcountyschools.org/technology/techResource/. Please contact the Office of Instruction with comments or questions at 833-2215.

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Student/Parent Technology Usage Form
Return by September 7, 2018 (Applicable to all Students)

Student's Name (<i>Last, First</i>):	Student ID#:	Grade Level:
School:	Homeroom Teacher:	

Note: All students who have access to network services and the internet shall receive instruction on internet safety.

Student Network Services/Internet Acceptable Use Policy

- I give permission** for my child to use Network Services provided by the York County School Division, with the understanding that this includes access to the internet.
- I DO NOT give permission** for my child to use any Network Services including internet services provided by the York County School Division. *

*Note: By selecting this option, your child will not have any access to Aspen to check grades or post homework, access to student email, Office365, division-purchased instructional software and associated web

¹ The York County School Division Network Services/Internet Acceptable Use Policy is available for review at <http://yorkcountyschools.org/technology/techResource/>

Please contact the Coordinator of Online Learning with questions or comments at 898-0454.

services, nor will the child have access to computers for any computer-related courses offered in your child's assigned school. This would include access to Virtual High School and Virtual Virginia courses from within the division. **Virginia SOL testing and other mandated testing requires the use of computers and your child will be given access to a computer solely for the purpose of taking these specific tests. This will be the only exception when selecting this option.**

Student/Parent Permission to Use a Privately-Owned Electronic Device

- I give permission** for my child to use a privately-owned electronic device (applies to grades 3-12 only).
- I DO NOT give permission** for my child to use any privately-owned electronic device.

Posting of Student Work Electronically

- I DO NOT give permission** for my child's projects and assignments to be posted on the internet for public viewing (as noted in the **User Privileges** of the **Network Services/Internet Acceptable Use Policy**).

I/We understand that these permissions may be changed at any time during a school year by contacting the school and submitting the appropriate forms.

I agree to the terms and conditions contained in this Network Services/Internet Acceptable Use Policy and Permission for use of a Privately-Owned Electronic Device. I/We understand that any misuse or abuse of these terms and conditions will result in the suspension or revocation of those privileges, disciplinary actions up to and including expulsion from the York County School Division and/or appropriate legal action. Suspension/revocation will result in your child's loss of access to Aspen to check posted assignment/grades or post homework, access to student email, Office365, division purchased instructional software and associated web services, as well as access to computers for any computer related courses offered in their assigned school which could negatively impact course grades. These restrictions would include access to Virtual High School and Virtual Virginia courses from within the division. I/We acknowledge that while it is the **policy** of the division that students not provide personal information to a website or on-line service while using division property, applications used for instructional activities may require this student information. I/We have discussed this with my/our child.

I/We understand that projects and assignments may be posted electronically and could include personally identifiable information that may be classified as an educational record under FERPA (Family Education Rights and Privacy Act). Efforts will be made to restrict the amount of personally identifiable information when communicating electronically over the internet. Assignments and activities conducted online may receive teacher comments, grades or evaluations; under no circumstances will comments, grades or evaluations be posted publicly.

Signature of Student:	Date
Signature of Parent/Guardian:	Date

Return this form to your child's homeroom teacher by **Friday, September 7, 2018**. (Applicable to all students)

2018-19 Student Handbook and Conduct Code

Appendix 3

Summary of Internet Safety Program

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 intranet 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. 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.

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 includes procedures for addressing disciplinary issues related to the students' use of personal devices and cyberbullying.