Educational Technology Plan

2024-2029

yorkcountyschools.org

Executive Summary

The 2024-2029 YCSD Educational Technology Plan was created by the York County School Division (YCSD) Educational Technology Committee (ETC), a diverse group of stakeholders including school staff, parents, and division staff. Sub-committees were formed to develop desired outcomes based on action steps that reflect the school board's mission, goals, and beliefs, while aligning to the YCSD 2023-2027 Strategic Plan.

The 2024-2029 YCSD Educational Technology Plan provides a comprehensive framework for integrating technology into education and is aligned with the 2024-2029 Virginia Department of Education (VDOE) Educational Technology Plan, focusing on three goals: Access, Use, and Design. It aims to ensure equitable access to technology, foster innovative instructional practices, and embed educational technologies into rigorous learning environments. YCSD acknowledges the importance of technology in education while at the same time following best practices regarding screentime limits for students. These are outlined in the York County Standard Operating Procedure (SOP), *Technology Integration in the Classroom*. Through collaboration, professional development, and intentional planning, the division seeks to prepare students for a dynamic, technology-driven future.

The **Access** goal emphasizes building a robust, secure technology infrastructure that serves students, educators, and families. Key initiatives include extending broadband to underserved areas, managing technology resources sustainably, and enhancing cybersecurity measures. By improving infrastructure and promoting digital equity, YCSD aims to ensure all stakeholders have the tools and connectivity needed for effective learning and teaching.

The **Use** goal focuses on integrating technology into instructional practices to enhance learning outcomes. This includes implementing computer science and digital learning standards, supporting professional development for educators, and promoting safe and ethical media use. The plan also prioritizes expanding virtual learning opportunities, fostering digital citizenship, and leveraging assistive technologies to create inclusive, personalized learning experiences.

The **Design** goal seeks to embed high standards and innovative approaches into learning through technology. It promotes personalized learning, student agency, and career readiness by integrating real-world applications and performance-based assessments. YCSD plans to create engaging learning environments, encourage collaboration, and support diverse learners through assistive and accessible technologies. By emphasizing authentic, technology-driven learning experiences, the division aims to prepare students for success in college, careers, and beyond.

Plan Development

Vision, Mission, Core Values, and Priorities

The vision of the York County School Division is *together, we inspire all students and staff to explore paths leading to personal and collective success.*

The mission of the York County School Division is to e*nsure every student is valued, supported, and challenged through learning experiences, which prepare them for a successful future.*

Core Values:

1. **Engagement** - Cultivate meaningful, collaborative relationships with students, families, staff, and community members.
2. **Growth** - Invest in supports and resources so students and staff can realize their individual potential.
3. **Innovation** - Foster creativity, critical thinking and problem-solving to support new ideas and solutions that advance progress.
4. **Integrity** - Demonstrate mutual trust and respect by acting honestly and ethically.
5. **Safety** - Provide safe, secure, and caring environments that support the whole child.

Priorities:

1. **Collective Commitment** - Students, staff, families and community members are invested in student outcomes and actively engaged in meaningful, collaborative relationships to support student success.
2. **Supportive Culture** - Provide safe, welcoming and caring environments in which all students and staff have a sense of belonging and purpose.
3. **Highly Effective Talent** - Attract and retain highly skilled, compassionate, diverse, and committed team members by providing personalized and differentiated pathways for professional growth, improvement, and advancement.
4. **Future Ready Graduates** - Students will acquire knowledge, skills, habits, and traits necessary for success in future educational experiences, the workforce, and life.

Educational Technology Committee (ETC)

The team responsible for the 2024-2029 YCSD Educational Technology Plan included parents, building administrators, school staff, and school board office staff. Each team 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. ETC members, including members of each subcommittee, are listed below:

Participant Name	Group	Sub-Committee
Educational Technology Committee		
Bob Sherlock	SBO – Instruction	N/A
Margaret Harris-Shoates	SBO – Instruction	Use
Lisa Randall	SBO – Special Education	Use
Steve Casper	School – Middle School Teacher	Use
Samantha Patterson	Parent – Elementary	Use
Jessica Booth	School – Elementary IIC / Resource Teacher	Use
Courtney Gonzalez-Vega	SBO - Instruction	Design
Lisa Jalomo	School – Elementary Principal	Design
Ashely Shoun	School – Middle School Assistant Principal	Design
Beth Higginbotham	School – Middle School Counselor	Design
Ashleigh Lewis	Parent – High School	Design
CJ Hafner	SBO – Information Technology	Access
Jason Short	SBO – Communication	Access
Kyle Boyd	School – High School Teacher	Access
Eric Personne	Parent – Middle School	Access
Additional Subcommittee Members		
Theresa Goltermann	School – Middle School Teacher	Use
Darlene Graham	SBO – Instruction	Use
Cara Hynden	School – Middle School IIC	Use
Jessica Harless	SBO – Instruction	Use
Doug Hartley	SBO – Student Services	Design
Andrea Lee	School – Middle School IIC	Design
Ranae Montecalvo	School – Middle School Assistant Principal	Design
Jennifer Romanelli	SBO – Instruction	Design
Doug Meade	SBO – Information Technology	Access
Troy Graves	SBO – Information Technology	Access
Dave Kilburn	SBO – Information Technology	Access
Allan Sabino	SBO – Information Technology	Access
Julia DiOrio	School – Middle School IIC	Access
Steve Barsten	SBO – Information Technology	Access
Alison Brandon	SBO – Finance	Access

Summary of Committee Work

The first meeting of the Educational Technology Committee to develop the YCSD Technology Plan was held on October 9, 2024. Members were provided the previous 2019-2023 YCSD Technology Plan and the 2024-2029 VDOE Educational Technology Plan. During the meeting, committee members reviewed the 2024-2029 VDOE Educational Technology Plan and provided input on the following:

- action steps,
- connections with the YCSD Strategic Plan and current division initiatives, and
- the strengths and challenges of the plan based on current research and best practices in classroom instruction and technology integration.

The committee was organized into teams to focus on the following goals found in the 2024-2029 VDOE Educational Technology Plan:

> Goal 1: Access - Strengthen schools and communities with a safe, secure, and robust technology infrastructure to support access to all educators, students, leaders, and families.
>
> Goal 2: Use - Promote leadership that supports learning experiences for all students that integrate innovative instructional practices by educators through the use of technology and accessible instructional materials.
>
> Goal 3: Design - Implement high expectations for every learner using educational technologies explicitly designed into rigorous, best-in-class standards of learning.

Two subcommittee meetings were held on October 21 and October 31, 2024. Teams were created around each of the three goals (Access, Use, and Design). Each team was tasked with developing action steps, evidence statements, desired outcomes, responsible persons, and an estimated timeline for completion of each action steps as related to the subcommittee goal.

The Educational Technology Committee reconvened on November 14, 2024. Team leads shared the work from each of the subcommittee teams. Educational Technology Committee members reviewed and provided feedback on each of the action steps and the associated evidence of completion and desired outcomes for each of the three goals. Feedback from the Educational Technology Committee was used to update the plan. Finally, the plan was presented to the YCSD Executive Cabinet for feedback and revisions. This information was utilized to produce the 2024-2029 YCSD Educational Technology Plan.

Connections to the York County Strategic Plan

The 2024-2029 YCSD Educational Technology Plan was developed in close alignment with the YCSD 2023-2027 Strategic Plan to ensure a unified vision for the school division's future. This alignment underscores the importance of integrating technology with broader strategic goals and objectives. Each of the three goals in the technology plan explicitly connects with the overarching priorities outlined in the strategic plan, ensuring a cohesive approach to advancing educational excellence through technology.

Plan Progress

Progress on the results, indicators, and actions contained within the 2024-2029 YCSD Educational Technology Plan will be monitored by the Educational Technology Committee with leadership from the Department of Instruction and the Department of Information Technology. A report on the status of achieving the plan's goals and tactics will be provided to the Division Superintendent, the Educational Technology Committee, and other applicable stakeholder groups at least yearly.

Plan Goals

Goal One: Access

Strengthen schools and communities with a safe, secure, and robust technology infrastructure to support access to all educators, students, leaders, and families.

1.1 Plan for scalable, sustainable technology infrastructure that can support current, innovative, and emerging technologies.

Desired Outcomes **(How will we know when we are successful?)**	**Action** **(What will we do?)**	**Evidence** **(What will we create or produce?)**
Obtain actionable feedback from survey results to increase the sustainability of the YCSD technology infrastructure.	Survey YCSD stakeholders regularly through a locally developed survey focusing on stakeholder groups to include families and staff.	• Survey questions that help identify trends, prioritize needs, and generate actionable insights, enabling data-driven decisions and continuous improvement of the technology infrastructure. • Documentation of an analysis of survey responses.
Funding for technology infrastructure and resources will be optimized and sustained, allowing for continued investment in essential educational technologies that support teaching and learning.	Continue managing the E-Rate program in coordination with existing staff and consultants. Continue using Virginia Public School Authority (VPSA) for approved categories.	• Documentation of the receipt of funding to support technology infrastructure. • Records of submitted E-Rate forms showing compliance with program requirements. • An annual report detailing expenditures to provide transparency and accountability that highlights how E-Rate funds are allocated and used to enhance the technology infrastructure.
The department of Information Technology will have reliable inventory data, enabling informed decision-making for future technology purchases, maintenance, resource allocation. Inventory loss will be minimized.	Review, and if necessary, revise, resources to support the existing asset inventory system, including the inventory of 1:1 devices.	• Training resources showing how staff are well-equipped to manage and utilize the asset inventory system effectively, including the inventory of 1:1 devices. • Documentation showing updated resources to support the asset inventory system.

1.2 Extend broadband services to unserved and underserved areas.

Desired Outcomes **(How will we know when we are successful?)**	**Action** **(What will we do?)**	**Evidence** **(What will we create or produce?)**
All students, families, and staff will have access to YCSD broadband services.	School division leadership will support VDOE in collaboration with local, city, and county leaders and other strategic partners to achieve universal broadband.	• Collection of data with an analysis on areas with limited broadband internet access. • Updated form to include question(s) on broadband access and computing devices at home to help identify gaps in internet and device availability among families.
Increased awareness of available broadband access outside of school hours.	Publish accessible locations, that include benches, signs, and lights, that provide internet access outside of school hours, including locations around schools and public libraries.	• Published list of suitability equipped locations. • Analysis of Technology Usage Form data to identify community needs – to include any new locations resulting from this data. • Documentation verifying YCSD devices will work on the county library networks.

1.3 Revamp and plan for implementation of systems which will increase data privacy, cybersecurity, and infrastructure.

Desired Outcomes **(How will we know when we are successful?)**	**Action** **(What will we do?)**	**Evidence** **(What will we create or produce?)**
A software and hardware selection/approval process that includes steps outlining responsibilities of each party, resulting in a structured and strategic approach to technology management, ensuring that hardware and software selection serves the organization effectively and evolves with its needs.	Review and revise the current Standard Operating Procedure that includes the selection, implementation, and evaluation of hardware and software.	• Updated School-Based Educational Technology Adoption Process SOP (software and hardware) to ensure a standardized and transparent process for selecting, implementing, and evaluating educational technology to enhance consistency and effectiveness. • Documentation that Instructional software is reviewed with feedback on status of approval / denial being provided within 30 days of submission.
YCSD will: have a responsive help-desk system with high user satisfaction; conduct regular cybersecurity scans resulting in a reduced risk of cybersecurity breaches by strengthening user account security; and have a reliable technology infrastructure to ensure a secure and efficient digital environment, supporting both educational and administrative functions.	Bolster school division infrastructure using best practices for technology, technical support, comprehensive cybersecurity, and school data privacy.	• Help-desk ticket completion rate. • Documentation showing Help Desk user satisfaction rating. • Documentation showing Multi Factor Authorization (MFA) has been implemented for all staff. • Regular cybersecurity scans to identify vulnerabilities to help ensure YCSD's infrastructure is protected against potential threats.

Vulnerable areas in technology will be identified, and user awareness of unsafe online behaviors will increase, leading to a reduction in cybersecurity incidents.	Provide and support cybersecurity training opportunities that cover email safety, internet safety, and data privacy to all staff.	• Regular phishing simulation campaigns are conducted to assess and improve staff awareness and response to phishing threats. • All staff participate in an annual comprehensive training program that integrates both safety protocols and cybersecurity best practices. • Existing cybersecurity training resources are actively promoted through internal communications, ensuring all staff are aware of and can access these learning opportunities.
YCSD will see benefits and improved practices in safeguarding student data, maintaining compliance, and promoting reasonable data use.	School division leaders will engage with VDOE leaders in Student Data Privacy Consortium (SDPC) meetings to stay informed and collaborate on best practices for student data privacy.	• Attendance at Student Data Privacy Consortium (SDPC) meetings. • Review of the state Digital Privacy Act for use in YCSD to ensure compliance and enhance data protection measures.

Goal Two: Use

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

2.1 Support an increased integration of the Computer Science and Digital Learning Integration Standards of Learning.

Desired Outcomes **(How will we know when we are successful?)**	**Action** **(What will we do?)**	**Evidence** **(What will we create or produce?)**
Students will independently analyze a problem, develop a plan, and execute a plan that includes multiple computer science and digital learning integration standards through an organized approach.	Develop and execute an actionable implementation plan for the 2024 K-12 Computer Science Standards of Learning aligned to VDOE guidelines, which designates organizational structures that identify personnel or a team responsible and accountable for providing instructional expertise, data collection, and educator support for full implementation of K-12 Computer Science Standards of Learning.	• Revised curriculum guides outlining how the Computer Science Standards of Learning (SOLs) are embedded within the broader curriculum for grade K-8 and provide a clear roadmap for educators on how to incorporate computer science concepts into various subjects and grade levels. • Model lesson plans that demonstrate effective ways to integrate computer science into instruction, including strategies that can be adapted across different grade levels and subjects. • Exemplar projects providing the opportunity for students to apply computer science concepts in real-world contexts. • Computer Science “look-fors” tool to help administrators and educators identify key indicators of effective computer science instruction in the classroom through observable behaviors and practices.
Students will select and appropriately use technology resources to meet Digital Learning Standard objectives.	Review the Digital Learning Integration Standards of Learning and develop an actionable implementation plan aligned with VDOE guidance.	• Artifacts documenting the professional development activities provided to educators to support the implementation of the Digital Learning Integration (DLI) Standards, such as training agendas and feedback forms. • Internet browser monitoring software data providing insights into students' online behavior and digital citizenship, as a component of the Digital Learning Integration (DLI) Standards. • Technology-related student discipline / infraction data in PowerBI. • YCSD DLI Hub curating resources and support for the implementation of the Digital Learning Integration Standards in a centralized online platform.

Educators will effectively integrate a variety of technologies, including assistive and accessible tools, into teaching practices, enhancing student engagement, inclusivity, and personalized learning.	Build pathways of implementation that include goals for teaching and learning that integrate the appropriate use of different types of technologies including assistive and accessible technology and promotes innovation.	• Assistive Technology evaluations assessing the needs of students requiring assistive technology and determine appropriate tools and strategies to support student learning. • IEP accommodations that illustrate students with disabilities have the necessary support(s) to access the curriculum and demonstrate their learning. • Tip sheets that provide quick reference guides for educators on how to effectively use various technologies, including assistive and accessible technologies, in their teaching. • Training artifacts that document the training provided to educators on the use of different types of assistive and accessible technologies, including training agendas, training materials, and participant feedback.
Demonstrated teacher competency in implementing Computer Science and Digital Learning Integration standards into their teaching practices.	Collaborate with educational partners to design and deploy computer science and digital learning integration professional learning opportunities for educators.	• Training deliverables that include tangible outputs from the professional learning opportunities designed and deployed in collaboration with educational partners. • Professional Development / Professional Learning enrollment tracking the participation of educators and measuring the reach and impact of the training programs. • Professional learning feedback from participants providing insights into the effectiveness of the professional learning opportunities and identifying areas for improvement.
Teachers and students will have access to high-quality on-demand training resources to support the effective use of assistive technology to meet learning goals.	Establish training within the IT department to support the use of assistive technology (hardware and software) and other technologies to support accessibility.	• Feedback from staff who participate in the training sessions to evaluate the effectiveness of the training and identify areas for improvement. • Creation of a training resource hub on a centralized online platform to provide resources and support from IT department staff to support users in effectively using assistive technology and other accessibility tools.

2.2 Promote the use of a variety of innovative instructional strategies, practices, and resources developed with current, emerging, and accessible technology-based resources to support the innovative instructional approaches in the classroom.

Desired Outcomes **(How will we know when we are successful?)**	**Action** **(What will we do?)**	**Evidence** **(What will we create or produce?)**
Students, as appropriate by grade level, will analyze artificial intelligence (AI) generated information, distinguish credible information from inaccurate or biased information, and identify appropriate contexts for using AI tools. Students will learn to recognize scenarios where AI can enhance their work and situations where human judgment and critical thinking are essential.	Develop and recommend guidance that allows for the integration of artificial intelligence and holds expectations for academic integrity.	• Policies and/or guidelines pertaining to AI (integrated into existing policies) that provide a framework for the ethical and effective integration of artificial intelligence (AI) in educational settings and ensure that AI is used responsibly.
Educators will explore AI tools to deepen and personalize learning experiences, leverage AI technologies to facilitate learning to solve real-world problems, identify various types of AI, and develop tools to make AI concrete and accessible for students. Students will develop AI literacy skills tailored to their grade level, ensuring a differentiated learning experience that prepares them to become future-ready graduates.	The division will develop a differentiated, high-quality professional development model for preparing educators to teach students artificial intelligence skills.	• Teacher participation in professional learning experiences to track the involvement of educators in professional development activities specifically designed to prepare them to teach AI skills.
The division will have an efficient and effective instructional materials review (IMR) process that includes all relevant stakeholders and ensures high quality instructional materials, accessible to all students, including students with disabilities. Instructional materials will include accessible and assistive technology.	Update the YCSD IMR process to include the department of Informational Technology and staff knowledgeable about accessible and assistive technology, as part of the instructional content team and as related to the selection, implementation, and evaluation of hardware and software.	• Revised S. Reg IIA to update specific guidelines and procedures to include the involvement of the IT department and staff knowledgeable about accessible and assistive technology.

Educators will gain a deep understanding of computer science and digital learning integration standards, effectively applying them to their teaching to improve student outcomes.	Collaborate with Region 2 divisions to support resource utilization and educator training on computer science and digital learning integration standards, teaching full components of these standards, and teaching challenging concepts effectively.	• Usage data for resource hubs to measure the engagement and impact of these resources by tracking how frequently and effectively educators are utilizing them. • Regional consortium representatives identified as key contacts from the divisions who collaborate to support resource utilization and educator training.

2.3 Support students, educators, leaders, and families with resources for the purpose of advancing the goal of safe use of media and technology.

Desired Outcomes **(How will we know when we are successful?)**	**Action** **(What will we do?)**	**Evidence** **(What will we create or produce?)**
Students and teachers will make responsible choices about interacting online in ways that support the Digital Learning Integration (DLI) standards.	Develop a policy to enhance the internet safety of all students and educators.	• Policy and guidance documents providing a comprehensive framework that outlines the procedures and best practices for maintaining a safe online environment within the educational setting.
Students and teachers will practice safe behaviors leveraging technology for teaching and learning.	Promote and support instructional practices and instructional content on the safe use of media and technology by students and educators.	• Student artifacts that provide tangible evidence demonstrating students' understanding and application of internet safety principles. • The YCSD Digital Toolkit Matrix & the Teacher's Guide to Technology, which provides educators with comprehensive tools and guidelines for integrating technology safely and effectively into their teaching practices. • Efficient technology review process ensuring that all technology used in the educational setting is reviewed for safety, effectiveness, and alignment with educational goals. • Data from internet browser monitoring software to provide insights into students' online behavior and the effectiveness of internet safety measures.

2.4 Leverage the power of Virtual Learning to enhance the availability, accessibility, and quality of online learning opportunities for students, educators, and other stakeholders.

Desired Outcomes **(How will we know when we are successful?)**	**Action** **(What will we do?)**	**Evidence** **(What will we create or produce?)**
Students enrolled in virtual learning programs will successfully earn original credit and/or recovery credit.	Continue the use of effective virtual learning programs (e.g., Virtual Virginia, Multi division Online Provider program, division-based virtual programs) to offer increased access to specialized curriculum and personalized, flexible instruction options to all students, regardless of geography or school division.	• Student virtual course enrollment data (current and historical) to measure the reach and impact of these programs and identify trends in student participation. • Data demonstrating the virtual learning program effectively addresses unique instructional and pacing needs.
Every student will find success in virtual learning opportunities that prepare them for their future in college, career, and life.	Facilitate ongoing professional learning communities that incorporate effective, personalized virtual learning professional development on data-focused instructional strategies and resources maximizing every student's learning experience and improving educational outcomes.	• PLC meeting attendance measuring participation and measuring the engagement of educators in professional development. • Student participation data measuring student engagement in virtual learning activities. • Student academic data providing insights into student performance in virtual learning environments and evaluating the effectiveness of instructional strategies in improving educational outcomes. • Learning Management System insights (e.g., attendance, testing, grades, AP scores) providing detailed data on various aspects of student performance and engagement in virtual learning
Students and families will have access to flexible asynchronous resources to support academic growth (including SAT prep and AP coursework), college readiness, and career exploration.	Provide resources, to include advanced coursework and college preparation, for students and families related to meaningful, personalized, and innovative virtual learning experiences.	• SAT prep asynchronous Canvas courses providing students with flexible, self-paced learning opportunities to prepare for the SAT. • AP Bootcamp asynchronous Canvas courses designed to help students prepare for Advanced Placement (AP) exams at their own pace.

Goal Three: Design

Implement high expectations for every learner using educational technologies explicitly designed into rigorous, best-in-class standards of learning.

3.1 Develop and maintain instructionally sound implementation of all educational technology resources and systems.

Desired Outcomes **(How will we know when we are successful?)**	**Action** **(What will we do?)**	**Evidence** **(What will we create or produce?)**
Teachers will use emerging technology to enhance intentional learning experiences that meet individual students' needs and abilities.	Support teachers to embed emerging technologies in classroom instruction, to include the creation of professional development offerings.	• Walkthrough tool data highlighting how and when teachers are integrating emerging technologies into their lessons. • Professional development artifacts including documentation of training sessions demonstrating the content and scope of the training, attendance records, teacher evaluations, and/or examples of lesson plans or instructional strategies developed by teachers as a result of the training.
Teachers will implement lessons and instructional practices that create personalized, deeper learning experiences, enhanced with meaningful technology integration for students.	Create/identify designated places for the demonstration of personalized, deeper learning experiences that are enhanced through appropriate and meaningful technology integration.	• Walkthrough tool data tracking the use of designated spaces for personalized, deeper learning experiences enhanced by technology. • Makerspace and flexible learning spaces usage data showing how these environments support personalized and technology-enhanced learning. • Cohort of pilot teachers in each building who are leading the integration of personalized, deeper learning experiences with technology, including their activities and impact on student learning.
Administrators will use the observation tool and analyze data to inform decisions on staff support professional development and learning needs.	Provide exemplars of an observation tool focused on educational technology to ensure instructional personnel stay current.	• Exemplar observation tool(s) specifically designed to evaluate the integration of educational technology, serving as models for instructional staff. • Observation tool data providing insights into how effectively educational technology is being integrated and identifying areas for improvement. • Teacher professional development sessions focused on integrating educational technology, including training materials and teacher feedback.

Students will successfully utilize assistive technology for academics, communication, and life skills.	Support schools with appropriate applications that have been researched and explicitly designed as assistive and accessible technologies to ensure students have access to instructional independence.	• School grade level / department PLCs minutes documenting discussions and decisions about the implementation of assistive and accessible technologies. • Attendance logs showing engagement from staff, parents, and students in learning about and using assistive technologies. • Assistive Technology evaluations assessing their effectiveness and suitability for supporting instructional independence for students. • Tracking student progress on IEP goals and objectives utilizing assistive technology.
Division leaders will establish strong professional networks and collaborative relationships with regional counterparts, sharing insights and resources that foster mutual support. Leaders develop a unified vision for the safe and effective integration of emerging instructional technologies, aligned with district, regional, and state goals.	Develop cohorts for education leaders at all levels that act as a hub for setting vision, understanding research, and sharing practices.	• Increased frequency and representation of YCSD leaders in regional meetings demonstrating active involvement in sharing practices. • Joint professional development sessions highlighting efforts to understand research and share best practices. • Resource-sharing initiatives, including examples of shared materials and feedback on their effectiveness.

3.2 Implement a framework for education technology integration for all students.

Desired Outcomes **(How will we know when we are successful?)**	**Action** **(What will we do?)**	**Evidence** **(What will we create or produce?)**
Equip students to become highly engaged, self-motivated, and self-regulated learners by applying digital learning skills, connecting content knowledge to technical career pathways, and participating in real-world experiences that prepare them for workplace, citizenship, and college readiness.	Create performance indicators that show student agency related to digital learning skills connected to content and careers in technical fields by providing all students with meaningful, real-world learning experiences to promote workplace, citizenship, and college readiness skill development.	• Structures for students (i.e. rubrics, checklists, scaffolds) including tools and frameworks to guide and assess students' skill development in digital learning contexts. • Student-led projects demonstrating their ability to apply digital learning skills to real-world problems and scenarios. • Self-paced learning modules with extension opportunities that allow students to learn at their own pace, with additional opportunities for deeper exploration and advanced learning. • Career exploration workshops and partnerships that provide students with insights into technical careers and hands-on experiences, connecting classroom learning to real-world applications. • Digital learning portfolios that showcase students' digital learning skills, progress, and achievements.
Students will demonstrate their knowledge and skills through diverse assessment methods that accommodate individual learning needs, ultimately providing equitable opportunities for all students to excel in assessments	Enhance performance-based and alternative assessments through the intentional integration of assistive and accessible technology.	• Assessment data showing how assistive and accessible technologies are being used to enhance student learning. • Assistive technology usage data showing how and when assistive technologies are utilized during assessments and monitoring their impact on student performance and accessibility. • Progress reports detailing student progress, highlighting improvements and achievements facilitated by the integration of assistive and accessible technologies. • Diploma status/Graduation reports indicating the long-term benefits of using assistive and accessible technologies in assessments.

Students will be equipped to navigate their educational journeys with purpose, engage meaningfully with their communities, and prepare for the complexities of the world beyond school.	Move from transactional to transformative learning to foster student capacity for creativity, collaboration, communication, critical thinking, cognitive thinking, complex problem solving, and curiosity through thinking-based classroom initiative. To include professional development to support teachers with including transformative learning in the classroom.	• Documentation of Local Alternative Assessments designed to measure student growth in creativity, citizenship, collaboration, communication, critical thinking, and problem-solving skills. • Thinking Based Classroom "look fors" data identifying key indicators of student engagement in higher-order thinking and problem-solving activities. • Observation tool data showing high cognitive engagement in the classroom, demonstrating the effectiveness of transformative learning practices. • Professional Development artifacts (Thinking Based Classrooms), including training agendas, resources, and teacher feedback.

3.3 Leverage technology for students to take an active role in demonstrating competency in their learning goals, building networks to personalize education, and progress towards workplace readiness.

Desired Outcomes **(How will we know when we are successful?)**	**Action** **(What will we do?)**	**Evidence** **(What will we create or produce?)**
Students will take ownership of their learning journey, encourage peers to develop similar competencies, and encourage a collaborative learning environment where creativity, critical thinking, and interdisciplinary connections are valued and celebrated.	Recognize student leaders who take an active role in articulating, setting, strategizing, achieving, and demonstrating competency in their learning goals including building networks to customize learning environments, using technology to improve learning, and transfer knowledge across multiple content areas.	• Data from the Virginia Student Training and Refurbishment (STAR) recognition program acknowledging students who actively engage in setting and achieving their learning goals, utilizing technology to enhance their education.
Students will gain practical skills and knowledge aligned with industry standards, preparing them for career opportunities in their chosen fields.	Continue to adopt state identified CTE pathways for students.	• Documentation of the Career and Technical Education (CTE) pathways included in the school's program of studies, showing the alignment with state-identified pathways and the options available to students. • Academic and career plans for students outlining their academic and career goals, detailing how they will follow pathways to achieve these goals and prepare for future careers.

Students will choose a career cluster, create SMART goals, select secondary courses, complete tasks aligned with student's postsecondary plan (college application, FAFSA, resumes, etc), and complete career readiness learning units.	Leverage current, emerging, and accessible technologies to increase opportunities for students to follow personalized learning pathways that lead to the workforce. This will include developing a K-12 program to support students being proficient in productivity software (word processing, spreadsheets, presentation development, branding, etc).	• Secondary student completion of a college and career readiness profile/ assessment demonstrating engagement in career planning and readiness activities. • Elementary student completion of the VA Wizard survey indicating exploration of career interests and pathways at an early age. • College and career readiness software data showing students making informed decisions about enrolling in courses aligned with their career goals and interests. • Curriculum guides with a scope and sequence to integrate productivity software into K-12 lessons, ensuring students develop essential digital skills.
Students will acquire hands-on technical skills and real-world experience through internships, preparing them for careers in IT and technical support roles.	Work with school division technical support teams to develop and scale student internship opportunities to "grow your own" technical support personnel.	• Development of a summer internship program aimed at providing students with hands-on technical support experience within the school division. • Number of students participating in career internship programs, demonstrating the scale and impact of these opportunities.

3.4 Support for division leaders for resources to sustain technology initiatives and goals including those designed to support personalized learning environments.

Desired Outcomes **(How will we know when we are successful?)**	**Action** **(What will we do?)**	**Evidence** **(What will we create or produce?)**
Students will have consistent opportunities to experience authentic and personalized learning experiences within their community.	Move learning beyond the classroom by connecting schools with museums, libraries, higher education, non-profits, and other organizations to connect students and educators with authentic, personalized learning experiences.	• Data from student community partnership experiences highlighting the extent and impact of authentic, personalized learning experiences beyond the classroom.
To enhance student engagement and achievement, schools will support diverse learners, promote personalized learning goals, and empower students to take ownership of their education and effectively utilize technology.	Lead efforts in spotlighting blended learning and other models of learning enabled by technology that allows for the reorganization of physical spaces to facilitate collaborative learning.	• Student and teacher exemplars illustrating the successful implementation of blended learning and other technology-enabled learning models. • Training materials demonstrating effective implementation of blended, flipped, and mastery-based learning strategies, including materials and resources. • Enrollment data from data monitoring software showing the adoption and impact of blended learning models within the division.
Students will develop strong agency and ownership over their learning by actively engaging in authentic learning experiences, allowing them to experience higher cognitive engagement and deepen critical thinking skills, as they demonstrate their understanding through self-directed choices and creative approaches, supported by digital and assistive technologies.	Promote leadership policy, purposeful pedagogy, and digital learning resources with instructional design goals and methods that support student voice and choice in the design of demonstrating learning through the active engagement of integrating educational technologies, including assistive and accessible technology, into every content through authentic learning experiences.	• Documentation of Local Alternative Assessment (LAA) that measures student learning through authentic, technology-integrated experiences, supporting student voice and choice. • Thinking Based Classroom “look fors” walkthrough data identifying key indicators of student engagement. • Training resources from professional development sessions that focus on instructional design goals and methods to support student voice and choice in learning. • Student and teacher exemplars that illustrate the successful integration of educational technologies and the promotion of student choice in demonstrating learning. • Evidence of student choice in teacher planning, highlighting the active engagement of students in their learning process through the use of educational technologies.

The division will create a supportive learning environment that maximizes students' potential through the effective use of educational technology in personalized learning contexts, where students can explore and collaborate with peers.	Provide educators with high quality professional development that strengthens instructional design that guide students through their personalized learning experiences that include research, experimentation, collaboration, and engagement through educational technology.	• Professional development / learning data, showing the participation and engagement of educators in training that enhances instructional design for personalized learning experiences using educational technology. • Classroom observation data highlighting the implementation of instructional design strategies, focusing on research, experimentation, collaboration, and student engagement through technology.
Students will have equitable access to technology where their individual goals are met.	Create a network of instructional technology resource teachers and educators who are leaders in implementing assistive and accessible technologies and their use in supporting a diverse population of students.	• Team members identified to include assistive technology coach support within a network of instructional technology resource teachers and educators implementing assistive and accessible technologies. • Plan to include team members, action steps, and progress monitoring for the effective use of assistive and accessible technologies to support a diverse population of students.
Effective and strategic use of technology that supports instructional goals and that connects the purchase of hardware and software with student outcomes in mind.	Strategize with educational technology leaders to create cooperative efforts between the information technology team and the instructional team including regular communication and collaboration.	• Integration of the Educational Technology Plan into division strategic plan, ensuring alignment and coherence in technology initiatives. • Establish metrics of success and accountability system to measure the success of cooperative efforts between the information technology and instructional teams, ensuring regular evaluation and improvement. • Evidence of implementation of technology to support instructional needs, highlighting examples of the collaboration between the IT and instructional teams to enhance teaching and learning.

Appendix 1
Division AUP

The following is the 2024-2025 YCSD Acceptable Use Policy (AUP). The most up to date AUP can be found at yorkcountyschools.org/docs/StudentHandbook.pdf

Network Services/Internet Acceptable Use Policy (AUP)

YCSD provides access to an extensive array of network services, 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 assist with and enhance innovative instruction and educational excellence. Instructional staff evaluate the validity and appropriateness of 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, tablets, iPads, cell phones, e-readers, smart watches and hand-held gaming devices.

Training includes:

- Internet safety and ethical use lessons throughout the school year
- Internet safety and ethical use topics integrated into classroom instruction
- Safe and ethical use of privately-owned or division-issued devices for instruction communicated through multiple means

Division Staff Responsibilities

The division staff will:

1. Monitor and evaluate all internet safety instructions for staff and students and update as needed;
2. Evaluate annually the division's technology infrastructure and the network to ensure internet and data security procedures are in place;
3. Remain cognizant of the latest developments in internet vulnerabilities, legal issues and capabilities related to instruction and impact on division students;
4. Provide professional development for all staff on the social and ethical issues of internet use including copyright, fair use and plagiarism, internet safety and security;
5. Evaluate the effectiveness of the division AUP and update annually as needed;
6. Assess the need for and provide information related to internet safety and security to parents and the community via the division's website and other methods.

Student Guidelines

1. To access division network and web-based services, every student under 18 years of age must have a parent/guardian signature on the Student/Parent Technology Usage Form and return the form to the school. Students 18 years of age or older must sign the Student/Parent Technology Usage Form and return the form to the school.

2. Parent/guardian may revoke or reinstate permission for a student's access to all network and internet services by signing a new Student/Parent Technology Usage Form, which is available in the Student Handbook and at every YCSD school.

3. Students who utilize a privately-owned device are required to install a division-approved secure browser.

If you opt to not give your child permission to use any network services or internet services, your child will not have access to:

- Canvas Learning Management System to check assignments, post homework and participate in online learning
- Aspen student information system to check grades
- Outlook to access student email
- Office365 productivity tools and video conferencing
- Division-purchased instructional software and associated web services

In addition, your student will not have access to division-issued devices or computers, nor will they be allowed to use their own device, including a laptop, tablet, cellphone, or smart watch, for any computer related courses offered in their assigned school or on the YCSD wireless network. This would include access to Virtual High School and Virtual Virginia courses from within the division.

NOTE: Division course assessments and state and federal-mandated testing, such as the Virginia SOL testing, require the use of computers with internet access. Arrangements will be made on an individual basis for required testing.

Use of YCSD network services, web-based services, applications, and the internet is a privilege, not a right. Division users have no right of privacy nor should they have an expectation of privacy for any activities conducted on any service provided by the division, including but not limited to email, chats, video or materials sent, posted, uploaded, received and/or stored on any division system. The network account and device access are monitored and activity is logged both while in school and away from school on a YCSD issued device. All email messages and chat sessions are archived. Use of school email is for educational purposes only. Division officials reserve the right to monitor and review 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.

Furthermore, students have no expectation of privacy in their use of a privately-owned electronic device(s) while at school. The division reserves the right to search (CODE OF VIRGINIA § 22.1-279.7) a privately-owned electronic device, in accordance with applicable laws and policies, if there is reasonable suspicion that the student has violated the laws of the Commonwealth of Virginia, YCSD policies, administrative procedures or school rules, or engaged in other misconduct while using the computer.

Teacher permission is necessary for student use of a digital device, either provided by the division or privately-owned, during classroom instruction or the class period. The voice, video, and image capture applications provided on any device including but not limited to YCSD issued devices, privately-owned devices, and school-based devices may only be used with teacher permission and for specific instructional purpose(s). NEVER record classroom activity without the express permission of the teacher.

User Privileges

Students may use all district technology, software and network services for approved instructional purposes such as research, communication, and production. Projects and assignments may be posted electronically and may include personally identifiable information that may be classified as an educational record under the Family Education Rights and Privacy Act (FERPA). All reasonable efforts will be made to restrict the amount of personally identifiable information when communicating electronically. Assignments and activities conducted online may receive teacher comments, grades, or evaluations; however, under no circumstances will comments, grades or evaluations be posted to the general public.

1. All students will be assigned a YCSD email account. Students under the age of 13 will only be able to send and receive email from staff and students from within the division and from any third-party educational software application or web-based services approved and used by YCSD.

2. Students may access information from outside resources via the internet that facilitates or supports learning and educational activities. Student internet use should occur in a supervised school or home environment.

3. Students 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 storage systems (hard drives) or division owned devices.

4. Students may use portable communication or privately-owned electronic devices for instructional activities as directed by school staff and as set forth in this AUP and Student Handbook & Conduct Code.

User Responsibilities

1. Students shall maintain the privacy and security of passwords and accounts. Students shall not attempt to learn any other person's password including but not limited to other students, teachers, school administrators and/or other school staff, access any other person's account, or impersonate any other person on the network.

2. Students shall not use the password created for and used on the YCSD network on any other network or service including but not limited to social media, games, shopping, banking, etc.

3. Students shall not operate any division technology for personal gain including commercial use or product advertisement.

4. Students shall not connect any privately-owned electronic device by cable to the school system network.

5. Students shall not knowingly attempt to gain access to any computer, computer system, computer network, information storage media, or peripheral equipment without the consent of authorized school or division personnel.

6. No student shall use any computer or device to illegally collect any electronic data or disrupt networking services. Students may not engage in any malicious use, disruption or harm to the school network, internet services, or any other electronic device owned by the school, any school personnel and/or student.

7. Students shall respect the property of others and 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 any network service, shall result in suspension or termination of privileges and disciplinary action.

8. Students shall use the division-provided Wi-Fi service available division-wide on any device while on school grounds.

9. Students shall not connect a device, either provided by the division or privately-owned, to any privately-owned 3G, 4G, 5G, or other cellular serviced hotspots or like services, on cell phones, other cellular-service-enabled devices or similar services/devices to access the internet or share internet access while on school grounds.

10. Students shall not attempt to use or use any software, utilities or other means to access internet sites or content blocked by internet filters.

11. Students shall not establish a wireless ad-hoc network using his/her electronic device or any other wireless device while on school grounds. This includes, but is not limited to, using a privately owned electronic device as a cabled or wireless hotspot.

12. Students shall not send via an email message or any other form of electronic communications any message that may be regarded as harassment, discriminatory remarks, hate mail, a threat or threatening, obscene and/or vulgar language. Additionally, any conduct prohibited by the student conduct code, school board policy, federal or state law is strictly prohibited.

13. Students shall properly use and care for all hardware and ancillary computer and network equipment available for use at any division site or distributed for home use. Vandalism or destruction of any technology or related components shall result in suspension or termination of privileges, disciplinary action and restitution to the school division.

14. Students shall be responsible for all material in the student's network account and agree to maintain the account free from materials that include obscene, sexually explicit, slanderous, malicious, discriminatory, or threatening language, images, files or emails and to prevent such materials from entering the network via the internet or other source.

15. Students shall not install division-owned licensed software on any privately-owned electronic device.

16. Students shall not install personal software 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 shall be dealt with according to criminal statutes and shall result in the suspension or termination of privileges and disciplinary action in accordance with the student conduct code.

17. Students are prohibited from the actual or attempted unauthorized or malicious access, use, or exploitation of data, systems, devices, content, networks, databases, or infrastructure. This includes the actual or attempted probing, scanning, or testing the availability, performance, or functionality of systems, or networks, or exploiting any known, or unknown vulnerabilities. Students are also prohibited from the actual or attempted bypassing, circumventing, or breaching

any security, authentication, or other measures used to prevent, detect, or restrict unauthorized access, or use of systems or networks.

18. Students are prohibited from performing or attempting to perform any actions that will increase the level of vulnerability, risk, or exposure to threats to YCSD technology resources, networks, systems or data.

19. Any student who accesses pornographic or inappropriate materials, files or emails, becomes aware of a network or hardware security problem, copyright or fair use infringement or any internet safety issue shall immediately notify a classroom teacher or building administrator who shall notify the Information Technology or Instruction departments for assistance.

YCSD shall take precautions to restrict access to inappropriate materials. All division teachers and staff shall monitor student activity in classrooms, labs, and libraries and shall 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 YCSD staff. Parents can assist school division staff by monitoring student internet use at home; establishing rules for online behavior at home; and reinforcing the division's internet safety instruction by encouraging discussion of the positive and negative aspects of internet use. Use of division-provided devices used at home or any non-YCSD location, are subject to the expectations of this AUP.

YCSD makes no warranties of any kind, expressed or implied, for the network services it provides or hardware/software provided to students. YCSD is not responsible for any damages students may incur, including loss of data due to delays, nondeliveries, mis-deliveries, equipment failures, property damage, service interruptions, or any resulting data corruption. 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 YCSD Network Services/Internet Acceptable Use Policy complies with all local, state and national telecommunications rules and regulations. The most current YCSD Network Services/Internet Acceptable Use Policy is available at yorkcountyschools.org/EdTech.

Please contact your student's school or the Department of Information Technology with comments or questions regarding this AUP.

Appendix 2
Internet Safety in YCSD (2024-2025)

Guiding Principles

Internet safety training is essential in supporting the safety of students. YCSD teachers incorporate digital wellness and online safety skills into the curriculum to help students navigate technology in healthy and productive ways.

Online safety principles include the following:

- Students must protect their personal information online.
- Students should avoid clicking on suspicious links or downloading files from untrusted sources.
- Students should treat each other with respect in online interactions.
- Students must obey copyright laws and respect intellectual property rights.
- Students should curate reliable sources and fact-check claims to promote accurate knowledge.
- Students should report illegal or unsafe content to the appropriate authorities.

Key Definitions

1. **Digital Citizenship:** the responsible, ethical, and safe use of technology and the internet. It involves navigating the digital world with respect, integrity, and empathy towards others. At its core, digital citizenship emphasizes the importance of being mindful of one's online presence and interactions.
2. **Digital Learning:** to empower students as learners by improving their functional literacy as digital citizens capable of constructing knowledge, designing innovative works, thinking computationally, creatively communicating, and collaborating with others locally, regionally, and globally.
3. **Digital Wellness:** a holistic approach to managing technology to ensure a healthy and fulfilling life. It involves being mindful of how technology impacts our physical and mental well-being and includes healthy screen time limits that support emotional, physical, social, and cognitive development.
4. **Internet Safety:** the practice of following actionable guidelines, understanding modern technology, and protecting digital devices so users can defend against the malicious parts of the online world.
5. **Media Literacy:** the ability to access, curate, use, analyze, evaluate, create, and act using all forms of communication.
6. **Social Media:** websites and other online means of communication that are used by large groups of people to share information and to develop social and professional contacts.

Internet Safety Protections

- YCSD deploys internet filters to block inappropriate content, prevent inappropriate network usage, and prevent unauthorized disclosure of personally identifiable information in accordance with the Children's Internet Protection Act (CIPA).

- YCSD staff educate students on appropriate online behaviors and the internet acceptable use policy (AUP).
- YCSD monitors network access and limits student access to social media on the school division network.

For more information about internet safety in Virginia public schools, visit the educational technology planning page of the Virginia Department of Education website**.**

Internet Safety Training for Students

As required by Virginia state code, YCSD provides internet safety training for students within the academic program as a component of the internet acceptable use policy (AUP).

K-12 Internet Safety Training
Students in grades kindergarten through twelfth grade receive age-appropriate training on the components of the AUP and media literacy skills. In addition, the VDOE Digital Learning Integration Standards are incorporated into the locally designed curriculum. The content strands within the digital learning integration standards encompass the following student roles:

1. Empowered Learner
2. Digital Citizen
3. Knowledge Constructor
4. Innovative Designer
5. Computational Thinker
6. Creative Communicator
7. Global Collaborator

Elementary Internet Safety Training
In addition to the acceptable use policy (AUP) and the digital learning integration standards, internet safety training for elementary school students includes topics such as: • Developing a positive digital identity / digital footprint • Protecting data privacy and engaging in safe online behaviors • Understanding rules for using devices in school • Increasing password security • Recognizing and responding to online meanness and cyberbullying • Promoting digital leadership
Secondary Internet Safety Training
In addition to the acceptable use policy (AUP) and the digital learning integration standards, internet safety training for middle school and high school students includes topics such as: • Promoting safe and positive interactions online, including social media • Understanding the safe and ethical use of artificial intelligence • Cultivating digital media balance within and outside of school • Recognizing the importance of cybersecurity