

## Educational Technology Plan

2019 - 2025



## ***HCPS Vision***

*Inspiring learners to positively impact their world.*

## ***HCPS Mission***

*Henry County Public Schools provides our diverse community of learners with meaningful educational experiences that prepare them for a successful future.*

## ***HCPS Core Values***

*We value respect. We act with integrity. We strive for excellence. We promote equity.*

***We put students first.***

## ***Technology Vision***

*Inspiring learners to be innovative in a safe, reliable digital environment.*

## ***Technology Mission***

*The Henry County Public Schools Technology Department efficiently provides our diverse community of learners with a safe, innovative learning environment.*



## Introduction

Since the 1980s, the Virginia General Assembly, the Virginia Board of Education and the Virginia Department of Education have recognized and supported technology's role in meeting their collective vision for schools in the Commonwealth. Through legislation, initiatives, guidance, and forward-thinking leadership, Virginia has implemented many excellent [educational technology programs](#) (Word) over these last decades.

The local autonomy of school divisions has led to diverse creative and innovative approaches to technology throughout the state. Virginia's divisions are often cited in [studies and articles](#) (Word) exploring innovation in educational technology. However, there is also an inequality that can result from local control based on local priorities, and the educational institutions of Virginia have tried to address these in various ways, with more work needed in this area.

The 2018-2023 Educational Technology Plan for Virginia is the latest revision of long-range technology plans adopted by the Board of Education to support their [Comprehensive Plan](#). The focus of the plans have remained relatively consistent throughout the years. The most enduring consistency is the emphasis on integrating technology into the classroom, as a tool for providing ways for students to achieve in school more broadly and more deeply. The plan also has generally been composed of the subsections of the current plan in some way or another:

- Learning (Enhance Personalized, Equitable Student Learning Experiences with Technology),
- Teaching (Support Innovative Professional Learning with Technology),
- Leadership (Create Cultures of Change through Innovative Leadership Practices), and
- Infrastructure (Secure and Robust Infrastructure).

The new plan was developed to be a living document, one that can change as needed because it is posted electronically and one for which the VDOE can continually supply new examples of educational technology in action, links to research and/or information, and other helpful non-commercial resources. We invite our Virginia school personnel to participate in the continual development of our plan by letting us know of good resources to share with your fellow educators. Email [VirtualPrograms@doe.virginia.gov](mailto:VirtualPrograms@doe.virginia.gov) to provide information or links that could be included in the plan.

One last and very important note: the technology uses referenced in our plan includes technology for ALL students, as the increased emphasis on personalized learning makes clear. Along with the needs of typical students, the needs of exceptional students at both ends of the spectrum must be addressed.



## **Impact on School Division Technology Plans**

The Technology Plan for Virginia has two distinct but related purposes. It provides a plan for the Virginia Department of Education in regards to the use and support of educational technology to support the Board of Education’s Comprehensive Plan. However, it also serves as a model and standard for school divisions creating their own technology plans ([§ 22.1-253.13:6. Standard 6. Planning and public involvement.](#)). In years past, divisions have submitted their plans for approval by the VDOE. However, there is no longer a need for this action. Divisions are asked to ensure their plans are consistent with the State Educational Technology Plan for 2018-2023, and certify that it is through the [Annual Data Collection \(Compliance with the Standards of Quality\)](#) which is generally conducted during July of each year. Beyond that, the VDOE will conduct surveys to gather information about how school divisions are addressing the state’s goals.

## **Impact on the School Community**

The Educational Technology Plan for Henry County Public Schools has been created based on data from the HCPS Comprehensive Plan. The VDOE Educational Technology Plan was used as a model.

Technology has unlimited potential to increase both the breadth and depth of learning. Schools have a responsibility to provide access to the skills needed to produce responsible and productive users. The Educational Technology Plan for Henry County Schools builds on the Division’s recognized leadership position in educational applications of technology. It focuses on “leveling the playing field” by ensuring that all schools have equal capabilities for using technology and that all equipment is maintained in working order. It further provides a framework for continuous review and updating of these capabilities by all stakeholders.

An overview of the current status of technology in the division serves as the basis for an assessment of needs and the development of measurable goals in four key areas identified in the State Educational Technology Plan and the Division’s strategic plan. Our goals will address the following areas: Learning, Teaching, Leadership, and Infrastructure.



## ***Executive Summary***

Located in Southwest Virginia, Henry County has suffered severe economic difficulties. Many of the non-skilled jobs once associated with the textile and furniture industries have now disappeared. The school division discovered they had to prepare its students to join a new and fundamentally different workforce that is based on emerging technological skills. The Division realized that it must ensure that all students develop the knowledge, the skills, and the motivation to realize their potential as leaders in a technology rich, global information highway society.

During the development of the plan, we brought together stakeholders that included representatives from administration, elementary, middle and high schools, the School Board, and parents to determine the path of the plan over the next 6 years. The Division's plan is aligned with the State Department's Educational Technology Plan for Virginia, and our Division's strategic plan, Inspire 2025.

The goals were adopted based on the conceptual framework in the state plan which include Learning, Teaching, Leadership, and Infrastructure.

Additionally, goals were adopted from the HCPS Inspire 2025 Strategic Plan which include:

- Create technology rich environments to strengthen the use of technology and to enhance personal productivity in order to improve student learning and engagement.
- Support instructional training to produce globally competitive students with the effective use of technology in the classroom.
- Provide professional learning and development opportunities for all employees to maximize personal and professional growth.
- Ensure that innovative technologies are accessible to all students and staff.

## **Summary/Acknowledgements/evaluation and update cycle process**

The HCPS Educational Technology Plan was created, edited and finalized by the Inspire 2025 Steering Committee consisting of principals, administrators, teachers, community members, parents, and board members. This committee meets monthly to evaluate successes and challenges.



## Enhance Personalized, Equitable Student Learning Experiences with Technology

### Goal:

Promote and support student [personalized](#), [deeper learning](#) experiences to demonstrate workplace readiness by creatively solving complex problems, thinking critically, collaborating, communicating and demonstrating responsible citizenship.

### Resources/Partnerships:

Institutions of higher education, educational stakeholder groups, professional organizations, business and industry groups, and local school divisions

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"> <li>• Students will develop <a href="#">deeper learning</a> skills by leveraging technology as a resource or tool.</li> <li>• Educators will leverage current and emerging technologies to increase opportunities for students to follow <a href="#">personalized learning</a> pathways. (i.e., apps, OER, Explore Camp, Success Academy, NTN, etc.)</li> <li>• Students will apply technology effectively to support the construction and application of content knowledge and skills.</li> <li>• Students will demonstrate mastery in a variety of ways, including the use of technology through the</li> </ul>	<ul style="list-style-type: none"> <li>• Technology Integration survey to analyze technology based resources used by students and innovative learning experiences such as, but not limited to blended learning, project-based learning, and personalized learning.</li> <li>• Collect information on the number of students enrolled in advanced coursework (e.g., dual enrollment, AP, IB) internships, and mentorships or receiving industry certifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Research, vet, and develop <a href="#">digital resources for divisions</a> to assist in providing innovative, personalized and deeper learning experiences for all students.</li> <li>• Develop and revise existing policy and guidance documents to support innovative learning experiences.</li> <li>• Work collaboratively with teacher and technology stakeholders to create instructional resources, including <a href="#">local alternative assessments</a>, that can be used by all educators across the state to support innovative learning experiences.</li> <li>• Provide virtual learning tools that deliver multiple pathways for learning through <a href="#">blended and fully online models</a> in</li> </ul>



<p>creation of digital artifacts.</p> <ul style="list-style-type: none"><li>● Educators will expose all students to career and college opportunities including those in the technical fields to promote <a href="#">workplace and college readiness</a> through advanced coursework, mentorships and internships. (i.e., Career Academy, CTE)</li></ul>		<p>ways that increase quality of education and equity for students.</p> <ul style="list-style-type: none"><li>● Promote in-school and out-of-school technology-based learning opportunities (such as pursuit of <a href="#">industry certifications, professional licenses, and dual enrollment courses</a>) along with career exploration, exposure, and planning opportunities.</li><li>● Provide <a href="#">technology</a> and <a href="#">computer science</a> cross-curricular connections starting in the elementary grades and across all disciplines to promote meaningful, real world applications of knowledge and skills and promote deeper learning opportunities aligned to the Virginia Standards of Learning.</li><li>● Prepare our students for a participatory culture by providing resources related to <a href="#">Internet safety, digital citizenship skills, and student awareness of and skills for personal and data privacy</a> (as specified by the <a href="#">Code of Virginia § 22.1-70.20</a>).</li></ul>
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## Related Resources

### College and Career Opportunities for Students

The VDOE provides several programs to assist students in preparing to attend college or pursue a career after graduation. Students can earn Digital Badges after taking and passing the [Workplace Readiness Skills for the Commonwealth assessment](#), which reflects 21 Workplace Skills as identified by a wide variety of businesses and industries located around the state.

### Performance Based and Local Alternative Assessments

The VDOE is continuing its work on locally developed assessments with a focus on performance based assessments through 2020. Review the plan and timeline outlined in the April 28, 2017 [Superintendent's Memo #135-17: Update on the Implementation of Local Alternative Assessments](#). Further information can be found on the [Performance-Based and Local Alternative Assessments](#) page on the VDOE web site.

### Virtual Learning

In Virginia, schools can provide [online courses](#) for their students in several different ways. Schools may use their own or division-created online courses, purchase particular courses from state approved [Multidivision Online Providers](#), purchase or otherwise obtain digital material that is delivered by a local teacher as a blended learning course, or enroll students in courses through [Virtual Virginia](#) [↗](#). Students are required to complete a virtual learning experience in order to graduate. See [§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements](#) [↗](#) (item D:9).

### #GoOpenVA

Virginia is participating in the National [#GoOpen](#) [↗](#) campaign through our [#GoOpenVA](#) project. The goals of the project are to increase awareness of the benefits and uses of [Open Educational Resources](#) (OER); establish a community of practice to foster, create, share, and leverage Open Educational Practices (OEP); understand state and division level use of OER and how to support further implementation; encourage alignment of OER efforts with local and state strategies; and, acknowledge school division efforts to implement OER. The project is developing and piloting three OER curriculum resources (for Virginia Studies, World History and Geography to 1500, and Algebra I) during the 2017-2018 school year. These resources will be the models for other resources to be developed in the coming years.

### Virginia Cyber Range

A new resource to help students learn important digital skills and also provide the Commonwealth with needed talent, the [Virginia Cyber Range](#) [↗](#) will “provide advanced cybersecurity training exercises for high-school and college students, revolutionize cybersecurity education within the commonwealth, and position Virginia to become a leading source of critical cybersecurity expertise for the nation.” See the article [Virginia Cyber Range to Enhance Cybersecurity Education Across the Commonwealth](#) [↗](#).





## **Google Workspace for Education**

Henry County Public Schools is a Google Workspace for Education district. With this platform, students and staff are able to use a host of google tools to learn, instruct, facilitate, collaborate, and innovate in order to enhance instruction and prepare students for their future. Educational productivity tools utilized by HCPS include, but are not limited to, Gmail, Google Drive, Google Maps, Google Earth, Google Translator, Google Books, Google Bookmarks, Google Calendar, Keep, Sites, Vault, and Educational YouTube. Students use their Google Workspace accounts to complete assignments, communicate with their teachers, and learn 21st century digital citizenship skills.

For Google Workspace for Education users in primary and secondary (K-12) schools, Google does not use any user personal information (or any information associated with a Google Workspace for Education Account) to target ads, whether in Core Services or in other Additional Services accessed while using a Google Workspace for Education account. Google will not share personal information with companies, organizations and individuals outside of Google.



## Support Innovative Professional Learning with Technology

### Goal:

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

### Resources/Partnerships:

Institutions of higher education, educational stakeholder groups, professional organizations, business and industry groups, and local school divisions

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"> <li>● Educators support <a href="#">personalized, deeper learning</a> experiences that are enhanced through appropriate and meaningful technology integration in a blended learning environment.</li> <li>● Through the use of technology supports (e.g., learning and/or content management systems, student information systems, adaptive technologies) educators will monitor students' progress to personalize learning and inform instructional practices.</li> <li>● Educators utilize the <a href="#">instructional technology resource teacher</a> model to</li> </ul>	<ul style="list-style-type: none"> <li>● Types and numbers of professional learning opportunities are documented and recorded.</li> <li>● Number of professional online courses and resources offered to educators and number of participant completers.</li> <li>● Current and emerging technology-based resources used by educators as indicated by the Technology Usage Survey responses.</li> <li>● Collect information on the number of students enrolled</li> </ul>	<ul style="list-style-type: none"> <li>● Develop and revise existing policy and guidance documents to support innovative learning experiences.</li> <li>● Work collaboratively with teacher and technology stakeholders to create instructional resources that can be used by educators to support innovative learning experiences.</li> <li>● Support the recruitment, development, and retention of knowledgeable and skilled teachers and school leaders.</li> <li>● Promote the use of micro-credentialing to provide avenues teachers can use to pursue individual professional goals in the integration of technology in teaching and learning. (i.e., <a href="#">Apple Teacher Learning Center</a>, <a href="#">Digital Promise</a> and <a href="#">RU Impact/Asset</a>)</li> <li>● Promote in-school and out-of-school technology-based learning</li> </ul>



<p>support student engagement through technology in the classroom.</p> <ul style="list-style-type: none"><li>● Educators understand how to enhance <a href="#">performance-based and alternative assessments</a> through the intentional integration of technology.</li><li>● Educators will implement the computer science standards, including computational thinking, by integrating them across the content areas.</li></ul>	<p>in advanced coursework (e.g., dual enrollment, AP, IB) internships, and mentorships or receiving industry certifications.</p>	<p>opportunities (such as pursuit of <a href="#">industry certifications</a>, <a href="#">professional licenses</a>, and <a href="#">dual enrollment courses</a>) along with career exploration, exposure, and planning opportunities.</p> <ul style="list-style-type: none"><li>● Integrate the proficient use of technology into <a href="#">professional learning activities</a> sponsored by the Virginia Department of Education (VDOE) or <a href="#">PS Unified Talent</a> provided by HCPS (i.e., computer science standards, computational thinking).</li><li>● Provide support with assistive technology availability and uses through the <a href="#">Training and Technical Assistance Centers (TTAC)</a>.</li><li>● Support instruction in the development of rubrics and other evaluation tools for use with performance-based assessment that integrate technology.</li><li>● Coordinate and collaborate partnerships with professional organizations and neighboring school divisions to align agency professional learning goals to ensure targeted and strategic professional learning experiences in the area of instructional technology for teachers.</li></ul>
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## Related Resources

### Resources for Revised SOL

When new Standards of Learning are adopted, the VDOE provides resources and professional development opportunities to support the new approaches to learn embedded in the standards. An example is a 2015 presentation regarding Supporting the Mathematics Process Goals through Research-based Teaching Practices. Teachers can learn about these opportunities through [Teacher Direct](#).

### Deeper Learning Workshop Materials

VDOE partnered with Jobs for the Future's (JFF) Students at the Center initiative with generous funding from The William and Flora Hewlett Foundation, to convene an all-day forum on September 26, 2016, focused on the use of performance assessments as a lever for transformative teaching and learning. [Materials from the conference](#), *Assessing For Deeper Learning: A Transformative Pathway to Prepare Virginia Students for the Future*, are provided on the VDOE website.

### Accountability Terminology Guide

The terminology used in Assessment and Accountability can be confusing. The VDOE has gathered together a list of frequently used terms, the [Accountability Terminology](#).

### Guidelines for ITRTs

Although it is almost a decade old, the [Instructional Technology Resource Teachers – Guidelines for Teachers and Administrators](#) still provides guidance regarding the work Instructional Technology Resource Teachers (ITRTs) are designed to do in the school and school division. It includes the results of three studies about how ITRTs impact learning, and offers some recommendations.

### CanDo: A Tool to Support CTE in Schools

Virginia's [Career and Technology Education \(CTE\) Resource Center](#) [↗](#) provides information about and support for CanDo [↗](#) which is web-based tracking developed for teachers by Arlington County – in association with SchoolTool. Using Virginia's state-approved task/competency lists, educators can track students' progress electronically. Administrators have access to real-time scores and reports that satisfy state and federal requirements.



### **Special Education Resources**

Although the resources collected by the eight regional [Training and Technical Assistance Centers \(TTACs\)](#) [↗](#) are directed to Special Education teachers, the resources are helpful for all educators. See their extensive [list of resources](#) [↗](#) on technology.

### **Innovative Assessments Being Explored**

Eleven school divisions, **including Henry County Public Schools**, from around the state are participating in a grant to explore innovative assessments, [Student-Led Assessment Networked Improvement Community in Virginia](#) [↗](#). After the pilot is completed, the divisions will share their experiences with other school divisions.

### **Staying Current with Copyright**

Staying up-to-date on copyright is difficult because the law changes with new technologies as well as new judicial decisions. An authoritative resource for all educators is from the [American Library Association \(ALA\) website](#) [↗](#).

### **Social Media and PLNs**

One way that teachers can create their own Personal Learning Network (PLN) is through the social media platform Twitter. Teachers can pursue information or skills that they are interested in learning, and connect with others who are like-minded. [The Complete Guide To Twitter Hashtags For Education](#) [↗](#) can help the novice begin to use twitter for their own professional learning. There are many other ways to connect with other educators, however—Second Life, Pinterest, even Facebook. The [Virginia Society for Technology in Education](#) [↗](#) (VSTE) supports a variety of learning communities. The VDOE provides a [professional learning network database](#) of Virginia division contacts for specific topics such as Integration of Technology and High School Redesign.

### **HCPS Technology**

Henry County Public Schools provides staff with resources located on the [HCPS staff webpage under Documents and Forms](#). Such resources include, but are not limited to, links to important technology forms, iPad repair forms, the IT work order system, STEM/Exabyte Challenges, and teacher software instructions.

Also included are links to the App, Services, and Website Approval forms and approved/denied lists of apps. Data is sorted by grade and/or subject in order for teachers to locate pre-approved apps relevant to their grade and subject. These apps have been vetted and approved by the App Approval Committee to ensure the digital safety of our students and staff information.



## Create Cultures of Change through Innovative Leadership Practices

### Goal:

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

### Resources/Partnerships:

Institutions of higher education, educational stakeholder groups, professional organizations, business and industry groups, and local school divisions

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"> <li>• Educational leaders develop a vision for teaching and learning that includes the appropriate use of technology.</li> <li>• Educational leaders are able to communicate and guide the implementation of division and school goals for teaching and learning that integrate technology and promote innovation.</li> <li>• Educational leaders model tolerance for risk and experimentation and create a culture of trust and innovation.</li> <li>• Educational leaders support, secure and advocate for resources to sustain technology initiatives and goals including those designed to support personalized learning environments.</li> <li>• Educational Leaders promote the use of a variety of innovative</li> </ul>	<ul style="list-style-type: none"> <li>• Types and numbers of professional learning opportunities are documented and recorded via PS Unified Talent.</li> <li>• Number of professional online courses and resources offered to educators and number of participant completers.</li> <li>• Current and emerging technology-based resources used by leaders, schools, and/or students as indicated by the Technology Usage Survey responses and the HCPS survey.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide guidelines for qualifications and hiring practices for all school leadership positions that reflect the need to have a deep understanding of the use of technology in learning and school operations.</li> <li>• Provide opportunities (e.g. pilot projects, requirement waivers, resources, etc.), within or between school divisions to implement and evaluate new technologies and instructional approaches.</li> <li>• Provide communication on the continued Board of Education work in support of the <a href="#">Profile of a Virginia Graduate</a>, <a href="#">Accreditation Matrix</a>, and the College,</li> </ul>



<p>instructional strategies and practices developed with current and emerging technology-based resources to support the innovative instructional approaches in the classroom.</p> <ul style="list-style-type: none"> <li>● Educational leaders possess the capability to efficiently and effectively use technology in the performance of job duties (data-driven decision making, educator evaluations, communications, and more).</li> <li>● Technology is included in technical assistance and school improvement resources provided by to educational leaders based upon school and school division needs as determined by criteria such as <a href="#">Accreditation Matrix Performance Levels</a>.</li> <li>● Educational leaders communicate with families and the community effectively to best serve the needs of school division stakeholders.</li> </ul>		<p>Career, and Civic Readiness Index.</p> <ul style="list-style-type: none"> <li>● Promote and provide professional learning opportunities regarding educational technology leadership, research, and innovations in education.</li> <li>● Promote the effective and efficient use of <a href="#">Instructional Technology Resource Teachers</a>.</li> <li>● Collaborate with other organizations to provide opportunities for leaders to meet, collaborate, and share ideas, resources, and effective practices, and to promote professional learning networks through social networking tools.</li> <li>● Support the role of technology in <a href="#">statewide systems</a> to collect, monitor, and report achievement to inform practices surrounding continuous improvement efforts (i.e., PowerSchool).</li> <li>● Support the implementation the VDOE and HCPS Technology plans to enhance instruction.</li> </ul>
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## Related Resources

### School Quality Profiles

[School Quality Profiles](#) are a new way to look at the performance of Virginia's public schools. School Quality Profiles were developed by the state Board of Education in response to the 2015 Virginia General Assembly, which directed the board to redesign online reports for schools and school divisions to more effectively communicate to parents and the public about the status and achievements of the Virginia's public schools. School Quality Profiles are available for all schools, school divisions, and for the state.

### Grants for Improving Teacher and Principal Quality

For the 2017-2018 school year, the [State Council of Higher Education for Virginia \(SCHEV\)](#) awarded seven competitive awards. The professional development grants will be used to increase the academic achievement of all students by helping Virginia schools and school districts improve teacher and principal quality and to ensure that all teachers are highly qualified in the core subjects they teach.

### Future Ready Schools

One of the ways schools and divisions can get assistance in planning is through the [Future Ready Schools national initiative](#). A research-based and reality-tested framework provided on the initiative's web site guides leaders through the process of helping their schools move towards the future. The group also focuses on developing the skills leaders will need in order for them to lead the process successfully. One of the Future Ready partners (EdSurge) has created an online [Guide to Becoming a Future Ready Leader](#). Rural divisions have special issues and problems when trying to develop a plan for personalized learning. The Future Ready initiative has developed the document [A Guidebook for Success: Strategies for Implementing Personalized Learning in Rural Schools](#) specifically to assist these divisions in moving forward.

### Creating a Culture of Innovation

The Canadian educational non-profit, [Galileo](#) has created an e-book, *Focus on Inquiry*. One chapter addresses how to lead the development of a culture for innovation, [Creating a Culture of Creativity, Risk-Taking and Innovation](#).

### National Perspectives

When developing a plan, it is helpful to have resources to refer to which provide a national perspective. The annual [Digital Learning Report](#) is one helpful resource for divisions, as is [National Educational Technology Plan](#).

### Tech This Out!

In order to provide resources for student families, staff, and the district community, Henry County Public Schools provides the [Tech This Out!](#) technology resource webpage. It is a helpful resource as it includes information about using technology in the classroom, being digitally responsible, and HCPS technology procedures and practices.





## Secure and Robust Infrastructure

### Goal:

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

### Resources/Partnerships:

Institutions of higher education, educational stakeholder groups, professional organizations, business and industry groups, and local school divisions

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"> <li>● Students, educators, and leaders have equitable access to secure and robust networks that provide high quality, reliable access to the Internet and other networks.</li> <li>● Schools and school divisions use best practices that comply with federal, state, and industry guidelines and recommendations to minimize network threats and vulnerabilities and protect educational data.</li> <li>● Students, educators, and leaders have equitable access to computing devices and other digital resources, including assistive technologies.</li> </ul>	<ul style="list-style-type: none"> <li>● Increased reporting of equitable and continuous access to secure and reliable networks by students, educators, and leaders as indicated by the Technology Usage Survey and the HCPS survey.</li> </ul>	<ul style="list-style-type: none"> <li>● Promote equitable access to high quality, effective learning environments for all students by supporting efforts to reduce barriers to technology access.</li> <li>● Provide technical assistance such as network standards, recommendations, and other information available from various stakeholder organizations that provide guidance on interoperability, broadband, and network capabilities.</li> <li>● Promote the continual expansion of broadband capability to support digital learning and innovative education using guidance provided by relevant stakeholder organizations.</li> <li>● Promote local participation in federal (such as <a href="#">e-Rate</a>) and state (such as the <a href="#">Virginia Public School Authority</a>) programs to maximize resources available to students, educators, and school leaders.</li> <li>● Utilize the VDOE provided assistance to school divisions on the evaluation of infrastructure</li> </ul>




<ul style="list-style-type: none"><li>● Schools have 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 innovative way.</li></ul>		<p>costs related to broadband to ensure equity; encourage cooperative purchase agreements when appropriate.</p> <ul style="list-style-type: none"><li>● Provide assistance to school leaders and teachers on the development of <a href="#">plans and programs</a> that balance safety and security issues while allowing for instructional innovation.</li><li>● Utilize the VDOE provided evaluation criteria and standards that allow school divisions to make informed purchases of computing devices and other digital resources, including assistive technologies.</li><li>● Utilize the VDOE provided assistance to divisions on the development of regional contracts for planning, acquiring, managing, and maintaining technology, including assistive technology.</li><li>● Utilize the VDOE provided information about evaluation criteria and standards for hardware and software adoption to include a focus on interactivity, personalization and universal design features.</li><li>● Ensure that assistive technology services and devices are implemented in accordance with the <a href="#">Individuals With Disabilities Education Act (IDEA)</a>.</li><li>● Provide efficient use of the technical support personnel required in the Standards of Quality (<a href="#">§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel</a> – see J).</li></ul>
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## Related Resources

### Building Broadband

Individual school divisions in Virginia are approaching the problem of student access to the Internet outside of the school in differing ways. One approach taken by Albemarle County Public Schools is described in the article [A School District Is Building A DIY Broadband Network](#) .

### Virginia's KLIP

The [K-12 Learning Infrastructure Program \(KLIP\)](#) is a partnership with the Virginia Department of Education, the governor's office, the EducationSuperHighway (ESH), and the Friday Institute for Educational Innovation. The KLIP supports increased access to affordable, high-speed Internet in every classroom in Virginia. The goals of the KLIP are to: get fiber to schools that need it, ensure classrooms have updated and reliable Wi-Fi, help divisions get more broadband for their budgets, and assist schools with the e-Rate process to get the discounts they need for Internet access and internal connections.


### e-Learning Backpack

The purpose of the [Virginia e-Learning Backpack Initiative](#) is to provide every ninth grade student attending a public school that is not fully accredited with a tablet or laptop computer, digital content and applications, and access to content creation tools. While much of the focus of the initiative is currently on the supplemental grants provided through the Virginia Public School Authority (VPSA) for eligible schools, the Virginia e-Learning Backpack Initiative is actually a broader initiative intended to assist all schools in the transition to digital content and tablet or laptop computers.


### Accessibility and the Division Web Presence

The VDOE has listed some resources that will be helpful to school divisions as they seek to update their web pages and digital content to comply with ADA regulations. Find links to information, tools and instructions on the [Website Accessibility Resources and Tools for School Divisions](#) page.

### Training and Technical Assistance Centers

The Virginia Department of Education (VDOE) supports eight [Training and Technical Assistance Centers \(TTACs\)](#) , located at Universities across the Commonwealth of Virginia, to improve educational opportunities and contribute to the success of children and youth with disabilities (birth - 22 years).

### Continuity Planning

The Virginia Department of Emergency Management provides resources to assist local governmental entities to create Continuity of Operations Plans (COOP) . If your division has not been involved with this process, contact your local government agency and discover how you can participate.



### **Virginia Longitudinal Data System**

The [Virginia Longitudinal Data System \(VLDS\)](#) provides state policy makers, authorized researchers and citizens with access to educational and workforce training data from multiple sources while protecting the privacy of Virginia students. VLDS supports critical reporting on the quality of public education – such as accurate graduation and dropout rates for high schools and school divisions – while providing information that can help policy makers improve programs that prepare and connect Virginians with employment opportunities.

### **Consortium of School Networking**

As K–12 education institutions are increasingly using digital content and related e-learning technologies to meet evolving education needs and goals, division find there are gaps in the integration and interfaces among disparate applications. The Consortium for School Networking [☞](#) (CoSN) has several resources that assist school divisions tackling this particular problem.

### **Rapid-Cycle Evaluation Support**

The US DOE’s Office of Educational Technology is developing a tool to assist schools in use [Rapid-Cycle Evaluation \(RCE\)](#) [☞](#). The new tool, called the [Coach](#) [☞](#),” is in early pilot. “The Coach, embedded with professional development tools, walks educators through how to craft a research question, set up data, create a match comparison group and analyze the results.” Divisions can sign up to use the beta version of this tool.