

# Local Education Agency Strategic Technology Plan Template

Developed

By

North Carolina School for the Deaf at Morganton

October 15, 2008



## Necessary Components for the LEA Technology Plans North Carolina G. S. § Article 8, Part 3A 115c-102.6A-C(16).

In order for local education agencies to meet requirements as set forth in North Carolina General Statute § Article 8, Part 3A 115c-102.6C-A, each section of the plan must include at least one strategy or objective that addresses the following:

### **NC public schools will produce globally competitive students.**

1. Mathematics/reading scores improvement
2. Classroom use of student resources
3. IMPACT model implementation
4. Computer Skills Test score improvement
5. Computer Skills Curriculum implementation
6. Information Skills Curriculum implementation
7. Technology integration across the curriculum
8. Student distance learning opportunities
9. Assistive technology availability
10. Global Exchange
11. Support for Early College/Learn and Earn (or similar) programs

### **NC public schools will be led by 21st Century professionals.**

1. Teacher/staff skills assessment
2. Diverse training resources (local and online including DPI resources)
3. Follow-up support
4. Local certification and professional development requirements
5. Ethical and professional standards
6. Evaluation of training
7. Readiness of an educator to design, implement, and discuss assessment strategies is referred to as "assessment literacy."
8. Global awareness training\*

*\*Global Awareness:* The recognition and understanding of interrelationships among international organizations, nation-states, public and private economic entities, socio-cultural groups, and individuals across the globe.

### **NC public school students will be healthy and responsible.**

1. School campus security (video, alarms, metal detectors, etc.)

2. School bus security (video, radios, cell phones, etc.)
3. Student and Staff ID systems
4. Student Information/Tracking Systems (SIMS/NCWISE, nutrition, etc.)
5. Internet and email filtering/security
6. Classroom telephone systems and other communications devices
7. Website use (district, school and classroom) Flexible access to resources
8. Equitable access to resources
9. Ethical and personal responsibility
10. Policy and procedures to address global, ethical and responsible use
11. Technology used to educate, monitor and maintain healthy student lifestyles

**Leadership will guide innovation in NC public schools.**

1. Leadership enabling Teaching and learning collaborative projects
2. MTAC
3. Leadership communication tools and venues
4. Leadership created professional growth opportunities
5. Partnerships
6. Process for addressing ongoing change

**NC public schools will be governed and supported by 21st Century systems.**

1. Policy
2. Budget
3. Personnel
4. Security
5. Administrative Applications
6. Hardware
7. Infrastructure-School Local Area Networks and District Wide Area Networks
8. Communication and collaboration tools (email, Web 2.0, file management) for clientele

**REQUIRED SUBSTANTIVE COMPONENTS  
 OF THE  
 LOCAL SCHOOL DISTRICT TECHNOLOGY PLAN**

The local school board has actively involved key stakeholders in the development of a district-wide four-year technology plan that includes the following key components:

- a vision statement consistent with the North Carolina Instructional Technology Plan that reflects the unique qualities and strategic priorities of your local school system;
  - the identification of the current situation, goals, objectives and evaluation of the core instructional and administrative components of a technology program that address the five strategic priorities of the Future Ready Students:
    - Globally competitive students
    - 21<sup>st</sup> Century professionals
    - Healthy and responsible students
    - Leadership for innovation
    - 21<sup>st</sup> Century Systems;
- a staff development and training component that reflects a budget of 20 to 30 % of the total cost of the technology program; and
- an infrastructure/connectivity component that meets North Carolina Information Technology Services standards to assure compatibility, connectivity, and cost-effectiveness.

LEA Name: \_\_\_\_\_

LEA Number: \_\_\_\_\_

Signature: \_\_\_\_\_

Superintendent

\_\_\_\_\_

Local Board Chair

Person of Contact: \_\_\_\_\_

Telephone number: \_\_\_\_\_

## Technology Committee Members

All committee members have been involved in the development of this plan and support its implementation.

Name	Title or Group Represented	Signature	Date
<u>Eric Totty</u>	<u>Technology Support Analyst</u>		
<u>Dean Dodson</u>	<u>Electronics Technician</u>		
<u>Suzanne Levan</u>	<u>Assistant Business Manager</u>		
<u>Donna Ross</u>	<u>Media Coordinator</u>		
<u>William Ross</u>	<u>CASS Director</u>		
<u>Susie Fortune</u>	<u>Administrative Support</u>		
<u>Jenny Taylor</u>	<u>Occupational Therapist</u>		
<u>Scott Skelton</u>	<u>High School Teacher</u>		
<u>Mark Patrick</u>	<u>Middle School Teacher</u>		
<u>Melodie Pugh</u>	<u>Administrative Support</u>		
<u>Dave Miller</u>	<u>Print Shop/TV Productions</u>		

## **Vision**

The mission of the North Carolina School for the Deaf (NCSD) is to provide quality, comprehensive, developmental and educational opportunities for eligible students and their families. These students are afforded the opportunity to develop the skills necessary to lead productive lives—vocationally, socially, and personally—resulting ultimately in the achievement of their highest potential for independent successful lives.

Our NCSD instructional technology vision includes:

- (1) increasing academic performance in all areas;
- (2) reducing communication barriers for students, staff and families;
- (3) providing safety with visual rather than auditory alerting devices and with emergency communication access for both deaf and hearing staff members;
- (4) increasing staff technological competencies through staff development and opportunities to use technology;
- (5) allowing our students to learn technological skills to increase future employment options, and
- (6) increasing efficiency of record-keeping and staff productivity.

NCSD K-12 residential and day students depend on technology to compensate for communication barriers caused by hearing loss and to obtain information that others gain from the ability to hear. Most of our students depend on sign language for both receptive and expressive language for instruction, communication and socialization. In addition, NCSD staff members who are deaf or hard of hearing depend on technology, as well as sign language, for information and communication. Instructional technology is vital to our students since they depend on visual/auditory combined learning strategies. Technology fosters potential independence by expanding communication boundaries and by allowing information exchange between all individuals. We envision NCSD enhancing communication by acquiring and adapting technology to advance and create opportunities for student and staff learning.

Our graduates must compete for jobs in a global marketplace and they must possess the 21<sup>st</sup> Century skills to perform in a technology based workplace. We envision a learning environment with total access to information regardless of hearing acuity. We visualize a school with technology that allows individualization and creation of engaging lesson plans. We envision well-trained staff that fosters knowledge and opportunities for experience thus producing graduates that have the necessary skills to obtain employment in the global market.

NCSD will use data-driven technology instruction to support collaborative learning environments both in school and residential programs. We will provide professional development for all staff which will promote student creativity, academic success, decision-making and life skills. Instructional technology will enable students to reach their full potential by removing communication roadblocks and increasing efficiency. Equitable access to a variety of technological resources will promote infusion of technology into all curriculum areas. The end result of our vision for technology expansion is a stronger more effective learning environment that enhances academic gains for all students, opens communication, fosters employment skills and makes for a dynamic, creative work environment for staff.

## **Globally Competitive Students—Current Situation Narrative**

The North Carolina School for the Deaf (NCSD) supports student achievement in technology with a total of eight (8) computer labs. One computer lab in the elementary school, two in the middle school; the high school has three computer labs: one focuses on writing, the other on the occupational course of study (OCS) and lastly on computer literacy. The media center and the residential program each have their own computer lab for instructional use. In addition, the residential program has computer access for students before, during and after school hours for research and assignments. These services are also available in the media center and residential facilities; furthermore, TV/VCR/DVD access is provided in each classroom, media center and residential facility. Every NCSD classroom has at least one computer with Internet access. In accordance with the proposed laptop initiative all teachers and K-12 students could utilize laptops and other technology during their instructional day.

To support student achievement key technology programs, initiatives and software are utilized by staff. Some of the software programs are geared toward enhancement of reading and math skills; while other software is used to satisfy the academic and communicative needs of students. Examples are: Accelerated Reader, Accelerated Math, Reading 2000 Plus, PAWS, Jump Start, computer typing and keyboard software. Boardmaker is utilized for special need students' instruction.

As part of the North Carolina Standard Course of Study (NCSCS), the computer skills curriculum is taught across all grade levels. Many of the teachers use an electronic grade tracking program, all report cards and transcripts are maintained online. This program is aligned with the NCSCS for reading and math. K-12 assessments and EOG/EOC sample test items are made available by DPI for instructional use. Data collected from these assessments are used to guide instruction. The staff utilizes reading and math strategies/activities from LearnNC, Kaleidoscope and NC WiseOwl web sites for education. Further instructional options are available by utilizing services provided by our media center.

The IMPACT Model for Media and Technology is being implemented by personnel with a Master of Library Science degree. Attempts are being made to provide an Instructional Technology Facilitator. Appropriate space, materials and resources have been allocated per student in the media center according to the specifications of the IMPACT Model. Collaboration with the Media Coordinator and flexible access allows students and staff to utilize media resources for assignments, research, enrichment and leisure.

These opportunities will be enhanced by the proposed implementation of video conferencing. Distance learning opportunities are available through collaboration with other educational entities (i.e. secondary, post-secondary facilities) offering appropriate courses for students' needs.

Video Relay Systems (video phone) are available for communication access and are important since they allow distance signed communication; our population does not

benefit from voice communication devices. Instruction is modeled for students and families to encourage appropriate socialization and communication protocol. Telephone Device for the Deaf (TDD/TTY) equipment is available; its use and instruction in proper etiquette is provided to allow communication access for students and staff. Students have access to digital/video cameras for photographing and recording sporting events and special activities both on and off campus. These images are used for publication in annual yearbooks, newsletters and other publications. Educational programming with these devices is used to enhance learning opportunities in the classroom. Computer literacy will be achieved by utilizing web based resources such as Study Island, Kaleidoscope, WorldBook-online, Gaggle.net, etc.

NCSD will research Global SchoolNet, NovaNet, Geo Games and other technologies to achieve access and exposure to global exchanges and partnerships. Attempts are being made to establish collaboration with other residential schools in foreign countries. Increased bandwidth will allow usage of video conferencing to facilitate global communication.

Video conferencing may be utilized to facilitate American Sign Language (ASL) communication and instruction with other deaf or hard of hearing schools. Certified staff could also offer ASL as a foreign language remotely to other educational entities.

NCSD serves a population that requires assistive and adaptive technologies to facilitate learning and meaningful exchanges. This is accomplished by using such technologies as:

- The Magic Touch (touch screen)
- Video phone—VRS
- TDD/TTY
- Intellikeys-special keyboards with large keys
- Enlarged/magnified TV/reader
- Writing with Symbols
- Use of music as a modality for therapy
- Light box to aid deaf/blind students
- Big Mac buttons for students with poor fine motor skills
- Closed Captioning services benefit the students and staff who are deaf or hard of hearing.

Boardmaker is also utilized for special need students' instruction and communication wallets. These technologies assist in their functional and academic communication. Use of web based programs like Google Earth, NC WiseOwl, Kaleidoscope, WorldBook-online and Discovery Education grant access to learning opportunities.

Web cams are used to collect data to facilitate scientific research in collaboration with other educational institutions for deaf or hard of hearing students. Interactive whiteboard technologies are being utilized for instructional purposes and provide interactive experiences for our students without leaving the classroom. Our teachers are able to participate through the University of Michigan, in Wiki's with teachers

across the United States that not only provide networking opportunities, but mentoring and coaching of teachers at other schools.

Students can research higher education opportunities afforded them through online collaboration courses. NCSD has limited access to the room at Western Piedmont Community College designated as the information highway site, providing our students with opportunities to participate in the virtual high school distance learning program. Our students can be dual enrolled at the community college and our high school program; including certification and technology programs not limited to courses for college credits. The college affords our students an opportunity to utilize specialized vocational software and equipment such as AutoCAD, design programs, laser guided woodworking/design, and welding.

All of these integrated technologies will be used to improve educational, vocational and social outcomes for our students through increased use of technology on a daily basis in the classroom learning environment. The utilization of technology tools (video conferencing, Intranets, and email, etc) will be used to improve communication, facilitate collaboration, share best practices and provide distance learning opportunities for students and staff. The use of video relay systems (VRS), video conferencing and other communication devices are to collaborate with and share information with parents. Furthermore, this is accomplished when the North Carolina Window of Information on Student Education (NCWISE) data managers and school administrators train staff to manage, analyze and make use of data to improve instruction.

## NC public schools will produce globally competitive students. Strategic Technology Plan

<b>Strategic Priority 1: NC public schools will produce globally competitive students.*</b>							
Strategic Goal: (Please check.)							
<input checked="" type="checkbox"/> Every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrates a global 21st Century environment, including a mastery of languages, an appreciation of the arts, and competencies in the use of technology.							
<input type="checkbox"/> Every student's achievement is measured with an assessment system that informs instruction and evaluates knowledge, skills, performance, and dispositions needed in the 21st Century.							
<input type="checkbox"/> Every student will be enrolled in a course of study designed to prepare them to stay ahead of international competition.							
<input checked="" type="checkbox"/> Every student uses technology to access and demonstrate new knowledge and skills that will be needed as a life-long learner to be competitive in a constantly changing international environment.							
<input type="checkbox"/> Every student has the opportunity to graduate from high school with an Associates Degree or college transfer credit.							
Objective 1.1 Implement technology integration across the curriculum							
Strategy	Resources Needed (Human & Material)	Person(s) Responsible	Budget Needs	Funding Sources	Time-line (Proposed Beginning & Ending dates)	Method of Evaluation	Evaluation Results June, 2009
1.1.1 Purchase identified remediation and educational software (web-based if applicable)	Annual subscription fees/Licenses Online subscriptions Computers Software NC Standard Course of Study	IT Staff Instructional Staff Media Coordinator Principal Accountability Coordinator	\$ 1,500	State, Federal	Annually	Software Selection Purchasing documentation Registration of licenses	
1.1.2 Train instructional staff to use new software	Training manual Instructional staff Workshops Software/computer	Staff Development Coordinator IT Staff IT Facilitator	\$ 300	State, Federal	Annually	Attendance rosters	
1.1.3 Implement utilization of software	Computers/Software NC Standard Course of Study	Instructional staff Principal IT Staff	N/A	State, Federal	Annually	Computer logs	
1.1.4 Maintain current educational software for school and media center use	Follett Educational Software	Instructional Staff IT Staff Media Coordinator	\$ 4,000	State, Federal	Annually	Software inventory Purchasing documentation	
1.1.5 Use server-based and online subscription software to teach and practice problem solving and testing skills	Instructional staff Internet access Server access List of DPI Web sites NC Standard Course of Study Computers	Principal Curriculum Coordinator Media Coordinator IT Staff	\$ 4,000	State, Federal	Beginning August 2009 Review quarterly (each nine week grading period).	Student completed assignments and test results Assessments	

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Objective 1.2 Incorporate the IMPACT model across various disciplines (math, English, science) to further student development							
<b>Strategy</b>	<b>Resources Needed (Human &amp; Material)</b>	<b>Person(s) Responsible</b>	<b>Budget Needs</b>	<b>Funding Sources</b>	<b>Time-line (Proposed Beginning &amp; Ending dates)</b>	<b>Method of Evaluation</b>	<b>Evaluation Results June, 2009</b>
1.2.1 Establish/document a planning schedule with instructional staff to incorporate media, information and computer skills curriculum	Computer Lab Media Center Schedule	Principal Instructional staff Media Coordinator	N/A	N/A	Beginning August 2009 Ending June 2013  Review quarterly (each nine week grading period)	Planning schedule	
1.2.2 Follow DPI guidelines for monitoring and assessment procedures of information and computer skills curriculum	Instructional Staff DPI guidelines NC Standard Course of Study	School Director Principal	N/A	N/A	Beginning August 2009 Ending June 2013  Review quarterly (each nine week grading period).	Principal evaluations Assessments Pacing guides	
1.2.3 Maintain a flexible schedule for computer lab and media center access	Computer Lab Media Center Flexible schedule	Media Coordinator Principal Staff	N/A	N/A	Beginning August 2009 Ending June 2013 Periodic reviews	Media Center Reports Lab schedule	

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Objective 1.3 Expand current technology and applications campus-wide							
<b>Strategy</b>	<b>Resources Needed (Human &amp; Material)</b>	<b>Person(s) Responsible</b>	<b>Budget Needs</b>	<b>Funding Sources</b>	<b>Time-line (Proposed Beginning &amp; Ending dates)</b>	<b>Method of Evaluation</b>	<b>Evaluation Results June, 2009</b>
1.3.1 Purchase supplemental hardware to aid in classroom instruction and promote student participation	Interactive whiteboard technologies Upgrade captioning equipment LCD projectors Laptop computers Digital Camera/Recorder	Principal Instructional staff Media Coordinator	\$ 80,000	State, Federal	Periodic reviews throughout the school year  Ongoing	Usage log Computer assignments Purchasing documentation	
1.3.2 Identify assistive technology needs through occupational therapy evaluations, assessments and observations	Occupational Therapy Evaluations Instructional staff List of appropriate resources	Occupational Therapist Support Staff	N/A	N/A	Beginning 2009 and updated as necessary with continuing integration	Occupational therapy evaluations, assessments and observations	
1.3.3 Review available programs with distance learning facilities such as other schools for the deaf and higher educational entities	Computer Lab Media Center Classrooms Video Conferencing Online courses	Principal IT Staff Instructional Staff Media Coordinator Staff Development Coordinator ET Staff	\$ 40,000	State, Federal	Beginning January 2010  Review quarterly (each nine week grading period).	Annual Review	
1.3.4 Use model technology tools to enhance learning, increase productivity and promote creativity (i.e. Web 2.0 Tools)	Web-based tools Internet Access Computer Lab Classrooms NC Standard Course of Study	Principal Instructional staff IT Staff	N/A	N/A	Beginning September 2009  Review quarterly (each nine week grading period)	Principal evaluations Teacher observations Assessments	

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<input type="checkbox"/> Every student has the opportunity to graduate from high school with an Associates Degree or college transfer credit.							
Objective 1.3 Expand current technology and applications campus-wide							
<b>Strategy</b>	<b>Resources Needed (Human &amp; Material)</b>	<b>Person(s) Responsible</b>	<b>Budget Needs</b>	<b>Funding Sources</b>	<b>Time-line (Proposed Beginning &amp; Ending dates)</b>	<b>Method of Evaluation</b>	<b>Evaluation Results June, 2009</b>
1.3.5 Implement technology to facilitate remote/distance learning opportunities	Video conferencing hardware/software	IT Staff ET Staff	\$ 160,000	State, Federal Other available sources	July 2009	Usage logs	
1.3.6 Hire and Maintain Instructional Technology Facilitator through reallocation of position	Technology Facilitator Job Description	School Director, Human Resources Personnel	\$25,000- \$50,000	Reallocation of current teaching position	Beginning August, 2009  Ending June 2013	Position Filled	
1.3.7 Purchase laptop computers (or similar devices) for all K-12 students	Equipment Specifications	Technology Facilitator, Technology Support Analyst, Budget Manager	\$50,000 per year	Reallocation of current resources	Beginning August, 2009  Ending June 2013	Equipment Inventory	
1.3.8 Assist in the development and implementation of teacher lesson plans to maximize use of laptop computers	Collaboration time built into schedule	Technology Facilitator, Media Coordinator	N/A	N/A	Beginning August, 2009  Ending June 2013	Teacher lesson plans, Observation, Schedules	
1.3.9 Implement NCWISE in every classroom.	NCWISE coordinator Instructional staff	IT Staff	N/A	N/A	Beginning August 2009	Attendance roster Grade reports	

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<input checked="" type="checkbox"/> Every student uses technology to access and demonstrate new knowledge and skills that will be needed as a life-long learner to be competitive in a constantly changing international environment.							
<input type="checkbox"/> Every student has the opportunity to graduate from high school with an Associates Degree or college transfer credit.							
Objective 1.4 By June 2013, at least one course will be offered at each residential school through the North Carolina Virtual School System							
<b>Strategy</b>	<b>Resources Needed (Human &amp; Material)</b>	<b>Person(s) Responsible</b>	<b>Budget Needs</b>	<b>Funding Sources</b>	<b>Time-line (Proposed Beginning &amp; Ending dates)</b>	<b>Method of Evaluation</b>	<b>Evaluation Results June, 2009</b>
1.4.1 Receive courses through the Virtual School System for remediation and enrichment	Video Conferencing Equipment & Software, Laptop Computers, Virtual School System	Technology Facilitator, Virtual School System Personnel	N/A	N/A	Beginning August, 2009  Ending June 2013	Course List Transcripts	
1.4.2 Develop course specifically designed for students with disabilities to be taught through the Virtual School System	Instructional Staff Available courses	Technology Facilitator, Instructional staff	N/A	N/A	Beginning August, 2009  Ending June 2013	Available courses Transcripts	

## **NC public schools will be led by 21st Century professionals. Current Situation Narrative**

NCSD students learn from and work collaboratively with individuals representing diverse cultures. Our students can access information about communities next door and around the world from a variety of information sources thus increasing their global awareness of other cultures and communities. Currently, the NCSD student population represents a diverse collection of ethnic backgrounds. To meet the needs of this multicultural group all teachers have computers with internet access and they are encouraged to explore internet options for professional development which is offered on demand, making use of the internet resources available to them. North Carolina School for the Deaf maintains a membership with the Northwest Regional Education Service Alliance (NWRESA). Through this continued collaboration with NWRESA, training for instructional staff is offered to obtain continuing education credits for licensure renewals. NCSD academic and non-academic staff take advantage of training opportunities on a variety of topics offered at NWRESA which utilizes such resources as Intel Innovation. Furthermore, the NCSD instructional staff attend trainings provided by Burke County Public Schools, local colleges and universities as well as OES, DPI, DHHS and internal offerings. DHHS policy training is made available on-site/online for staff to complete required professional development. Lastly, all staff has the opportunity to attend the OES Summer Institute to participate in mandated and non-mandated training. A minimum of one technology continuing education unit is required during a 5-year license renewal cycle for teachers. Instructional staff obtain this unit through the resources stated above. Teachers, by request, have worked on global awareness through NWRESA and through self-study.

One-hundred percent of North Carolina School for the Deaf employees must utilize Internet to access email, BEACON and the NCSD web site. NCSD maintains an Intranet to supply school information to students, parents and staff. Teachers and instructional support staff have access to Comprehensive Exceptional Children Accountability System (CECAS) to monitor student progress. North Carolina Window of Information on Student Education (NCWISE) implementation is also being utilized by staff to maintain student demographic, academic and attendance records. Teachers use a variety of resources to ensure students have access to the essentials of the North Carolina Standard Course of Study (NCSCS). Some of these resources include those provided via NC DPI website (LearnNC, NC WiseOwl, etc.).

BEACON implementation began in April 2008 which provides staff with the ability to manage health benefit information, banking data, hours worked and leave requests, etc. The security of this system is maintained by the NC Identity Management System (NCID) to protect staff identity, information and to maintain personnel passwords.

The assistant business manager and the purchasing agent utilize web-based technology to access the NC eProcurement system and Interactive Purchasing System to facilitate purchases to support education of the students and continued operation of the school. Budgetary reports are maintained via the X'TND Budgetary Report System. DHHS Program Management Database System is used department wide to maintain

demographic, budgetary and program information. All performance based contracts are maintained and monitored using the web-based DHHS Contracts System. Business office staff accesses ITS eBilling website to obtain electronic monthly invoices for internet access, local/long distance and cellular telephone services and data-driven communication devices.

The NCSD Media Center utilizes the Follett Circulation System for management of all cataloged materials. The entire campus is electronically linked to the circulation system from any computer on campus for use by staff and students. Staff and students have access to World Book Online. The Annual Media and Technology Report (AMTR) is utilized to monitor inventory of technology resources from IT and Media departments. Computer literacy will be achieved by utilizing web based resources such as Study Island, Kaleidoscope, WorldBook-Online, Gaggle.net, etc.

Technology has provided an equal 'playing field' for all staff, deaf and hearing, by giving them access to critical information. In an effort to do so, AlertNow services allow for bulk notification of campus information and emergency situations to students, staff and parents/guardians. This service includes text notification by electronic communication for the benefit of the deaf or hard of hearing population served by the North Carolina School for the Deaf. The AlertNow system has been utilized to communicate in multiple languages. Finally, ePigeon is another campus-wide electronic notification system to individual computers.

Zero percent of the State appropriated budget is allocated in the technology budget for technology staff development. Staff development is a separate Responsibility Cost Center (RCC). Staff development, continuing education, seminars and classes are available for the entire school staff using funds in other Responsibility Cost Centers.

## NC public schools will be led by 21st Century professionals. Strategic Technology Plan

<b>Strategic Priority 2: NC public schools will be led by 21st Century professionals.</b>							
Strategic Goal: (Please check.)							
<input checked="" type="checkbox"/> Every teacher will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantees student learning.							
<input checked="" type="checkbox"/> Every teacher and administrator will use a 21st Century assessment system to inform instruction and measure 21st Century knowledge, skills, performance, and dispositions.							
<input checked="" type="checkbox"/> Every education professional will receive preparation in the interconnectedness of the world with knowledge and skills, including language study.							
<input checked="" type="checkbox"/> Every education professional will have 21st Century preparation and access to ongoing high quality professional development aligned with State Board of Education priorities.							
<input checked="" type="checkbox"/> Every educational professional uses data to inform decision.							
Objective 2.1 Create a campus-wide environment conducive for implementation of 21 <sup>st</sup> Century standards and skills							
<b>Strategy</b>	<b>Resources Needed (Human &amp; Material)</b>	<b>Person(s) Responsible</b>	<b>Budget Needs</b>	<b>Funding Sources</b>	<b>Time-line (Proposed Beginning &amp; Ending dates)</b>	<b>Method of Evaluation</b>	<b>Evaluation Results June, 2006</b>
2.1.1 Purchase laptop computers (or similar devices) for all teachers	Equipment Specifications	Technology Facilitator, Technology Support Analyst, Budget Manager	\$50,000 per year	Reallocation of current resources	Beginning August, 2009  Ending June 2013	Equipment Inventory	
2.1.2 Assess current teacher/staff technology skills and identify LEAD teachers to assist other teachers	Survey	Technology Facilitator, Principal	N/A	N/A	Beginning August, 2009  Ending June 2013	Survey Results, List of LEAD teachers	
2.1.3 Develop specific guidelines and procedures regarding ethical and professional standards for 1:1 laptop environment	Current policies, procedures, and guidelines	District Personnel, Media & Technology Advisory Team	N/A	N/A	Beginning August, 2009  Ending June 2013	Guidelines and Procedure in place and shared with staff	
2.1.4 Provide face-to-face and online trainings to teachers on how to teach in a 1:1 laptop environment	Friday Institute Training and Facilities Technology Facilitator Led Local Training	Technology Facilitator, District Office Personnel	\$5,000 per year	Reallocation of current staff development and travel resources	Beginning August, 2009  Ending June 2013	Sign in sheets, Certificates of Completion, Staff Development Forms, Evaluation Forms	
2.1.5 Provide ongoing daily support to teachers	Technology Facilitator, LEAD Teachers	Technology Facilitator, LEAD Teachers	N/A	N/A	Beginning August, 2009 Ending June 2013		

**NC public school students will be healthy and responsible.**  
**Current Situation Narrative**

The North Carolina School for the Deaf utilizes monitored security cameras as well as integrated computerized fire alarm systems to maintain student and campus-wide safety. All staff and students are routinely trained in emergency procedure drills (i.e. fire and/or tornado). The Residential facility utilizes close-circuit cameras to monitor common areas, entryways and main lobby areas for student and staff safety. Secure storage and data/communication service areas are monitored by Broughton Hospital Police dispatch. Broughton Police provides security to the NCS D campus through patrolling the grounds and may be reached by dialing \*200 from any telephone on campus for emergency situations. Residential areas have been equipped with visual strobes and audible alarms in the event of a fire. The warehouse refrigeration systems are digitally linked to the Broughton Hospital Police dispatch ensuring their operational integrity. Mobile communications are used to reach the School Resource Officer, Administrative Watch and emergency communication personnel on a daily/as-needed basis. ePigeon®, an internal communication software program is used to generate and distribute crisis warnings as well as campus notifications. AlertNow® Rapid Communication Service is used to deliver voice and text messages within minutes to telephones or any internet-enabled device, including mobile phones, pagers and computers. AlertNow helps to address our school communication needs, replacing outdated phone trees that required staff resources and large blocks of time to deliver messages to multiple recipients.

The United States Department of Agriculture (USDA) Food and Nutrition Service web site is accessed to order the annual allotment of dietary provisions based upon the North Carolina School for the Deaf student population. Dietary supplies are procured utilizing the eProcurement systems. Our warehouse refrigeration systems are digitally linked to the Broughton Hospital switchboard ensuring their operational integrity. The NCS D Child Nutrition Department utilizes the NUTRIkids® School Food Management System via the internet to obtain nutritional information, analyze school lunch menus, and obtain healthy recipes for preparation of meals.

The Positive Behavior Support system (pro-social and conflict resolution curriculum) and the after school academic tutoring assistance program are supported by technology currently available at NCS D. The school maintains a website promoting student activities, organizations and sports programs. Incident reports and IEP forms are both available online for staff use.

The D.A.R.E. program has been phased out by the local law enforcement agencies. We currently do not have a program of this kind implemented in our school. A similar program may be started in the future by local law enforcement agencies allowing for school participation.

The IMPACT Model for Media and Technology is being implemented by personnel with a Master of Library Science degree. According to the specifications of the IMPACT Model appropriate space, materials and resources have been allocated per student in the

media center. Informational Technology personnel are in place to facilitate campus wide technological resources for all staff use. Attempts are being made to provide an Instructional Technology Facilitator. Collaboration with the Media Coordinator and other staff will facilitate a technologically enriched education environment. This environment promotes student achievement by maintaining flexible access allowing students and staff to utilize media resources for assignments, research, enrichment and leisure.

Residential life goals stem from the mission to develop students who achieve vocationally, socially, personally and meet potential for independence. This is achieved through Life Skills development, Student Honors and the Independent Living programs which support student growth.

North Carolina School for the Deaf has a Communication Access Support Services (CASS) department to ensure all students, staff and families are receiving current information in a timely manner. The CASS department uses technology to teach classes, communicate information, maintain viable data and ensures compliance with the American's with Disabilities Act (ADA). To fulfill the IDEA mandate the CASS Department maintain that any student progress is communicated in the parents'/guardians' native language (i.e. Spanish). Electronic educational programs at North Carolina School for the Deaf are captioned upon request. To copy and/or add caption permission is obtained from appropriate authors, sources and vendors. Copyright issues are also addressed by acquiring signed authorization forms from appropriate persons.

Staff and students are required to sign and submit an Acceptable Use Policy for appropriate technology use. The policy covers all regulations for using the network, computers and school technical resources. Additional policies, procedures and software are in place to educate and ensure proper use of technology and internet safety for all staff and students (i.e. firewalls and filters). The North Carolina School for the Deaf maintains a firewall and a secure network to protect students from inappropriate social networking, pornography, hate sites and child predators. The Department of Health and Human Services has a zero-tolerance policy for computer misuse. NCSD adopted this policy for all users. DHHS staff must complete required policy training which is made available on-site/online as part of their professional development.

The school is using technology to help educate, monitor and maintain healthy lifestyles for our students. The North Carolina School for the Deaf utilizes technology in collaboration with East Carolina University Brody School of Medicine to meet student health needs. Physician referral consultation services are provided for students using Telemedicine bridge partnerships. This is accomplished by utilizing point-to-point video technology enabling consulting physicians in real time to (1) see and talk to the referring physician or nurse presenter or other healthcare provider(s) with patients face to face over the interactive video/audio telecommunications link; (2) hear sounds transmitted by a digital stethoscope; (3) view images transmitted by a handheld dermatology camera and otoscope-camera; and (4) recommend medication and necessary treatments to the school

physician, referring physician and/or other patient healthcare provider(s). Furthermore, Telemedicine provides NCSD staff with professional development opportunities.

## NC public school students will be healthy and responsible. Strategic Technology Plan

<b>Strategic Priority 3: NC public school students will be healthy and responsible.*</b>							
Strategic Goal: (Please check.)							
<input checked="" type="checkbox"/> Every learning environment will be inviting, respectful, supportive, inclusive, and flexible for student success. <input type="checkbox"/> Every school provides an environment in which each child has positive, nurturing relationships with caring adults. <input type="checkbox"/> Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices. <input type="checkbox"/> Every school focuses on developing strong student character, personal responsibility, and community/world involvement. <input type="checkbox"/> Every school reflects a culture of learning that empowers and prepares students to be life-long learners.							
Objective 3.1 Enhance/maintain environment allowing for students overall wellbeing though June, 2013							
<b>Strategy</b>	<b>Resources Needed (Human &amp; Material)</b>	<b>Person(s) Responsible</b>	<b>Budget Needs</b>	<b>Funding Sources</b>	<b>Time-line (Proposed Beginning &amp; Ending dates)</b>	<b>Method of Evaluation</b>	<b>Evaluation Results June, 2009</b>
3.1.1 Deploy surveillance cameras in halls, playgrounds, and parking lots.	Cameras and computer equipment and software	Facilities director IT Staff ET Staff	\$10,000.00/per school	Local, state, federal, other	Beginning July, 2009  Ending June, 2013	Observation, discipline records, vandalism reports	
3.1.2 Visitor sign in station	Visitor log Visitor badges	Building Receptionists School resource officer	N/A	N/A	Beginning July, 2009  Ending June, 2013	Observation, Daily Visitor log	
3.1.3 Enhance communication by maintaining and upgrading school systems to comply with Safe School Plans	Equipment and software	Facilities director IT Staff ET Staff	\$ 15,000	State, Federal Other sources	Beginning July, 2009  Ending June, 2013	Increased services annually	

**Leadership will guide innovation in NC public schools.**  
**Current Situation Narrative**

The North Carolina School for the Deaf technology and school improvement plans collaborate in unison to promote continuous improvement. School leadership promotes opportunities in staff development in various mediums and domains that apply to emerging technology. Our teachers are able to participate in teaching and learning situations through collaboration with the University of Michigan, using Wiki's, with teachers across the United States. It provides networking opportunities, mentoring and coaching of teachers at other schools. Leadership has presented information, promotional materials and guidelines to instructional staff detailing the Future Ready Goals initiative to be implemented. Technology has become an essential tool to acquire pertinent information concerning education on a daily basis.

Teaching and learning opportunities are available for students and teachers to participate in outside of school, state and country. Distance learning technologies (web cams, video phones) are used to collect data facilitating scientific research in collaboration with other educational institutions for deaf or hard of hearing students. Interactive whiteboard technologies are being utilized for instructional purposes to provide virtual education experiences for our students without leaving the classroom. Collaborative decision-making with parents, students, staff and other educational entities will ensure all students' will achieve their highest potential.

Students can research higher learning opportunities offered through online collaboration courses. NCSD has access to the information highway room at the community college so that our students can participate in the virtual high school (distance learning program). Our students can be dual enrolled at the community college and high school programming. This includes certification and technology programs and is not limited to courses for college credits. The college affords our students an opportunity to utilize specialized vocational software and equipment such as AutoCAD design program, laser guided woodworking and design, and welding.

NCSD will endeavor to establish collaboration with other residential schools across the United States and in foreign countries allowing for greater learning opportunities. Increased bandwidth will allow usage of video conferencing to facilitate global communication. Video conferencing may be utilized to facilitate American Sign Language (ASL) communication and instruction with other secondary/post-secondary educational facilities. Licensed and/or certified staff could potentially offer ASL as a foreign language remotely to other educational entities. NCSD will research Global SchoolNet, NovaNet, Geo Games and other technologies to achieve access and exposure to global exchanges and partnerships. These technologies will assist students in their functional and academic communication.

The leadership of the North Carolina School for the Deaf expects and encourages all staff to engage in professional development opportunities afforded them. This is further supported by the NCSD Staff Development Coordinator who provides staff with

workshop notifications, resource bulletins and educational opportunities. Solid planning and ongoing communication between administrators, teachers, and technology personnel keep a broad range of essential information and resources accessible. Our school promotes the use of technology for increased productivity, time management, and greater student achievement. Only with sufficient training can teachers and staff become competent in the use of available technology that will become an integral part of the classroom. School and school district partnerships are in place that enable student growth, academic achievement, professional growth and support the mission, and technology initiatives. Teachers have a variety of technology resources such as computer labs, printers, whiteboard technology, and video conferencing to ensure access to the essentials of the North Carolina Standard Course of Study (NCSCS).

The North Carolina School for the Deaf established a Media and Technology Advisory Committee and their purpose is to be the liaison for all staff regarding requests for instructional technology, media materials, hardware/software to ensure network integrity and compatibility. Members of this committee also serve on the OES Technology Advisory Committee to gather and present relevant information from Central Office to the school administration. Surveys, questionnaires, wish lists and general staff comments are utilized to gather information regarding instructional technology and media.

NCSD uses accreditation standards from the Southern Association of Colleges and Schools (SACS) and Council of Educational Administrators for Schools for the Deaf (CEASD) to verify our academic standards.

## Leadership will guide innovation in NC public schools. Strategic Technology Plan

<b>Strategic Priority 4: Leadership will guide innovation in NC public schools.*</b>							
Strategic Goal: (Please check.)							
<input checked="" type="checkbox"/> School professionals will collaborate with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21st Century learning, and understand global connections.							
<input checked="" type="checkbox"/> School leaders will create a culture that embraces change and promotes dynamic continuous improvement.							
<input checked="" type="checkbox"/> Educational professionals will make decisions in collaboration with parents, students, businesses, education institutions, and faith-based and other community and civic organizations to impact student success.							
<input checked="" type="checkbox"/> The public school professionals will collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students.							
Objective 4.1 School leaders will develop an environment that embraces change, innovation and promotes continuous growth opportunities.							
<b>Strategy</b>	<b>Resources Needed (Human &amp; Material)</b>	<b>Person(s) Responsible</b>	<b>Budget Needs</b>	<b>Funding Sources</b>	<b>Time-line (Proposed Beginning &amp; Ending dates)</b>	<b>Method of Evaluation</b>	<b>Evaluation Results July, 2009</b>
4.1.1 NCSd will research Global SchoolNet, NovaNet, Geo Games and other access and exposure to global exchanges and partnerships.	Instructors Media Coordinator IT Staff Instructional Technology Facilitator	Instructors Media Coordinator IT Staff Instructional Technology Facilitator	N/A	N/A	July 2009 June 2013	Staff feedback	
4.1.2 Surveys, questionnaires, wish list and general staff comments are utilized to gather information regarding instructional technology and media.	Instructors Media Coordinator IT Staff Instructional Technology Facilitator	Instructors Media Coordinator IT Staff Instructional Technology Facilitator	N/A	N/A	July 2009 June 2013	Completed surveys, questionnaires, wish lists	
4.1.3 Continue distribution of School Information and Activities	School Web Site Printed Materials	IT Staff Print shop	\$5,000	State, Federal	July 2009 June 2013	Documentation Feedback Printed materials	
4.1.4 Enhance/maintain School-to-Parent Communication Notification Systems	Hardware Software, licensing	ET Staff Supervisory Council	\$4,000	State, Federal	July 2009 June 2013	Usage Log Feedback	
4.1.5 Utilize Local and Regional Media for School Information and Student Accomplishments	Director's Office Outreach Officer Print shop School Web Site	Director's Office Outreach Officer Print shop IT Staff	\$500	State, Federal,	July 2009 June 2013	Documentation Feedback	
4.1.6 Maintain partnerships with local businesses for students in the Occupational Course of Study to satisfy course and work requirements	OCS requirements Local businesses Transportation	OCS Coordinator Job Coach Assistant Principal	\$ 5,000	State, Federal	July 2009 June 2013	Documentation of OCS hours Business feedback List of participating businesses	

**NC public schools will be governed and supported by 21st Century systems.**  
**Current Situation Narrative**

Our students need to function in the 21<sup>st</sup> century. In order to do this they must be able to acquire, evaluate, and use information effectively in a technology intensive world. The 21<sup>st</sup> century standards, assessments, curriculum/instruction, professional development and learning environments must be aligned to support 21<sup>st</sup> century outcomes for our students.

The North Carolina School for the Deaf is in the process of implementing the 21<sup>st</sup> Century System standards. Technology needs are funded through state appropriated budgets and other available funding sources. The Schools and Libraries Program of the Universal Service Fund makes discounts available to eligible schools and libraries for telecommunication services, Internet access, and internal connections through the E-rate program. The program is intended to ensure that schools and libraries have access to affordable telecommunications and information services. In addition, several staff members have written and received various grants for the benefit of the school.

The technology personnel for the North Carolina School for the Deaf that support both instructional and administrative technologies being utilized by teachers, students and staff are as such:

- One Technology Support Analyst
- One Electronics Technician

They maintain the infrastructure, network and technological environments. The increased use of expanded networks will require additional bandwidth for streaming video in the classrooms and video conferencing. The bandwidth at NCSD currently restricts these instructional options and further hampers collaborative efforts. The Media Coordinator collaborates with instructional staff to support utilization of technology.

The North Carolina School for the Deaf employs the NCWise database system. Student data regarding attendance, grades, demographics and other information is collected and stored in this database. In addition, student grade point average (GPA), transcripts for grades 3-12 and report cards are all maintained and generated from this program. Each teacher bases grade placements on the data gathered.

NCSD employees access the following web based resources to perform their work:

- Exceptional children teachers use CECAS and NCWISE
- All purchasing staff uses eProcurement
- Staff uses an electronic email system
- A local Intranet is provided for teachers and students
- All online forms are provided through our Intranet

The North Carolina School for the Deaf adheres to policies and procedures issued by the Department of Health and Human Services, Office of Education Services and local guidelines. Currently, the Supervisory Council reviews local policies and procedures to ensure relevance and

accuracy. Review processes that are in place to support 21<sup>st</sup> Century Systems, for a detailed list of policies and procedures see Appendix A.

To ensure full implementation of the North Carolina School for the Deaf technology plan the Media and Technology Advisory Committee will meet monthly to review plan progress. The designated persons in each department will report on current progress, obstacles, and successes at each meeting. E-Rate applications and funding commitments and other available funding sources are evidence that NCSd has realized the milestones of plan implementation.

*Ultimately technology is a tool that helps every teacher and every student master skills and develops critical thinking and problem solving abilities.*

## NC public schools will be governed and supported by 21st Century systems. Strategic Technology Plan

<b>Goal 5: NC public schools will be governed and supported by 21st Century systems.*</b>							
Strategic Goal: (Please check.)							
<input type="checkbox"/> Processes are in place for financial planning and budgeting that focuses on resource attainment and alignment with priorities to maximize student achievement.							
<input checked="" type="checkbox"/> Twenty-first century technology and learning tools are available and are supported by school facilities that have the capacity for 21st Century learning.							
<input type="checkbox"/> Information and fiscal accountability systems are capable of collecting relevant data and reporting strategic and operational results.							
<input checked="" type="checkbox"/> Procedures are in place to support and sanction schools that are not meeting state standards for student achievement.							
Objective 5.1 Review policies, procedures and applications to support standards of the 21 <sup>st</sup> Century systems annually							
<b>Strategy</b>	<b>Resources Needed (Human &amp; Material)</b>	<b>Person(s) Responsible</b>	<b>Budget Needs</b>	<b>Funding Sources</b>	<b>Time-line (Proposed Beginning &amp; Ending dates)</b>	<b>Method of Evaluation</b>	<b>Evaluation Results July, 2009</b>
5.1.1 Maintain/enforce policies and procedures	Firewall Auditing Software Communications Statements	Superintendent Director ET Staff IT Staff	N/A	N/A	Annually	Reports of misuse Training	
5.1.2 Implement and utilize state provided computer applications to assist academic and business tracking	NCWISE CECAS ATS BEACON Computers Staff Development eProcurement	IT Staff Instructional Staff Human Resources Business Office	N/A	N/A	Annually	Reports Feedback Continuation of services	
5.1.3 Renewal of all pertinent subscription fees/licenses	Subscription Fees List of Recurring Services (Ex., Novell, Web-Blocker, etc.)	IT Staff ET Staff Business Office	\$3,000.00 Annually	State, Federal	Annually	Continuation of Services	

## NC public schools will be governed and supported by 21st Century systems. Strategic Technology Plan

<b>Goal 5: NC public schools will be governed and supported by 21st Century systems.*</b>							
Strategic Goal: (Please check.)							
<input type="checkbox"/> Processes are in place for financial planning and budgeting that focuses on resource attainment and alignment with priorities to maximize student achievement. <input checked="" type="checkbox"/> Twenty-first century technology and learning tools are available and are supported by school facilities that have the capacity for 21st Century learning. <input type="checkbox"/> Information and fiscal accountability systems are capable of collecting relevant data and reporting strategic and operational results. <input type="checkbox"/> Procedures are in place to support and sanction schools that are not meeting state standards for student achievement.							
Objective 5.2 Review, evaluate, and upgrade equipment, hardware and infrastructure annually to maintain 21 <sup>st</sup> century systems capabilities							
Strategy	Resources Needed (Human & Material)	Person(s) Responsible	Budget Needs	Funding Sources	Time-line (Proposed Beginning & Ending dates)	Method of Evaluation	Evaluation Results July, 2009
5.2.1 Evaluate Network Hardware/ Infrastructure	Testing Software Testing Hardware	ET Staff IT Staff	\$5,000.00	State, Federal	Annually	Continuation of Services	
5.2.2 Replace and Update Cabling as Needed	Replacement Components Fiber Optic and Copper Cabling	ET Staff IT Staff	\$5,000.00	State, Federal	Annually	Continuation of Services	
5.2.3 Obtain, replace, repair, and update bandwidth, hardware and equipment as needed	Servers , computers with appropriate operating system/software Switches/Hubs UPS Equipment	IT Staff ET Staff	\$80,000.00 Annually	State, Federal	Annually	Informational/Data Reports Expansion and Continuation of Services	
5.2.4 Establish a Centralized Distribution Process for Equipment	Staff/students Equipment (Ex. LCD projectors, Digital Cameras, etc.)	Media Coordinator IT Staff Administrative staff	N/A	N/A	Annually	Distribution logs	
5.2.5 Develop an Equipment Liability Check Sheet	Print Shop	Media Coordinator Administrative staff	N/A	N/A	Annually	Review of check sheets	
5.2.6 Repair, replace & update equipment (Ex. LCD projectors, Digital Cameras, Printers, Scanners, copiers, fax, etc.) as needed	Warranties Service Contracts Repair Parts	ET Staff IT Staff	\$25,000.00	State, Federal	Annually	Equipment repair logs Purchase request/ receipt	

Appendix A

Local Education Agency (LEA) Technology Plan  
**Policy, Procedure, & Guidelines Implementation Chart**

<b>Policies, Procedures, &amp; Guidelines</b> (Policies should be translated into predominant languages of students and parents)	<b>LEA Policy Code or Procedure</b>	<b>LEA Date of Adoption, Implementation or Revision</b>
<b>Policies Required</b>		
A. Materials Selection Policy (GS §115c-98(b))		07/15/2005
B. Disposal of Equipment / Replacement of Obsolete Equipment (GS §115c-518)		10/31/2002
C. Hardware and Software Procurement (GS § 115c-522, 115c-522.1)		07/15/2005
D. Copyright Policy (PL §94-553, 90 Stat. 2541)		07/15/2005
E. Acceptable Use Policy (PL §106-554)		06/15/2005
F. Equipment/Materials Donation Policy (GS §115C-518)		07/15/2005
G. Data Privacy Policy (20 U.S.C. § 1232g; 34 CFR Part 99 (FERPA))		04/01/2005
H. Inventory Control Policy (GS §115c-539, 115c-102.6A-C(5))		06/15/2005
I. Access to Services Policy (GS §115c-106)		08/01/2002
J. Student Discipline and Liability Policy (GS § 115C-391, 115C-398)		07/15/2005
K. Remote Access Policy (GS §147-33.111)		07/15/2005
L. Virus Protection Policy (GS §147-33.111)		07/15/2005
M. NC WISE ID and Password Workstation Policy (GS § 147-33.111)		07/15/2005
N. Security Awareness Policy (GS §147-33.111)		06/15/2005
O. Network Security Policy (SBE EEO-C-018, SB 991, 2004)		06/15/2005
P. Advertising and Commercialism Policy (GS §115c-98)		07/15/2005
<b>Procedures</b>		
A. Hardware and Software Deployment		07/15/2005
B. Equipment maintenance and repairs		07/15/2005
C. Outdated Resources and Equipment Replacement		07/15/2005
D. Disaster Recovery of Data and Hardware		07/15/2005
E. Administration of Online Courses		Under Development
F. Other(s) (as needed by LEA)		
<b>Guidelines</b>		
A. Policy Translation		07/15/2005
B. Web Site Development		02/18/2003
C. Instructional Use of Videos		07/15/2005
D. Development of Online Resources		Under Development
E. Other(s) (as needed by LEA)		

## Appendix B

### The Technology Plan Budget

LEAs will be required to submit a two-part budget on or before November 1 of each year. Part one will consist of a working budget for the current year. Data needed for input in the spreadsheet include:

- Item
- Type
- Per Unit Cost
- Number of Units Purchased
- Total Annual Unit Cost
- Erate %
- Lease Cycle
- Primary Funding (drop-down menu provided)
- Secondary Funding (drop-down menu provided)
- Primary Goal (drop-down menu provided)
- Secondary Goal (drop-down menu provided)
- Primary User (drop-down menu provided)
- Secondary User (drop-down menu provided)

Part two will include the same components as a projected budget for the following school year.

The budget spreadsheet is available for download from <http://etips.dpi.state.nc.us/techplan0913/default.html>.

## Appendix C.

### Network Diagrams