

## Approval Checklist

This checklist will be used by your consultant while reviewing and approving for movement to the State Board for approval:

Complete	NCSSTP Elements	Components
<input checked="" type="checkbox"/>	Signature Page	Preliminary Components
<input checked="" type="checkbox"/>	Title Page	
<input checked="" type="checkbox"/>	Table of Contents	
<input checked="" type="checkbox"/>	Committee List	
<input checked="" type="checkbox"/>	Vision Statement/Narrative	
<input checked="" type="checkbox"/>	Strategic Priorities Narrative	
<input checked="" type="checkbox"/>	Priority 1 Elements Complete*	1. The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education.  3. The plan includes an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education.
<input checked="" type="checkbox"/>	Priority 2 Elements Complete*	
<input checked="" type="checkbox"/>	Priority 3 Elements Complete*	
<input checked="" type="checkbox"/>	<b>AMTR</b> (Annual Media and Technology Report) Complete and Periodically updated	Count/Inventory requirement
<input checked="" type="checkbox"/>	Priority 4 Elements Complete*	2. The plan has a professional development strategy to ensure that staff knows how to use these new technologies to improve education.
<input checked="" type="checkbox"/>	Priority 5 Elements Complete*	
<input checked="" type="checkbox"/>	Utilization of Cloud Resources	4. The plan includes an evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise
<input checked="" type="checkbox"/>	Alignment to 3 key initiatives	
<input checked="" type="checkbox"/>	Use of required evaluation tools	
<input checked="" type="checkbox"/>	All objectives measureable	
<input checked="" type="checkbox"/>	All addressed	Appendix A: Required Policies
<input checked="" type="checkbox"/>	Current	
<input checked="" type="checkbox"/>	Board approval dates included	
<input checked="" type="checkbox"/>	LEA Policy Noted and Posted	

**\*Questions answered in narrative, alignments complete, targets addressed.**

Notes:

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REQUIRED SUBSTANTIVE COMPONENTS  
OF THE  
LOCAL SCHOOL DISTRICT TECHNOLOGY PLAN

Schools, school districts, and libraries that want to apply for Schools and Libraries support, commonly referred to as "E-rate," must first prepare a technology plan. Beginning with FY2011, technology plans are required only for Priority 2 services (Internal Connections and Basic Maintenance of Internal Connections). An approved technology plan sets out how information technology and telecommunications infrastructure will be used to achieve educational goals, specific curriculum reforms, or library service improvements.

A technology plan designed to improve education should cover the entire funding year (July 1 to June 30) but not more than three years. The plan must contain the following elements:

**Goals and realistic strategy for using telecommunications and information technology**

**A professional development strategy**

**An assessment of telecommunication services, hardware, software, and other services needed**

**Ongoing evaluation process**

**Policies**

The technology plan must be approved by a USAC-certified technology plan approver before discounted services can begin. The state is the certified technology plan approver for libraries and public schools. [www.usac.org](http://www.usac.org), August, 2011.

LEA/Charter Name: North Carolina School for the Deaf

LEA/Charter Number: 298-204

Superintendent Name: Barbaria Bacon

Superintendent Signature \_\_\_\_\_

Local Board Chair Name: Audrey Garvin, Director

Local Board Chair Signature: \_\_\_\_\_

Person of Contact: Donna Ross

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Department of Public Instruction  
Educational Services for the Deaf and Blind  
North Carolina School for the Deaf  
(DPI/ESDB/NCSD)  
Technology Plan

2012-2014

Draft November 2011  
Final July 2012

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**DPI/ESDB/NCSD  
Technology Planning Committee/MTAC**

**Member**

Donna Ross  
Dean Dodson  
Suzanne Levan  
Susie Fortune  
Dave Miller  
Mark Patrick  
Scott Skelton  
Eric Totty  
Irlanda Mayo  
Jana Lollis

**Job Title/Position**

Media Coordinator  
Electronics Technician  
Business Officer  
Secretary  
Printing Supervisor  
Special Education Teacher  
Athletic Director  
Technology Support  
OCS Transition Coordinator  
High School Science Teacher

## **DPI/ESDB/NCSD Technology Plan 2012-2014**

### **Vision Statement**

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. (NCSD’s vision and purpose statement is under current revision.)

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.

**DPI/ESDB/NCSD Technology Plan**  
**Strategic Priorities**  
**2012 - 2014**

The North Carolina School for the Deaf strives to provide access to digital resources and content for instruction. We believe technology can be used to extend the classroom beyond the school to state, national, and global levels. Technology provides a mechanism to create relevant meaningful content for project based, student centered learning. To provide these educational opportunities, the North Carolina School for the Deaf will continue our 1:1 laptop program in grades 6 – 12 and will continue to expand the laptop initiative in our elementary schools as funding becomes available. Technology facilitators, instructional specialists and technology support staff will continue to work together to provide professional development opportunities at the school level to support 21<sup>st</sup> Century teaching and learning.

## **Strategic Priority 1: A Statewide Shared Services Model**

### *Essential Questions for DPI/ESDB/NCSD*

**How will we leverage collaborative purchasing to pay substantially less for technology services and platforms?**

**How can a Statewide Shared Services Model assist in shifting primary support from infrastructure to instructional needs?**

**How can a Statewide Shared Services Model enable increased infrastructure and technology efficiency and sustainability?**

**How can a Statewide Shared Services Model provide higher service reliability?**

**How can a Statewide Shared Services Model facilitate more strategic budgeting models for our LEA/Charter School?**

### *Current Status and Moving Forward*

Currently, the North Carolina School for the Deaf has infrastructure that includes on-site storage, management tools, printing, and application, file sharing, and other services. Wireless network hardware is available at several locations to support mobile computing devices. Voice/video telephones are installed at the schools, administrative offices and dormitories. Firewalls and filters are maintained at the local level. As Cloud resources become available, the North Carolina School for the Deaf will utilize the statewide K-12 learner management system and learning object repository, statewide communication and collaboration tools, and an identity management solution system. The North Carolina School for the Deaf will strive to complete the high school and middle school student 1:1 laptop initiative, as well as implement the elementary school student 1:1 initiative. The school endeavors to deploy wireless access points within the elementary school and other communal areas that are not served presently. The utilization of departmental as well as locally available firewall services will be developed as needed. Searching out alternate sources of funding such as grants, donations, fundraising will continue to complete these goals.

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**Alignment to Other Plans and Initiatives:**

**Strategic Priority 1: A Statewide Shared Services Model**

**DPI/ESDB/NCSD will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...**

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**ACRE**

Update the analysis of the technology infrastructure needed to support a 21st Century curriculum and assessment system and to move additional testing to appropriate technology formats. This analysis will allow the transition from a paper-based assessment system to one that takes greater advantage of technology

**Career and College Ready, Set, Go!**

Put more technology into the hands of students and teachers to increase individualized learning options

**Race to the Top Local and State Scopes of Work**

Incorporate the state infrastructure blueprint into technology plans

Implement the infrastructure blueprint

Participate in shared services hosted by NC Education Cloud where appropriate as services become available and current contracts expire

Provide and support student, teacher, and administrator access to a Learner Management System, Learning Object Repository, and web collaboration tools at each school

Provide access to effective, high-quality, job-embedded, data-informed professional development and support for educators with objectives aligned to the Race to the Top Initiatives

**Other LEA initiates/plans**

**Other LEA initiates/plans**

**Other LEA initiates/plans**

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## 1. Statewide Shared Services Model

Suggested Targets	Year 1 July 1, 2012 – June 30, 2013	Year 2 July 1, 2013 – June 30, 2014	Yearly Evaluation DPI USE-Leave BLANK
<p><b>Provide equitable and additional access to mobile devices.</b></p>	<p>Implement high school and middle school student 1:1 laptop initiative. usage reports bi-monthly Strategies:</p> <ul style="list-style-type: none"> <li>• Acquire laptops for each student</li> <li>• Equip each unit with appropriate software and programs for student use</li> <li>• Train staff and students on how to use units</li> <li>• Gather and submit bi-monthly staff development agendas, plans and proof of completion sheets</li> </ul> <p>Responsible: IT staff Instructional staff</p>	<p>Complete high school and middle school student 1:1 laptop initiative. Implement elementary school student 1:1 initiative. Strategies:</p> <ul style="list-style-type: none"> <li>• Acquire laptops for each student</li> <li>• Equip each unit with appropriate software and programs for student use</li> <li>• Train staff and students on how to use units</li> <li>• Gather and submit bi-monthly staff development agendas, plans and proof of completion sheets</li> </ul> <p>Responsible: IT staff Instructional staff</p>	
<p><b>Provide equitable and additional access to digital resources</b></p>	<p>Deploy wireless access points within the high school and middle schools. Strategies:</p> <ul style="list-style-type: none"> <li>• Investigate and acquire wireless access equipment</li> <li>• Assess appropriate areas for usage</li> <li>• Facilitate installation of</li> </ul>	<p>Deploy wireless access points within the elementary school and other communal areas. Strategies:</p> <ul style="list-style-type: none"> <li>• Investigate and acquire wireless access equipment</li> <li>• Assess appropriate areas for usage</li> <li>• Facilitate installation of</li> </ul>	

	<p>necessary equipment</p> <ul style="list-style-type: none"> <li>• Submit requisition forms and maintenance work orders</li> </ul> <p>Responsible: IT staff Maintenance Department</p>	<p>necessary equipment</p> <ul style="list-style-type: none"> <li>• Submit requisition forms and maintenance work orders</li> </ul> <p>Responsible: IT staff Maintenance Department</p>	
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<p><b>Facilitate a more strategic budgeting model utilizing blended funding and reducing isolated programmatic spending</b></p>	<p>Search out alternate sources of funding...grants, donations, fundraising.</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Survey staff, community, and state agencies</li> <li>• Utilize internet searches for information</li> <li>• Submit annual technology committee meeting minutes regarding funding</li> </ul> <p>Responsible: Technology committee Business officer</p>	<p>Continue to search out alternate sources of funding...grants, donations, fundraising.</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Survey staff, community, and state agencies</li> <li>• Utilize internet searches for information</li> <li>• Submit annual technology committee meeting minutes regarding funding</li> </ul> <p>Responsible: Technology committee Business officer</p>	
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<p><b>Maximize E-rate in support of instructional programs</b></p>	<p>Implement WiFi availability initiative campus-wide.</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Investigate and acquire</li> </ul>	<p>Complete WiFi availability initiative campus-wide.</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Assess appropriate areas</li> </ul>	
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wireless access equipment

- Assess appropriate areas for usage
- Facilitate installation of necessary equipment
- Submit requisition forms and maintenance work orders

Responsible:  
IT staff  
Business officer  
Technology committee

for usage

- Facilitate installation of necessary equipment
- Submit requisition forms and maintenance work orders

Responsible:  
IT staff  
Business officer  
Technology committee

**Provide content filtering in accordance with the Children's Internet Protection Act (CIPA).**

Utilize departmental as well as locally available firewall services.

- Strategies:
- Monitor network usage
  - Submit Network monitoring reports

Responsible:  
IT staff

Review previous year firewall activity and adjust firewall policies as needed.

- Strategies:
- Monitor network usage
  - Submit Network monitoring reports

Responsible:  
IT staff

## **Strategic Priority 2: Universal Access to Personal Teaching and Learning Devices**

### *Essential Questions*

**What is universal access to personal teaching and learning devices?**

**Why do our teachers and students need access to personal teaching and learning devices?**

**How will we provide ample access to individual teaching and learning devices?**

**What models can be used for implementing universal access to personal teaching and learning devices in our LEA/Charter.**

### *Current Status and Moving Forward*

The North Carolina School for the Deaf provides a teacher desktop for all regular education, teacher librarians, and EC teachers. All students in grades 6-12 have a laptop. Computer labs are available in the high school, middle school, elementary school and the dormitory. High school students utilize these laptops for online assessments. Wi-Fi, tablets, smartboards, and computer access are available for the students to be able to benefit from knowledge available, become globally competitive students and computer literate with new technology.

NCS D strives to have proper and updated programs/equipment and the infrastructure for student and staff use. Wi-Fi campus wide and cloud computing will be available for the students to be able to benefit from knowledge available, become globally competitive students and computer literate with new technology.

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### **Alignment to Other Plans and Initiatives:**

#### **Strategic Priority 2: Universal Access to Personal Teaching and Learning Devices**

**DPI/ESDB/NCSD will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...**

#### **ACRE**

Update the analysis of the technology infrastructure needed to support a 21st Century curriculum and assessment system and to move additional testing to appropriate technology formats

This analysis will allow the transition from a paper-based assessment system to one that takes greater advantage of technology

#### **Career and College Ready, Set, Go!**

Increase virtual learning opportunities so every child no matter where they live can reach his or her potential

Put more technology into the hands of students and teachers to increase individualized learning options

Increase the use of technology by providing professional development opportunities for teachers

#### **Race to the Top Local and State Scopes of Work**

Incorporate the state infrastructure blueprint into technology plans

Implement the infrastructure blueprint

Provide and support student, teacher, and administrator access to Learner Management System, Learning Object Repository, and web collaboration tools

Utilize school technology funds to enhance school technology infrastructure to facilitate online real-time assessments at each school

Provide access to effective, high-quality, job-embedded, data-informed professional development and support for educators with objectives aligned to the Race to the Top Initiatives

#### **Other LEA initiates/plans**

#### **Other LEA initiates/plans**

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**Priority 2: Universal Access to Personal Teaching and Learning Devices**

Suggested Targets	Year 1 July 1, 2012 – June 30, 2013	Year 2 July 1, 2013 – June 30, 2014	Yearly Evaluation DPI USE-Leave BLANK
<p><b>Increase overall access to personal learning devices.</b></p>	<p>Establishing a proper and updated infrastructure with updated equipment/programs i.e. tablets, digital cameras, audience response systems, for students and staff.</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Staff development opportunities given for training on equipment and programs for all instructional staff.</li> <li>• Submit professional development plans and agendas with proof of completion sheets</li> </ul> <p>Responsible: IT staff Instructional staff Media Coordinator Staff Development coordinator</p>	<p>Establish a schedule for necessary training for all students on new programs and equipment. i.e. tablets, digital cameras, audience response systems.</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Staff development opportunities given for training on equipment and programs for all instructional staff.</li> <li>• Submit professional development plans and agendas with proof of completion sheets</li> </ul> <p>Responsible: IT staff Instructional staff Media Coordinator Staff Development coordinator</p>	
<p><b>Utilize Personal Learning Devices to promote student owned learning.</b></p>	<p>Integrate laptops and interactive white boards to advance student learning in the classroom.</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Acquire laptops for each student; acquire interactive white boards</li> </ul>	<p>Implement the use of audience response systems within the school environment.</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Investigate and acquire audience response systems</li> <li>• Train staff and students on</li> </ul>	

for classrooms

- Equip each unit with appropriate software and programs for student use
- Acquire best practices with use of laptops and interactive white boards.
- Train staff and students on how to use units
- Gather and submit bi-monthly staff development agendas, plans and proof of completion sheets

Responsible:

Instructional staff

Staff Development coordinator

how to use units

- Gather and submit bi-monthly staff development agendas, plans and proof of completion sheets

Responsible:

Instructional staff

Staff Development coordinator

Media Coordinator

## **Strategic Priority 3: Statewide Access to Digital Teaching and Learning Resources, Including Digital Textbooks**

### *Essential Questions*

**What are digital teaching and learning resources? What are digital textbooks?**

**Why do teachers and students need access to digital teaching and learning devices?**

**What are the benefits of digital textbooks?**

**What are open educational resources and how can they be used?**

**How can access to these resources be increased in our LEA?**

### *Current Status and Moving Forward*

NCSD utilizes NC WiseOwl, Learn NC, and NCVPS for online course content and curriculum. We currently subscribe to BrainPop, Study Island, and Failure Free Reading to enhance, customize, and create digital content for student learning.

NCSD will utilize digital content provided through the NC Education Cloud to provide additional digital resources for all K-12 students as funding resources become available. As current textbooks are replaced, NCSD will evaluate digital textbooks.

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**Alignment to Other Plans and Initiatives:**

**Strategic Priority 3: Statewide Access to Digital Teaching and Learning Resources, Including Digital Textbooks**

**DPI/ESDB/NCSD will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...**

**ACRE**

Support 21<sup>st</sup> Century teaching and learning, increase online testing

**Career and College Ready, Set, Go!**

Increase virtual learning opportunities so every child no matter where they live can reach his or her potential

Put more technology into the hands of students and teachers to increase individualized learning options

**Race to the Top Local and State Scopes of Work**

Provide and support student, teacher, and administrator access to Learner Management System, Learning Object Repository, and web collaboration tools

Ensure teachers and staff understand the new Standard Course of Study, including the Common Core and Essential Standards, and related assessments

**Other LEA initiates/plans**

**Other LEA initiates/plans**

**Other LEA initiates/plans**

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### 3: Statewide Access to Digital Teaching and Learning Resources, Including Digital Textbooks

Suggested Targets	Year 1 July 1, 2012 – June 30, 2013	Year 2 July 1, 2013 – June 30, 2014	Yearly Evaluation DPI USE-Leave BLANK
<p><b>Shift from traditional print and paper-based resources to affordable, current online resources</b></p>	<p>Strategy:</p> <ul style="list-style-type: none"> <li>• Investigate and implement online video resources, captioned resources, ASL based dictionaries and other deaf accessible web media.</li> <li>• Create instructional videos utilizing sign language and post for online use.</li> <li>• Submit survey of what staff is using/has used.</li> </ul> <p>Responsible: IT staff Media coordinator Instructional staff</p>	<p>Strategy:</p> <ul style="list-style-type: none"> <li>• Continue efforts to locate and utilize additional web media resources that are deaf accessible.</li> <li>• Survey responses to use of instructional videos for best practices and needed adjustments.</li> <li>• Create student team to be involved in the development of instructional videos.</li> <li>• Submit survey of what staff is using/has used.</li> </ul> <p>Responsible: IT staff Media coordinator Instructional staff</p>	
<p><b>Utilize procured resources such as NC WiseOwl, and other open education resources</b></p>	<p>Strategy:</p> <ul style="list-style-type: none"> <li>• Introduce resources, i.e. NC WiseOwl, Boardmaker and Study Island, to instructional staff in staff development opportunities.</li> <li>• Submit staff development</li> </ul>	<p>Strategy:</p> <ul style="list-style-type: none"> <li>• Review usage and retrain as needed. Explore new resources for future use.</li> <li>• Submit staff development agenda/plans and attendance sheets.</li> </ul> <p>Responsible:</p>	

agenda/plans and  
attendance sheets.

Responsible:  
IT staff  
Media coordinator  
Staff development coordinator  
Instructional staff

IT staff  
Media coordinator  
Staff development coordinator  
Instructional staff  
Technology committee

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## **Strategic Priority 4: A Statewide Model of Technology-Enabled Professional Development**

### *Current Status and Moving Forward*

#### **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 several universities, 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), as well as our own Distance Learning Center on campus. 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 Common Core and Essential Standards.

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. 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.

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**Alignment to Other Plans and Initiatives:**

**Strategic Priority 4: A Statewide Model of Technology-Enabled Professional Development**

**DPI/ESDB/NCSD will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...**

**ACRE**

Update the analysis of the technology infrastructure needed to support a 21st century curriculum and assessment system and to move additional testing to appropriate technology formats

This analysis will allow the transition from a paper-based assessment system to one that takes greater advantage of technology

**Career and College Ready, Set, Go!**

Put more technology into the hands of students and teachers to increase individualized learning options

Increase the use of technology for providing professional development opportunities for teachers

**Race to the Top Local and State Scopes of Work**

Using instructional directors, instructional specialists, and master teachers, provide professional development in curriculum changes and expectations

**Other LEA initiates/plans**

**Other LEA initiates/plans**

**Other LEA initiates/plans**

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#### 4: A Statewide Model of Technology-Enabled Professional Development

Suggested Targets	Year 1 July 1, 2012 – June 30, 2013	Year 2 July 1, 2013 – June 30, 2014	Yearly Evaluation DPI USE-Leave BLANK
<p><b>Implement a plan for embedded technology-enabled professional development for teachers and administrators.</b></p>	<p>Strategy:</p> <ul style="list-style-type: none"> <li>• Establish timeline for staff development utilizing Distance Learning Center, webinars and other web-based opportunities.</li> <li>• Investigate methods for options to make webinars more accessible to deaf educators, such as and not limited to, interpreting and real-time captioning.</li> <li>• Submit staff development agenda/plans with attendance sheets and usage calendar data.</li> </ul> <p>Responsible: IT staff Media coordinator Staff Development coordinator</p>	<p>Strategy:</p> <ul style="list-style-type: none"> <li>• Continue with on-going staff development utilizing Distance Learning Center, webinars and other web-based opportunities.</li> <li>• Submit staff development agenda/plans with attendance sheets and usage calendar data.</li> </ul> <p>Responsible: IT staff Media coordinator Staff Development coordinator</p>	
<p><b>Support models that promote and further the ideals of technology-enabled and integrated professional development</b></p>	<p>Strategy:</p> <ul style="list-style-type: none"> <li>• Instructional staffs attend conferences, workshops and webinars to increase knowledge and abilities dealing with technology.</li> <li>• Prepare and deliver staff</li> </ul>	<p>Strategy: Continue to:</p> <ul style="list-style-type: none"> <li>• Instructional staffs attend conferences, workshops and webinars to increase knowledge and abilities dealing with technology.</li> </ul>	

	<p>development sessions about acquired knowledge and abilities dealing with technology.</p> <ul style="list-style-type: none"> <li>• Submit staff development agenda/plans with attendance sheets and completion certificates</li> </ul> <p>Responsible: Instructional staff Staff Development coordinator</p>	<ul style="list-style-type: none"> <li>• Prepare and deliver staff development sessions about acquired knowledge and abilities dealing with technology.</li> <li>• Submit staff development agenda/plans with attendance sheets and completion certificates</li> </ul> <p>Responsible: Instructional staff Staff Development coordinator</p>	
<p><b>Prepare media specialists and instructional technology facilitators to support digital reform.</b></p>	<p>Strategy:</p> <ul style="list-style-type: none"> <li>• Attend conferences, workshops and webinars to increase knowledge and abilities.</li> <li>• Submit completion certificates.</li> </ul> <p>Responsible: Media coordinator IT staff</p>	<p>Strategy:</p> <ul style="list-style-type: none"> <li>• Attend conferences, workshops and webinars to increase knowledge and abilities.</li> <li>• Submit completion certificates.</li> </ul> <p>Responsible: Media coordinator IT staff</p>	
<p><b>Deliver Common Core and Essential Standards training to teachers using integrated technology as a model for further classroom integration.</b></p>	<p>Strategy:</p> <ul style="list-style-type: none"> <li>• Attend conferences, workshops and webinars to increase knowledge and abilities.</li> <li>• Prepare and deliver staff development sessions about acquired knowledge and abilities dealing with technology.</li> </ul>	<p>Strategy:</p> <ul style="list-style-type: none"> <li>• Attend conferences, workshops and webinars to increase knowledge and abilities.</li> <li>• Prepare and deliver staff development sessions about acquired knowledge and abilities dealing with technology.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Submit completion certificates.</li> </ul> <p>Responsible: Media coordinator IT staff</p>	<ul style="list-style-type: none"> <li>• Submit completion certificates.</li> </ul> <p>Responsible: Media coordinator IT staff</p>	
<b>Prepare staff for online assessment delivery.</b>	<p>Strategy:</p> <ul style="list-style-type: none"> <li>• Provide training to staff for online assessment with practice testing.</li> </ul> <p>Responsible: Test coordinator IT staff</p>	<p>Strategy:</p> <ul style="list-style-type: none"> <li>• Initiate online assessments with staff. Continue staff development as needed.</li> </ul> <p>Responsible: Test coordinator IT staff</p>	
<b>Prepare students for online assessment delivery.</b>	<p>Strategy:</p> <ul style="list-style-type: none"> <li>• Provide training to students for online assessment with practice testing.</li> </ul> <p>Responsible: Test coordinator IT staff</p>	<p>Strategy:</p> <ul style="list-style-type: none"> <li>• Initiate online assessments with students. Continue training as needed.</li> </ul> <p>Responsible: Test coordinator IT staff</p>	

## **Strategic Priority 5: 21st Century Leadership for All Schools and Districts**

### ***Current Status/Moving Forward***

#### **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 continuing to implement 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 Public Instruction and local guidelines. Currently, the Supervisory Council reviews local policies and procedures to ensure relevance and accuracy.

To ensure full implementation of the North Carolina School for the Deaf technology plan the

Media and Technology 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.*

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**Alignment to Other Plans and Initiatives:**

**Strategic Priority 5: 21st Century Leadership for All Schools and Districts**

**North Carolina School for the Deaf will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...**

**ACRE**

Create a comprehensive, customized professional development system to provide teachers and administrators with the skills and understandings needed to use data to inform instructional practice and make formative assessments a daily practice in the classroom

**Career and College Ready, Set, Go!**

Increase the use of technology for providing professional development opportunities for teachers

**Race to the Top Local and State Scopes of Work**

All K-12 teachers will have access to Writing Instruction System, NC FALCON, Thinking Maps, and Common Core/Essential Standards

Instructional Specialists from DPI, NWRESA and NCSD are available to all schools to provide school level and district level staff development

**Alignment with NC State Board of Education Goals: Leadership will guide innovation in NC public Schools.**

**NC public schools will be governed and supported by 21<sup>st</sup> Century systems.**

**Other LEA initiates/plans**

**Other LEA initiates/plans**

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**5: 21st Century Leadership for All Schools and Districts**

Suggested Targets	Year 1 July 1, 2012 – June 30, 2013	Year 2 July 1, 2013 – June 30, 2014	Yearly Evaluation DPI USE- Leave BLANK
<p><b>Create and lead a vision for 21<sup>st</sup> century education</b></p>	<p>Strategy:</p> <ul style="list-style-type: none"> <li>• Take direction from the School Improvement Plan and apply it to the classroom.</li> <li>• By 2013, NCSD will increase the implementation and utilization of 21<sup>st</sup> Century Technology to accelerate student learning.</li> <li>• Evaluation</li> </ul> <p>Responsible: School Improvement Plan Committee Instructors</p>	<p>Strategy:</p> <ul style="list-style-type: none"> <li>• Continue direction from the School Improvement Plan and apply it to the classroom.</li> <li>• By 2014, NCSD will increase the implementation and utilization of 21<sup>st</sup> Century Technology to accelerate student learning.</li> <li>• Evaluation</li> </ul> <p>Responsible: School Improvement Plan Committee Instructors</p>	
<p><b>Prepare teachers and administrators to lead 21<sup>st</sup> century learning environments</b></p>	<p>Strategy:</p> <ul style="list-style-type: none"> <li>• All academic teachers and administrators will have completed the first level of training to integrate technology into the curriculum.</li> <li>• Submit staff development agenda/plans and attendance sheets.</li> </ul> <p>Responsible: Instructors Media Coordinator IT Staff</p>	<p>Strategy:</p> <ul style="list-style-type: none"> <li>• All instructional support staff and residential life trainers will have completed the first level of training to integrate technology into the curriculum and residential life areas.</li> <li>• Submit staff development agenda/plans and attendance sheets.</li> </ul> <p>Responsible: Instructional support staff Residential life trainers</p>	

Media Coordinator  
IT Staff

**Develop strategic partnerships with community and business to promote 21<sup>st</sup> Century learning.**

- Strategy:
- Maintain database of partnerships with local businesses for students in the Occupational Course of Study to satisfy course and work requirements.
  - Submit total hours worked and list of businesses.

Responsible:  
OCS Coordinator  
Job Coach  
Assistant Principal

- Strategy:
- Continue to maintain database of partnerships with local businesses for students in the Occupational Course of Study to satisfy course and work requirements and increase number of partnerships.
  - Submit total hours worked and list of new businesses.

Responsible:  
OCS Coordinator  
Job Coach  
Assistant Principal

**Appendix A: Policies and Procedures (under revision due to transition)**  
**DPI/ESDB/NCSD Technology Plan**  
**Policy, Procedure, & Guidelines Implementation Chart**

<b>Policies, Procedures, &amp; Guidelines</b>	<b>LEA Policy Code or Procedure</b>	<b>LEA Adoption, Implementation or Revision Date</b>
All Policies, procedures and guidelines should be updated to include the fundamentals of 21st Century Education and Information & Technology Skills. Policies should be translated into predominant languages of students and parents. Policies, procedures and guidelines should be displayed along with the STP and other referenced LEA/Charter plans. Make sure links have navigations that are user friendly.		
<b>Policies Required</b>		
A. Materials Selection Policy including internet resources ( <a href="#">GS §115c-98(b)</a> )		07/15/2005
B. Disposal of Equipment / Replacement of Obsolete Equipment ( <a href="#">GS §115c-518</a> )		10/31/2002
C. Hardware and Software Procurement ( <a href="#">GS § 115c-522</a> , <a href="#">115c-522.1</a> )		07/15/2005
D. Copyright and Plagiarism Policy ( <a href="#">PL §94-553</a> , <a href="#">90 Stat. 2541</a> ),		07/15/2005
E. Acceptable Use Policy ( <a href="#">PL §106-554</a> ) (including existing 1:1, bring your own device)		06/15/2005
F. Equipment/Materials Donation Policy ( <a href="#">GS §115C-518</a> )		07/15/2005
G. Data Privacy Policy ( <a href="#">20 U.S.C. § 1232g</a> ; <a href="#">34 CFR Part 99 (FERPA)</a> )		04/01/2005
H. Inventory Control Policy ( <a href="#">GS §115c-539</a> , <a href="#">115c-102.6A-C(5)</a> )		06/15/2005
I. Access to Services Policy ( <a href="#">GS §115c-106.2</a> )		08/01/2002
J. Online Assessment and Instruction Policy		Under Development
K. Advertising and Commercialism Policy ( <a href="#">GS §115c-98</a> ) (Procurement and gifts ethics)		07/15/2005
L. Internet Safety and Ethical Use including Cyberbullying and Harassment ( <a href="#">Protecting Children in the 21<sup>st</sup> Century Act</a> , <a href="#">CIPA</a> , <a href="#">FERPA</a> , <a href="#">GS 115C-407</a> )		Under Development
(Locally identified policies)		
<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. Administration of Online Assessment		Under Development
(Locally identified procedures)		
<b>Guidelines</b>		
A. Policy Translation		07/15/2005
B. Use of Digital Media and Resources		Under Development
C. Instructional Use of Videos		07/15/2005
D. Development of Online Resources		Under Development
(Locally identified guidelines)		