

**TECHNOLOGY  
IN THE EDUCATIONAL PROGRAM**

1 In alliance with the North Carolina Digital Learning Plan, the Transylvania County Board of  
2 Education (the “board”) is committed to establishing and supporting effective digital teaching  
3 and learning practices supported by contemporary information and communications technology  
4 systems to foster globally competitive students prepared for modern life. The board recognizes  
5 the benefits of digital and technology-enabled and -enhanced teaching and learning resources  
6 that provide the ability to make data more accessible, personalize learning, easily customize  
7 curriculum, provide access to current information, and enable access to quality materials at a  
8 lower cost than traditional materials. To that end, the board supports classroom digital and  
9 technology-enabled and -enhanced teaching and learning resources that are aligned with the  
10 current statewide instructional standards. In addition, to the extent funding permits, the board  
11 will endeavor to ensure that all students have access to personal digital and technology-enabled  
12 teaching and learning devices to foster the skills necessary for future-ready learners. The board  
13 delegates the responsibility for coordinating the selection and acquisition of technological  
14 resources to the superintendent or designee in accordance with this policy and policy 3200,  
15 Selection of Instructional Materials, as applicable.

16  
17 The board expects that information and communications technologies will be integrated  
18 seamlessly across the curriculum and used to support student achievement and to prepare  
19 students to be successful in college, in careers, and as globally engaged, productive citizens. The  
20 curriculum committee should provide suggestions in the curriculum guides referenced in policy  
21 3115, Curriculum and Instructional Guides, for integrating technological resources (as defined in  
22 Section A, below) into the educational program. School administrators and teachers are  
23 encouraged to develop additional strategies for integrating technological resources across the  
24 curriculum and utilizing the power of technology to personalize learning and improve learning  
25 outcomes while making more efficient use of resources. The strategies should be included in the  
26 school improvement plan if they require the transfer of funds or otherwise relate to any  
27 components of the school improvement plan.

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29 The superintendent shall oversee development of the school system’s digital teaching and  
30 learning vision as part of the school system’s strategic plan and a yearly action plan that aligns to  
31 the vision. The development and ongoing review of the vision and the action plan will include  
32 various stakeholders such as curriculum leaders, teachers, administrators, students, parents, and  
33 representatives from technology services, instructional technology, finance, and other  
34 departments as required. The action plan will include adequate data privacy protections to  
35 secure student data and will take into account the level of out-of-school Internet access for  
36 students.

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38 The superintendent may establish relationships with businesses and seek grants and other  
39 funding sources in an effort to acquire additional technological resources for the educational  
40 program and to support continuous out-of-school Internet access for students.

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42 **A. SELECTION OF TECHNOLOGICAL RESOURCES**

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**TECHNOLOGY  
IN THE EDUCATIONAL PROGRAM**

44            Technological resources are information and communications technologies including, but  
45 not limited to, the following: (1) hardware, including both fixed and mobile technologies  
46 and devices such as desktop computers, laptops, netbooks, tablets, e-readers,  
47 smartphones, and gaming devices; (2) software, including cloud-based and web-based  
48 applications, programs, and platforms; (3) network and telecommunications systems and  
49 services; (4) Internet access; (5) multimedia equipped classrooms; (6) computer  
50 classrooms and laboratories; and (7) other existing or emerging mobile communications  
51 systems. All technological resources must be purchased and used in a manner consistent  
52 with applicable law and board policy, including laws and policies related to copyright,  
53 public records, bidding, and other purchase requirements, accessibility for students with  
54 disabilities, staff duties, and standards for student behavior.

55  
56            Technological resources must meet or exceed the following standards before they may be  
57 considered for implementation.

- 58
- 59            1.        Technological resources must support the current statewide instructional  
60 standards or the programs of the school system, including the system-wide and  
61 school-level priorities established by the district-level and school media and  
62 technology advisory committees.
  - 63
  - 64            2.        Technological resources must support the current use of learning and instructional  
65 management technologies in the school.
  - 66
  - 67            3.        Technological resources must be compatible with the condition of the network  
68 and other infrastructure resources. The technology director shall set minimum  
69 standards for technological resources that are purchased or donated. Upgrading,  
70 hardware conditions, and similar requirements must be maintained to the highest  
71 standards.
  - 72
  - 73            4.        There must be sufficient staff to operate and maintain the technological  
74 equipment, programs, and systems.
  - 75
  - 76            5.        There must be adequate funds budgeted to implement and support the  
77 technological resources and to train instructional staff to use the resources to  
78 improve educational outcomes.

79  
80 Procurement of technological resources should be done in collaboration with teachers and  
81 technical support staff, as appropriate. Whenever possible, a pilot period to test the resource  
82 should occur prior to full purchase.

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84 **B.        DEPLOYMENT OF TECHNOLOGY TO SCHOOLS**

85  
86            The superintendent shall oversee the development of the school system’s technology

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87           deployment and refresh plan. The plan will be designed to ensure organized, effective,  
88           efficient, and sustainable means of deploying and maintaining technology resources and  
89           will establish appropriate refresh/replacement cycles. The superintendent shall develop  
90           procedures that outline the strategy of the technology deployment and refresh plan.  
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92 **C.    ELECTRONIC COMMUNICATION AND OTHER COLLABORATIVE TOOLS**

93  
94           The superintendent is authorized to permit instructional personnel to incorporate email,  
95           social networking sites, blogs, wikis, video sharing sites, podcasts, video conferencing,  
96           online collaborations, instant messaging, texting, virtual learning environments, and/or  
97           other forms of direct electronic communications or Web 2.0 applications for educational  
98           purposes to the extent the superintendent deems appropriate and in accordance with  
99           policy 7335, Employee Use of Social Media. The superintendent shall establish  
100          parameters and rules for use of these tools and shall require instruction for students in  
101          how to use such tools in a safe, effective, and appropriate way. Instructional personnel  
102          shall make all reasonable attempts to monitor student online activity and shall otherwise  
103          comply with the requirements of policy 3225/4312/7320, Technology Responsible Use,  
104          when using these tools.  
105

106 **D.    GENERATIVE ARTIFICIAL INTELLIGENCE (AI)**

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108           Generative artificial intelligence (AI) is an artificial intelligence tool that responds to a  
109           user’s input or prompt by generating new text, images, audio, video, or content based on  
110           what it learned in its training data set. The board encourages the use of generative AI by  
111           school system employees and students to expand their skills and capabilities and to  
112           prepare students for a future AI-enhanced world. The superintendent or designee shall  
113           develop and maintain guidelines that detail the acceptable and responsible use of  
114           generative AI by school system employees and students. See also policy  
115           3225/4312/7320, Technology Responsible Use.  
116

117           All school system employees and students should be AI literate, that is, have an  
118           understanding of basic AI principles and applications, the skills to recognize when AI is  
119           employed, and awareness of its limits. The superintendent or designee shall develop a  
120           comprehensive AI literacy training strategy that involves training all employees and  
121           students in the effective, ethical, and safe use of generative AI tools. The training should  
122           equip employees with the necessary knowledge to effectively employ generative AI in  
123           their work while ensuring its safe and responsible integration into classroom instruction.  
124

125 **D.E.   TECHNOLOGY-RELATED PROFESSIONAL DEVELOPMENT**

126  
127           The superintendent shall plan a program of professional development for digital teaching  
128           and learning that prepares administrators, teachers, coaches, school library media  
129           coordinators, and technical support staff to utilize digital tools and resources in

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130           accordance with the N.C. Digital Learning Competencies for Teachers and  
131 Administrators. Professional development shall emphasize technology integration and  
132 continuous improvement, including the use of ongoing technology-integrated online-  
133 learning activities throughout the course of study and the provision of personalized  
134 learning. Professional development shall also address the ethical, legal, and practical  
135 issues related to social networking and mobile devices in the classroom and other topics  
136 deemed necessary by the superintendent or technology director. The superintendent and  
137 technology director should assist schools in coordinating staff development needs as  
138 provided in policy 1610/7800, Professional and Staff Development. In addition,  
139 professional development shall involve training on generative AI, including its impact,  
140 effective use, capabilities, limitations, concerns, and responsible use. Staff will be  
141 trained both to use generative AI professionally and to guide students to effectively and  
142 ethically use generative AI as a learning partner. To the extent possible, job-specific  
143 professional development opportunities should be made available, as well as professional  
144 development that is personalized to meet the needs of individual staff.  
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146 Legal References: G.S. 115C-522, -528; 143B-1341; State Board of Education Policy SBOP-018  
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148 Cross References: Professional and Staff Development (policy 1610/7800), Curriculum and  
149 Instructional Guides (policy 3115), Selection of Instructional Materials (policy 3200),  
150 Technology Responsible Use (policy 3225/4312/7320), Internet Safety (policy 3226/4205),  
151 Copyright Compliance (policy 3230/7330), School Improvement Plan (policy 3430), Integrity  
152 and Civility (policy 4310), Public Records – Retention, Release, and Disposition (policy  
153 5070/7350), Network Security (policy 6524), Staff Responsibilities (policy 7300), Employee Use  
154 of Social Media (policy 7335), Gifts and Bequests (policy 8220)  
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156 Other Resources: North Carolina Digital Teaching and Learning Competencies for Teachers and  
157 Administrators, available at [https://www.dpi.nc.gov/districts-schools/districts-schools-  
158 support/digital-teaching-and-learning/digital-teaching-learning-standards#digital-learning-  
159 competencies-for-educators](https://www.dpi.nc.gov/districts-schools/districts-schools-support/digital-teaching-and-learning/digital-teaching-learning-standards#digital-learning-competencies-for-educators); The North Carolina Digital Learning Plan (2022), available at  
160 [https://www.dpi.nc.gov/districts-schools/districts-schools-support/digital-teaching-and-  
161 learning/digital-learning-  
162 initiative#:~:text=The%20North%20Carolina%20Digital%20Learning%20Plan%20describes%20the,Learning%20Initiative.%202022%20North%20Carolina%20Digital%20Learning%20Plan;  
163 the,Learning%20Initiative.%202022%20North%20Carolina%20Digital%20Learning%20Plan;  
164 North Carolina Generative AI Implementation Recommendations and Considerations for PK-13  
165 Public Schools, available at \[https://go.ncdpi.gov/AI\\\_Guidelines\]\(https://go.ncdpi.gov/AI\_Guidelines\)  
166](https://www.dpi.nc.gov/districts-schools/districts-schools-support/digital-teaching-and-learning/digital-learning-initiative#:~:text=The%20North%20Carolina%20Digital%20Learning%20Plan%20describes%20the,Learning%20Initiative.%202022%20North%20Carolina%20Digital%20Learning%20Plan;North%20Carolina%20Generative%20AI%20Implementation%20Recommendations%20and%20Considerations%20for%20PK-13%20Public%20Schools,available%20at%20https://go.ncdpi.gov/AI%20Guidelines)

167 Adopted: November 19, 2015  
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169 Revised: March 5, 2018; June 5, 2023; DATE  
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