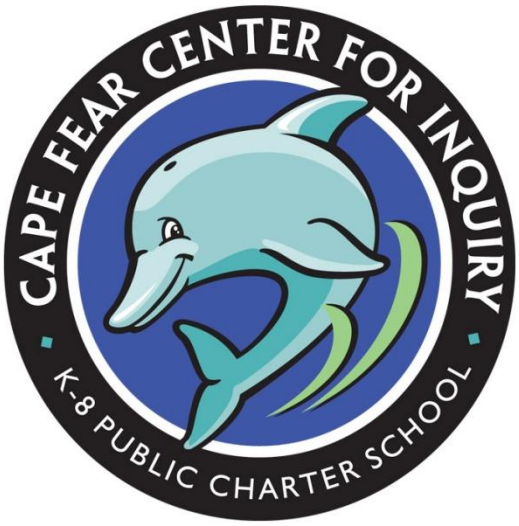
The Cape Fear Center for Inquiry
Technology Plan



2014-2016

Table of Contents

Vision	**Page #1**
Strategic Priorities Overview	**Page #2**
Priority 1: Universal Access to Personal Teaching and Learning Devices	**Page #10**
Priority 2: Fully online and Functional with PowerSchool, School Net, True North Logic	**Page #15**
Priority 3: Model of Technology-Enabled Professional Development	**Page #21**
Priority 4: 21st Century Leadership for Your LEA	**Page #27**
Appendices	**Page #33**
References	**Page #47**

Cape Fear Center for Inquiry
Technology Planning Committee

Member	**Job Title/Position**
Jennifer Paetzold	Curriculum and Testing Coordinator
Courtney Lewis	Technology Committee Chair/4th and 5th grade Teacher
Joanne Cress	Informational Technology Teacher
Jackie Anderson	7th Grade Math/Science Teacher
Cathi Mintz	4th/5th grade Teacher
Paul Allen	Information Technologist
Kathy Rettig	Financial and Business Coordinator

Cape Fear Center for Inquiry Technology Plan
2014-2016

Vision Statement

Cape Fear Center for Inquiry is dedicated to continually developing and fine tuning a 21st Century program that is age-appropriate, engaging, and innovative. Our goal is to create an environment in which students and staff will have a clear understanding of the underlying principles and concepts upon which digital technology is built. In order to achieve this goal we must maintain a 21st century facility with reliable and upgradable equipment as well as appropriate training and support.

Technology resources at CFCI should be designed specifically to support inquiry-based learning, hands-on activities, connection to other learners worldwide, and an integrated curriculum. We believe that technology can be used to support the NC Common Core and Essential Standards, the state and federal accountability program requirements, in conjunction with our schools unique mission.

Students will learn how to select, evaluate and use a variety of technology applications and resources for inquiry learning. Through the acquisition of knowledge and abilities, students will continue to emerge on a path towards a lifetime of safe and healthy interaction with technology and leadership in the digital 21st century.

Using technology teachers will complement, support and expand classroom learning. Teachers will explore and use a variety of technology tools for communication, information, research, Internet safety, assessments and professional development.

The Cape Fear Center for Inquiry Technology Plan
Strategic Priorities
2014 - 2016

Universal Access to Personal Teaching and Learning Devices

Fully online and functional with PowerSchool, School Net, True North Logic

Model of Technology-Enabled Professional Development

21st Century Leadership for Your LEA/Charter

The Cape Fear Center for Inquiry (CFCI) is a K-8 Public Charter School in Wilmington, NC. We opened our doors in 2000 and have been thriving ever since. Our focus statement says that we are committed to promoting students' abilities to think and create in personally meaningful ways through an integrated, inquiry-based curriculum in a nurturing environment. We have successfully reached our students over by meeting them where they are as individuals, tying into their interests, and helping them become more prepared for the future. As a school, we realize that as the world of technology continues to evolve and generations of digital learners are growing up in a world that is quickly changing. Our challenge as educators is now to not only target their interests and individual learning styles, but to open up a world of opportunity through the integration of technology and digital learning tools. We are literally preparing students to be successful in careers that do not exist. Education's focus is no longer on "knowing" the right answers, rather it is on teaching students "how to find" answers.

CFCI opened the doors to its own building in Wilmington after 11 years of renting a renovated office space. We have a part-time Information Technologist who is continuously working to find us the best products and services for our new school. We have representatives from our Technology Committee who attend regional trainings to collaborate with other school districts and charter schools.

Accessibility to technology for students at CFCI has increased over the past several years through the purchasing of several lap top carts. We now have a lap top cart for each of our loop levels, 2-3, 4-5, and middle school. During the 2012-2013 school year CFCI also purchased 6 Nooks that are now used regularly in several classrooms. The faculty, staff and administration are committed to finding creative ways to fund more equipment to get more hand held devices into the hands of our students. We continue to update, upgrade and maintain our current computer lab and laptop carts. We are looking at grants, scholarships, fundraising and budgeting priorities to help in our forward progress of obtaining more technology for the students.

CFCI is has always been a believer in limited use of physical textbooks. The information/data in textbooks changes and becomes outdated so quickly. Our philosophy of a non-traditional way of teaching blends perfectly with the integration of Digital Teaching and Learning Resources. The key word is "resource." CFCI will continue

to work with the IT support person as well as the technology committees to ensure that services are available, websites are accessible, and teachers have easy access to digital learning tools.

Teachers at CFCI will need support as they begin to transition from their current way of teaching to a more technology-integrated way of teaching. Various faculty members have different experiences and comfort levels with the use of technology. The technology committee is continuing to work toward incorporating Tech Bytes into staff meetings, providing training on free digital resources and other topics that are of interest or necessity over the next few years. We will take advantage of our collegiate neighbors at UNCW and their expertise in technology.

Leaders at the Cape Fear Center for Inquiry have a vision for 21st century education and are continually looking to expand their vision to better support teachers and students as they are the key to helping our children grow into being leaders in the 21st century. The administration and teacher leaders within the school want students to grow and expand in this fast-paced world. Our technology leads look forward to deepening their vision and understanding of 21st century education as the state continues to support professional development towards this movement in North Carolina.

Strategic Priority 1: Universal Access to Personal Teaching and Learning Devices

What is universal access to personal teaching and learning devices?

Educational programs with universal access to technology where students have their own personal computing devices, connected to the Internet, which enable students to learn in self-directed ways. This will create an authentic, student-centered environment that is project based without relying strictly on paper based curriculum materials.

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

Educational programs embedded with technology increase studentôs engagement, motivation and achievement through a student-centered environment. Teachers can promote, sustain and facilitate the needs of 21st century learners.

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

We now have 1 computer lab, 4 mobile computer carts equipped with 24 computers each, a projector and a laptop for every classroom teacher and specialist, a new server and wireless system and most of our classroom teachers have document cameras. As we do every year we will be surveying teachers to determine the number of working computers, accessibility for classes to computers, as well as other hardware and software needs. Our goal is to continue with a minimum of 4 working computers per classroom while ensuring that these four computers are functional, up to date and effective for supporting instruction. Now that we have a mobile cart for each of our loop levels, our long-term plan includes maintain these carts for each classroom. We would also like to increase the number of tablets available for teachers/classes. We currently have one set of 6 Nooks which are available for checkout. We are also looking into fundraising options to purchase new laptops for our entire faculty. We started and will continue to offer a Bring Your Own Device option for students. We have an internet agreement that our students sign, our IT person and administrative team hold the password to the wireless and students and parents who opt to send a device into school sign the agreement and those students have wireless access to our system with their own wireless device.

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

Our first step in increasing universal access to personal teaching and learning devices at CFCI was to increase the hours of our IT support person. We are now in the process of streamlining our facultyôs access to our IT support and ensuring that issues that arise with our technology are able to be addressed in an efficient and timely manner. We are also taking advantage of weekly staff meetings, loop level trainings to pass along important information. We are going to continue looking into the use of TechBytes (technology updates) and the role of the Technology Committee in the school community and how they can effectively support the continued growth and maintenance of our technology overall. The Technology Committee covers all grade levels

and will serve to not only troubleshoot, but implement technology throughout the school. We are currently also in the process of increasing our wireless access points throughout the building so all of our teachers have full class access to our wireless system so that laptops and other wireless devices can be used to their fullest capacity through out each instructional day.

Educational programs with universal access to technology create an authentic, student-centered environment where student engagement, motivation and achievement are increased. In this environment teachers can best support the needs of 21st century learners.

Alignment to Other Plans and Initiatives:
Strategic Priority 1: Universal Access to Personal Teaching and Learning Devices

The Cape Fear Center for Inquiry will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE: Analyze and continue to update our existing technology infrastructure to support a 21st century curriculum and assessment system. This analysis will allow us to add to our current wireless system.

Develop a next generation assessment system which includes formative, benchmark and summative assessments based on the new standards.

Career and College Ready, Set, Go!

Increase virtual learning opportunities so every child can reach his or her potential.

Put more technology into the hands of students and teachers to increase individualized learning options.
Take advantage of the North Carolina digital online teaching and learning resource repository, NCWiseOwl.

Seek out free/affordable digital learning and teaching resources.

Race to the Top Local and State Scopes of Work:

While CFCI is not part of the RttT initiative, we are staying as up to date as possible on the district and state-wide changes that the initiative has brought about. We are excited and supportive about updated North Carolina digital online teaching and learning resource repository, NCWiseOwl.

Suggested Goals/Targets	Year 1 July 1, 2014 – June 30, 2015	Year 2 July 1, 2015 – June 30, 2016	Yearly Evaluation Evaluation Method(s)	 DPI Use
Develop a comprehensive sustainable LEA plan for universal access. ***Resources: NCDPI, NCLTI, Educator Recruitment & Development, and District & School Transformation***	Work with CFCI staff, community, committees, strategic planning, NCDPI and other resources to develop concrete strategies for increasing student access to technology. TechnologyCommittee, Faculty/Staff	Reevaluate the plan- goals that are still in place, goals that were achieved, goals that we need to add. Adjust the plan accordingly. Technology Committee, Faculty/Staff	STNA (Student Technology Needs Assessment) Local Surveys	
Communicate your plan to all stakeholders.	Share plan with faculty for discussion, revision and approval. Share plan with CFCI board of directors. Post plan on CFCI website. Technology Committee	Share plan with faculty for discussion, revision and approval. Share plan with CFCI board of directors. Post plan on CFCI website. Technology Committee	CFCI Website	
Increase overall access to personal learning devices.	Maintain classrooms to 4-5 reliable, working computers and/or obtain at least one new laptop or tablet mobile lab. Technology Committee; Finance; Staff; Administration; Fundraising Committee	Continue to upgrade classroom computers and/or obtain at least one new laptop or tablet mobile lab. Technology Committee; Finance; Staff; Administration; Fundraising Committee	AMTR (Annual Media and Technology Report) STNA Report	

Utilize Personal Learning Devices to promote student owned learning.	Teacher training; Lesson plan development and implementation;Utilize expertise at the University (UNCW) to provide support Curriculum Coordinator; Life, Long, Learning and Technology Committees; Staff; Director	Train teachers on any new equipment as well as on new websites and instructional lessons that will foster student growth in an inquiry environment. Curriculum Coordinator; Life, Long, Learning and Technology Committees; Staff; Director	Professional development plans/outlines/agendas with proof of completion such as sign-in sheets Exemplars of student work

Strategic Priority 2: Schoolwide Access to PowerSchool and all the tools that are applicable to CFCI that provide our students, teachers, and parents

Why is school wide access and proficient use of PowerSchool and all of the tools it provides are students, teachers, and parents a need?

We are, with the rest of the state, working to ensure that CFCI is fully online and functional with PowerSchool, School Net, and True North Logic. We have had and will continue to have key administrative team members and faculty members attend trainings that are being provided via NCDPI/Pearson. We will have our technology committee, our IT support person, and our IT faculty member continue to provide support and training through daily assistance, faculty meetings and professional development meetings to ensure that CFCI is able to use PowerSchool and all it has to offer to its fullest potential.

What are the benefits of utilizing PowerSchool?

PowerSchool affords our faculty the opportunity to have access to a strong resource base for lesson planning, data management, streamlined access to make daily routines like attendance, etc. easier. Teachers and staff have access anywhere they have Internet to their students information, grades, as well as, lesson plan resources within SchoolNet. The evaluation process is more efficient because administration can complete evaluations online and then email the teacher. The teacher in turn, has immediate access to this feedback, and can review before meet for the post conference. Time efficiency is a priority for all teachers. With these tools teachers and staff will have resources that enable them to use their time more efficiently. CFCI can increase access to digital resources through the system as well. This system also brings a link of continuity between our charter school and the LEAs and other charter schools.

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

Our faculty and staff need time and training that is based on their curriculum areas, grade level and level of expertise with technology. Focusing on working with teachers at these different levels in small groups will enhance their understanding which will in turn increase student access to these resources. We will continue to seek out resources offered by NCDPI as well as trainings offered by NCDPI and Pearson. Our technology committee has done an excellent job of delving into all PowerSchool has to offer and has been supporting our faculty greatly. This committee will continue to stay abreast of all that PowerSchool has to offer and key members will continue to share their knowledge through Tech Bytes, professional development days, and daily support of our faculty overall.

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Alignment to Other Plans and Initiatives:
Strategic Priority 2: Statewide Access to Digital Teaching and Learning Resources, Including Digital Textbooks
The Cape Fear Center for Inquiry will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE: Analyze and continue to update our existing technology infrastructure 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.

Develop a next generation assessment system which includes formative, benchmark and summative assessments based on the new standards.

Career and College Ready, Set, Go!

Increase virtual learning opportunities so every child can reach his or her potential.

Put more technology into the hands of students and teachers to increase individualized learning options.
Take advantage of the North Carolina digital online teaching and learning resource repository, NCWiseOwl.

Seek out free/affordable digital learning and teaching resources.

Race to the Top Local and State Scopes of Work:

While CFCI is not part of the RttT initiative, we are staying as up to date as possible on the district and state-wide changes that the initiative has brought about. We are excited and supportive about updated North Carolina digital online teaching and learning resource repository, NCWiseOwl.

School Website:
Develop a new CFCI website that is more user-friendly and has teacher and faculty web pages. Create easily accessible links to digital learning resources for students and staff.

Maintain & increase resources and support: Continue to support exiting digital teaching and learning resources such as Lexia, BrainPop, Alice, Prezi, PowerSchool, and SchoolNet.

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

Suggested Goals/Targets	Year 1 July 1, 2012 – June 30, 2013	Year 2 July 1, 2013 – June 30, 2014	Yearly Evaluation Evaluation Methods(s)	 DPI Use
Shift from traditional print and paper-based resources to affordable, current online resources	**Goal:** Have monthly technology shares to expose and explore digital learning and teaching resources that can be adapted into our current curriculum. Train personnel to use online collaboration tools such as Google Doc to share and manage documents online in real time. **Responsible**: Technology Committee members, Curriculum Coordinator, IT	**Goal:** Continue to have monthly technology shares to expose and explore digital learning and teaching resources that can be adapted into our current curriculum. Train new personnel to use online collaboration tools such as Google Doc to share and manage documents online in real time. **Responsible**: Technology Committee members, Curriculum Coordinator, IT	Rubrics Exemplars of student work	

Utilize procured resources such SchoolNet and PowerSchool.	**Goal:** Using an online resource such as SchoolNet for lesson plans as well as test questions. These resources will be readily available to for teacher use. **Responsible**: Technology Committee members, Curriculum Coordinator, IT, Staff	**Goal:** Using an online resource such as SchoolNet for lesson plans as well as test questions. These resources will be readily available to for teacher use**.** **Responsible**: Technology Committee members, Curriculum Coordinator, IT, Staff	Professional development plans/outlines/agendas with proof of completion such as sign-in sheets
Use digital content aligned specifically to Common Core and NC Essential Standards	Stay up to date on new resources that states provides that integrate the CC and New Essential Standards in a digital manner. Train staff on the new standards as well as the digital resources available to support them. Integrate digital teaching and learning resources into our inquiry based learning curriculum environment. **Responsible**: All staff, Life, Long, Learning Committee, Technology Committee	Continue to stay up to date on available resources. Support more integration digital teaching and learning resources into our inquiry based learning curriculum environment. **Responsible**: Technology Committee members, Curriculum Coordinator	Professional development plans/outlines/agendas with proof of completion such as sign-in sheets Exemplars of student work
Ensure equity to digital teaching and learning resources from school to	Maintain teacher laptops and projectors; ensure that laptop carts are available for all	Maintain teacher laptops and projectors; ensure that laptop carts are available for all	Rubrics Exemplars of student work

school in your LEA.	teachers to check out. Make use of the open computer lab times. All students will take Technology as a class each year. **Responsible**: Technology Committee members, Curriculum Coordinator, EC Coordinator	teachers to check out. Make use of the open computer lab times. All students will take Technology as a class each year. **Responsible**: Technology Committee members, Curriculum Coordinator, EC Coordinator

Strategic Priority 3: A Statewide Model of Technology-Enabled Professional Development

What skills are needed to transition to digital teaching and learning resources?

Transitioning to digital teaching in learning is a process that started years ago at CFCI as our school does not adopt textbooks nor do we typically follow a traditional method of teaching. We have a wide range of teachers with varying technology abilities and interests. The skill-range needed to smoothly transition instruction into a digital world varies based on digital experience. The biggest skill the teacher needs is the willingness to ask for help and seek out resources. Teachers need to not be afraid to try something new and innovative. Other skills include research, planning, troubleshooting various websites and digital media, and collaborating with colleagues. Another skill that is very important in planning for digital learning is making use of your time. These lessons take time in planning on the front end, but if planned appropriately can be very easily executed.

How can these skills be delivered and sustained to our LEA teachers and administrators?

We are ahead of the game in that we do not have textbooks that are our day to day and school-wide curriculum. We understand that there are resources of all kinds within the school, community, environment, public library, and of course through technology. Because we have such a wide range in comfort with technology usage, it is our job to assess the strengths and weaknesses of faculty technology proficiency and help them at their own level. We have developed a very strong technology committee that has representatives from loop-levels and administration K-8. That committee is responsible for helping individuals trouble-shoot, as well as developing/supporting school-wide professional development and helping teachers brainstorm ways to teach through technology. Our committee has a strong commitment to continuous sharing of new and innovative tools and resources throughout the school year during faculty meetings and vertical teaming sessions.

How do teachers, administrators, and staff work with colleagues to guide our LEA toward more effective uses of 21st Century tools for teaching, learning, and managing instruction?

The teachers, administrators, and staff at the Cape Fear Center for Inquiry have many guides in place to help effectively teach the tools that we are already uses to enhance teaching and learning as well as research, locate and share other available resources. Our school has a new website (Fall 2013) which is a strong communication tool for our entire CFCI community. Many of our faculty members maintain websites to enhance not only communication but instruction as well. We have monthly shares called ñTech Bytesò at staff meetings where teachers share innovative websites and lessons that incorporate technology. The Instructional Technology teacher has worked with the Informational Technology support person to upgrade and maintain our two 4 laptop carts. As of 2013-2014 our 2-3, 4-5 and middle school loops each have a laptop cart exclusive to their loop so each grade level has ready access to a classroom set of laptops. The Curriculum Coordinator works with other teachers and committees to enhance professional development in various areas, by including technology as part of the presentations (i.e. livebinders.com; interactive GoogleDocs; assistive technology). Our Curriculum Coordinator

has also been working with technology leads at the Watson School of Education (UNCW) to design professional development that will showcase various technology driven pedagogies that would meld well with CFCIôs inquiry based instruction (i.e., flipped classrooms, tablet driven assessment and learning applications).

How are teachers, administrators, and staff prepared to understand, implement, and assess the span of skills and processes that students need to succeed in the 21st Century?

CFCI, like the state of North Carolina, is constantly reviewing its evaluation process for teachers, instructional support, and administration. This year we add SMART Goals to our professional development. One of the driving forces behind this move was to encourage our teachers to implement 21st Century goals and utilize them to further differentiate their instruction to ensure that our studentsô various learning modalities are being explored and met.
CFCI also is going through a shift in thinking in integrating the NC Essential Skills for Informational Technology. Our Instructional Technology teacher has always done an amazing job teaching students skills they need for 21st Century computer based-learning. Those classes continue to go above and beyond for grades K-8 integrating, computer literacy, ethics, safety, word processing, databases, spreadsheets, and even computer programming. However, these new standards are the responsibility of all teachers, not just our technology teacher. She, along with the members of the technology committee, has an additional focus on helping teachers integrate technology into curriculum-based lessons and instructional units. Additionally, these people are working with the administration, other LEAs and charter schools, NCDPI, and local universities (UNCW) to help further integrate 21st century skills into our classrooms through a more natural day to day routine.

How are teachers, administrators, and staff prepared to apply 21st Century assessment systems to inform instruction and measure 21st Century knowledge, skills, performance, and dispositions?

Through the efforts of our last technology plan our faculty and administration have explored and implemented several efforts to move toward 21st Century assessment. Our Curriculum Coordinator/Testing Coordinator implemented all online tests that were made available by the state of NC during the 2013-2014 school year. Through the use of our laptop carts and our computer lab, all tests that could be taking online were taken online. CFCI experiences minimal issues while testing students online thanks to the efforts of our IT staff, our IT faculty, our Curriculum Coordinator, and our faculty who have a willingness to try new and innovative ways of assessing our students. CFCI will continue to move toward full implementation of online testing along with the state of NC as new areas of online testing are released by the NCDPI.

CFCI has also been implementing Lexia, Reading 3D, and Math Perspectives. Each of these are online assessments that provide our faculty with preassessment, formative assessment, and summative assessment data.

The assessments mentioned above are only one way that teachers assess students while incorporating technology. We also do in depth inquiry projects which require access to technology for research and producing a product via word processing, Power Point, Prezi, blogs, Mural.ly; to name a few. Our middle grades teachers us schoology.com or edmodo.com as a

form of safe, social networking in which students can chat with one another about prompted subjects, their homework, or even questions. As more and more technology becomes available we will continue to consistently seek out ways to improve our studentsô and facultyôs access to new and innovative educational tools.

Alignment to Other Plans and Initiatives:
Strategic Priority 3: A Statewide Model of Technology-Enabled Professional Development

The Cape Fear Center for Inquiry will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE

Provide teachers with professional development in the New Common Core and NC Essential standards by taking advantage of the team of 11 teachers, administrators and university professors that were trained this summer. Utilize the states comprehensive, professional development system to support our in-school professional development efforts on using data to inform instruction. Utilize Curriculum and Testing Coordinator as a resource to stay up-to-date with accountability changes in the 21st century curriculum and assessment system the state is hoping to implement in the coming year.

Career and College Ready, Set, Go!

Put more technology into the hands of students and teachers to increase individualized learning options.
Take advantage of the stateôs increase in the use of technology for providing professional development opportunities for teachers.

Seek out free/affordable technology professional development for our teachers

Race to the Top Local and State Scopes of Work

While CFCI is not part of the RttT initiative, we are staying as up to date as possible on the district and state-wide changes that the initiative has brought about. We are excited and supportive about the changes in National standards and assessment.

4: A Statewide Model of Technology-Enabled Professional Development

Suggested Targets	Year 1 July 1, 2014 – June 30, 2015	Year 2 July 1, 2015 – June 30, 2016	Yearly Evaluation	
			Evaluation Method(s)	**DPI Use**
Implement a plan for embedded technology-enabled professional development for teachers and administrators.	**Goal:** Have weekly shares in content, social curriculum, inquiry-based instruction and technology staff meetings. Do so with purposeful integration of technology in all areas. **Responsible**: Life, Long, Learning and Technology Committee members	**Goal**: Continue weekly faculty shares. As the L3 committee meets to set ideas for professional development in 2014-2016, technology integration must remain at the forefront of the implementation of all professional development. **Responsible:** Life, Long, Learning and Technology Committee members	Professional development plans/outlines/agendas with proof of completion such as sign-in sheets	
Support models that promote and further the ideals of technology-enabled and integrated professional development	**Goal:** Conduct staff survey on their level of technology integration. (end of 2014 and 2015 and 2016) Use that data to drive more integrated/purposeful training with embedded technology. **Responsible:** Technology Committee	**Goal:** Take survey data from end of 2013 to determine where professional development needs to be driven this school year. Take advantage of university, community, and in house resources. **Responsibility:** Technology Committee	Professional development plans/outlines/agendas with proof of completion such as sign-in sheets Staff survey results and plans of action for meeting their needs	
Prepare curriculum coordinator and instructional technology facilitators to support digital reform.	**Goal:** Participate in state-level professional development modules and trainings and share that information with teachers. Also use research and community resources to locate	**Goal:** Continue to take advantage of free/affordable training opportunities. Share your knowledge with faculty, but also branch out to other schools/districts. Classroom	Professional development plans/outlines/agendas with proof of completion such as sign-in sheets	

	more opportunities for a smoother digital transition. **Responsible:** NCDPI, Curriculum Coordinator, Instructional Technology Facilitator	visits, presentations, etc. **Responsiblie:** NCDPI, Curriculum Coordinator; Technology Facilitator; Technology Committee	Certificates of completion
Common Core and Essential Standards training to teachers using integrated technology as a model for further classroom integration.	**Goal:** Continue CCS focus with a concentration on technology, math and ELA. Incorporate integrated technology models from the summer institutes. **Responsibility:** L3 committee, all teachers	**Goal:** Continue looking in the DEPTH of the curriculum changes. How can you better incorporate technology, integrate other curriculuar areas, etc.? Brainstorm and share ideas. **Responsibility:** Curriculum Coordinator, L3, All teachers (loop levels)	Professional development plans/outlines/agendas with proof of completion such as sign-in sheets Exemplars of student work
Prepare staff for online assessment delivery.	**Goal:** Receive appropriate training on the new assessments and provide that training to all staff members. **Responsible:** Curriculum Coordinator	**Goal:** Receive appropriate training on the new assessments and provide that training to all staff members. **Responsible:** Curriculum Coordinator	Professional development plans/outlines/agendas with proof of completion such as sign-in sheets & and module completion certificates Summer Institute completion surveys
Prepare students for online assessment delivery.	**Goal:** Participate in field testing across most grade levels to ensure exposure to the new tests	**Goal:** Walk students through online practice assessments throughout the year	Exemplars of student work

	Responsible: Curriculum Coordinator and Teachers	**Responsible:** NCDPI (development); Curriculum Coordinator- present to teachers; Classroom teachers- share with students	
Provide ongoing support and professional development necessary for use of data to inform instruction.	**Goal:** Have new data collection process in place for the CFCI Teacher Evaluation Process. Support teachers through formative, benchmark, and summative assessments: **Responsible:** Teacher Evaluation Committee; teachers/teammates; administration	**Goal**: Continue to support teachers through the new evaluation process. Have teachers utilize the NCFALCON formative assessment modules as a refresher if needed. **Responsible:** Teacher Evaluation Committee; teachers/teammates; administration	Professional development plans/outlines/agendas with proof of completion such as sign-in sheets & and module completion certificates Include surveys with each professional development opportunity
Provide support for teacher and administrator progress and evaluation with all components of the CFCI evaluation process or NC Beginning Teacher evaluation process.	**Goal:** Provide support and training for new teachers who will follow the NC Teacher Evaluation process and for experienced teachers who will follow a similar evaluation tool that is specific to CFCI. **Responsible:** Administration, Teacher Evaluation Committee, all teachers	**Goal:** Continue to provide support and training for new teachers who will follow the NC Teacher Evaluation process and for experienced teachers who will follow a similar evaluation tool that is specific to CFCI. Work with teachers who may be struggling on various components of the evaluation tool. **Responsible:** Administration, Teacher Evaluation Committee, all teachers	Beginning Teacher Orientations and Monthly Meeting plans with proof via sign in sheets Professional development plans/outlines/agendas with proof of completion such as sign-in sheets

Strategic Priority 4: 21st Century Leadership for All Schools and Districts

Essential Questions

Are your LEA/Charter leaders prepared to lead and create a vision for 21st century education?

Leaders at the Cape Fear Center for Inquiry have a vision for 21st century education, but are continually looking to expand their vision to better support teachers and students as they are the key to helping our children grow into being leaders in the 21st century. The administration and teacher leaders within the school want students to grow and expand in this fast-paced world. The leaders look forward to deepening their vision and understanding of 21st century education as the state continues to support professional development towards this movement in North Carolina.

Are mechanisms in place for school leaders to create 21st century learning cultures?

CFCI has many mechanisms in place for school leaders to create 21st century learning cultures. These mechanisms include: a very active and supportive technology committee, a school instructional technology teacher, a part-time information technology specialist as well as a curriculum coordinator who believes in the power of 21st century learning and supports teachers as opportunities to learn and share come their way. Funding for professional development and classroom hardware is limited. While these issues have not stopped our teachers from moving forward in developing 21st century learning cultures, they certainly have slowed down the process. Our teachers understand that while technology is not defined with only a computer, that in our world, physical technology opens hundreds of doors as well as significantly heightens the interest level for learners.

Are professional growth programs/opportunities available to prepare teachers and administrators to lead 21st century learning environments?

The NC Department of Instruction has done a nice job developing some free professional development during these tough economic times. Our teachers have or are currently taking advantage of the Power School, School Net, Google Drive, Khan Academy, Code.org, Common Sense Media, Discovery Education, NCFALCON, and other NCEducation modules. As a school, the leaders have ensured that teachers have time to plan together every day and that throughout the year, trained members of the staff offer professional development related to the Common Core Standards, Inquiry-based instruction, and our schoolôs Social Curriculum, all under an integrated technology umbrella. We are beginning to develop a ñTech Bitsò newsletter for teacher to share technology lessons that they have developed/explored and used within their classrooms. We have incorporated ñVertical Teamò meeting into our weekly staff meetings, allowing adequate time for teachers to share resources. We are working to take advantage of our surrounding resources, especially the University of North Carolina at Wilmington. The Curriculum Coordinator and teacher leaders within the school are constantly looking for free opportunities to either become a trainer in an area and share with others, or to send teachers to become ñexpertsò and further their professional growth particularly in 21st century learning environments.

Alignment to Other Plans and Initiatives:
Strategic Priority 4: 21st Century Leadership for All Schools and Districts
The Cape Fear Center for Inquiry will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE

Use the stateôs comprehensive, customized professional development system in conjunction with our local resources and experts from within the school, the community, and surrounding universities 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!

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

Use data from the Teacher Working Conditions survey and hopefully the new Student Working Conditions survey to help inform our small district about the needs and desires of our community population.

Take advantage of the stateôs increase in the use of technology for providing professional development opportunities for teachers. Seek out free/affordable technology professional development for our teachers

Race to the Top Local and State Scopes of Work

While CFCI is not part of the RttT initiative, we are staying as up to date as possible on the district and state-wide changes that the initiative has brought about. We are excited and supportive about the changes in National standards and assessment.

5: 21st Century Leadership for All Schools and Districts

Suggested Goals/Targets	Year 1 July 1, 2014 – June 30, 2015	Year 2 July 1, 2015 – June 30, 2016	Yearly Evaluation Evaluation Method(s)	 DPI Use
Create and lead a vision for 21st century education	**Goal:** Prioritize strategies on a timeline for providing a more 21st century education for our students. **Responsibility:** Administration, Teachers, Board of Directors	**Goal**: Hold ourselves accountable for meeting the priorities in the time-indicated manner in order to better serve our students in the 21st century. **Responsibility:** Administration, Teachers, Board of Directors	Professional development plans/outlines/agendas with proof of completion such as sign-in sheets Completed CFCI Strategic Plan that supports the timeline and priorities developed by teachers, administrators and the Board.	
Create 21st century learning cultures	**Goal:** Define 21st Century Learning Culture as a school. What does it look like? Are we doing our children justice in teaching this way? Brainstorm strengths and weaknesses. Set attainable goals. **Responsibility:** All faculty and	**Goal:** Review our definition and goals of 21st century culture. What can we do better? Set new, measurable (SMART) goals. **Responsibility:** All faculty and staff	Professional development plans/outlines/agendas with proof of completion such as sign-in sheets Completed CFCI Strategic Plan that	

	staff		supports the timeline and priorities developed by teachers, administrators and the Board.
Prepare teachers and administrators to lead 21st century learning environments	**Goal:** Continue to decrease the ratio of number of students per computer in individual classrooms. How can we lead by example when they do not even have the resources to teach that way? **Responsibility:** Fundraising Committee, Technology Committee, Administration	**Goal:** Teachers will facilitate faculty meetings and professional development and integrate 21st century learning ideas in a classroom community set-up. (Modeling) **Responsibility:** Teachers, Curriculum Coordinator	Budget reports indicated the purchase of more technology Professional development plans/outlines/agendas with proof of completion such as sign-in sheets
Develop strategic partnerships with community and business to promote 21st Century learning.	**Goal:** Continue to visit and seek out community businesses and cooperationôs who help and support schools. Establish a relationship with local grant writers. **Responsibility:** Technology Committee, All faculty and staff	**Goal:** Continue to visit and seek out community businesses and cooperationôs who help and support schools. Establish a relationship with local grant writers. **Responsibility:** Technology Committee, All faculty and staff	Technology Committee reports indicating the continued search for local business support.

Appendix A: Policies and Procedures
Cape Fear Center for Inquiry Technology Plan
Policy, Procedure, & Guidelines Implementation Chart

Policies, Procedures, & Guidelines	LEA Policy Code or Procedure	LEA Adoption, Implementation or Revision Date
Policies Required		
A. Materials Selection Policy including internet resources (GS §115c-98(b))	#350	10/2009
B. Disposal of Equipment / Replacement of Obsolete Equipment (GS §115c-518)	#640	10/2009
C. Hardware and Software Procurement (GS § 115c-522, 115c-522.1)	#840	10/2009
D. Copyright and Plagiarism Policy (PL §94-553, 90 Stat. 2541),	#813	10/2009
E. Acceptable Use Policy (PL §106-554)	#810/812	10/2009
F. Equipment/Materials Donation Policy (GS §115C-518)	#842	10/2009
G. Data Privacy Policy (20 U.S.C. § 1232g; 34 CFR Part 99 (FERPA))	#817-457	10/2009
H. Inventory Control Policy (GS §115c-539, 115c-102.6A-C(5))	#844	10/2009
I. Access to Services Policy (GS §115c-106.2)	#816	10/2009
J. Online Assessment and Instruction Policy		
K. Advertising and Commercialism Policy (GS §115c-98)	#465	10/2009
L. Internet Safety and Ethical Use including Cyberbullying and Harassment (CIPA, FERPA, GS 115C-407)	#255/257/812	10/2009
Procedures		
A. Hardware and Software Deployment	#840	10/2009
B. Equipment maintenance and repairs	#846	10/2009
C. Outdated Resources and Equipment Replacement		
D. Disaster Recovery of Data and Hardware	#826	10/2009

E. Administration of Online Courses		
F. Administration of Online Assessment		
Guidelines		
A. Policy Translation		
B. Use of Digital Media and Resources		
C. Instructional Use of Videos		
D. Development of Online Resources		

350 Materials Selection

The CFCI Board of Directors policy relative to the selection of instructional materials, including supplementary books, library books, periodicals, and other instructional materials includes the following:

I. Objectives of Selection

A. To provide instructional materials necessary to implement, enrich, and support the educational programs of the schools.
B. To provide a wide range of materials with diversity of appeal and which incorporate different points of view.
C. To provide materials which have varying degrees of difficulty to accommodate the range of abilities of students.
D. To provide materials representative of the mainstream of our American heritage and the various religious, ethnic, cultural, and political groups which have influenced its development.

II. Responsibility for Selection of Materials

A. The CFCI Board of Directors is legally responsible for all materials used in the educational programs of the school.
B. The responsibility for selection of instructional materials is delegated to the Director and teachers.
C. The Director is authorized to form such review committees, criteria, and procedural rules as may be necessary to carry out this delegation of authority in a manner consistent with the policy of the Board.

III. Materials and Requirements

A. Any student, with his/her parentsô consent, may request an alternate supplementary material when the assigned supplementary material is substantially objectionable to the pupil on moral or religious grounds. The teacher is required to provide the alternate supplementary material or, if it is not available, to excuse the student from the assignment.

IV. Complaints on Materials

A. Parents, students, and teachers may request reconsideration of instructional materials selected for school use. When a request for reconsideration is made to a teacher, it shall be forwarded to the Director in written form.

B. The Director shall designate a person or persons to consider the objection and make recommendations to him/her.

C. The Director may:
   1. Declare the materials not suitable for school use.
   2. Restrict the use of the material to the teachers only.
   3. Restrict the use of material to certain groups of students.
   4. Declare the material suitable for restricted school use.

457 Data Privacy Policy

Persons Authorized to Have Access

Cape Fear Center for Inquiry may disclose information kept in the studentsô cumulative record folder to the following persons:

1. School officials who have a legitimate educational interest in examining the information. The term ñschool officialò includes any teacher, administrator, assigned student teacher, intern, teacherôs aide, or other professional employee of the Cape Fear Center for Inquiry and/or members of the school board during a regular or executive session board meeting. The Director determines whether a school official is seeking the information to carry out an official duty and whether the specific information sought will help in carrying out that duty.
2. Accrediting organizations that seek the information to carry out their accrediting functions.
3. Upon approval by the Director, the studentôs health record may be reviewed by persons who seek information in connection with a health or safety emergency that threatens the health or safety of the student or other persons.

A. Directory Information

The Cape Fear Center for Inquiry may disclose directory information if the parent or student has agreed in writing to such release.

No personally identifiable information, other than directory information, may be released from the cumulative record folder with exception of one of the following conditions:

1. When proper written consent to the release of such records has been obtained. If the student is below eighteen, one of his/her parents must consent to the release. This consent must be signed, dated and must specify the records to be disclosed, and the persons to whom the disclosure may be made. Upon request, the school shall supply a copy of the records to the parent who gave the consent. A parent may request that a copy of the records released be given to the student, even though the student is not yet eighteen.
2. To comply with a court order or lawfully issued subpoena. Upon the request of a court order or subpoena, the Director shall immediately send written notice to the studentôs parents or to the eligible student that a court order or subpoena has been received. Three days after sending the notice, the Director shall comply with the court order or subpoena.

3. To comply with a written request from a school official whose school a student is attending or planning to attend. Copies of a studentôs cumulative folder are mailed to the requesting school.

   When a school official discloses information from the studentôs cumulative record folder, or other than directory information, to anyone other than the parents of the student, the student, or other school officials, the official shall inform the person who receives the information that it may not be transferred to any other party without the consent of the parents or the eligible student.

640 Disposal of Equipment

The Cape Fear Center for Inquiry Board of Directors has the authority to establish policies regarding the sale, exchange, and disposition of school property and the conduct of employees with regard to the sale, exchange, disposition, and purchase of school property.

When real property owned by the Cape Fear Center for Inquiry is no longer needed or desirable for public school purposes, the Director is authorized to determine whether the best interests of the school is served by disposing of the real property by sale, exchange, leasing, recycle or elimination.

The Director is also authorized to negotiate rental of school facilities to outside groups, individuals or agencies, for one year or less, when such rental will not interfere with the use of the school facilities during the instructional day.

No employee of the Cape Fear Center for Inquiry shall dispose of any personal property of the Board without the approval of the Director.

810 Employee Computer and Internet Use

The intent of these guidelines is to provide employees with general requirements for utilizing CFCIôs computers, networks, and Internet services. These guidelines may be supplemented by more specific administrative procedures and guidelines governing day-to-day management and operation of the computer system.

These guidelines provide general rules and examples of prohibited uses for illustrative purposes but do not attempt to state all required or prohibited activities by users. Employees who have questions regarding whether a particular activity or use is acceptable should seek further guidance from the appropriate administrator.

Failure to comply with this policy and/or the established procedures or rules governing computer use may result in disciplinary action, up to and including discharge. Illegal use of CFCI computers will also result in referral to law enforcement authorities.

A. Access to school computers, networks and Internet services

The level of access that employees have to CFCI computers, networks and Internet services is based upon specific employee requirements and needs.

B. Acceptable use

Employees are to utilize CFCI computers, networks, and Internet services for school-related purposes and performance of job duties. Incidental personal use of school computers is permitted as long as such use does not interfere with the employeeôs job duties and performance. ñIncidental personal useò is defined as use by an individual employee for occasional personal communications. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures and rules. **All communications pertaining to any type of school business via e-mail must be performed on the cfci.net account assigned to the employee.**

C. Prohibited use

The employee is responsible for his/her actions and activities involving CFCIôs computer, networks and Internet services and for his/her computer files, passwords and accounts. General examples of unacceptable uses which are expressly prohibited include but are not limited to the following:

1. Any use that is illegal or in violation of other Board policies, including harassing, discriminatory or threatening communications and behavior, violations of copyright laws, etc.;

2. Any use involving materials that are obscene, pornographic, sexually explicit or sexually suggestive;

3. Any inappropriate communications with students or minors;

4. Any use for private financial gain, or commercial, advertising or solicitation purpose;

5. Any use as a forum for communicating by e-mail or any other medium with other school users or outside parties to solicit, proselytize, advocate or communicate the views of an individual or non-school sponsored organization; to solicit membership in or support of any non-school-sponsored organization; or to raise funds for any non-school-sponsored purpose, whether for profit or not-for-profit. No employee shall knowingly provide school e-mail addresses to outside parties whose intent is to communicate with school employees, students, and/or their families for non-school purposes. Employees who are uncertain as to whether particular activities are acceptable should seek guidance from the Director or other appropriate administrator;

6. Any communication that represents personal views as those of CFCI or that could be misinterpreted as such;

7. Downloading or uploading software or applications without permission from the appropriate administrator;

8. Opening of forwarding any e-mail attachment (executable files) from unknown sources and/or that may contain viruses;

9. Sending mass e-mails to school users or outside parties for school or non-school purposes without the permission of the appropriate administrator;

10. Any malicious use or disruption of CFCI computers, networks, and Internet services or breach of security features;

11. Any misuse or damage to CFCI computer equipment;

12. Misuse of the computer passwords or accounts (employees or other users);

13. Any communications that are in violation of generally accepted rules of network etiquette and/or professional conduct;

14. Any attempt to access unauthorized sites;

15. Failure to report a known breach of computer security to the appropriate administrator;

16. Using school computers, networks, and Internet services after such access had been denied or revoked; and

17. Any attempt to delete, erase or otherwise conceal any information stored on a school computer that violates these rules.

D. No expectation of privacy

CFCI retains control, custody and supervision of all computers, networks and Internet services owned or leased by CFCI. CFCI reserves the right to monitor all computer and Internet activity by employees and other system users. Employees have no expectation of privacy in their use of school computers, including e-mail messaging and stored files.

E. Confidentiality of Information

Employees are expected to use appropriate judgment and caution in communications concerning students and staff to ensure that personally identifiable information remains confidential.

F. Staff responsibilities to students

All staff are to monitor all student computer use. Students are not to use staff computers unless closely monitored by the staff member. The staff member is ultimately responsible for inappropriate use of their assigned computer.

G. Compensation for losses, cost and/or damages

The employee shall be responsible for any losses, cost or damages incurred by CFCI related to violations of this policy and/or these guidelines.

H. CFCI assumes no responsibility for unauthorized charges, cost or illegal use.

CFCI assumes no responsibility for any unauthorized charges made by employees including but not limited to credit card charges, subscriptions, long distance telephone charges, equipment and line costs, or any illegal use of its computers such as copyright violations.

I. Employee acknowledgement required

Each employee authorized to access CFCI computers, networks and Internet services is required to sign an acknowledgment form stating that they have read this policy and these guidelines. The acknowledgment form will be retained in the employeeôs personnel file.

812 Student Internet and Email Acceptable Use

Internet access and Electronic Mail (E-Mail) are now available to students and teachers in CFCI. We believe the Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service is to promote educational excellence in school by facilitating resource sharing, innovation, and communication. To gain access to the Internet, all students under the age of 18 must obtain parental permission and must sign and return the User Agreement and Parent Permission Form.

Access to the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet could contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people.

While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages; but ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

To that end, the CFCI supports and respects each familyôs right to decide whether or not to apply for access.

CFCI Internet and E-Mail Rules

Students are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The network is provided for students to conduct research and communicate with others. Access to network service is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege ï not a right. Access entails responsibility.

Individual users of the CFCI computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with CFCI standards and will honor the agreements they have signed. Beyond the clarification of such standards, CFCI is not responsible for restricting, monitoring, or controlling the communications of individuals utilizing the network.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on CFCI servers would be private.

Within reason, freedom of speech and access to information will be honored. During school, teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio, and other potentially offensive media.

Students are permitted to access personal email accounts only for appropriate school related activities. Teachers are to monitor any such access to insure compliance with this rule.

Individual users of the Internet are expected to abide by the generally accepted rules of network etiquette. The following are not permitted:

- Accessing any sites with adult content and/or discussions
- Sending e-mail that is offensive and/or inappropriate (if you have any doubts, let your teacher read first)
- Using computers in any way to cause problems for others. For example, Writing that is hurtful to others; deleting, destroying or changing the work of others; and/or anything that an adult has warned you about.

In the event a student engages in any of the above referenced activities, his/her access privileges will be revoked and other disciplinary measures may result.

- Student could lose computer privileges permanently for the rest of the year or for a period of time that the teacher or director determines the offense earns.
- Student will be financially responsible for any damages that they do to equipment, physically, or electronically.

813 Copyright Compliance

The board recognizes and supports the limitations on unauthorized duplication and use of copyrighted materials. The board does not condone any infringement on the property rights of copyright owners. Employees, students and visitors are prohibited from the use or duplication of any copyright materials not allowed by copyright law, fair use guidelines sanctioned by Congress, licenses or contractual agreements. Willful or serious violations also are considered to be in violation of expected standards of behavior for employees and students and may result in disciplinary action in accordance with board policy.

Fair Use: Unless allowed as ñfair useò under federal law, permission must be acquired from the copyright owner prior to copying copyrighted material. Fair use is based on the following standards:

- the purpose and character of the use;
- the nature of the copyrighted work;
- the amount of and the substantiality of the portion used; and
- the effect of the use upon the potential market for, or value or, the copyrighted work.

The Director or designee is responsible for providing information and training to personnel and students, as appropriate, to provide further guidance on the fair use of copyrighted materials, including in the following circumstances:

- single and multiple copying for instructional purposes;
- copying for performances and displays;
- off-air recording of copyrighted programs;
- use of ñfor home use onlyò videotapes;
- computer software
- copyrighted materials on the Internet and on-line data bases; and
- reproduction and loan of copyrighted materials by school media centers.

814 Student Discipline and Liability

It is essential that computers and networks be protected from misuse and abuse by users so they can serve their instructional purpose. Engaging in behavior that damages communications equipment and/or programs or interferes with use of these resources by others will not be tolerated.

Unacceptable use includes, but is not limited to, the following:

1. Abusive or objectionable language
2. Malicious attempt to harm or destroy data of another user
3. Transmission of material in violation of any US or state regulation
4. Use for commercial purposes or political lobbying
5. Violation of Copyright laws
6. Plagiarism

More serious violations include

7. Deletion or alteration of any network files or configurations
8. Planting a virus on a network
9. Running software designed to access passwords
10. Perform any act, which leads to significant damage to network operations.

Students who are found to have committed any of the above violations or other prohibited computer related actions will be subject to consequences possibly including suspension of computer privileges and suspension from school. The teacher and Director or designee will confer to determine the specific circumstances and consequences on a case by case basis.

If abuse of computers, peripherals or networks causes damage, which is permanent or requires repair or replacement, the student will be liable for any charges and may be subject to criminal prosecution.

816 Access To Services

he Cape Fear Center for Inquiry will comply with the procedures stated in the most current edition of Policies Governing Programs and Services for Children with Disabilities and with subsequent revision of such rules as adopted by the State Board of Education. Copies of the rules and regulations are on file in the Exceptional Childrenôs Office

817 Remote Access Policy

Cape Fear Center for Inquiryôs systems must be protected against unauthorized access, malicious access, and disruption of service. Authorized users may be permitted to remotely connect to web hosting systems and data repositories for the conduct of business only through secure, authenticated and carefully managed access methods.

Users of such systems should take every precaution to prevent compromising confidential data. Such precautions include using proper user IDs and passwords as well as securing of the actual device used for access. Devices used to access these systems should have the latest anti-virus software/definition files installed along with controls for ad-ware and spyware in place.

818 Security Awareness Policy

Employees at the Cape Fear Center for Inquiry shall be aware of security issues when saving information on their computers and when backing up information to external media. Appropriate encryption technologies will be utilized when transferring confidential information.

822 Virus Protection

The Instructional Technology Facilitator will ensure all computers have up to date anti-virus software installed. Automatic updates will be set to protect computers from new viruses. Training must take place to ensure that all computer users know and understand safe computing practices and perform frequent backups on sensitive data files.

824 Network Security

In order to maintain network security, any CFCI server or network equipment will have appropriate firewall filtering appliance installed. This also includes any local area network gateway that provides Internet access. This appliance will provide an ICSA Labs certified firewall in which will be used to filter and restrict undesirable content from the student population.

826 Disaster Recovery Procedure

It is the responsibility of the computer user to back up their files in a responsible manner. If the computer stores mission critical information, the files should be backed up to an off site location. The computer user should back up other information at regular intervals.

If CFCI installs a network with a server, regular back up procedures will be established and followed. Procedures will specify back up responsibilities.

840 Hardware and Software Procurement

Hardware

All hardware purchases must follow proper purchasing procedures and must be approved by the Director prior to purchasing. Purchasing of equipment that has not been approved by the Director may result in the equipment not being supported by the Instructional Technology Facilitator. All purchases must meet the minimum requirements.

Software

All software purchases must follow proper purchasing procedures and must be approved by the Director prior to purchase. Each year, the Instructional Technology Facilitator will outline supported software programs. Software that has not been pre-approved will not be supported or installed by the Instructional Technology Facilitator. All software should be inventoried and installed by the Instructional Technology Facilitator. No software is to be installed without prior approval from the Instructional Technology Facilitator.

842 Equipment/Materials Donation

The Board of Directors recognizes the services of the CFCI Partnership, other organizations, and individuals in providing equipment for use in the schools and in upgrading existing facilities. Such services and donations should be made after conferences between the teacher, donor, and Director or designess, whose responsibility it is to see that such additions are in accord with administrative policies, particularly where installation costs are involved. All donations become school property.

844 Inventory Control Policy

As part of the year-end procedures, the Technology Committee will perform an inventory of all computers and media equipment.

- The serial number, name and location of each piece of equipment are recorded in a database.
- Each year, the information in the database will be checked for accuracy. Any changes in location will be updated. The equipment will also be checked to make sure it is in operative condition.
- Any equipment unaccounted for will be reported to the Director.

846 Equipment Maintenance and Repairs

The Technology committee will develop and implement a procedure for equipment maintenance and repair. This procedure will include a service request form to be completed if equipment needs to be serviced or repaired. Completed service request forms are to be collected by the Technology Committee for service history on the equipment.

References:

Public Schools of North Carolina. *"2011-2013 NC State School Technology Plan."* April 2011. http://it.ncwiseowl.org/cms/One.aspx?portalId=4501006&pageId=12819276#append. Web. 18 Oct. 2011.

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