

Technology Plan Summary Sheet

Prepared by Caledonia District Technology Office
Submitted to KISD, Michigan Department of Education.
Required for state and federal grant applications.
Kent Intermediate School District
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Michigan Department of Education
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Intermediate School District: Kent Intermediate School District
URL for Technology Plan: <http://www.calschools.org/district/admin/techplanfinal.pdf>

Creation Date: May 15, 2012

Introductory Material- Section 2

District Mission Statement

In pursuit of excellence Caledonia Community Schools will empower and equip all persons to achieve their best by ensuring the highest quality system for learning.

Introduction

District Profile

Caledonia Community Schools is centered in a suburban/rural area and borders the city of Grand Rapids, Michigan, and approximately 8.5 miles east of the US 131 Expressway. The district covers a 99 square mile area, which includes parts of Kent, Allegan and Barry Counties, and the Gerald R. Ford International Airport, and also offers numerous recreational opportunities. Thus, Caledonia offers all the advantages of living in a small community plus easy access to the activity in the metropolitan area. Caledonia Community Schools is a class A district with a population of about 4,100 students and about 300 teachers. Our community is comprised of business people, farmers, professionals, service employees, children, parents, retirees, and clergy who are caring people dedicated to the School District in its desire to offer Caledonia students a safe and quality education.

The facilities are centralized with the exception of two elementary buildings which have a 4.5 mile separation. The settings in all our facilities are secure, and picturesque. There are a total of eight school buildings. Our building locations are as follows:

School Buildings – May of 2012

Glenmor High School, 8948 Kraft Avenue, Caledonia, MI 49316 (616) 891-891-8236

Supervisor, Matt Armstrong

Number of teachers: Number of students: 19 Grades: 9-12

Caledonia High School, -- Kraft Avenue, Caledonia, MI 49316 (616) 891-8129

Principal, Jim Glazier

Number of teachers: Number of students: 1295 Grades: 9-12

Kraft Meadows Middle School, 9230 Kraft Avenue, Caledonia, MI 49316 (616) 891-8649

Principal, Cary Stamas

Number of teachers: Number of students: 517 Grades: 6-8

Duncan Lake Middle School, 9757 Duncan Lake Road, MI 49316 (616) 891-1380

Principal, Ryan Graham

Number of teachers: Number of students: 468 Grades: 6-8

Caledonia Elementary, 9770 Duncan Lake Road, Caledonia, MI 49316 (616) 891-8181

Principal, Joshua Traughber

Number of teachers: Number of students: 426 Grades: K-5

Dutton Elementary, 3820 68th Street, Caledonia, MI 49316 (616) 698-8982
Principal, Darrell Kingsbury
Number of teachers: Number of students: 335 Grades: K-5

Emmons Lake Elementary, 8950 Kraft Avenue, Caledonia, MI 49316 (616) 528-8100
Principal, Tony Silveri
Number of teachers: Number of students:455 Grades: K-5

Kettle Lake Elementary, 8451 Duncan Lake Road, Caledonia, MI 49316 (616) 868-6113
Principal, Chris Warren
Number of teachers: Number of students:423 Grades: K-5

Paris Ridge Elementary, 4690 Paris Ridge Dr SE, Caledonia, MI 49316, (616) 891-7033
Number of teachers: Number of students: 352 Grades: K-5

Duncan Lake Early Childhood Center, 9751 Duncan Lake Road, Caledonia, MI 49316 (616) 891-6220
Principal, Janel Switzer
Number of teachers: 4 Number of students:126 Grades: Pre K

Total Student count as of February, 2012 = 4248

Non-Instructional Facilities:

Community Resource Center, 9749 Duncan Lake Road, Caledonia, MI 49316 (616) 891-8117
Supervisor, Sherry Crawford

District Technology Office, 9757 Duncan Lake Road, Caledonia, MI 49316, (616) 891-0218
Technology Coordinator, James Oldfield

Special Education Department, 8950 Kraft Avenue, Caledonia, MI 49316 (616) 891-0219
Supervisor, Lynelle Dodge

Transportation and Maintenance, 8944 Kraft Avenue, Caledonia, MI 49316 (616) 891-0224
Operations Supervisor, Gary Delger

Overall Plan Summary-vision and goals - Section 3

District technology vision/mission statement:

The following vision statement was adopted by the Administrative Council in September in 1999, and endorsed by the District Technology Leadership Team in January, 2000 and re-accepted in 2012.

We will deliver world-class personalized instruction using leading edge technology including our facilities, media equipment, and content.

Goals:

From the creation of its first strategic plan in 1997, Caledonia Community Schools has demonstrated a commitment to effectiveness, discipline, and accountability, in charting a course that reflects community values and priorities in education its youth. CCS engaged district personnel, community leaders, and families to create its first plan in 1997 and again in 2002 when the plan was revised. Five years later, it was time to re-engage the Caledonia community in reviewing current priorities and establish new ones that reflect changing community needs and build upon the achievements of recent years.

Between January and May 2007, administrators, teachers, support staff, families, students, and the board of education worked toward the completion of this strategic plan. More than 90 individuals had input on the outcome of this plan.

This strategic plan will be the district's map and source of priorities for the next three-five years. This plan is valued because it helps assure that every student of Caledonia Community Schools has the opportunity to be successful. The foundation for successful achievement of this plan is the continuous and active engagement of students' families in support of their learner's success.

Strategy 1 states "Educating and Preparing Our Student Learners for the Future." Caledonia Community Schools offers all students a world class education. This is an education that supports their goals, challenges and strengthens their abilities, and accommodates their learning styles. In order for our students to be successful learners, productive employees, and contributing citizens, CCS will also provide a learning environment that maintains emotional safety and encourages development of strong character and joy of learning.

- CCS will develop and integrate programming to prepare students and staff for a world of increasing complexity and diversity.
- CCS will foster a learning environment that ensures academic and all-curricular equity.
- CCS will also realign and integrate the curriculum throughout the entire school system.

We will achieve this by:

1. Defining learning expectations and measuring their accomplishment using such tools as work Keys, ACT, SRI, MEAP, PLAN, etc. or their replacement tests as defined by the state.
2. Intervening in support of students who do not meet expectations.
3. Providing extended opportunities for those who exceed expectations.
4. Provide appropriate and consistent disciplinary policies and procedures.
5. Providing opportunities for students to learn about and understand persons from diverse backgrounds.
6. Encouraging all students to participate in character-growing all-curricular activities.

Strategy 2 states “Supporting and Developing Staff”

Student achievement and effective instruction depends upon our educators’ ability to utilize the latest developments in teaching, research, and best practices. Therefore, CCS will provide continuous training and development opportunities that encourage and support effective teaching while also measuring progress in attaining educational standards and benchmarks.

We will achieve this by:

- Adopting a well-defined staff development plan for technology and curriculum that includes defining expectations, training, and assessments. CCS will encourage and support all school personnel in using technology effectively in their work.
- Creating a process to continually improve staff performance, emphasizing the integration of the latest developments in teaching, research, and best practices.
- Aligning and integrating staff development/programs to enhance our curriculum.

Strategy 3 states “Utilizing the Best Technology”

Delivery of a world class education relies upon effective integration and use of technology in our facilities, media equipment and instruction. CCS will ensure that technology supports grade appropriate instruction and learning outcomes.

We will achieve this by:

- Structuring the technology department to ensure that there is effective and visionary leadership.
- Establishing a decision-making process that recognizes the value of both site-based decision-making and district-level needs for coordination and efficiency.
- Adopting and implementing a staff technology development plan that empowers all school personnel to use technology
- effectively in their work.
- Empowering students to use technology as a tool for learning to achieve academic success, career preparation, and needed life skills.

Strategy 4 states "Engaging Our School Community"

Caledonia Community Schools will continue to build the trust and confidence of the community by informing community members of students’ progress and achievements and the challenges and issues facing CCS. CCS will rely on the community to support the educational progress of its students by providing volunteer service opportunities and partnerships that enhance students’ learning experience and the community’s quality of life.

We will achieve this by:

- Communicating student achievement and progress to families, and the entire community.
- Promoting opportunities for volunteer participation through the sharing of time, skills and resources.
- Involving students and staff in interactive learning and mentoring with professionals or businesses.
- Creating community partnerships that expand our system of learning to support personal growth and development from birth throughout life.
- Improving the district’s on-line web presence and other communications methods (of the PTO, Boosters, and the Board of Education, etc.) by providing news that is informative, accessible to the community, and user-friendly.

Strategy 5 states “Evaluating Our Performance”

In order to assure that our learners are receiving an excellent education, CCS will regularly evaluate the effectiveness of our instructional practices, methods, and personnel.

We will achieve this by:

- Monitoring and examining data to evaluate achievement of all learners and program effectiveness.
- Continually benchmark and improve the process of personnel evaluation.
- Asking graduates, colleges and other organizations of learning, community members, and personnel to provide feedback on the learning process and the operations of the CCS.

Strategy 6 states “Sustaining Our Schools”

CCS will invest in the development and implementation of innovative capital and foundation programs that will increase financial resources. This requires creative and continuous resource development strategies that engage the talents and focused efforts of our community and personnel.

We will achieve this by:

- Increasing district grant writing capabilities
- Collaborating with the Caledonia Education Foundation in securing resources for highest priority needs.
- Seek to become more efficient by exploring cooperation and collaboration with other educational communities and community organizations.
- Coordinating the efforts of the parent volunteer organizations to continue to communicate with each other.
- Pursue educational and financial endeavors at local and state government levels to improve district funding.
- Creating a standing growth/planning committee that will:
 - Assess future facility needs of the district based on growth.
 - Maximize the use of existing buildings and grounds.
 - Maintain their sound condition
 - Develop cost saving plans for future district facility needs.
 - Seek to use renewable energy and be environmentally friendly.

Strategy 7 states “Growing Character: All-curricular Activities”

Caledonia Community Schools believe that all non-academic activities must contribute to students’ growth and development. Therefore, CCS will provide such activities are art, music, athletics, Industrial Arts, and other after-school programs that grow character, teach valuable life lessons, and allow students to pursue and develop their abilities to their personal best.

We will achieve this by:

- Assuring that all-curricular personnel (staff) will have sufficient resources, materials, technology, and training to achieve the goals of their programs.
- Actively promoting and seeking family and community involvement, support, and participation in all-curricular activities
- Assuring that student participants experience an atmosphere that is fun, physically and emotionally safe, challenging, and respectful of their dignity.

Strategy 8 states “Securing Our Schools”

The safety and security of all students, personnel, and visitors is the foundation for how CCS designs, constructs, and operates its facilities. Achieving this will require diligence and careful determination of ways to meet future needs.

We will achieve this by:

- Evaluating the safety and security of all facilities, with assistance from law enforcement and outside resources.
- Maintaining emergency and crisis plans and procedures (including provision of appropriate medical training to personnel) that assures the safety and security of our community, students, and staff.

Major goals of the technology plan: (Taken from Strategy 8) related to long-term vision plan and school/district mission:

Define goals:

Goal I

Provide the leadership and vision needed for our growing school district and our related school community components to meet the every changing needs of our students.

Strategic Plan #1 – Educating and Preparing our Student Learners for the Future

Strategic Plan #6 – Securing our Schools

Strategic Plan #7 – Growing Character – All Curricular Activities

Goal II

Increase communication to improve understanding and encourage discussions at all levels of the district and the community.

Strategic Plan #4 – Engaging our School Community

Goal III

Learn to become phenomenally aware of all aspects of the budget and be prepared to comfortably present/share knowledge about our school budget.

Strategic Plan #6 – Sustaining our Schools

Goal IV

Carry out the Growth Committee recommendations, i.e. Bond 2007

Strategic Plan #8 - Securing Our Schools

Goal V

Actively seek partnerships with local businesses, support groups and other local school districts.

Strategic Plan #6 – Sustaining our Schools

Goal VI

Obtain optimal visibility in schools and community by visiting, attending and supporting the numerous school community activities.

Strategic Plan #5 – Evaluating our Performance

Strategic Plan #2 – Supporting and Developing Staff

Define goals for teachers and students

Goal I

Teachers and students will demonstrate regular, effective use of technology in the classroom as a tool to create, access, store, retrieve and manipulate information.

Goal II

Teachers and staff will use technology to expedite instructional, managerial and administrative tasks.

Goal III

Students will be prepared for occupational experiences in community partnership programs.

Goal IV

Make use of the district resources such as school publications and the district website to keep the public informed of the status of present use and planned future use of technology resources.

Evaluation of the Technology Plan:

The Technology Committee, TLT, and Instructional Council will recommend new technology strategies to the Administrative Council where a more formal discussion of our technology needs and plans for the coming school year will happen.

All the information gathered from the buildings, the Technology Team, and the Technology Coordinator is considered in this evaluation and planning phase. Questions asked include:

1. What has been accomplished this year toward our Technology Plan goals? If any planned goals were not accomplished, why not?
2. Were the goals realistic for Caledonia Community Schools, considering available time, staff, and funding? If not, what adjustments need to be made?
3. Are we providing enough support to instructional staff to use hardware and software effectively in daily instruction? What else could be done to provide better support?
4. Is there sufficient funding to accomplish our stated technology goals? What other sources could be explored?

Community Involvement

One of the most important factors relating to our students' success in school is the involvement of parents and community members in the educational process. Many parents and community members participated in the Growth Committee, which met from February 1998 to 1999 to develop recommendations for the school bond issue that passed in September 2000. They were also detrimental in communications of the May 2007 bond issue. New opportunities for involvement will become available as we create planning committees for the 2007 bond proposals.

Core Curriculum Caledonia Community Schools offer a basic curriculum at all levels in mathematics, science, social studies, and language arts. While state and national core curriculum guidelines are considered Caledonia prides itself on locally developed programs of instruction. In addition to basic curriculum, the programs include art, music, computer literacy, physical education, and Spanish.

Caledonia strives to offer these programs in ways that take advantage of research and common sense regarding how students learn best. Educational opportunities include problem solving, communication, and working with others in group projects, as well as completing individual projects. Current academic goals include, increasing skill levels in writing, monitoring improvements in math and science, high academic expectations in all classes, and stressing the importance of MEAP tests.

Curriculum Integration- Section 4

The goals and strategies of Caledonia Community Schools have been aligned with local, State and National standards, for using telecommunications and technology to improve teaching and learning.

Our goals for curriculum integration will always be ongoing and continually updated to match the K-12 technology benchmarks aligned with the State and National standards (NETS, METS, etc.). We are working with the Curriculum Director to establish additional assessment methods for both staff and students.

We continue to work to align with our Professional Development technology competencies with those specified in NETS, METS and the Michigan Core Curriculum Standards.

Curricula and teaching strategies are continually pushed to improve the embedding of technology into every classroom by the Technology Committee, individual teachers and students.

K-12 Benchmarks are based on the Michigan Technology and National Educational Technology Standards:
National Educational Technology Standards

<http://www.iste.org/standards.aspx>

Michigan's K-12 Curriculum and Standards

<http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html>

Student Achievement-Section 5

Integration of technology will be completed by a number of methods. A few computer labs and a one-to-one netbook program have been implemented. Media Centers provide additional support for integration of technology through the use of both individual means, as well as, group applications. Specific integration of hardware and software is provided in course applications at both elementary and secondary levels through technology instruction. Examples of these applications include:

- Computer labs
- Mobile laptop carts
- (2) Smart-Labs
- (2) CAD Lab and TV production
- Student computers (1:1 netbooks 2nd grade through 8th grade)
- Teacher stations with e-mail and internet access
- Video streaming agreements for Teacher use
- Other handheld devices (iOS devices, mostly)
- Multimedia Carts in every classroom

All these devices are continually integrated into the curricula and instruction at various degrees throughout the school years. We aim for continual improvement.

Technology Delivery- Section 6

The district is continues to offer specialized classes in the area of business, such as accounting, advanced computers, virtual learning, and distance learning. Students are also provided with internship opportunities in technology and business skills as well as district projects involving software/hardware and website development. The district will continue to implement and invest in all areas of technology, such as probes for science, web design and business applications. This technology allows students to be exposed to a variety of careers through the use of technology.

At this time the district is able to accommodate the delivery of online virtual courses via the use of Moodle, Michigan Virtual High School and the Kent Career Technical Center programs. The district will continue to seek new ways of providing distance learning opportunities to students as technology grows and changes. Distance learning opportunities will be encouraged as an elective.

- Michigan Virtual High School
- KISD AP on-line classes
- Distance Learning Classes

The district will continue to look at, pilot programs and implement technology solutions to meet our student educational needs. Teacher training in the use of instructional technology must be an ongoing and reviewed process. For instance, as of May 2012, not every teacher that could use Moodle knows how to use Moodle. This is one area of improvement that we see as an opportunity.

Parental Communications and Community Relations- Section 7

Community dissemination of the District's Technology Education Plan is completed through several means. The District Web Site, Newsletters, and Parent Student Handbooks are currently used to inform the community members and parents.

Parent and community communication access may be made through the following methods:

- Monthly Principals' Newsletter
- Parent Classroom/Lab volunteers
- District Website
- Tech plan displayed on the web
- Cal Communicator – bimonthly district news publication
- Teacher Newsletters
- Teacher Websites
- Technology Brochures at building levels
- Email correspondence with parents
- Voicemail
- Homework hotlines
- Emailed progress reports – 6-12
- Course syllabus/brochures
- Student Handbooks K-12
- Parents on the District Technology Committee

Collaboration- Section 8

Adult technology literacy is and will continue to be developed through a variety of courses offered by the Community Resource Center. All technologies acquired throughout the district will be made available to the Community Resource Center after school hours for the enhancement of technological literacy. To see current course offerings, visit

<http://www.calschools.org/caledoniaresourcecenter/>

We will continue to allocate older computers to Pre-K, and other programs that can use software with lower functionality.

Professional Development and Timeline- Section 9

Our goal is to continue our work on a well-defined staff development plan for technology that includes expectations, training and evaluations which empower all school personnel to use technology effectively in their work (teachers, administrators, and staff).

Objective 1: Develop a plan to acquire technology skills

The ISTE standards will be used to determine the technology skills that are applicable to their position in the district. The areas include:

- Basic computer skills
- Specific software applications
- Other technologies depending on what is available for staff use
- Recommendation to do a review of all teachers technology skills

Objective 2: Develop technology proficiencies for all staff, which will be tied to staff evaluations.

We need to guide teachers to integrate technology into the curriculum by building benchmarks and build on previously learned benchmarks. Those benchmarks may be indicated by a yearly needs assessment survey and the results will serve as the basis of the staff development plan.

In order to determine the present needs of students, teachers, and administrators the following assessment processes are in place:

- An inventory of hardware is maintained and updated at the end of each school year. Hardware and software purchases during the year are recommended by the District Technology office or the school's Technology
- District standards for hardware, software, networking and security were established in the summer of 1999 and are reviewed and updated by the District Technology Committee on an as needed basis.
- District software and web resources are reviewed yearly.

Objective 3: Utilize acquired skills in staff's administrative tasks.

Provide all staff with adequate resources and time to experience and experiment with district supported technologies as needs are identified. (i.e. Tech Leader Teams, individual building sessions, Tech and Tell, Train the Trainer, individual grade level planning time, and in-service days.)

- Provide teachers with access to appropriate training for students in the area of technology and/or in related applications of technology.
- Provide all employee groups (teachers, support staff, and administrators) with access to training.
- Develop and maintain a planned/ongoing in-service training programs.
- Coordinate teacher prep time and staff meetings and in-service days as productive technical development offerings district-wide. Technology pieces will include dissemination of critical technology information, hands-on sessions, and guided technology handouts.

Other training and staff development opportunities available include:

- Arranged training sessions by building request
- Mentoring
- Vendor technical training
- Conferences (i.e. MACUL, FETC, etc.)
- Instructional Council Committee
- District grade level meetings
- Hardware and software training tutorials (online)
- CCS Curriculum available online, other curriculum resources available online
- Online tutorials

- District Technology Website – Administrative forms
 - Universities course and program offerings
 - Other opportunities (i.e. ETA Technology Academy, KISD technology courses, Michigan Virtual)
- We have used several teacher training models successfully the last two years and will continue to expand on them in the 2009-2011 school years.

Training includes the following per year:

New Teacher:

Acceptable Use Policy Expectations
 Network login, network environment
 GroupWise Email Accounts/accessing from home
 Infinite Campus Access + login/training (teachers)
 Infinite Campus module training (admin/sec)

Current Staff:

Additional district website training
 Continue Infinite Campus training as needed
 Misc. training as requested/needed
 Dutton pilot using before/after school time and all-day meetings to meet with teachers to do mini training, look at web resources, develop lesson plans and more.
 Manager of Technology will be rotating through 4 elementary schools for training.
 Teachers can use common planning time for training. This has been adjusted to individual teachers or grade level needs during planning times, before and after school.
 All buildings also implemented a start of the year review session for technology.
 Recommendation to move to startup sessions at all buildings.
 ETA Technology Academy offered in the summer for teacher college credit.
 New Teacher Orientation Training

Supporting Resources- Section 10

The Board of Education is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of the schools. It also recognizes that safeguards have to be established to ensure that the Board's investment in both hardware and software is achieving the benefits of technology and inhibiting negative side effects. District Policies and Administrative Guideline are in place to support the development and use of technology and professional development.

Objective 1: Developed online trouble-shooting manual containing basic instruction for voice mail, computer access, email and internet browsing for all employees. This will be updated annually with additional instructions as new technology and requirements are implemented.

Objective 2: Continue the support of all specialized areas of instruction where require technology equipment and technical support services.

The plan includes a variety of basic supporting resources such as the following:

Policies: User agreements (AUP) for staff and students, curriculum software review form, District Standards for hardware and software.

Manuals and printed materials: Instructional handouts, K12- Resources, instruction units and forms are posted to the district technology website.

Information school web site: Web page resources are available for District Information, Building web pages, Teacher/class web pages, Core Curriculum Information, K-12 Technology

Other resources: Libraries of manuals, video tapes and handouts

The Technology Office provides self-paced customized training on software products as well as resource books as additional training resources. Training is also available through the Internet resources such as the Michigan Virtual University, Lynda.com, Atomic Learning and ongoing professional development opportunities at the KISD.

Infrastructure/Tech Support Hardware/Software- Section 11

We have five elementary schools, two middle schools, one high school, one Transportation and Maintenance Center and one alternative high school, all of which have 10-Gb or 1-Gb connections to the network operations center (“NOC”) at Duncan Lake Middle School.

As for the fiber itself, we have an aerial bundle of 72 strands of fiber and an underground-based bundle of 72 strands of fiber between Kraft Meadows Middle School and the NOC at Duncan Lake Middle School. The fiber runs from Kraft Meadows out to the outlying buildings.

Internally, the buildings have IDF’s where required. The IDF’s have gigabit over multi-mode fiber to give at least one gigabit connection to every 48 end devices.

The building MDF switches are 3Com 4800G-SFP24 switches. The main switch at the NOC is a 3Com 7906E Core switch. We standardized on 3Com 4400 switches in the closets at all buildings, excluding the High School, which has Foundry EdgeIron 4802CF switches.

As of May 2012, the district has had a 75 Mbps Internet connection through AT&T.

File Servers

Currently, there are 15 file servers in Caledonia Community Schools. All file servers are located at the NOC in Duncan Lake Middle School. Our two main file servers run OS X Server with shared storage over fiber channel. Most of our other servers, including SQL database servers, some application and web servers are mostly virtual servers running on VMWare. The DAS data is backed up via software running on a backup server (which is mirrored offsite).

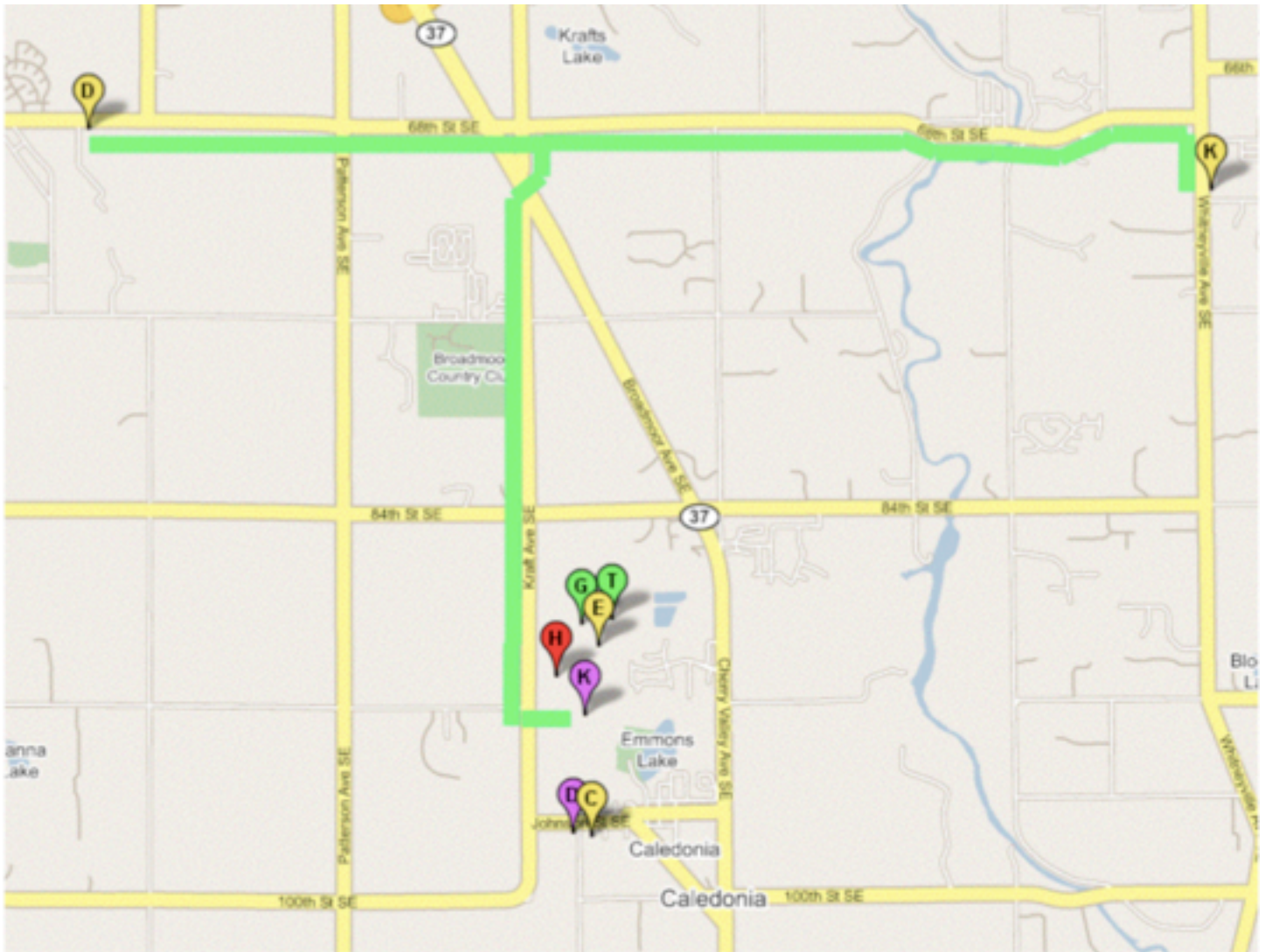
Our web filtering comes from using an iBoss device.

For email, we use Google Apps for Education. This is hosted offsite.

We use Infinite Campus as our SIS, which is running on a dedicated Dell server.

All file servers run on a battery-backed electrical system. The battery should last for one hour after the backup generator runs out of fuel. The NOC is temperature controlled, as well.

For continuation of all vital services to the district, the Technology Department continually plans for updates of equipment such as file servers and bandwidth upgrades. Every two or three years, we evaluate our equipment and decide on a replacement strategy that budgets allow.



The Purple K is the center of our fiber network. From it, we have at least 12 strand to each building. Since the new server farm is at Duncan Lake Middle School (purple D), we have 72 strand aerial and 72 strand underground running between Duncan Lake Middle School and Kraft Meadows Middle School. Our fiber runs from Kraft Meadows north along Kraft, follows Broadmoor Northwest and then splits going East and West to Kettle Lake (yellow K) and Dutton (yellow D). The rest of the runs are internal routes. As for the fiber itself, we have an aerial bundle of 72 strands of fiber and an underground-based bundle of 72 strands of fiber between Kraft Meadows Middle School and the NOC at Duncan Lake Middle School. The fiber runs from Kraft Meadows out to the outlying buildings.

We also have fiber pairs running out to Paris Ridge Elementary along the Kraft/100th St/East Paris route.

Objective: Explore new technologies to enhance, improve, and support the instructional delivery process. Such tools are multimedia projectors, PDAs and whiteboards/smart boards.

Defining Equipment and Infrastructure

The terms equipment and infrastructure refer to computer hardware and associated communications equipment and cabling, as well as other technology-related equipment regularly used in schools.

- Computers, including desktop and laptop machines, but extending to handheld computers, netbooks, and other specialized computing devices
- Hybrid technologies
- Peripheral equipment that may be attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras, and speakers.

The term infrastructure covers both devices and cabling. Devices supporting technology in schools include specialized devices (such as switches, routers, modems, etc.) that link computers or video hardware to networks. Infrastructure also refers to cabling, whether wire, fiber optic or coaxial. In newer systems, links between computers are wireless, in which case infrastructure refers to receivers and transmitters.

Other technology resources in the school setting are also included, such as:

- Network devices – routers, hubs, switches, access servers;
- Communications support, such as fax-back and voice-mail resources in regular use by instructional and administrative staff;
- Videoconferencing and other distance education tools, including satellite transmitters and receivers, cable-based receivers, and modem or video based equipment;
- Projection devices, from transparent and opaque projectors to video monitors; and
- Graphing calculators and other specialized computational aids.

Telecommunication:

All district buildings have a Toshiba phone system with a centralized voicemail server. The server is located in the district's NOC, and remote switches are located in the connected buildings. There are two T-1 lines that carry 48 connections to be shared by all district buildings. Each classroom and office has a phone in it that is connected to this centralized system which allows them to be equipped with voicemail. There are a number of POTS lines that connect into each of the buildings for use of fire and security alarms, and heating and cooling systems. The district currently has its technology, maintenance, and administration personnel equipped with Verizon cell phones. These devices are essential for repairs, maintenance, and emergency communications.

The district currently has most of our cell phones equipped with Internet Access. The Internet access on these phones maintain communications with parents and staff when computer access is not available and can be used for emergency purposes to maintain a safe environment. For the Internet function, the educational staff could:

- Locate test results or other local student data during a meeting or parental discussion;
- Locate the MDE website for contact information;
- Access information from the district web site;
- Identify curricular goals, objectives, and instructional methodologies available on national, state, or local web sites;
- Access student web-based data.

Video:

In May of 2008, we placed multi-media carts into each classroom K-8. The cart includes a projector, document camera, DVD/VCR tuner, and multimedia controls. This model follows what we put 9-12 in the high school classrooms with a previous bond. Access to cable TV is also available for these buildings. A few of these buildings have a video distribution area (TV production) which allows them to broadcast internally via a particular channel.

At CHS we have implemented the MHSAA Broadcast Network which allows us to live broadcast our games over the internet and archive the games for others to listen to at their leisure.

Technology Support:

Restructured the role of the technology department using guidelines for staffing to ensure:

- effective and visionary leadership;
- stable and coherent infrastructure
- prudent and forward looking budgeting
- watchful and methodical license management;
- well organized and timely support; standards-based and up to date productivity software;
- fair and equitable equipment purchasing and distribution.

The Technology Committee is comprised of the following:

Technology Coordinator and District Network Administrator - James Oldfield

All coordination of technology staff and all network administration is done by this person.

The following are the technology positions at Caledonia Community Schools:

Technology Coordinator/Technology Coordinator –

Provides overall guidance to the district technology efforts. Plans and coordinates information technology strategies for the district. Resolves technology performance problems. Directs the study and recommends the feasibility of information and networking systems. Supervises technology staff. Prepares procedures and standards for the use of technology in the district.

Manages the technology budget(s) for the district.

District Technician reports to Technology Coordinator

Has overall responsibility for the maintenance, repairs and elementary operational support of the district's personal computers (Apple, Windows, etc.) printers, and peripherals for service not covered by vendor contracts. Provides or facilitates service covered by vendor contracts. Responsible for ordering of all computer and peripheral parts for the district. Also responsible for overall purchases of general fund and bond equipment and budgets.

Network Manager is part of the Technology Coordinator position

Provides all necessary support for the district wide area network and provides high end support for local area networks in buildings. Oversees local area network administration to ensure functionality of wide area network. Oversees support of Windows computers throughout the district. Manages district staff involved in these activities.

One Elementary Technology Specialist

Supports the netbooks and iPads, assists in maintaining the building network, and provides general support for personal computers, as well as printers and other peripherals in the elementary building. This position also supports the building Technology Leadership Team in using technology to reinforce the curriculum.

Middle School Technology Specialist reports to Technology Coordinator

Works closely with the building principal in supporting technology for students and staff in the buildings. Specifically, this position supports the multiple computer labs in the buildings, maintains the one-to-one netbook setup, assists in maintaining the building networks, and provides general support for personal computers, as well as printers and peripheral devices in the secondary building. This position also assists and supports teachers and students in using technology to reinforce the curriculum.

High School Technology Specialist

Specifically, this position supports the multiple computer labs in the buildings, maintains laptops, assists in maintaining the building networks, and provides general support for personal computers, as well as printers and peripheral devices in the secondary building. This position also assists and supports teachers and students in using technology to reinforce the curriculum.

Hardware:

The use of computers in education at Caledonia Community Schools has become commonplace and the potential benefits to enhance student learning are significant. However, the equipment must be in good working condition and capable of supporting the current software titles and applications to have the most impact on a student's learning. Some locations do not require the technology to be as new so some older computers may be re-allocated. In locations where computers must be newer to support current software or teaching practices, this plan calls for replacement after 5 to 7 years. This includes all 4000 devices that we currently have.

Consideration for hardware and peripheral replacement:

Objective 1: Standardize purchase of equipment to meet curriculum and administrative needs

- All hardware and software purchases will comply with the District Standards.
- District Standards will be updated at the end of each fiscal school year.
- A technology request form will be used by individual teachers requesting specific technology. Hardware and software purchases during the year are recommended by the District Technology office or the school's Technology Specialist so that support can be determined and approved by the Technology Leadership Team in each school.
- Consider purchase of equipment with professional development built into the cost.

Objective 2: Development needs assessment

- How do we identify new needs?
- How do we provide district solutions from building needs?

Objective 3: Develop Special Education Assistive Technology guidelines

Objective 4: Develop Licensing and Inventory controls

Objective 5: Software review policies

These objectives should enable Caledonia Community Schools to ensure all students and teachers have increased access to technology. This is especially true when identifying needs in General Education and Special Education (Objectives 2 and 3 above). One end result of looking at needs is the purchasing of netbook carts that are available to every student in every classroom at grades 2 through 8. Assistive

Technologies for Special Education students would thereby be used on the ubiquitous devices purchased for said classrooms.

Increase Access- Section 12

Our school district has as many computing devices as we have students. To increase access, our only option is to allow students to choose between devices. The District Technology Committee approves of a Bring Your Own Device initiative and will be working to put this into place in the next 3 to 5 years. Special needs students have devices, we only need to increase our ability to provide slight modifications to their technology to help them use the devices better.

Otherwise, we can ensure “increased access” by meeting the following objectives.

Objective 1: To ensure that staff are trained to use the Caledonia Community Schools phone system, voicemail, paging, and homework hotlines.

Objective 2: We will be included in staff kick-off meetings the beginning of each year to train new staff or refresh returning staff telephone procedures.

Objective 3: Strategy 5 states “Evaluating Our Performance” We will evaluate our performances and improve in areas identified.

Objective 4: We will continue to use district general funds and technology funds to provide telephone and internet services to the district. Including hardware, software, and professional development and other services when needed.

Objective 5: Strategy 6 “Sustaining Our Schools”: CCS will invest in the development and implementation of innovative capital and foundation programs that will increase financial resources. This requires creative and continuous resource development strategies that engage the talents and focused efforts of our community and personnel.

Budget and Timetable- Section 13

Detailed Annual Budget for 2012-2013, 2013-2014, 2014-2015 (flat budgets, no changes year-to-year)

Hardware, Networking, Maintenance, service, professional development, tech support, etc.

Description	Budget
TECH STAFF DEVELOPMENT	\$3,500.00
TELEPHONES CONTR SVC	\$10,000.00
TECH TRAVEL EXP	\$3,000.00
TECH STAFF DEVELOPMENT	\$700.00
TECH NETWORK/COMMUNICATIONS CONTR SVC	\$5,100.00
TECH CELL PHONE CONTR SVC	\$5,000.00
TECH NETWORK CONTR SVC	\$89,000.00
TECH EQUIP CONTR SVC	\$11,000.00
TECH OFF SUPP	\$1,000.00
TECH EQUIP MISC EXP	\$84,100.00
TECH NETWORK MISC EXP	\$27,500.00
TECH MISC EXP	\$500.00
TECH SOFTWARE LICENSING	\$23,000.00

Salaries and Benefits

TECH DIRECTOR SAL	\$59,000.00
TECH SAL	\$182,500.00
TECH LIFE/ADD INS	\$350.00
TECH LTD INS	\$943.00
TECH HOSP	\$39,200.00
TECH DENTAL INS	\$4,000.00
TECH RETIREMENT	\$59,371.00
TECH FICA	\$19,345.00
TECH WORK COMP	\$850.00
TECH CASH IN LIEU	\$12,000.00
TECH VISION INS	\$600.00

Coordination of Resources- Section 14

The Caledonia Community Schools system relies mostly on General Fund operating revenues and bond revenues to purchase and maintain technology needs. There are line items designated each year in the budget to address the goals established in the District Technology Plan. In addition, Universal Service Funds have been used for the purchase of Internet services and telephone services. Grant opportunities are also researched periodically to determine if additional funding sources are available.

Objective: Strategy 6 states “Sustaining Our Schools”

CCS will invest in the development and implementation of innovative capital and foundation programs that will increase financial resources. This requires creative and continuous resource development strategies that engage the talents and focused efforts of our community and personnel.

We will achieve this by:

1. Increasing district grant writing capabilities
2. Collaborating with the Caledonia Education Foundation in securing resources for highest priority needs.
3. Seek to become more efficient by exploring cooperation and collaboration with other educational communities and community organizations.
4. Coordinating the efforts of the parent volunteer organizations to continue to communicate with each other.
5. Pursue educational and financial endeavors at local and state government levels to improve district funding.
6. Creating a standing growth/planning committee that will:
 - Assess future facility needs of the district based on growth.
 - Maximize the use of existing buildings and grounds.
 - Maintain their sound condition
 - Develop cost saving plans for future district facility needs.
 - Seek to use renewable energy and be environmentally friendly.

Monitoring and Evaluation: Evaluation - Section 15

Monitoring and evaluation of the technology staffing will include ad hoc progress reports, monthly progress reports and “official” yearly evaluations.

Ad hoc progress reports shall include:

1. Review of recently completed and open projects
2. Review of near-future projects

Monthly progress reports shall include:

1. Review of recently completed projects, their successes and failures, what can be improved
2. Review of near and far-future projects. Where are their jobs going? Do we have enough education to provide proper support for all technology in the district?
3. Review of their job description and review of day-to-day activities. Review of what is needed to change; the job description or the day-to-day activities of the worker.

Yearly “official” evaluations shall include:

1. Two-way discussion on the future of the department as a whole and where the individual fits within the department.
2. A “no surprises” evaluation that provides feedback as to how well the employee is doing their job.
3. A list of expectations from the Technology Coordinator that the employee is expected to fulfill.
4. A review of what the Technology Coordinator can do to help the employee grow and expand their capabilities on the job.

Also during the yearly evaluation, the technology staff worker shall provide a list of areas to improve in and a list of methods to accomplish this. Also, the supervisor, Technology Coordinator, shall review and amend this list and list of methods. The employee will be notified that follow up shall take place in the next 3 months. If continued failure in improvement where improvements are needed for fulfillment of job duties, the employee may be terminated.

Network Access Agreement for Student and Staff- Section 16

District's Member AUP:

The the Caledonia Board of Education ("Board") rescind (www.neola.com/caledonia-mi/), "Caledonia Community Schools' Policy on the Use of the Internet, the CCS Intranet, Electronic Mail, and Computer Access by Authorized Users," and adopt new "Member Acceptable Use of the CCS Network Policy."

SUBJECT:

Caledonia Community Schools ("CCS") employees', consultants', parent- or community volunteers' working under the supervision of a school principal or non-Board employees such a interns' use of CCS computers and the CCS Network.

POLICY TEXT:

I. PURPOSE

This policy, also referred to as the "Member Acceptable Use for Electronic Network Related Technologies and Access Policy" ("AUP") sets forth the standards governing Caledonia Community Schools ("CCS") members' use of the CCS Electronic Network Related Technologies and Access ("CCS Network") system. This policy also sets forth the rules under which Member Authorized Users ("Members") may continue their access to and use of these resources.

This policy promotes the ethical and legal business related use of the CCS Network, and ensures CCS compliance with the Children's Internet Protection Act. Personal electronic devices will be governed under this policy when such devices are attached to the CCS network.

Member use of information resources must be consistent with the educational and business purposes for which these resources have been provided. Use of the CCS Network is a privilege that is provided to help Members complete and deliver educational and business obligations. The CCS Network provides Members with the means for communicating effectively with schools, central office departments, area offices, the public, other government entities, and the business sectors. The authorized uses of these resources shall include, but not be limited to, work-related inquiries, researching CCS-related information, and informing the public about district programs and services. Member use must not violate the public trust or disregard applicable policies and regulations established by the Caledonia Board of Education ("Board").

II. DEFINITIONS

A. Caledonia Community Schools' Electronic Network Related Technologies and Access ("CCS Network") is the system of computers, terminals, servers, databases, routers, hubs, switches, and distance learning equipment connected to the CCS Network. These components may function in conjunction with established hardware or wireless LAN running over outside lines, such as T-1, BRI, PRI, VPN, Dial-up, Distance Learning Equipment, owned or leased by CCS.

B. Distance Learning Equipment is a means for providing meetings, educational or professional courseware, and workshops utilizing media management systems.

C. Electronic Mail ("e-mail") consists of all electronically transmitted information including any combinations of text, graphics, audio, pictorial, or other information created on or received by a computer application system and includes the transmission data, message text, and all attachments.

D. Internet is a worldwide telecommunications system that provides connectivity for thousands of other smaller networks.

E. Other Electronic Devices include, but are not limited to, cellular telecommunication devices such as cellular phones, pagers, text communication pagers, two-way text pagers, and personal digital assistants that may or may not be physically connected to the network infrastructure.

F. Password is a secret word or series of letters and numbers that must be used to gain access to an online service or the Internet or to modify certain software (such as parental controls).

G. Member Authorized Users (“Members”) are Caledonia Community Schools’ employees, consultants, parent- or community- volunteers working under the supervision of a school principal, and non-Board employees such as interns.

H. Website is a collection of "pages" or files on the Internet that are linked together and managed by a company, institution, or individual. In the case of the CCS Network, it is recommended that the hosting of websites be executed by the Office of Technology Services (“OTS”).

III. GENERAL PROVISIONS

A. MEMBER AUTHORIZED USERS (“Members”)

All Members shall adhere to the provisions of this policy as a condition for continued use of the CCS Network. This policy applies anytime there is a connection to the Board’s hardwired or wireless network via outside lines such as T-1, BRI, PRI, VPN, Dial-up, DSL, Distance Learning Equipment, Personal Digital Assistants, and other personal electronic devices.

The Internet, Intranet, computer access, and e-mail resources are to be used only for business pertaining to the Caledonia Community Schools, with allowance made for modest amounts of incidental personal use that does not violate this policy. Administrators, the District Superintendent, and the Technology Coordinator of the Caledonia Community Schools have the authority to enroll and terminate Member access of the Internet, Intranet, network resources, and e-mail.

B. DISCLAIMER

Pursuant to the Children’s Internet Protection Act, CCS uses filtering software to screen Internet sites for offensive material.

The Internet is a collection of thousands of worldwide networks and organizations that contain millions of pages of information. Users are cautioned that many of these pages contain offensive, sexually explicit, and inappropriate material, including, but not limited to the following categories: Adult Content; Nudity; Sex; Gambling; Violence; Weapons; Hacking; Personals/Dating; Lingerie/Swimsuit; Racism/Hate; Tasteless; and Illegal/Questionable. In general it is difficult to avoid at least some contact with this material while using the Internet. Even innocuous search requests may lead to sites with highly offensive content. Additionally, having an e-mail address on the Internet may lead to receipt of unsolicited email containing offensive content. Members accessing the Internet do so at their own risk. No filtering software is one hundred percent effective and it is possible that the software could fail. In the event that the filtering software is unsuccessful and Members gain access to inappropriate and/or harmful material, the Board will not be liable. To minimize these risks, Member use of the CCS Network is governed by this policy.

C. E-MAIL AS A RECORD

The Public Records (Board Bylaw & Policy 8310 Public Records) defines a “Public Record” as any book, paper, map, photograph, digitized electronic material, or other official documentary material regardless of physical form or characteristics, made, produced, executed or received by any agency or officer pursuant to the law or in connection with the transaction of public business and preserved or appropriate for preservation by such agency or officer, or any successor thereof, as evidence of the organization, function, policies, decisions, procedures, operations or other activities of the State or the State Government or because of the informational data contained therein. Pursuant to Board policy (<http://www.neola.com/caledonia-mi/>), e-mail is a transitory vehicle of communication and is not to be used by CCS employees as a Public Record as defined in the State Code.

In the event that e-mail meets the definition of a Public Record or contains information valuable for future reference for the user or CCS, e-mail should be saved outside of the e-mail system by printing and saving the e-mail as a paper document to protect and ensure retrievability over time.

The rules of record retention apply regardless of the physical form or characteristics of the record. In the event of questions regarding record retention, refer to the board policy (<http://www.neola.com/caledonia-mi/>).

All e-mail, although not a Public Record as defined in the State Code, is subject to the rules of discovery.

IV. TERMS AND CONDITIONS FOR MEMBER USE OF THE CCS NETWORK

A. ACCEPTABLE USES

Members may use the various resources provided by the CCS Network to pursue educational and business-related activities.

Members should use the network resources via Internet such as discussion boards, instant messaging, and chat rooms for educationally collaborated businesses to perform CCS educational or business objectives.

When using the CCS Network, Members will be expected to follow generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not become abusive in your messages to others.
2. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
3. Keep personal information, including the logins, passwords, social security, addresses, and telephone numbers of members or colleagues confidential.
4. Use these resources so as not to disrupt service to other Members.
5. Users who are provided with CCS e-mail account have the responsibilities to:
 - Maintain prescribed mailbox sizes.
 - Use distribution lists only as allowed by their position and only as appropriate for business purposes.
 - Only request Public Folders and electronic discussion groups (distribution lists, listservs, etc.) that are essential and appropriate for business purposes.
 - If a Public Folder is not used for six (6) months or used inappropriately, Network Administrator reserves the right to remove or delete the folder and the file content.

B. UNACCEPTABLE USES

Improper use of the CCS Network is prohibited. Actions that constitute unacceptable uses of the CCS Network and that are not specifically addressed elsewhere in this policy include, but are not limited to:

1. Using the CCS Network for, or in support of, any illegal purposes.
2. Using the CCS Network for, or in support of, any obscene or pornographic purposes including, but not limited to, the retrieving or viewing of any sexually explicit material. If a Member inadvertently accesses such information, he or she should immediately disclose the inadvertent access to a superior and follow the Internet filtering guidelines for blocking a site. This will protect the user against allegations of intentionally violating this policy.
3. Using the CCS Network for soliciting or distributing information with the intent to incite violence, cause personal harm or bodily injury, or to harass, threaten, or "stalk" another individual.
4. Using the CCS Network for non-Board-related business purposes, including, but not limited to, games, wagering, gambling, junk mail, chain letters, jokes, private business activities, raffles, fundraisers, religious activities, or political lobbying.
5. Using the CCS Network to upload, post, e-mail, transmit, or otherwise make available any content that is unlawful, dangerous, or may cause a security risk.
6. Knowingly making a false, misleading, or unauthorized statement of Board policy, either expressly or by implication.
7. Using Internet tools such as discussion boards, chat rooms, and instant messaging for personal rather than educational and CCS business purposes.
8. Using profanity, obscenity, or language without a legitimate business purpose that is generally considered offensive or threatening to persons of a particular race, gender, religion, sexual orientation, or to persons with disabilities.
9. Knowingly plagiarizing any information gained on or through use of the CCS Network or any other network access provider.
10. Knowingly using copyrighted materials, including commercial software, without permission of the copyright holder, and/or in violation of state, federal, or international copyright laws. (If Members are unsure whether or not they are using materials in violation of copyright provisions, they should contact the

District Technology Office if they have questions regarding use of copyright materials found through the CCS Network).

11. Knowingly violating any federal or state statutes or any Board policies and/or procedures regarding the protection of employee or student privacy or the confidentiality of employee or student records.

12. Using the CCS Network for personal financial gain or for the transaction of any non-Board-related-business or commercial activities.

13. Downloading software from the Internet without prior approval from the Technology Department. Downloaded software can introduce computer viruses onto the CCS network. In addition, anti-virus download software is not to be disabled.

All computers are configured to automatically scan any material downloaded from the Internet.

C. SUBSCRIPTION AND USAGE FEES

The Internet provides access to sites that charge a subscription or usage fee to access and use the information on such sites. If Members incur costs for appropriate use of such sites in accordance with this policy, the user may submit the charges for reimbursement on expense reports, subject to CCS review. Users will be responsible for paying any unapproved costs associate with using the information on such sites.

V. SECURITY

All Members are to report promptly any breaches of security violations of acceptable use and the transmission of web addresses or e-mail information containing inappropriate material (as outlined in Section III B of this policy) to Administrators, the District Superintendent, or the Technology Coordinator of the Caledonia Community Schools. School principals shall report security breaches to the Network Administrator, their building technicians or to the Technology Coordinator.

Failure to report any incident promptly may subject the Member to corrective action consistent with the Board's rules and policies.

In order to maintain the security of the CCS System, Members are prohibited from engaging in the following actions:

A. Connecting to a modem to dial into any online service provider or Internet Service Provider ("ISP") or connecting through a Digital Subscriber Line ("DSL") while physically being connected to the CCS Network where a T-1 line is functioning.

B. Knowingly disrupting the use of the CCS Network for other users, including, but not limited to, disruptive use of any processes or programs, sharing logins and passwords or utilizing tools for ascertaining passwords, or engaging in unauthorized or unlawful entry into an electronic system to gain information (i.e. "hacking").

C. Knowingly spreading computer viruses or programs that loop repeatedly, infiltrating a computer system without authorization, or damaging or altering without authorization the software components of a computer or computer system.

D. Disclosing the contents or existence of CCS computer files, confidential documents, e-mail correspondence, or other information to anyone other than authorized recipients. Members must not share logins or password(s) and unauthorized information regarding other users' passwords or security systems.

E. Downloading unauthorized games, programs, files, electronic media, and/or stand-alone applications from the Internet that may cause a threat to the CCS Network.

VI. MEMBER WEBSITES

A. Educational Purposes

Members may create web pages as a part of an educational or business pursuit. CCS has the right to exercise control over the content and/or style of the member web pages.

Members are required to obtain permission from parent(s) or guardian(s) on the attached Consent Form and Release (Attachment

A) if student work or pictures will be posted on CCS websites. Members who place students' work, likeness (as captured by photograph, video or other media), or voices on a CCS website, or who refer to students on

a CCS website, should identify these students by first name only due to safety and confidentiality considerations.

B. Website Development

Members designing websites should go to <http://www.caledonia.k12.mi.us/tech2/HelpDesk.html> for the directions and procedures they need to follow in developing their websites.

VII. MONITORING

The CCS Network is routinely monitored to maintain the efficiency of the system. Members should be aware that use of the CCS Network, including their use of e-mail, is subject to reasonable and appropriate monitoring by OTS that abides by the requirements of all applicable federal and state laws. Any activities related to or in support of violations of this policy and/or other Board policies and rules may be reported and will subject the Member to appropriate sanctions.

VIII. VANDALISM

Vandalism will result in cancellation of privileges, possible action consistent with district policies and/or employee agreements, and possible criminal prosecution. Vandalism is defined as any malicious attempt to harm or destroy school hardware, software, or data of another user, or any other networks that are connected to Caledonia or the Internet. This includes, but is not limited to 5513 Care of District Property, Board Bylaw. <http://www.neola.com/caledonia-mi/>

IX. ASSUMPTION OF RISK

CCS will make a good faith effort to keep the CCS Network system and its available information accurate. However, Members acknowledge that there is no warranty of any kind, either express or implied, regarding the accuracy, quality, or validity of any of the data or information available. For example, and without limitation, CCS does not warrant that the CCS Network will be error free or free of computer viruses. In making use of these resources, Members agree to release the Board from all claims of any kind, including claims for direct or indirect, incidental, or consequential damages of any nature, arising from any use or inability to use the network, and from any claim for negligence in connection with the operation of the CCS Network. Members further acknowledge that the information available through interconnecting networks may be inaccurate. CCS has no ability to maintain the accuracy of such information and has no authority over these materials. CCS makes no warranty of any kind, either express or implied, regarding the accuracy, quality, or validity of the data and/or information residing on or passing through the CCS Network from outside networks. Use of the CCS Network is at the risk of the Member.

X. INDEMNIFICATION

The Member indemnifies and holds the Board harmless from any claims, including attorney's fees, resulting from the user's activities while utilizing the CCS Network that cause direct or indirect damage to the user, CCS, or third parties.

XI. SANCTIONS

Failure to abide by this policy may subject employee Members to the Employee Discipline Code for corrective action ranging from suspension or permanent revocation of Network access privileges to termination of employment. Violations of certain provisions in this policy may subject a Member to possible civil and criminal liability according to applicable federal and state laws.

When inappropriate use is determined by a Member's supervisor, the supervisor will notify, in writing, the Technology Coordinator of the Caledonia Community Schools, who is authorized to terminate the user's access privileges. An employee may appeal this decision through discipline procedures for employees in Board (<http://www.neola.com/caledonia-mi/>)

If a Member's access to the CCS Network is suspended by CCS Network administrators as a result of violations of this policy, the member may appeal the suspension to the Technology Coordinator or designee. For full details, instructions, and guidelines for network related tools, please visit:

Caledonia Community Schools Bylaws and Policies <http://www.neola.com/caledonia-mi/>

5513- Care of District Property

7530- Personal Use of District Equipment/Facilities

7530A- Technology Equipment Security Procedures
7530.01- Staff Use of Cellular Telephones
7540- Computer Technology and Networks
7540.01- Technology Privacy
7540.01A- Private Use of District Technology
7540.01B- At-Home Access to District Technology
7540.02- District Web Page
7540.03- Student Network and Internet Acceptable Use and Safety
7540.04- Staff Network and Internet Acceptable Use and Safety
8310- Public Records
Forms available for the above: <http://www.neola.com/caledonia-mi/>
7530af1- Check-Out of Technology Equipment/Materials
7540f1- Acceptable Use
7540f2- Network and Internet Access Agreement for Staff Members
7540f3- Notification to Parents Regarding Accounts for Computer Networks
7540f4- Permission to Photograph/Videotape Release
7540f5- Technology Rights and Responsibilities
7540.01f1- Permission to Use/Import Software

At Caledonia Community Schools, we use a filtering appliance from iBoss web filters. You can see more information regarding the iBoss series of filters at www.iboss.com.

In short, we use the Child Internet Protection Act-compliant iBoss filter to protect children from harmful images. In addition to the national legal limits, we also filter out the following categories: Adult Content, Auctions, Porn/Nudity, Porn - Child, Bikini/Swimsuit, Drugs, Sex Ed, Gambling, Guns and Weapons, Violence and Hate, Virus and Malware, Web Proxies.
Extra blocked sites include, but are not limited to: [Facebook.com](https://www.facebook.com), [youtube.com](https://www.youtube.com), [bing.com](https://www.bing.com) (for poor image filtering), [plus.google.com](https://www.plus.google.com), [tumblr.com](https://www.tumblr.com).

These filters are continuously updated throughout the day and night for all clients. All clients using a device on the Caledonia Community Schools network are filtered with these settings. If sites are deemed educational but are prone to showing non-educational or inappropriate content, then teachers are given special access to the content for positive, pro-educational use in the classroom; students are not.