

Fuller Meadow
Elementary School
143 S. Main Street
Middleton, MA 01949

Howe-Manning
Elementary School
26 Central Street
Middleton, MA 01949

*Building the foundation for a community
of learners and leaders.*

**2006-2011
2009 Addendum**

Tri Town School Union
Superintendent of Schools
28 Middleton Rd.,
Boxford, MA 01921

Phone: 978.887.0771



Middleton Public Schools Technology Plan 2006-2011



The Middleton Elementary Schools pursue educational excellence by providing the opportunity for every individual in its community of learners to reach his or her full potential. In cooperation with family and community, our mission is to guide students in becoming personally responsible, self-motivated, disciplined, respectful, competent, and contributing members of society.

Introduction

This plan has been created to guide the Instructional Technology department toward meeting the needs of the Middleton Public Schools. This plan reflects of the Instructional Technology goals of the Middleton School Committee and the efforts of the Superintendent's Technology Advisory Committee.

Middleton Public Schools Mission Statement

The missions of the Middleton Elementary Schools, in cooperation with family and community, are to instill a joy of learning in all students, to promote academic excellence, to be supportive of children's social and emotional needs, and to constantly strive for improvement in these areas.

Middleton Public Schools Core Values

- All children can be successful if they: are provided with opportunities to learn, are active in their own education, and are exposed to a variety of enriching experiences at school and home.
- A strong climate of respect between children and the entire school community is necessary for children to reach their potential as productive students and citizens.
- Effective education must be a partnership between school, home and community

Instructional Technology Department Mission Statement

The mission of the Middleton Public Schools Instructional Technology Department is to support the educational environment through the development, implementation, training, and maintenance of high quality instructional technology resources that foster student-centered instruction in order to meet the needs of all learners within the school district.

The Middleton Public Schools is committed to the effective integration of technology to support, enrich, and extend teaching and learning. Through integrated learning experiences, students will develop the technology literacies needed to acquire and manage knowledge, to succeed in school, and to thrive in an ever changing world. All members of our school community will use technology to excel as learners and develop as leaders as they skillfully use technology to access, retrieve, and use information school-wide, community-wide, nationally, and internationally.

Vision

Student learning is at the heart of all we do in the Middleton Schools. It is our belief that student learning is improved with the use of technology. We also believe that it is incumbent upon us to instill in our students the knowledge, skills, and habits that will enable life-long independent learning.

Thomas Friedman, in his work *The World is Flat: a Brief History of the Twenty-First Century* describes how technology has changed the face of the business world and has had a significant societal impact. Friedman holds that as the world becomes more and more "connected" the next generation must be fluent in the use and application of technology for work, for communication, and to be an active participant on this newly leveled global playing field. Friedman believes that in this global economy the "fungible" jobs, work that can easily be done any time and any place by anyone, will move overseas due to companies taking advantage of economic differences. Friedman states that there are four classifications for employment that

will affect our children's future prospects, which are the special, the specialized, the anchored, and the highly adaptable. Unique individuals, such as sports figures, entertainers and pop culture icons are special by what they offer however only a very small percentage of the population ever achieve this status. The Specialized are those whose years of training and experience have developed skills that no one else possesses, such as doctors, lawyers, and other considered to be experts in their field of knowledge. The Anchored are those whose work is inseparably tied to its location, including occupations such as the trades, the food service industry, and police/fire/EMS personnel. The fourth category, the highly-adaptable, is those individuals whose training and experiences allows for mobility across many different aspects of our economy and economic opportunities. It is in this regard that Friedman challenges those in education to better prepare all learners for flexibility and increased range of abilities in order to be successful in the "flat" world economy. It will be those who master life-long learning that will have the greatest mobility. We hold that technology will play a key role in the development of life-long learners.

We also hold that learning must be presented in a manner that enables students to build upon their existing skills. David Ausubel, a learning theorist, holds that children learn better when the new information is preview through the use of what he calls "advanced organizers" which is a method of relating the new information to what has already been learned. In the case of educational technology, it is our hope to have the students of Middleton Public Schools experience new learning through a well balanced presentation that clearly references prior knowledge. It is our goal to select software titles that are tied closely to the curriculum beginning with a review of earlier concepts and present new material as an extension of those concepts. An example of this alignment is the Math Missions™ software title that reinforces the math concepts that are being learned in the classroom. This title is available both in the computer lab for group instruction as well as using stand-alone versions on the classroom computers for enrichment. Through instructional technology professional development we hope to support and enable this type of structured learning across all grade levels as the faculty deems appropriate within the curriculum.

Over the next decade, the United States will face ever increasing competition in the global economy. To an overwhelming extent, this competition will involve the mastery and application of new technologies in virtually every field of human endeavor. It will place particular emphasis on the need for heightened skills in mathematics and science. Our students need the critical thinking skills enhanced from the guided use of technology in our schools. It is the responsibility of our community to help secure our economic future by ensuring that our young people are adequately prepared to meet the challenges of the future.

Success in a global economy requires a rethinking of the tools available to support an ever changing world. Schools need to effectively employ technology to better meet the changing needs of students, parents, teachers, and administrators. Best practices employ technologies to streamline processes and bring the availability of online instruction and virtual schools into classrooms. Library/ media initiatives and technology must be woven together seamlessly. New student data management systems facilitate the collection of data for more effective design and management of instructional programs. Ongoing professional development and adequate staffing support implementation and growth. An investment in keeping technology up and running and a plan to keep our base from becoming outdated is crucial.

Additionally, sufficient technical support is vital. These challenges cannot be met without the necessary funding. However, if we are to prepare our children to succeed in the future we must give them the tools to be the generation of more dreams than memories. To be the

generation that wakes up each morning and not only imagines how things can be better but also be the dreamers that can act on their imagination every day.

Goals

The Middleton School Committee has established the following goal for Technology Integration:

We will continue to develop the internal and external resources and financial capacity to integrate technology into our educational program.

Outcomes and Performance Indicators

Web Based Communication- We will see increased use of the www.tritownschoolunion.com and www.townofmiddleton.org as well as the revitalized www.middletonps.org websites for posting SC agendas and minutes, policies and reports of school activities and student achievement.

Newsletters- We will institute electronic transmission of school newsletters.

District-wide Email- The Superintendent's Technology Advisory Committee (STAC) believes that an email system will foster better internal and home-school communication which will enable staff and families access to pertinent and timely notifications. Also included would be a professional development piece that would enable staff to take full advantage of the system being put into place.

Wireless Networking- As the school system has continued to expand within the confines of the existing school buildings there are several areas that are now in use that were never included in the wiring of the school networks. Through a comparison of the cost of running additional wiring and that of adding a wireless component to the existing networks, a decision was made to pilot a small-scale wireless network to meet the immediate needs of the staff. The hardware has been purchased and the installation of that pilot program is currently underway.

District Web Pages - The STAC feels that the development of an interactive web page would be another step toward fostering better community involvement as well as enabling parents and concerned citizens with the ability to keep current in the ongoing work being done in the schools. Several options from various vendors have been considered as well as having identified the characteristics that should be incorporated into new web page design. Arrangements for the hosting of the website are currently being reviewed.

Professional Development- The faculty has indicated that there are several areas in which a comprehensive technology professional development program will help foster the wide-spread use of technology throughout the curriculum. The faculty would benefit from offerings in productivity tools such as spreadsheets and presentation programs, Assistive Technology (which is the use of technology with special needs students), and the selection and alignment of software programs for supporting the curriculum.

Middleton Public Schools
Technology Action Plan Worksheet
June 2009

Goal #1

Web Based Communication- We will see increased use of the www.tritownschoolunion.com and www.townofmiddleton.org as well as the revitalized www.middletonps.org websites for posting SC agendas and minutes, policies and reports of school activities and student achievement.

Tasks	Resources/Task Force	Estimated Time Frame	Assessments
Create space on the school and district web sites on which these items can be posted	Webmaster	Immediate and Ongoing	Pages are available for viewing
Gather and post required documentation in a timely manner	Secretary to the School Committee, Superintendent, Webmaster	Ongoing	Documents posted within 24 hours of being made available.

Middleton Public Schools
Technology Action Plan Worksheet
June 2009

Goal #2

Newsletters- We will institute electronic transmission of school newsletters.

Tasks	Resources/Task Force	Estimated Time Frame	Assessments
Gather required documentation in a timely manner. (i.e. weekly newsletters, school calendars, Lunch menus)	School secretaries, Webmaster, Food Service Coordinator	<i>Immediate and Ongoing</i>	Documents posted on the school web site within 24 hours of being made available.
Construct an online form where interested parties can sign up for electronic distribution of electronic newsletters	Webmaster	August, 2006	Form will be posted and operational.
Advertise the online sign up process through the school website, educational cable TV site, postings at schools, beginning of the year backpack notices.	Webmaster, School contact at Comcast, School secretaries	By September 1, 2006	The number of parents and community members registering for electronic newsletters will increase.
The newsletters posted on the web site will be bulk-emailed to those who have signed up for the service	Webmaster	Ongoing as of September 1, 2006	Newsletters will be received on a regular basis, weekly as a minimum.

Middleton Public Schools

Technology Action Plan Worksheet

June 2009

Goal #3

District-wide Email- The Superintendent's Technology Advisory Committee (STAC) believes that an email system will foster better internal and home-school communication which will enable staff and families access to pertinent and timely notifications. Also included would be a professional development piece that would enable staff to take full advantage of the system being put into place.

Tasks	Resources/Task Force	Estimated Time Frame	Assessments
An electronic mailbox will be established for every member of the faculty and support staff who has been granted computer access.	Technology Coordinator, Central Office Personnel secretary	<i>Immediate and Ongoing</i>	A list of established electronic mailboxes
For each faculty / staff member, a designated computer will be set up to receive electronic communications. Faculty will be provided with a username and password to access the email	Technology Coordinator, Technology Specialist	Prior to September 2006	Faculty can access email
School faculty and staff, through group and individual instruction, will be shown how to access the features and options of the email system.	Technology Coordinator, Technology Specialist	Ongoing from August 30, 2006	Questionnaires pre and post instruction to guide further group and/or individualized instruction
Internal documents will be sent using email	Central Office Staff, School Principals, School Secretaries, Faculty, Technology Coordinator, and Technology Specialist	Ongoing from August 30, 2006	Aggregate email usage statistics will increase

Middleton Public Schools
Technology Action Plan Worksheet
June 2009

Goal #4

Wireless Networking- As the school system has continued to expand within the confines of the existing school buildings there are several areas that are now in use that were never included in the wiring of the school networks. Through a comparison of the cost of running additional wiring and that of adding a wireless component to the existing networks, a decision was made to pilot a small-scale wireless network to meet the immediate needs of the staff. The hardware has been purchased and the installation of that pilot program is currently underway.

Tasks	Resources/Task Force	Estimated Time Frame	Assessments
Assess the reception coverage of the existing wireless network to determine dead spots.	Technology Coordinator	<i>Immediate and Ongoing</i>	A list of areas that are not supported by the current wireless network
Determine the number and placement for additional wireless access points to provide coverage to the areas in need.	Technology Coordinator	By the end of July 2006	A floor map indicating the number and placement of wireless access points
Procure and install the proposed access points	Technology Coordinator, Facilities Manager, Business Manager	Prior to August 30, 2006	Completed installation
Install wireless access cards / devices on local computers in order to access the network.	Technology Coordinator	As needed	100% of the computers having a high-speed Internet connection and access to the network resources

Middleton Public Schools
Technology Action Plan Worksheet
June 2009

Goal #5

District Web Pages - The STAC feels that the development of an interactive web page would be another step toward fostering better community involvement as well as enabling parents and concerned citizens with the ability to keep current in the ongoing work being done in the schools. Several options from various vendors have been considered as well as having identified the characteristics that should be incorporated into new web page design. Arrangements for the hosting of the website are currently being reviewed.

Tasks	Resources/Task Force	Estimated Time Frame	Assessments
Using the rubric for assessing School Web Development & Management developed by School Span, evaluate the current school web site	Technology Coordinator / Webmaster	Immediate and Ongoing	A score and rating of the existing web site.
Identify a list of changes that would improve the existing site toward being an exemplar web site as defined by the rubric.	Technology Coordinator / Webmaster	Immediate and Ongoing	A list of changes to be made
Implement the identified changes	Technology Coordinator / Webmaster	Immediate and Ongoing	A comparison of the web sites features as compared to the list of changes
Continued improvement by re-assessing the website using the rubric.	Technology Coordinator / Webmaster	Ongoing	Ongoing changes

Middleton Public Schools Technology Action Plan Worksheet June 2009

Goal #6

Professional Development- The faculty has indicated that there are several areas in which a comprehensive technology professional development program will help foster the wide-spread use of technology throughout the curriculum. The faculty would benefit from offerings in productivity tools such as spreadsheets and presentation programs, Assistive Technology (which is the use of technology with special needs students), and the selection and alignment of software programs for supporting the curriculum.

Tasks	Resources/Task Force	Estimated Time Frame	Assessments
Enroll the faculty in the Mass ONE virtual education space.	Technology Coordinator	Immediate and Ongoing	Completed username and password information being sent from the Mass ONE office
Enroll the faculty in the Technology Self-Assessment Tool and provide an opportunity for group access.	Technology Coordinator, school principals	September, 2006	Completed TSAT for each faculty member
Through analysis of faculty self-assessed needs, develop appropriate technology professional development activities.	Technology Coordinator, Technology Specialist	September, 2006	An aggregate list of needs
Conduct Professional Development opportunities as identified above.	Technology Coordinator, Technology Specialist	September, 2006 and ongoing	Faculty completed course evaluation forms

Progress toward meeting the state benchmarks

Benchmark 1: Commitment to a Clear Vision and Mission Statement

- A. The district's technology plan contains a realistic and clearly stated set of goals and strategies that align with the district-wide school improvement plan. It is committed to achieving its vision by the end of the school year 2006-2007.

Middleton School Committee Goal for Technology Integration: We will continue to develop the internal and external resources and financial capacity to integrate technology into our educational program.

Outcomes and Performance Indicators:

Web Based Communication- We will see increased use of the www.tritownschoolunion.com and www.townofmiddleton.org as well as the revitalized www.middletonps.org websites for posting SC agendas and minutes, policies and reports of school activities and student achievement.

Newsletters- We will institute electronic transmission of school newsletters.

District-wide Email- The Superintendent's Technology Advisory Committee (STAC) believes that an email system will foster better internal and home-school communication which will enable staff and families access to pertinent and timely notifications. Also included would be a professional development piece that would enable staff to take full advantage of the system being put into place.

Wireless Networking- As the school system has continued to expand within the confines of the existing school buildings there are several areas that are now in use that were never included in the wiring of the school networks. Through a comparison of the cost of running additional wiring and that of adding a wireless component to the existing networks, a decision was made to pilot a small-scale wireless network to meet the immediate needs of the staff. The hardware has been purchased and the installation of that pilot program is currently underway.

District Web Pages - The STAC feels that the development of an interactive web page would be another step toward fostering better community involvement as well as enabling parents and concerned citizens with the ability to keep current in the ongoing work being done in the schools. Several options from various vendors have been considered as well as having identified the characteristics that should be incorporated into new web page design. Arrangements for the hosting of the website are currently being reviewed.

Professional Development- The faculty has indicated that there are several areas in which a comprehensive technology professional development program will help foster the wide-spread use of technology throughout the curriculum. The faculty would benefit from offerings in productivity tools such as spreadsheets and presentation programs, Assistive

Technology (which is the use of technology with special needs students), and the selection and alignment of software programs for supporting the curriculum. *Target Date: Ongoing*

- B. The district has a technology team with representatives from a variety of stakeholder groups. The technology team has the support of the district leadership team.

Superintendent's Technology Advisory Committee

Bernard F. Creeden, Ed.D.	Superintendent of Schools
Teresa Buono	School Committee member
Michael McLaughlin	Technology Coordinator
Deborah Pazdziorny	Technology Specialist
Amanda Torosian	Teacher
Tracy Cleveland	Teacher
Eric Clayberg	Parent

C. Budget

1. The district has a budget for its local technology plan with line items for technology in its operational budget.
2. The budget includes staffing, hardware, software, professional development, support, and contracted services.
3. The district leverages the use of federal, state, and private resources.

The Middleton Public Schools budget includes line items for technology covering the areas of staffing, hardware purchases, software purchases, consumable supplies to support the use of technology, and for technology maintenance, which includes the use of contractual support services. The Middleton Public Schools plans for the expense of staffing, software, supplies, and maintenance within the annual operating budget. The purchase of new hardware is presented to town meeting for approval as a one-time cost. The Middleton Public Schools takes advantage of funding through the state and federal entitlement grants, town meeting approved expenditures, and through the support of the local educational foundation Best Bet.

D. Evaluation

1. The district evaluates the effectiveness of technology resources toward attainment of educational goals on a regular basis. Prior to purchasing the district assesses the products and services that are needed to improve teaching and learning.
2. The district's technology plan includes an evaluation process that enables the district to monitor its progress in achieving its technology goals and to make mid-course corrections in response to new developments and opportunities as they arise.

Evaluations and assessments will be conducted as identified in the attached action plan worksheets.

Benchmark 2: Technology Integration

A. Teacher and Student Use of Technology

1. (a) Outside the Classroom

At least 85% of teachers use technology everyday, including some of the following areas: lesson planning, administrative tasks, communications, and collaboration. Teachers share information about technology uses with their colleagues.

(b) Within the Classroom

At least 85% of teachers use technology appropriately with students each week, including some of the following areas: research, multimedia, simulations, data interpretation, communications, and collaboration.

2. At least 85% of students from grades 5 to 8 show proficiency in all the Massachusetts Recommended PreK-12 Instructional Technology Standards for Grades 5 to 8.
3. At least 90% of teachers are working to meet the proficiency level in technology, and by the school year 2006-2007, 60% of teachers will have reached the proficiency level as defined by the Massachusetts Technology Self-Assessment Tool (TSAT)².
4. The district has a CIPA -compliant Acceptable Use Policy (AUP) regarding Internet use.

Through the proposed faculty assessment listed on the attached action plan worksheets this area understanding our current status and needs are a goal for the upcoming year. The Middleton Public Schools uses the Surf Control™ CIPA compliant web filter.

B. Staffing

1. The district has a full-time equivalent (FTE) district-level technology director/coordinator.
2. The district provides one FTE instructional technology teacher per 40-80 instructional staff.
3. The district has one FTE person dedicated to data management and assessment.

The Middleton Public Schools currently employs one FTE Technology Coordinator and a 20-hour/week Technology Specialist. Combined within the duties and responsibilities for both positions is the instruction of all students in the use and application of technology as outline by the Massachusetts Recommended PreK-12 Instructional Technology Standards.

Benchmark 3: Technology Professional Development

- A. By the end of the school year 2006-2007, at least 85% of district staff will have participated in 45 hours of high-quality technology professional development covering technology skills and the integration of technology into instruction.
- B. Technology professional development is sustained and ongoing and includes coaching, modeling best practices, district-based mentoring, and study groups. The professional development includes concepts of universal design and scientifically based, researched models.
- C. Professional development planning includes an assessment of district and teachers' needs. The assessment is based on the competencies listed in the Massachusetts Technology Self-Assessment Tool. The Department, the Educational Technology Advisory Council and

stakeholders will review the levels of competencies in the Massachusetts Technology Self-Assessment Tool on an annual basis.

Through the proposed faculty assessment listed on the attached action plan worksheets this area understanding our current status and needs are a goal for the upcoming year.

Benchmark 4: Accessibility of Technology

A. Students per Instructional Computer

1. The district has an average ratio of fewer than five students per high-capacity, Internet-connected computer. The Department will work with stakeholders to review the capacity of the computer on an annual basis. (The ultimate goal is to have a one-to-one, high-capacity, Internet-connected computer ratio.)
2. The district considers students' access to portable and/or handheld electronic devices appropriate to their grade level.
3. The district has established a computer replacement cycle of six years or less.

B. Technical Support

1. The district makes a commitment to provide timely in-classroom technical support with clear information on how to access the support, so that technical problems will not cause major disruptions to curriculum delivery.
2. The district provides a FTE network administrator.
3. The district provides at least one FTE person to support 100-200 computers. Technical support can be provided by dedicated staff or contracted services.

Over the past two years the Middleton Public Schools has made a significant financial investment in upgrading both the network and the number of high-capacity Internet connected computers moving toward achievement of the recommend goal.

Benchmark 5: Infrastructure for Connectivity

A. Internet Access

1. The district provides connectivity to the Internet in all classrooms in all schools including wireless connectivity, if appropriate.
2. The district provides bandwidth of at least 10/100 MB to each classroom.

B. Networking (LAN/WAN)

1. The district provides a minimum 10/100 MB Cat 5 switched network and/or 802.11b/g wireless network.
2. The district provides services for secure file sharing, backups, scheduling, email, and web publishing, either internally or through contracted services.

C. E-Learning Environments

1. The district encourages the development and use of innovative strategies for delivering specialized courses through the use of technology.
2. The district deploys IP-based and or ISDN-based connections for access to web-based and/or interactive video learning on the local, state, regional, national, and international level.

3. Classroom applications of e-learning include courses, cultural projects, virtual field trips, etc.

Over the past two years the Middleton Public Schools has made a significant financial investment in upgrading both the network and the number of high-capacity Internet connected computers moving toward achievement of the recommend goals. The schools network are supported through 100MB connectivity and the proposed changes toe the wireless network are focused on achieving 100% of the computers being connected to the Internet. The school uses file servers for storing and sharing student work. The district's efforts toward innovative use of technology to support student learning are ongoing.

Benchmark 6: Access to the Internet outside the School Day

- A. The district maintains an up-to-date web site that includes information for parents.
- B. The district works with community groups to ensure that students and staff have access to the Internet outside of the school day.
- C. The district web site includes an up-to-date list of places where students and staff can access the Internet after school hours.

The Middleton Public Schools action plan that is attached to this document outlines the proposed improvement plan for the district web site. The Middleton Public Schools Extended Day program allows students access to the school's technology resources in a safe and supervised environment.

Middleton Schools Student Acceptable Internet Use Policy

Purpose

The Middleton School System is pleased to offer its students access to the school's computer network, including access to the Internet. Access to the school's network will enable students to explore thousands of libraries, databases and bulletin boards. Students will also be exposed to advertisements of various kinds.

The Middleton Schools believe that there is educational value in the Internet, and recognize the potential support to our curriculum. Through the Internet, one can communicate with people all over the world through discussion forums and electronic mail. Many educationally valuable files may be downloaded from the Internet. Because of its enormous size and resources, the Internet's educational potential is boundless. Because of its broad reach, however, the Internet also contains the potential for misuse. These guidelines are intended to help ensure that students use this valuable resource in a safe and appropriate manner.

Families should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or offensive. While our goal is to provide Internet access to promote educationally supportive materials and sites, students will have access to other information as well. The benefits of student access to the Internet far exceed any disadvantages. Middleton Schools will make every effort to ensure that students use the Internet properly. Students using the Internet are expected to conduct themselves responsibly. Furthermore, these technologies are expensive to purchase, to install and to maintain. As property of the Middleton Schools all technology must be handled carefully so as to benefit all users.

All student use of the Internet is to be conducted under faculty supervision. Nevertheless, faculty members cannot monitor student use at every moment. Every student is expected to develop individual responsibility for his or her own appropriate use of the Internet.

Internet Access is a Privilege

For all users, Internet access through the Middleton Public Schools is a privilege, not a right. A student's access may be canceled by school officials if this privilege is misused. Revocation of computer access privileges may be necessary. Inappropriate conduct as applied to Internet access will be subject to disciplinary action, as outlined in the Middleton Schools Student Handbook.

The intent of this policy is to ensure that all uses of the Internet are consistent with the educational goals of Middleton Schools.

UNACCEPTABLE USES

- All Internet users will be expected to understand that the following uses of the Middleton Schools Internet access are unacceptable:
- Using the Internet for illegal purposes or in support of illegal purposes.
- Posting or divulging ANY private or personal information about yourself or another person (this includes the student's location).
- Attempting to log on through another person's e-mail account or to access another person's files.
- Accessing or transmitting obscene or pornographic material. This includes the use of obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.

- Posting chain letters or engaging in sending annoying messages to large numbers of people (spamming).
- Using the school network to retrieve, transmit or make available to others a message that is inconsistent with the educational purposes of the Internet.
- Engaging in personal attacks, including prejudicial or discriminatory attacks.
- Harassing another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a student is requested by a person to stop sending them messages, they must stop.
- Posting false or defamatory information about a person or organization.
- Using the network in a fashion inconsistent with the directions from teachers and other staff and generally accepted network etiquette.
- Plagiarism. Plagiarism is the taking of material created by others and presenting it as if it were one's own.
- Infringing copyrights. Copyright infringement occurs when a person inappropriately reproduces or transmits material that is protected by copyright. For example, most software is protected by copyright and may not be copied without permission of the copyright owner.
- Any use for political or commercial purposes that are not directly related to the educational purposes of Middleton Public Schools.
- Any use that disrupts the educational goals of Middleton Schools.
- Entering a social chat room for any reason.
- Any downloading of large or harmful files.
- Sharing a personal password or account with anyone.
- Downloading freeware, shareware or other software which affects the system software of a computer.
- Disrupting the hard drive set-up of a computer, including changing desktop or hard drive folder names, colors or contents.

Student Responsibility

Access of material that has been deemed inappropriate for educational use by Middleton Schools' faculty or staff is strictly prohibited. If users encounter such material by accident, they should quit the application immediately. Students should report the incident directly to a teacher. Students will not have the opportunity to simply "surf the Internet or browse among World Wide Web pages. Students will use the Internet for a specific educational purpose during lab time or for a class assignment.

Access to Student's Files

All student files, including e-mail files and other Internet files and usage may be monitored by faculty for educational and administrative purposes, including the need to ensure that these Guidelines are being followed. Also, faculty may be asked to provide access to student files and records to law enforcement authorities. Students should not assume that the uses of Middleton Schools Internet access will be private.

Personal Safety

The Internet is accessible to the public. Unfortunately, this includes people who want to make contact with students for inappropriate purposes. Middleton Schools cannot screen the Internet for such inappropriate uses. Students must be cautious and prudent about supplying

personal information and arranging any kind of meetings. Students should promptly inform their teacher or school administrator of any on-line communication that the student feels is threatening, harassing or otherwise inappropriate.

System Security and Resource Limits

Students are expected to follow procedures and guidelines that are issued in order to ensure the security of the Middleton Schools' computer system and to respect its resource limits. These include any downloading guidelines and virus protection procedures that may be issued.

No students should bring a disk from home and utilize it in a school computer without permission from the Technology Staff.

Software installation of any kind, with the exception of that done by the Technology Staff, on school computers will be strictly prohibited.

Students will not be allowed to use the district's computer resources to create their own web page unless it is in conjunction with a class assignment.

Changes in Policy

Middleton Schools reserves the right to change and amend this policy at any time.

Disclaimer of Liability

The Middleton Public Schools make no warranties of any kind, whether express or implied, for the service it is providing. The Middleton Schools will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, no-deliveries, mis-deliveries, or service interruptions caused by the Middleton School System's negligence or by the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The Middleton School System specifically denies any responsibility for the accuracy or quality of information obtained through its services. All users need to consider the source of any information they obtain, and consider how valid that information may be.

**Pieces of this policy were gleaned, with permission, from the Topsfield Public Schools' Internet Use Policy.