# JACKSON GRAMMAR SCHOOL

**JACKSON SCHOOL DISTRICT**

**SAU#9**

## Technology Plan

**2017-2020**

Adopted by  Jackson School Board
April 12,2017

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**Technology Planning Committee**
Gayle Dembowski-Principal
Melissa LaPlante-JGS Library Media Specialist
K-6 Teaching Staff
Ann Bennett-JGS Technology Coordinator

The Technology Committee will meet to review the JGS technology plan and assess its efficacy as needed. An annual progress review will also be conducted, as well as an annual budgeting process to secure adequate funding to support its implementation.

**The Jackson Grammar School Mission Statement:**
The Jackson Grammar School is committed to learning by fostering the intellectual, social, and physical growth of children, promoting responsibility and respect, while encouraging pride in community.
We seek to:
1. Foster creativity, risk-taking, discovery, humor and energy in learning
2. Support sustained, independent, interest-based inquiry
3. Provide meaningful and experiential multi-age learning opportunities
4. Inspire students to become creative problem solvers, articulate communicators, and thoughtful collaborators
5. Promote a "Jackson School Campus"
6. Provide quality instruction grounded in a focused and integrated curriculum
7. Insure the responsible and meaningful use of current technology
8. Value a concerned, global outlook in our everyday lives

### Demographic Description

The Jackson Grammar School is a focal point of the small village of Jackson, one of nine Mt. Washington Valley communities, in the heart of the White Mountains. The town's total acreage is 42,532.96 acres, of which 32,177.45 or 76% is controlled by the United States Forest Service as part of the White Mountain National Forest.

Jackson's population of full-time residents has remained remarkably stable, despite heavy development pressure.  Population change for Jackson totaled 717 over 54 years, from 315 in 1960 to 1,032 in 2014. The largest decennial percent change was a 59 percent increase between 1970 and 1980. The 2014 Census estimate for Jackson was 1,032 residents, which ranked 182nd among New Hampshire's incorporated cities and towns. It is important to note that seasonal homes outnumber year-round residences in Jackson, which has changed the social fabric of the community.

Once a community sustained by agriculture and forest industries, Jackson is now home to successful restaurants, inns and other tourist facilities. To some extent the town is also a "bedroom community," with many residents working in Conway, Bartlett and other Mt. Washington Valley communities. There is a core group of active retirees as well, many of them professionals from away, who settled here to enjoy life in the mountains, with its many recreational opportunities. The median age of residents is 51.1, up from 48.4 in 2014, and

comparable to the NH median of 41. The median household income is $77,188 (compared to $46,695 in Conway). 99.6 percent have a high school diploma or better, 61 percent hold a bachelor degree or higher. At the same time, 6.1 percent of the population lives below the federal poverty level. The unemployment rate in 2016 was 4.6 percent.

Jackson has one of the most attractive tax rates in Carroll County at $11.26 per thousand dollars of assessed valuation. The only other communities in the county with lower rates in 2016 were Bartlett, Tuftonboro, Moultonborough and Harts Location.

Over the years, Jackson voters have demonstrated strong commitment to the Grammar School and educational issues. The school board has helped provide sufficient funding to support the educational program. A building addition and renovation project was completed in 2009 to provide additional educational space and bring the original 1886 component of the structure up to life safety code. In addition, in 2010 the Whitney Community Center, built though a private donation, was completed on school district property.

Parents form an integral piece of the educational community. The size of the school lends itself to parental participation, and they are actively involved as parents, mentors, teachers, advisors and fundraisers. In addition, other community members serve in the same roles as the parents, even though their children no longer attend the school, demonstrating their belief in the importance of education and their commitment to the children of Jackson.

In the northern tier of NH, where connectivity continues to be a roadblock in many communities, the Jackson School constituency is very "wired." A 2017 parent survey generated a 62.5 percent response rate, and documented that all respondents had internet access. In addition, all participants also had computers for home use, smartphones, iPads, ereaders or other digital devices. More than 30 percent reported student use of gaming consoles, and 63 percent of students have their own email addresses.All parents reported supervising their children's access to technology.

The school's population has varied widely over the past half century, from the high 60s to as low as 17 in 1984. It remained fairly consistent during the intervening years, ranging from 50-60, and in 2013-14 was 50 students on campus, with four youngsters home-schooled.

More recently, numbers have declined, a trend mirrored in all SAU 9 schools, dipping into the high 30s. The academic year 2016-17 started with 40 students, plus three homeschoolers. A school-community committee has worked to develop strategies to stabilize the student population, including establishing a proactive tuition policy, and studying the possibility of incorporating preschool in some format on campus.

It is also noteworthy that many students attend JGS for their entire elementary experience, K-6, as did some of their parents and grandparents. Jackson offers a full day kindergarten program, and at the conclusion of 6th grade, students are tuitioned to the Josiah Bartlett School for grades seven and eight. Jackson is a sending district to Kennett High School in Conway for grades 9-12.

The Jackson Grammar School recognizes that community support is critical to effective public education, and strives to involve and inform its constituency in the evolving role played by technology. We will continue to seek to build partnerships with families, community, and

educational resources that can improve our program and practices.

## Jackson Grammar School Mission Statement

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**We seek to:**
- Foster creativity, risk-taking, discovery, humor and energy in learning. Support sustained, independent, interest-based inquiry.

- Provide meaningful and experiential multi-age learning opportunities.

- Inspire students to become creative problem solvers, articulate communicators, and thoughtful collaborators.

- Promote a "Jackson School Campus".

- Provide quality instruction grounded in a focused and integrated curriculum.

- Insure the responsible and meaningful use of current technology.

- Value a concerned, global outlook in our everyday lives.

## JGS Technology Vision Statement:

The Jackson Grammar School is committed to connecting students, staff and the wider community to technological tools and applications. We believe that equal access to technology is imperative, and that it be used to enhance teacher effectiveness, student achievement and instructional management.

All learners, including educators, need to acquire and responsibly manage information through the skillful use of technology. The Jackson Grammar School is committed to preparing students to enter the ever changing world of information as proficient, independent and self-directed learners skilled in using technology in its many forms.

At its best, technology allows us to better serve diverse learning styles, and supports the development of critical thinking, flexibility, adaptability, problem solving and collaboration, all skills essential to success in our rapidly changing, media saturated age of information.

Improved student performance is directly tied to instruction that integrates technology in such a manner that it cannot be separated from the learning process. The Jackson School District will support educators, administrators and support staff in a shared process of professional development to enhance their proficiency in technology instruction, integration of best classroom practices, and use of a broad range of technologies.

## The JGS Technology Plan Vision Reflects SAU 9-Wide Priorities

As a member of SAU 9, and sending district to both Bartlett and Conway, the Jackson School recognizes the importance of concurring on and building shared competencies, while maintaining

the autonomy that is integral to both our small size and ability to individualize instruction in an innovative fashion. All schools in the SAU need not utilize identical digital tools and equipment, or teaching methods, but will strive for common goals and learning outcomes.

To that end, administrative and teaching staff will embrace equivalent indicators of success, which also align with elements of the Conway School District Strategic Plan, to demonstrate:

- Increased operational efficiency
- A current Technology Plan
- Reliable and current technology
- Integration across curriculum
- Use for communication

### The JGS Technology Plan Embraces ISTE 2016 Standards for Students:

**Empowered Learner:** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- **Students set personal learning goals, develop strategies to achieve them, and reflect on the learning process to improve outcomes**
- **Students use technology to check the accuracy of their work and improve their practice**
- **Students understand the fundamental concepts of technology operations, can choose appropriate digital tools for the task, and troubleshoot in order to complete projects and create documentation of learning.**

**Digital Citizen:** Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- **They are aware of the permanence of their actions in the digital world.**
- **They protect their personal information to maintain digital privacy and security**

**Knowledge Constructor:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- **Students plan, locate and implement information and research strategies**
- **Students evaluate accuracy, credibility and relevance of that data, information and resources**
- **Students are effective curators of information and develop skills to organize and use it with a variety of tools, making meaningful connections within the artifacts they create**

**Innovative Designer:** Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

- **Students are able to use a deliberate design process to generate ideas, test theories, create artifacts or solve authentic problems**
- **Students choose the appropriate digital tool for the task**
- **Students persevere and develop the capacity to work with open ended problems**

**Computational Thinker:** Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- **Students collect relevant data or data sets, use digital tools to analyze them, and present data in various ways to facilitate program solving and decision making**
- **Students are able to break problems into component parts to facilitate problem solving**

**Creative Communicator:** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- **Students choose the appropriate platform or tools for meeting the desired communication outcome**
- **Students create original works by responsibly repurposing resources**
- **Students present complex information clearly and effectively using digital objects and models to demonstrate**
- **Students publish or present content customized for the intended audience medium**

**Global Collaborator:** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- **Students use digital tools to connect with learners for diverse backgrounds and cultures**
- **Students use collaborative technologies to interact with others, including peers, to engaging them to broaden understanding and learning**
- **Students work effectively in project teams to achieve a common goal**
- **Students explore local and global issues and use collaborative technologies to investigate solutions**

### The JGS Technology Vision Links Directly to Our Mission Statement

***Foster creativity, risk-taking, discovery, humor and energy in learning***
Jackson Grammar School is a small school. The small classes offer the opportunity to tailor learning to each individual student group as well as each grade level. Our weekly school community meetings (led by 5th and 6th graders) allow children as young as five to take risks and develop strong public speaking skills. These meetings, attended by all students and staff, and many parents, offer an opportunity for students to share their work. Digital tools allow students to share projects including creative stories and yearbooks, showcasing both whole-class initiatives and independent individual research, and sharing world music and cultures.

We are a school of avid writers. Every year we celebrate students who enter and win local and regional writing contests. Each student has access to computers and digital devices daily in the classroom to edit their work with teachers, collaborate with peers, and create purposeful writing. The continued development of the use of Google Docs supports this collaboration.

The creative Unified Arts curriculum and program are excellent examples of technology integration enriching successful programs. The music curriculum is a case in point, where numerous units integrate technology in an authentic fashion. Students collaborate on internet research on a variety of projects, as well as digitally composing music.

*Support sustained, independent, interest-based inquiry*
We endeavor to teach our students the navigation, reading, and analysis skills related to being proficient consumers of information. This opens doors for students to pursue their interests through a variety of research projects. Students each year curate resources to write numerous research reports and create digital artifacts to document their learning. In the process they use technology to check the accuracy of their work and learn to evaluate and analyze resources. Integral to guiding this ongoing research are the critical issues of proper citations, fair use, creative commons, recognizing credible sources, fact checking, and copyright.

*Provide meaningful and experiential multi-age learning opportunities*
All classes at the Jackson School are multi-age, and while some classroom configurations change from year to year based on student populations, they are predominantly multi-grade. The success of this model is predicated on teachers committed to using strategies and teaching practices that best meet the needs of all students. These include flexible grouping, ability grouping, differentiated instruction, collaboration, experiential and service learning opportunities. Our staff uses data to drive instruction, such as NWEA results to designate RTI groupings or multi-age reading groups**.** In addition, collated data from reading and writing assessments helps teachers to determine a plan for instruction or appropriate flexible groups.

*Inspire students to become creative problem solvers, articulate communicators, and thoughtful collaborators*
To embrace 21st Century learning in JGS classrooms, the current use of technology, the internet and web-based applications enrich our curriculum and help students acquire organizational skills, or assist in learning to read. Upper grade students use digital resources seamlessly in their daily curriculum and Google Docs to collaborate.   K/1 are adept users of technology tools, and both document their knowledge with digital artifacts and independently keep a record of their learning.
       As technology continues to evolve, so do digital tools.  JGS educators know that the technology landscape is ever shifting, and that key to their continuing effectiveness as educators is professional development, both on-site, online and conferences, in order to keep ahead of the curve in terms of evaluating resources. As a staff, they will continue to seek ways to build on the current uses of technology by learning, using and integrating tools that help students improve their critical thinking and problem solving skills.

*Promote a "Jackson School Campus"*
The school's website is an important link to both our immediate community and a wider audience. The staff continues to expand their use of Google Apps for Education as a collaborative tool, using it for meeting agendas, calendars and other ongoing projects. They create forms, collect data, and conduct surveys. Their ability to build and update their individual class pages supports an enhanced, dynamic school website.

The school site posts the JGS weekly newsletter, along with news about special events and integrated Google Calendars. Parents can opt out of a paper version of the newsletter, which is

distributed digitally to the school community. It is posted on a community list serve "Enews,"as well, and jacksongrammar.org is also linked to the Jackson, NH Community website. At the same time the 2017 tech survey indicated that parents count on email communication to help them stay current on school news and events.

Another key data trend that impacts learning and achievement is the full integration of technology, and JGS provides students and staff with a greater than 1:1 access to computers and current digital tools. Jackson Grammar School has invested time and funds to upgrade equipment, provide technology tools as well as professional development training for staff and students through locally based initiatives and through supporting teachers' traveling to conferences such as the Christa McAuliffe and LESCN Technology Conferences.

***Provide quality instruction grounded in a focused and integrated curriculum***
The JGS staff is comprised of reflective, deliberate educators. We constantly strive to find opportunities to improve student learning (as measured by annual state assessments and NWEA testing, and ongoing class assessments), and to meet the needs of at risk learners. We share together as a staff about our current uses of technology across grade levels. The staff is committed to learning together through technology workshops, on-site professional development and peer mentoring, and growing our own Personal Learning Networks.

***Insure the responsible and meaningful use of current technology***
Students are taught to respect equipment and agree that the consequence of its misuse will be the loss of privileges. As early as primary grades, students are taught the difficult distinction between "using" information and images from the web, and plagiarism. Digital Citizenship, responsible use, digital footprint, public domain, citations, web site evaluation and other critical skills are an integrated part of daily instruction. Students practice responsible use of systems, information and the internet, and are taught the permanence of their actions in a digital world.

***Value a concerned, global outlook in our daily lives***
Technology provides a vital access point for both classes and individual student to learn about international issues. Teachers actively integrate resources to connect students to individuals and resources both near and far with tools like Google Earth and Skype.

The JGS community is committed to teaching children to care for others in the world around them. Students undertake annual fund-raising and service learning projects to support others in need, whether in the Mt. Washington Valley community, or natural disaster victims in far distant places. Students use the web to research and evaluate relief organizations as a means of guiding the use of their donations.

Distance learning enables students to experience educational opportunities beyond the boundaries of the traditional classroom and to collaborate and form connections with a global community. Such learning experiences are critical, especially in small, rural communities such as ours. The JGS staff recognizes the unparalleled opportunities offered through distance learning in its many forms. Using synchronous technology, JGS students, along with students nationwide, have participated in virtual field trips to places like Plimouth Plantation to enrich the curriculum, and writers workshops with renowned authors.

**JGS Technology Plan Goals Section**

**Empowered learner:**  Students will work to meet the ISTE Standards of an Empowered Learner by setting goals and identifying appropriate technology to meet them.  Students will demonstrate a sound understanding of technology systems, their impact and operations. Students will acquire grade-appropriate skills, as defined by the JGS Technology Benchmarks.
Students have a fluid, working knowledge of communication software, apps and platforms, and demonstrate the ability to organize and analyze information. They will use technology tools to enhance learning, increase productivity and promote creativity. Students will continue to use productivity tools to collaborate, prepare publications, presentations and other creative applications.

**Computational Thinker:**  Students learn to use technology to analyze and solve problems. Students use technology resources for acquiring authentic information and data, to make informed decisions, and develop strategies for solving problems in the real world. Students learn to collect and analyze data, plan and manage projects, and to use appropriate software and digital tools to complete them in the context of these studies, and for the purpose of organizing and displaying their learning. Graphing software is taught in the context of science lessons on rainfall and temperature, or to support science understanding. Staff members collect data with real-world connections to students, and will continue to use it as an effective tool to teach problem solving and critical thinking skills. Jackson Grammar School staff collaborates with Tin Mountain Conservation teachers to collect data in the natural world.  Students in K-6 also learn about coding, and learn to think in a linear way by breaking problems into component parts.
JGS teachers use interactive whiteboards. This has been an important tool in making graphing software, GPS, Google Earth, coding, and other data sources accessible to students with diverse learning styles.

**Digital Citizen:**  JGS students are taught, in the classroom, the library, and in guidance, the ethical, cultural and societal issues related to technology. The JGS staff models and teaches the understanding that the accurate use of information is critical to effective decision making. Students learn to gather information from multiple online sources using effective search terms, evaluate, in an age appropriate way, the reliability of websites and information sources. Students practice responsible use of systems, information and software.

**Knowledge Constructor:**  Digital Literacy today requires that staff and students effectively and critically navigate, evaluate, and create using a range of digital technologies. Teaching JGS students to competently navigate the internet is a priority, allowing them to become independent learners and good digital citizens. JGS students use technology to locate, evaluate and collect information from a variety of sources.  JGS does not have an isolated computer lab; technology tools are situated in each of the K-6 classrooms, including desktops, laptops, tablets, Smart boards and e-readers. A mobile cart allows for 5th and 6th graders to be assigned a laptop, and another cart houses ipads for classroom use.  Student across the grades have 1-1 access to computers, tablets and other tools daily. An integrated approach to instruction is evident in all core subject areas. Classroom teachers and Unified Arts teachers collaborate weekly to connect core

curriculum, the arts, and technology. Older students use their laptops in their art and music classes to research artists and musicians; they also learn to create digital art with editing software and compose music using software like Notion on their devices. Younger students use online resources with support, and independently use programs like Tux Paint, Stop Motion and Explain Everything to create meaningful artifacts of their learning.

**Innovative Designer:**  As teachers continue to build technology integration skills, there is parallel growth in student opportunities for creativity and productivity. Using a variety of digital tools, platforms and specific teacher generated guidelines, students will create artifacts that demonstrate their understanding and processing of information in a format that engages and/or interacts with the targeted audience. STEM challenges, which students often have the opportunity to undertake in multiage groups, provide opportunities for students to develop perseverance as they learn to solve open-ended problems together.  As JGS students advance from Kindergarten to 6$^{th}$ grade, they are taught how to use a variety of productivity and multimedia software. Our students develop the ability to choose an appropriate digital tool for the task.

**Creative Communicator:**
In the classroom, every student will continue to have daily access to technology tools while sharing both online and in-house resources over the main school network. JGS students make use of new technologies and relevant digital resources to improve and enrich learning. By incorporating a variety of relevant multimedia and digital resources, JGS students will reach out and collaborate more effectively with the wider school community. Older students, 4$^{th}$-6$^{th}$, have 1-1 laptops and use Google Apps to collaborate at school and at home. Students as young as kindergarten learn about using multimedia tools to share their learning with an intended audience. Examples of  tools and resources used in collaboration and communication include Google Apps, Smart boards, Skype, iMovie, and iPad apps like *Explain Everything*.  These tools and resources enable our students to share their work throughout the school community in exciting and dynamic ways, allowing for real-time feedback, long distance learning possibilities, and efficient document review and editing. Apps are powerful, but iPads have also proved invaluable tools for capturing video, photos, sound recording and translating them into documentation of authentic learning. Exposure to a variety of creative media sources results in diverse opportunities for student expression and understanding across the curriculum.

**Global Collaborator:** .
JGS students and teachers use Google Apps to communicate and collaborate within their community.  Students in 4$^{th}$, 5$^{th}$ and 6$^{th}$ grade collaborate together using their Google Docs accounts. They learn to give and receive peer feedback and work toward a common goal. Teachers use Google Docs and Calendars to facilitate communication and use staff time efficiently. Staff collaborate with other schools within  SAU 9 and with parents, using tools like Google Surveys, Spreadsheets, and Google Docs.  Conveying a global perspective is a Jackson Grammar School priority and will continue to inform instruction.  Teachers connect students to the world via the web, and rely on online resources from Discovery Education, Google Earth, and other resources to enhance their research with videos, maps, and images. We have used Skype,

FaceTime, and email to communicate with authors, scientists and merchant marines around the world. Students and teachers have benefited from webinars on a variety of topics. We will continue to seek synchronous learning opportunities and leverage technology to explore global issues.

**Access:**
1) JGS will continue to maintain robust wireless connectivity and the infrastructure to support it.

2) The Jackson School District will continue to assess the need and feasibility of broadband connectivity, and its cost effectiveness.

2) Distance learning in its many forms will be a priority, as a means to diversify and enrich student educational experience.

3) Regular and special education staff will continue to explore technology tools that provide equal access to students with diverse learning styles and needs.

4) Jackson School District will provide consistent funding to ensure that student and staff have access to technologies to support teaching, learning and instructional management.

5) Continued professional development to build technology skills/expertise and support classroom instruction will be a priority for all JGS faculty and support staff. At the same time, JGS will contract with additional consultants or other alternatives to provide teachers the support they need to evaluate new digital tools and fully integrate technology into lesson planning and the classroom learning environment.

 **Professional Development**
The Jackson School staff is committed to an integrated approach to the use of 21st Century educational tools. The appropriate use of technology is a core belief, and they model lifelong learning within the school community through use of digital tools and resources. By promoting and demonstrating mastery of multi-media skills and using appropriate technological tools to improve student learning, teachers, support staff and administrators exhibit leadership in the school and professionally among their peers.
    Administration and staff will continue to build their proficiency with technology, including:

1) Operating Systems

2) Troubleshooting/Maintenance

3) Tool Applications

4) Website/Webpage Maintenance

5) Social Media Platforms

6) Multimedia

7) Curriculum Integration and Instruction

## Jackson School District Technology Action Plan

*Technological Literacy:*
The Jackson teaching staff will be versed and proficient in the use and integration of 21st Century educational tools. They will support the *NH ICT Literacy Standards* and ISTE Standards. Teachers and staff will demonstrate and model digital citizenship, and an understanding of the ethical and legal issues relating to the use of technology.

Teachers and staff will use educational technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum. Site-based professional development or other training opportunities will be developed to provide personnel with the appropriate level of skill to achieve this task.

Sixth Grade students will acquire a level of technological competence to demonstrate their readiness to transition smoothly to middle school. It will include the ability to communicate through applications software, create well written documents, spreadsheets and databases, use creativity software, and web-based simulations.  They will produce well-developed and organized written pieces using technology  to collaborate, edit,  and publish, as well as produce multimedia pieces to present to diverse audiences.  They will be able to use technology equipment proficiently, including computers, tablets, digital and projection devices, scanners and cameras.

*Professional Development:*
We will contract in-house professional development from NCES, LESCN, or other local resources. School personnel will also continue to attend annual tech conferences, and coach peers in effective integration of new digital tools into the classroom. Educational staff will build their proficiencies in web page maintenance and enhancement, and update content regularly.

The JGS administration will continue to improve proficiency in its use of data management tools that meet the needs of a small school. Teachers will continue to explore social media platforms and other digital tools to facilitate collaboration and communication with each other and with the community. In addition:

- As part of ongoing Teacher Collaborative, the staff will review curriculum maps, and their related projects and activities, to identify opportunities to embed digital tools to meet ISTE Standards.
- Instructional staff will evaluate apps and web-based resources that supports critical thinking and investigate emerging technologies that support ISTE Standards.
- Instructional staff will develop competencies in using and applying a broad range of digital tools to enhance student learning and creativity.
- Teachers will improve their ability to interpret and use PowerSchool, NWEA, Everyday Math and other data management systems to guide and inform their instruction.
- Instructional staff will continue to develop strategies to integrate STEM/STEAM into the classroom environment including robotics, coding, Makerspace, and other opportunities.
- Teachers will work to develop a collaboration with community members, including Kennett High School and MWV Career Tech Center teachers and students to support our integration of applications like coding and robotics.
- Instructional staff will explore relationships with local tech professionals to expose students to technology applications in the real world.

- JGS will continue its commitment to hiring new staff who have the technology skills necessary to support and challenge students in the digital age.

*Access to Resources:*
- Secure financial support to continue 1:1 access to technology tools school wide, across the grades.
- To keep pace with onsite technology mobility, reliable wireless is essential.
- Make distance learning opportunities an integral part of the curriculum.
- Continue and expand upon subscriptions to electronically delivered learning materials, such as Discovery Education, IXL Math, SMART Notebook and DreamBox Learning, and explore other similar learning resources such as digital online music tools like Noteflight and Music Express.

*Data Collection and Community Collaboration:*
JGS will continue to strive to promote parental and community involvement, both through the website and weekly newsletter, the ENews listserve, and other interactive opportunities. A systematic effort will be made to insure:
- Systematic website maintenance and upkeep.
- Enhance the school's Social Media presence as is appropriate in a public education context.
- More opportunities for online comments and collaboration on projects and tasks.
- Encourage community participation in a range of interactive projects.
- Continue to invite community technology experts into the classroom to share their expertise.
- Monitor website traffic to assess level of use, and assess school community technology use.

### **Jackson Grammar School Technology Benchmarks**

The following *Jackson Grammar School Technology Benchmarks* were developed  drawing on Common Core State Standards, ISTE Standards for students, and our own knowledge and experience of students at each grade level.

### **K-6 Technology Curriculum**
The primary grade level technology curriculum will focus on age appropriate instructional software, platforms, apps and projects embedded in subject area content curriculum. Instruction will be done using the ISTE Standards as a basis.At the 4th through 6th grade level, in addition to instructional software, students will develop fluency with productivity applications and software such as: Google Docs, Web Page design, PowerPoint, Explain Everything, ProShow, Discovery Education, various search engines, and other tools that they can use to communicate, collaborate, and organize their thinking.

| ISTE Strand | Grades K-1 | Grades 2-3 | Grades 4/5 | Grade 6 |
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| | | | | |
| **Digital Citizen:** Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. | Students engage in work using password protected programs that involve varied learning environments.<br><br>Students learn to navigate these environments in safe and appropriate ways. | Students engage in supervised group research projects, where they learn their responsibilities on line. Students learn to abide by the JGS Ethical Use Policy. | Students recognize safe and appropriate digital behaviors while working in an interconnected digital world. Students sign and follow the JGS Ethical Use policy. | Students recognize and model safe and appropriate digital behaviors while working in an interconnected digital world. Students sign and follow the JGS Ethical Use policy. |
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| **Empowered Learner:** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. | Students learn the basic components of both PC and tablet technology.<br><br>Students learn to care for and operate hardware responsibly.<br><br>Students use programs that provide feedback on performance and use this feedback to set goals. | Students develop independence with word processing on PCs, and differentiated learning apps on tablets. They learn to choose appropriate tools to achieve their learning goals. | Students use a variety of technology tools to help achieve goals in writing, math and content areas. Examples include using Google platform for published written work, IXL, EDM online games/practice science simulations. | Students set and achieve writing, math and content area goals using a variety of technology tools. Examples include using Google platform for published written work, IXL, EDM online games/practice, and science simulations. |
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| **Knowledge Constructor:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. | Students archive work and learning using pictures and video that demonstrate thinking and understanding. | Students learn to use PC software and tablet apps to organize their learning, and to communicate their learning to others. Examples include organizing research on Powerpoint, or Google Slides, and creating multimedia presentations on apps like Explain Everything. | Students show what they have learned and create artifacts using a variety of digital tools, which are then archived appropriately. Examples include publication of written pieces on Google platform, webpages, documentaries, digital presentations. | Students evaluate digital resources to show what they know and produce creative artifacts which are shared with different audiences and archived. (examples/indicators: publication of written pieces on Google platform, webpages, documentaries, digital presentations) |
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| **Global Collaborator:** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. | Students will communicate through social media channels as they travel around the globe within social studies units. | Students will continue to build on their competencies and collaborative skills. | Students collaborate with peers to achieve common goals. Students connect with others globally. | Students collaborate with peers to achieve common goals. Students connect digitally with others to broaden learning opportunities. |
| | | | | |
| **Creative Communicator:** Students communicate clearly and express | Students complete at least one multi-media project that integrates their | Students will demonstrate their competency through the creation of | Students express themselves clearly to different audiences and | Students present complex information and communicate clearly using a variety of |

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| themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. | learning and communicates understandings to others. | digital artifacts. | creatively using a variety of digital tools. (examples /indicators: publication of written pieces on Google platform, webpages, documentaries, digital presentations, "garage band" recordings, Noteflight songs) | models and digital tools.(examples /indicators: publication of written pieces on Google platform, webpages, documentaries, digital presentations, "garage band" recordings,Notef light songs) |
| | | | | |
| **Computational Thinker:** Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. | Students will be introduced to basic coding skills utilizing the Scratch Jr. platform or equivalent. | Student are introduced to coding. Students collect data in the natural world and learn to organize and display their results. Technology is integrated into arts, math, science and music classes. | Students use digital tools to test solutions to problems and present data. Data is collected and analyzed. Students learn to plan and solve problems with coding and robotics. Tools like Google Sketchup can be leveraged to design solutions to problems. | Students use digital tools to collect and present data to solve problems. Students use spreadsheets to organize and manipulate information in the context of projects like the Oregon Trail simulation. Projects also include science simulations and data analysis. |
| | | | | |
| **Innovative Designer:** Students use a variety of technologies within a design process to identify and | N/A | Students learn to choose the appropriate app or software to create artifacts to share their learning. Students are | Students follow a process to solve problems or test theories using the appropriate digital tools. Examples | Students identify a problem to solve, and follow a process to solve it using the appropriate digital tools. Students are |

| | | challenged with open-ended STEM challenges to begin to develop the capacity for endurance and perseverance in problem solving. | include science simulations and 3-D drawing software, and coding/robotics. | empowered to choose the appropriate digital tool to help them solve STEM challenges. Students work to develop perseverance in open- ended problem solving STEM challenges. |
|---|---|---|---|---|
| solve problems by creating new, useful or imaginative solutions. | | | | |

*JGS Technology Plan*

**BUDGET**

Technology acquisition continues to occur primarily through the school budget, although REAP and other grant opportunities have provided significant funding for continuing upgrades. With it JGS has been able to implement more than 1:1 access to devices across all grades. The Jackson PTO has also stepped up, offering all classroom teachers and the technology department financial support.

All acquisition strategies will include ongoing staff training, evaluation, review, reassessment and revision. Our district recognizes the need for supplemental funding and resources, and will solicit funds through the operating budget, federal and state grants, in-kind donations from local businesses, as well as collaboration with the SAU to purchase additional hardware.

In regards to curriculum and professional development, the Jackson School Board has been highly supportive, and there is ordinarily sufficient funding for consultants, on-site professional development and other activities. Professional development support is provided by consultants who have been contracted for on site PD. A recent focus has been the implementation of PowerSchool, which has required significant support for both the administrative and teaching teams.

Moving forwards, there will be a continuing initiative to review and update the three-year curriculum map, with a review of associated technology integration. Interpreting and managing assessment data is another priority, to support the teaching staff in developing strategies to help target individualized instruction initiatives.

*Technology Regular Operating Budget for 2017-2020*

| Account Number | Description | Amount Year 2017.18 | Amount Year 2018.19 | Amount Year 2019.20 |
|---|---|---|---|---|
| 2210-120-138 | Tech Coordinator Stipend | 9326 | 9000 | 9000 |
| 1100-430-138 Cont. Services | (repairs/network maintenance) | 6700 | 6700 | 6700 |
| 2120-330-120 | NWEA Testing | 1750 | 1750 | 1750 |
| 2210-320-120 | Professional Development | 1500 | 1500 | 1500 |
| 1100-610-138 | Supplies | 1400 | 1400 | 1400 |
| 1100-642-138 | Software/subscriptions | 1800 | 1800 | 1800 |
| 1100-734-138 | New Equipment | 3940 | 4000 | 4000 |
| 2410-642-83 | Admin Software | 1800 | 1800 | 1800 |
| 2410-430-138 | SSI Software (PowerSchool) | 1000 | 1100 | 1200 |
| 1100-739-83 | Furniture | 250 | 250 | 250 |
| 2410-330-138 | Contracted tech service | 0 | 0 | 0 |
|  |  |  |  |  |

**JGS Technology Plan**

*Connectivity and Operational Efficiency*
JGS upgraded its server in 2014 with built in backup capability, as well as an external hard drive backup to support our local area network. The UPS protector for the main office computer was replaced at the time of server upgrade. This configuration serves the needs of the school network efficiently.

Maintenance uses GoToMyPc to handle notifications from the HVAC system when the maintenance supervisor is not onsite. Instead of driving to the school, he can check the notifications by logging in to his computer remotely.

Wireless service, historically a challenge in the Jackson School, with its multiple additions, has been a focus of resources and has improved dramatically. The current system, installed and supported by ComputerPort, allows for automatic IP hand off, so that staff and students can move and work efficiently throughout the campus.

Time Warner Communications provides 256K-modem connection to the school at no charge, and to date this has offered more than ample bandwidth speed to support productivity. While broadband has been explored, the expense of installation and monthly service charges are difficult

to justify as long as free service, which to date has provided sufficient bandwidth. is an option.

We are not a member of a WAN, but do link to the SAU 9 office's system for budgeting and requisitions. PowerSchool was implemented during the 2016-17 year as the SIS across SAU 9. It offers a parent portal, report card capability, in addition to the ability to merge attendance data to produce the reports necessary to meet NHDOE state i4See data reporting. In addition, a mass notification service (in 2017 Blackboard Connect) is utilized for emergency alerts and outreach messages.

### *Support/Network Administration*
The part-time technology coordinator troubleshoots network and computer problems, does scheduled system maintenance, and more recently has done more repairs and upgrades than in the past. The operating budget funds contracted maintenance and network support from Computer Port of North Conway, which does equipment repair as well.

### *Security Policy*
There is a SonicWall broadband internet firewall/router in place, with subscriptions for antivirus and internet content filters that comply with CIPA guidelines. Computers are also regularly scanned monthly with Symantec software.

Redundancy in terms of data protection has been implemented as well. The JGS server is backed up in two ways. There are two USB hard drives that do a complete server image every night at 11:00 pm. The drives are rotated daily so there is a current backup kept off site as protection against data loss from fire, theft, electrical incident, virus damage, etc. Subscription-based Carbonite is a second level of backup, with all data being backed up nightly to the Cloud. It is protection against external hard drive backup failure, protection if the external hard drives are not swapped, and offers excellent protection against ransomware infection.

JGS uses G Suite for Education both for its website platform and to provide Email accounts for teachers and support personnel. Staff and student access to the LAN requires a signed network usage agreement. Usernames and passwords are then issued for access to the server and specified folders. Students create a pseudo name for their Google Doc accounts use to further support anonymity and security.

### *Evaluation and Assessment*
The JGS Technology team will review the technology plan annually to assess progress on stated goals and the school's action plan.

Professional development plays a critical role in the JGS Technology Plan. In turn, the building principal holds a pivotal role in assuring that staff member's professional development goals regarding technology are documented and met.

The faculty will participate in professional development both at conferences and on-site contracted support that emphasizes providing a systems-based approach, supporting teachers and modeling lessons, building skills and understanding of authentic embedding of technology across the curriculum, as well as the use of data to drive instruction.

As a sending district to the Bartlett School for grades 7 and 8, it is important that we hold mutual

and equivalent expectations for students at the end of grade 6, to assure their readiness for middle school. The JGS Technology Coordinator has monthly meetings with Bartlett's Coordinator, as well as Conway's, to discuss consistency of expectations and improve communication across the SAU.

A schedule of transition activities occurs each year to integrate 6th grade students into the Bartlett program, and the teaching teams meet as well. Technology is included in this conversation, and the Bartlett Technology Coordinator is consulted regarding our students' readiness as they enter 7th grade there. In turn that input has been considered and included in the planning and review process for the JGS Student Technology Benchmarks and overall plan.

The JGS staff meets weekly to discuss scheduling, student matters and other school issues, and monthly for professional development activities, to discuss curriculum and improving student achievement. The four classroom teachers and special educator also meet for an hour a week for collaborative work, and these common times provide the forum for moving the technology plan forward.

**Additional Documents/Jackson School District Policies**
**Internet Safety and Acceptable Use Policy (adopted June 14, 2011)**
Use of the Jackson School District network is a privilege, not a right, and entails responsibility. Individual users of the district computer networks are responsible for their behavior and

communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed.

The school district's network has a limited educational purpose. Activities that are acceptable on the JGS network include classroom activities, career development, and high-quality personal research. You may not use JGS network for entertainment purposes (except for those periods of time that the school has designated as "open access"). The JGS network is not a public access service or a public forum, and the Jackson School District has the right to place reasonable restrictions on the material you access or post through the system.

Users are prohibited from sending or receiving the following types of material on the network:

- Any materials which are profane or obscene (pornography, advocates or condones unlawful or dangerous acts, advocates or condones violence or discrimination towards other people (hate literature);
- Material without an educational purpose such as for the purposes of entertainment;
- Personal information on students. Emailing or placing personally identifiable information on the school website concerning a student raises significant FERPA (Family Educational Rights of Privacy Act) issues.

In addition, the following are not permitted:

- Harassing, insulting or attacking communication
- Damaging computers, computer systems or computer networks, unauthorized access, "hacking," and other unlawful activities
- Downloading or installing any program from the Internet or other source without the network supervisor's permission
- Violating copyright laws
- Using another's password or allowing another user to use your password
- Trespassing in, deleting or moving another's folders, work or files
- Intentionally wasting limited resources
- Employing the network for commercial purposes

While our intent is to make Internet access available to further educational goals and objectives, students may find ways to circumvent the filter and access objectionable materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages.  Teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.  The District employs a CIPA (Child Internet Protection Act) approved web filter (Internet filtering policy available upon request).

The Jackson School District makes no guarantee that the functions or the services provided by or through the District system will be error-free or without defect. The District will not be responsible for any damage you may suffer, including, but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for financial obligations arising through the unauthorized use of the system. In addition, parents may be held financially responsible for any harm to the system as a result of a student's intentional misuse.

Inappropriate use of the JGS network may result in a cancellation of use privileges. The system administrators will deem what is appropriate use and their decision is final. The system administrator may close an account at any time as required. The administration, faculty, and staff may request the administrator to deny, revoke or suspend specific user accounts. Any student

identified as a security risk may be denied access.

The Jackson School District Technology Coordinator is responsible for administration and monitoring of the JGS network and website. Teachers and other staff members are responsible for the oversight and management of individual class and subject area web pages. Material on all web pages sponsored by the district must be updated on a monthly basis. All users with access to the JGS network must sign a User Agreement, acknowledging the receipt of this AUP. All executed user agreements will be maintained in individual school building administrative offices.

### Jackson School District Internet Filtering Rules Blocked Categories

- **ADULT**: Material labeled by its author or publisher as being strictly for adults. (Examples: "Adults only", "You must be 18 to visit this site", "Registration is allowed only for people 18 or older", "You must be of legal drinking age to visit this site").

- **ALCOHOL**: Advocating or promoting recreational use of alcohol. (See also "Adults Only.")

- **CHAT**: Chat sites, services that allow short messages to be sent to others immediately in real time. Downloadable chat software. (See also Moderated)

- **DISCRIM**: Advocating discrimination against others based on race, religion, gender, nationality, or sexual orientation.

- **DRUGS**: Advocating or promoting recreational use of any controlled substance. (Also see Illegal)

- **FREEMAIL**: Sites that offer e-mail accounts over the Web for free. Such sites can expose users to harmful content delivered via e-mail file attachments. Blocking such sites also helps to enforce local acceptable-use policies when e-mail is already provided locally to users.

- **FREEPAGES**: Sites where home page space is offered for free. These sites historically have done nothing to prevent capricious abuse of their services by users who post offensive content under multiple pseudonyms, making them difficult to track. Individual pages that have been reviewed by N2H2 on such sites are removed from this category, but filed under other categories as necessary.

- **GAMBLING**: Gambling services, or information relevant primarily to gambling.

- **GROSS**: Bodily functions. Tasteless humor. Graphic medical photos. Some extreme forms of body modification (cutting, branding, genital piercing).

- **ILLEGAL**: Advocating, promoting, or giving advice on carrying out acts widely considered illegal. This includes lock-picking, bomb-making, fraud, breaching computer security ("hacking"), phone service theft ("phreaking"), pirated software archives, or evading law enforcement.

- **LANGUAGE**: Crude, vulgar, or obscene language or gestures.

- **LINGERIE**: Models in lingerie (except those that qualify for Nudity).

- **NUDITY**: Bare or visible genitalia, pubic hair, buttocks, female breasts, etc. (See also Swimsuits, Lingerie, Sex, Pornography)

- **PERSONAL INFO**: Sites that gather personal information. (name, address, phone

number, etc.)

- **PERSONALS**: Personal advertisements, including "mail-order brides." (See also "Adults Only.")
- **PORN**: Material intended to be sexually arousing or erotic. (See also Sex and Nudity)
- **SCHOOLCHEAT**: Any site that promotes plagiarism or similar cheating among students. (such as by offering term papers, exam keys, etc.)
- **SEX**: Images or descriptions of sexual activity. Any sexual merchandise. Sexual fetishism. (See also Pornography and Nudity)
- **SUIDER**: Information on committing murder or suicide.
- **TOBACCO**: Advocating or promoting recreational use of tobacco. (See also "Adults Only.")
- **VIOLENCE**: Graphic images or written descriptions of wanton violence or grave injury (mutilation, maiming, dismemberment, etc.) Includes graphically violent games.
- **WEAPONS**: Information on use of weapons, weapon collecting, or weapon making.

**Exception Categories**

- **EDUCATION**: Material under another category (such as Sex, Nudity, Violence) that has educational value (such as classic literature, sex education, etc.)
- **FORKIDS**: Sites that are designed specifically for kids.

**Special Categories**

- Block search engine results based on key words.
- Block URLs based on key words.

**Retention of Proxy Logs:**

· Proxy logs which allow us to pinpoint computer, user, and website will be kept for a minimum of fifteen (15) days before deletion.

**Jackson School District  COPYRIGHT COMPLIANCE**
The board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using of audio visual or printed materials and computer software, unless the copying or using conforms to the "fair use" doctrine.
Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. If duplicating or changing a product is to fall within the bounds of fair use, these four standards must be met for any of the foregoing purposes:
A. THE PURPOSE AND CHARACTER OF THE USE. The use must be for such purposes as teaching or scholarship and must be nonprofit.
B. THE NATURE OF THE COPYRIGHTED WORK. Staff may make single copies of the following for use in research, instruction or preparation for teaching: book chapters; articles from

periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals, or newspapers in accordance with these guidelines.

C. THE AMOUNT AND SUBSTANTIALITY OF THE PORTION USED. In most circumstances, copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.

D. THE EFFECT OF THE USE UPON THE POTENTIAL MARKET FOR OR VALUE OF THE COPYRIGHTED WORK. If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

While the district encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of district staff to abide by the district's copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary for district staff to violate copyright requirements in order to perform their duties properly. The district cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the district's procedures or is permissible under the law should contact the superintendent or the person designated as the copyright compliance officer. The latter will also assist staff in obtaining proper authorization to copy or use protected material when such authorization is required.

Legal References: P.L. 94-553 Federal Copyright Law of 1976
(U.S. Code, Title 17)

**PROGRAM DEVELOPMENT/STAFF RESPONSIBILITIES FOR STUDENT INTERNET ACCESS**

In order to match electronic resources as closely as possible to the approved district curriculum, district personnel will review and evaluate resources in order to offer "favorites" and menus of hyperlinked materials which comply with curriculum guidelines governing the selection of instructional materials. In this manner, staff will provide developmentally appropriate guidance to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the district curriculum. All students will be informed by staff of their rights and responsibilities as users of the district network in the prior to gaining access to that network, either as an individual user or as a member of a class or group.

As much as possible, access to district information resources will be designed in ways that point students to those which have been reviewed and evaluated prior to use. While students may be able to move beyond those resources to others that have not been evaluated by staff, they shall be provided with guidelines and lists of resources particularly suited to the learning objectives. Students may pursue electronic research independent of staff supervision only if they have been granted parental permission and have submitted all required forms. Permission is not transferable and may not be shared.

**COMPUTER SECURITY, E-MAIL AND INTERNET COMMUNICATIONS**
**ACCEPTABLE USE POLICY FOR JACKSON SCHOOL DISTRICT STAFF**

The School District has established this policy with regard to access and disclosure of electronic

data composed, stored, sent, or received by employees using the District computer system. This policy is designed to protect the safety and security of the District's computer systems including E-mail and Internet use.

Staff will employ electronic mail on a daily basis at work as a primary tool for communications. The district may rely upon this medium to communicate information, and all staff will be responsible for checking and reading messages daily.

The network is provided for staff and students to conduct research and communicate with others. Communications over the network are often public in nature therefore general rules and standards for professional behavior and communications will apply.

The School District intends to enforce the rules set forth below and reserves the right to change these rules at any time.

1. The computer hardware system, software and E-mail system are owned by the District, and all messages or data composed, stored; sent, or received using the system are and remain the private property of the District. They are not the property of the employee.

2. The computer and E-mail system is to be used for business purposes only. Personal business is unauthorized and should not be conducted on the system.

3. The electronic mail system may not be used to solicit or proselytize for commercial ventures, religious or political causes, outside organizations, or other non-job-related solicitations.

4. The School District prohibits discriminatory, harassing, or offensive materials in any form of media. Among those which are considered offensive are any messages which contain sexual implications, racial slurs, gender-specific comments, or any other comments that offensively address someone's age, sexual orientation, religious or political beliefs, national origin, or disability.

5. The electronic mail system shall not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization.

6. The School District reserves, and intends to exercise without prior notice, the right to read, review, audit, intercept, access or disclose any and all information on an employee's computer system or messages created, received or sent over the electronic mail system for any purpose, even if coded or password protected.

7. The confidentiality of any message or data should not be assumed. Even when a message is erased, it is still possible to retrieve and read that message. The use of passwords for security does not guarantee confidentiality, or that the District will not retrieve it. All passwords must be disclosed to the computer administrator.

8. Any communications created, sent, or retrieved using E-mail may be read by individuals other than the intended recipient.

9. Notwithstanding the District's right to retrieve and monitor any E-mail messages, such messages should be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any E-mail that is not sent to them. Any exception to this policy must receive prior approval by the Superintendent.

10. Employees are not to use others' passwords or allow others to use their password. Sharing passwords or leaving a unattended computer logged on constitutes a security breach and is a violation of this policy.

11. Any employee who violates this policy or uses the computer system or electronic mail system for improper purposes shall be subject to discipline up to and including discharge.

12. The District has the authority to terminate or limit access to any program at any time.

The Network Supervisor will report inappropriate behaviors to the employee's supervisor who will take appropriate disciplinary action. Any other reports of inappropriate behavior, violations,

or complaints will be routed to the employee's supervisor for appropriate action.

Each year employee will be given copies of this policy and procedures and will sign an acceptable use agreement and network information form before establishing an account or continuing their use.

**VIDEO and AUDIO RECORDING IN SCHOOL CLASSROOMS**

**(**Adopted by Jackson School Board – November 16, 2015)

The Board recognizes that video and/or audio recordings can serve many valuable purposes that align with our school's educational mission and program.  Video and audio recording is used in schools to record performances, support instruction, create classroom instruction, document student achievement and provide tools for educator professional development.  As of August 1, 2015 each school district must hold an annual public hearing regarding this practice.   If a teacher intends to video and/or audio record one or more students, written consent must be obtained from the parent/legal guardian of each student who will be recorded.   If a student or school official with a legitimate educational interest wishes to audio or video record a teacher or student in a classroom, written consent must be obtained from the teacher who will be recorded and the parent/legal guardian of each student who will be recorded.

Written consent is not required for:
- Video and/or audio recordings made pursuant to an IEP or 504 plan, when the IEP or 504 Team determines that such recording is necessary for the delivery of a free appropriate public education or to access an educational program
- School recordings of any class, performance, competition, ceremony, instruction, presentation, orientation, training, assembly or any other school sponsored event that occurs outside the physical confines of a classroom
- School recordings of school grounds and facilities for security or other purposes
- Recording on buses as authorized by the School Board pursuant to RSA 570‑A:2
- Recordings made in compliance with the District's FERPA annual notice