



Safe Technology and Digital Citizenship

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Digital Citizens develop understanding of the safety concerns, rights, and responsibilities necessary to use online resources. They use this knowledge to make appropriate choices as they interact in the digital world.

• What filters are being used and how do they work?

Washington County School District Technology uses iBoss content filters for all inbound and outbound traffic. iBoss is supported and funded in part by the Utah Education Network (UEN). UEN pays for the subscription service to keep filters up to date regarding new and changed content on the internet. District Technology pays for the appliances that provide the filtering. All internet traffic coming into and out of the district is channeled through the filters. The filters consist of both software and hardware components. There are several algorithms used to filter content. At the top level a subscription to a list of inappropriate sites is maintained and all content coming from those sites is blocked and the user is notified of the filter blocking. At the second level sites that are allowed through are checked for key terms that are either inappropriate or suggest inappropriate content such as bomb making or other illegal activities. The District has purchased a pair of filters to allow for both redundancy and increased capacity.

• Are there different settings used for different grades and school levels?

At this point in time, filtering is not based on grade or school levels. All content is filtered the same way for students, as well as teachers and administration.

• What is the district filtering policy on frequently used sites such as YouTube, Google Images, Weebly, and etc.?

Besides the iBoss filters, District Technology also manages Google filtering on both YouTube and Google Images. Google filters for both have gone through some significant changes in the last year and have become much more restrictive. We are able to allow teachers to manage content permissions on YouTube. Other content for popular sites is filtered through standard iBoss filtering protocols.

- **Are there management systems available (MDM, Chrome management, LanSchool, and etc.) that can add additional control and who accesses those systems?**

Schools are requested to purchase management with all Chromebooks. Chromebook management is a tiered management system with the highest level managing all Chromebooks, and then school and teacher levels of management to manage what applications are available and user access. The District owns a LanSchool license that can be used on almost any device and is available to all schools. iOS management is slowly evolving. We are hoping that by the end of the school year we have a full district level management system in place for iOS devices. At this point in time, iOS management is taken care of at the school level.

- **What resources does the district provide concerning educating students on safe internet use and digital citizenship?**

At the elementary school level, all lab aides are provided with and taught how to use and teach online internet safety, security and privacy. District Technology provides the elementary lab aides with numerous resources for this purpose. The lab aides also meet once a month to discuss changes and any new issues dealing with internet safety and security.

District Technology has not been able to successfully develop a program for secondary schools because each school and set of grade levels do not permit us to set training up in any kind of consistent format. It is District Technology's recommendation that each school go through the content at [commonsensemedia.org](https://www.commonsensemedia.org) and establish a digital safety, citizenship, privacy and security program. There is a professional development piece for teachers, as well as instruction for students.

<https://www.commonsensemedia.org/educators/scope-and-sequence>

District Technology has developed and provided a set of guidelines/policy for schools that choose to support BYOD (Bring Your Own Device). The guidelines provide an adequate amount of information with regards to how BYOD should be implemented. It is strongly recommended that secondary schools implement the BYOD guidelines because students are going to be bringing devices to school even if the policy is not implemented.

- **What is the protocol in district schools when inappropriate content is accessed for students, employees and parents?**

Policy governing student, and staff use of District technology resources is covered in [District Policy 3700](#). Consequences for inappropriate use are covered in this policy. Misuse of resources that violate either state or federal laws must be reported to the appropriate district administration. In the case of employees, law violations must be reported to Human Resources. Otherwise, it is up to the school administration to determine what discipline measures should be taken.

- **Explanation of district capabilities or inability to change filtering, settings and management tools based on best practices, technological limitations, and funding. Where applicable, districts could include what is provided in connection with e-rate funding.**

HB 213 was put into law without any additional funding to support the mandates of the law. A more sophisticated level of filtering could take place; however, a reallocation or additional manpower would be necessary to accomplish this task. E-rate funding requires that all internet access is monitored, and it is assumed that filtering meets the requirement of the regulation. It is important to recognize that filtering is only part of the monitoring solution. District Policy 3700 states that devices connected to the internet that are being used by students on school property must be physically monitored by the teacher/adult responsible for the students when they are using the devices. Other programs can be purchased such as NearPod that allow teachers to put students into a managed environment, but nothing besides LanSchool has been purchased at the district level for this purpose.

- **What devices are being used and how are classes using them?**

***SmartBoard Projector** in each classroom (1st through 5th grades were all installed spring of 2021; plan to add these to Kindergarten classrooms for the 2022-2023 school year). All teachers use their projector on a consistent/daily basis for curriculum and student interaction.

***Document Cameras** in each classroom (Kindergarten through 5th Grades). New projectors were ordered December 2021 to be installed as soon as they arrive. Teachers are able to project what they are doing up on the SmartBoard/whiteboard so all students can see. Teachers use these on a daily basis for lessons.

***Desktop Computers** are used in the computer lab primarily for ST Math and Lexia. The computers are also used for HAL (High-Ability Learner), ESL (English Second-Language), and RISE (3rd - 5th grades) testing. Teachers use the computer lab for professional development training as needed throughout the school year. 2nd - 5th grade classrooms have computer lab time assigned twice per week. 1st grade is currently going to the computer lab four times per week. Kindergarten is currently going once every other week. (half-day and every other Friday schedule)

***Touchscreen Chromebooks** were just ordered in December 2021. These will be for teacher use at school or at home. Teachers will primarily use them for progress monitoring and professional development training where they need a computer.

Kindergarten:

- 6 chromebooks per classroom; used in centers for Lexia, starfall, ABCya! and ST math
- 18 Nooks for the grade level (Barnes and Noble tablets); used for fluency in listening to reading during centers; approximately used 2 times a week
- 3 iPods used for the patriotic program (end of year program) practice and performance
- 12 iPads; used in OEK for letter formation and with OSMOs

1st Grade:

- 36 chromebooks across the grade level; used for small group work for Lexia and ST Math
- 27 iPads across the grade level; used for small group work for Lexia and ST Math

2nd Grade:

- 1:1 Chromebooks; used for Lexia, ST Math, Level Learning, Coding, Imagine Learning, Writing Apps, Keyboarding, Microsoft Word, PowerPoint for students, QR code comprehension

3rd Grade:

- 1:1 Chromebooks; used for centers, independent study, and whole class instruction; also used for Lexia and ST Math

4th Grade:

- 1:1 Chromebooks; used for independent study, whole class instruction, ST Math

5th Grade:

- 1:1 Chromebooks; used for ST Math, PowerUp, Reach for Reading eAssessments, Typing.com, Schoology assignments; Reach for Reading Comprehension Coach, Vocabulary/Phonics games, math activities, students recording themselves reading, Kahoot!
- iPads; used for Acadience progress monitoring

Mild/Mod SPED: We have three chrome books that we are using for Everyday Speech, six desktop computers that the students use for Lexia if they need something to if they can't participate in PE due to illness, testing, and schoology assignments that I assign them to practice goals. We have 12 iPad minis that we are currently not using because they are outdated and I've been told not to. We had planned to use them to collect data on our students, but we are using phones or desktops instead. I have a doc camera that I use for group lessons on occasion, and I have a projector that I also use for group lessons on occasions. I have one laptop computer for IEPs.

LifeSkills SPED: We have 5 touchscreen Chromebooks. We are using them for the Unique Learning System and Every day speech. Occasionally those that miss their regular computer time will do Starfall. We have 1 ipad that is used as a reward for the students. Staff also used it to put in points for Class Dojo for students.

• What are the main applications, programs, and sites used in different classes, grade levels, and subject areas?

Kindergarten through 5th grades have access to **Schoology** online. Some teachers are pushing more online, supporting students in the classroom and some are beginning to push work online from home.

Kindergarten through 5th grades also use **MyMath** (district math program) and **Reach for Reading** (district reading program) online resources.

Kindergarten through 5th grades utilize **Second Steps**, which provides social emotional learning (SEL) with the use of interactive videos, movement, and creative expression to help students, educators, and families develop emotional intelligence skills for long-term wellbeing. This is a district sponsored program.

Kindergarten through 5th grades have access to **Google Docs**, but this is mostly used by 2nd, 3rd, 4th, and 5th grade students. This also includes using Google Slides and Google Forms.

Kindergarten through 5th grades use **Lexia Reading** and **ST Math** to various degrees. (4th and 5th grades do NOT use Lexia, only ST Math.) Time spent in each program depends on the grade level. Lexia is a state sponsored reading program. ST Math was purchased through our School Trust Lands Money for the school years 2021-2022, 2022-2023, 2023-2024. Optional for renewal could come spring 2024.

Kindergarten through 5th grades use **instructional You.Tube videos**. These videos are previewed beforehand by the teacher and/or the grade-level team of teachers.

3rd, 4th, and 5th grades use **RISE modules** and **RISE testing**. This is testing questions and prep for the RISE tests given at the end of the school year.

Chinese dual classes 1st - 5th grades **Level Learning**.

ESL (English Second Language) students use **Imagine Learning and BrainPop**.

Kindergarten: Starfall, ABCya!

1st Grade: Starfall

2nd Grade: Class Dojo, Quizlet, Flipgrid, ABCya!, Starfall, typing agent

3rd Grade: Nearpod, National Geographic for Kids, Class Dojo, Storyline online(read aloud from someone other than teacher), Epic, Code.org, typing agent, Flipgrid, Brain Pop

4th Grade: Utah Compose, Spelling City, Sora, Seed Storylines (Science), RAZKids Reading, A-Z Science, Typing Agent, Khan Academy, Nearpod, Boom Cards, Flipgrid, Code.org, Class Dojo

5th Grade: Utah Compose, Seed Storylines, PowerUp, Google Suite, Khan Academy, BrainPop, typing agent, Vocabulary/Phonics Games, online assessments, Online sites such as Math with Mr. J, Math Antics, Storyline Online, Code.org, Scholastic Jams, Crash Course Kids, Kahoot!, Kids Health, Class Dojo

Mild/Mod SPED: Everyday Speech for SEL, some reading and writing goal work, Nearpod, Reading A-Z

LifeSkills SPED: Unique Systems is for reading, mathematics and writing. Students will begin on science and social studies, depending upon their grade level. A few students do a social skills lesson as well.

• What supervision practices are in place when students are online?

At Three Falls Elementary, we follow Washington County School District's 70/30 Rule of Internet Content Filtering. This states that we recognize the filters may only catch 30 percent of what's on the internet and 70 percent of monitoring comes from teacher monitoring in the classroom.

Bark: Bark is a district approved monitoring system. It sends an alert to the administrator if key words regarding sex, violence, and weapons are searched or typed on student accounts.

Impero Educationpro: Impero is a district approved monitoring system. It is a collection of any concerns regarding bullying, adult content, weapons, grooming, and gambling. Teachers have daily access to items that may be flagged in any of those categories.

Kindergarten: There are at least 1-2 adults in the room when students are on technology. The technology is not used for longer than 10 minutes a day in the classroom.

1st Grade: Between 1 to 2 adults are in the room when students are on an iPad. Most first grade teachers have students use iPads and/or Chromebooks for only 12 to 15 minutes during center time.

2nd Grade: Students facing toward the front of class so that the teacher can see their screen from behind, circulating the classroom, student monitors.

3rd Grade: Teacher is monitoring by moving around the room; peer buddy system is also encouraged if students see something that is not right or a student not in the correct website being worked on at the time.

4th Grade: Teachers monitor students by walking around and ensuring students are on the correct site(s). Teachers also use the Impero program to monitor students.

5th Grade: Teacher monitoring, student computers are facing teacher when used during small instruction

Mild/Mod SPED: 1:1 or 1:2 supervision at all times

LifeSkills SPED: An adult is always monitoring when a student is online.

• Are there management tools used that allow teachers to digitally monitor student use or limit access to some applications or sites?

-The firewalls we have are the initial safety tool that restricts and blocks websites and services that have no educational value to students. These firewalls are updated constantly to correct any issues that come.

- iPads and chromebooks are configurable to allow the teachers to restrict different services on the device, and we now have a Mobile Device Management that allows us to control and view different actions done on the iPads.

• What are the school rules when inappropriate information appears for students, staff and parents? Are there safe reporting procedures for students, staff, and parents so that reporting is safe and encouraged, when it happens?

-There is a 'bullying' link on our school website where students can safely report anything they feel falls into the cyber-bullying category. (All bullying can be reported there; answer specific to internet and online.)

-Any violations are immediately reported to the principal. Any suspicion of inappropriate use may constitute the principal to contact the technology experts at the district. The principal handles each situation on an individual basis. The parent is always contacted and the principal holds a meeting with the parent(s) and student. Consequences *might include* limited use or forfeit of technology privileges and contacting the School Resource Officer.

• How does the school balance access and safety appropriate for the grade levels at your school?

-Students are given explicit instructions as to how, when, and where to access content on the web. Teachers model explicitly what websites students are allowed to access. Teachers also ensure that Chromebooks and devices are used only at students' desks or approved areas around the room, for specific purposes, and teachers constantly walk around and monitor student use.

-Weekly PLC discussions allow for continual communication between administration and staff regarding policies, procedures, and content with respect to each grade level.

• What does the administration see as important opportunities for our students related to constructive, proactive technology use?

-Access to technology devices

-Quality instruction and training for proper technology usage

-Ongoing training for teachers, students, and parents

-Unique opportunities such as Hour of Code

-Real world research

-Instructional content

-Skills practice

-Keyboarding

-Word processing

-App usage

-Overall computer skills

• What does the administration see as their greatest threats for your students?

-Accessing inappropriate content

-How students are using personal and/or school devices

-Inability to control the impact of mass media (social media, 24/7 news, fake news, etc.)

• What are the policies in place for devices brought from home – tablets, cell phones, etc.?

We do not currently allow any electronic devices from home to be used in the classroom. This includes no tablets, no cell phones, no Kindles, no iPads, etc.

• What does the administration see as the greatest threats for our students on the internet or online?

Lack of Education: Students have a lack of education to protect themselves in the online world. We as the school can only do so much. Filters can only keep so much out of view. The most effective way to keep students safe online is not to trust a filter alone, but to be completely involved in a child's internet world, to keep technology devices in full view and not in secret, to explicitly teach a child what is appropriate and what is inappropriate and what to do if they come across something that makes them feel scared, threatened, uncomfortable, etc.

Supervision at Home: We have no idea what parental controls or monitoring procedures are in place in the student homes.

Supervision at School: Even with active monitoring around a classroom, a teacher is only one set of eyes. There are apps and websites that 'look' like a student is doing one thing when in reality, it is a cover for something else going on. When students are on electronic devices, screens are in full view and teachers are actively monitoring around the room to ensure proper usage.

Pop-ups: These can especially be a problem in free apps that are used. Our frustration is that we wish someone's job would be to help us keep the iPads manageable, delete stuff we don't use, and install or show us how to keep students from accessing other sites.

Off-task Behavior: Students know more about technology than some adults. Some students can get pretty sneaky about their computers. Many students also know how to delete the history, but there is a management system through Google where we can still retrieve it.

Filters: Filters only catch so much. The internet world is getting better at going around filters.

Inability to Always Control Content Being Searched: As teachers and staff, we try to closely monitor all times that a student is working on an internet device. With between 23-29 students per classroom, we do the best we can to see all students, but we do miss things. Students could have a few minutes to search anything they choose until the teacher might be back around to their area to monitor.

• **Explanation of training currently provided:**

· **To students about digital citizenship and safe use of technology?**

Every teacher trains students on appropriate usage of technology and the internet in their own classrooms. Our computer lab aide works through the district's advised internet safety training with the students the first couple weeks of school, when the students come to their regularly assigned computer time. No student gets on a computer at the beginning of each year without these trainings. Our computer lab aide also reviews the trainings again after the winter holiday as reminders for students that have already been here, but also as new training for new students that have moved in. In the computer lab, the aide uses NetSafe Utah videos and discusses their application in detail.

K - 3rd topics include: (1 computer lab sessions at the beginning of the year for Kindergarten students; 1-2 computer lab sessions for 1st and 2nd grades at the beginning of the year; 2 computer lab sessions for 3rd grades at the beginning of the year)

- The internet is not the real world
- Be kind online, just like in real life.
- Don't give out any personal information to someone you don't trust and know in real life.
- Tell an adult you trust if anything happens that makes you feel sad, uncomfortable, or scared.

4th - 5th topics (in addition to the above) include: (2 computer lab sessions at the beginning of the year)

- What to do about cyberbullying
- How and why to be careful posting pictures online.
- How and why to be careful making friends online, in general do not befriend someone online that you don't know in real life.

We have a discussion on the spot anytime a kid has a question or something happens that provides a good teaching opportunity. This discussion can be from the classroom teacher, computer lab aide, or the principal.

• **Explanation of training currently provided:**

· **To parents and guardians about how to discuss and support digital citizenship and safe technology use with their children and how to report inappropriate content?**

NetSmartz has Internet Safety at Home flyers. These are sent home the same weeks that the computer lab aide does the internet safety training in the computer lab. This flyer has also been added to our website under the "PARENT" tab. Flyer is also available in Spanish and is sent home with our Spanish speaking students.