



The Ranches Academy Safe Technology Utilization and Digital Citizenship Plan

DIGITAL CITIZENSHIP

All students and employees of The Ranches Academy are instructed concerning responsible use of technology devices, the LEA network, and online etiquette.

In order to use school supplied technology devices and gain access to The Ranches Academy computer network each year, all students and employees of The Ranches Academy are required to sign an acceptable use agreement. This documents the users understanding of, and willingness to comply with school policies as outlined therein.

Access to school networks and digital resources is a privilege. Any user who is found to be in violation of The Ranches Academy technology guidelines or agreements is subject to the school disciplinary policies. This involves an investigation process, and appropriate actions as dictated by the respective findings. For students this most often takes the form of meetings with school administrators and parents, and includes the possible loss of access to technology at the school, suspension, or other actions as prescribed by policy.

ONLINE STUDENT SAFETY

All teachers are provided with annual training regarding Internet safety. This is usually conducted by the school administration at the beginning of the school year.

Additionally, all teachers have been made aware of multiple professional programs available to which they have access. All teachers are encouraged to integrate these programs into their classroom curriculum. Training on these programs is available at a school level or outside resources upon request.

The most important online student safety tool for any classroom is direct adult supervision. This may take the form of direct in class monitoring through classroom circulation, or it may involve remote monitoring through the use of various software programs or monitoring tools.



FILTERING

Filtering of Internet content by the school is required by federal mandate, and is a critical part of The Ranches Academy computer network. The filtering process is controlled at two levels.

1. All content is filtered by the use of third party commercial libraries with whom the school has contracted services. Content is categorized, and allowed or blocked according to default settings that are deemed appropriate for K-6 education.
2. IT personnel have the ability to set various levels of permissions to allow or permit access to previously established user groups and categorized content. IT also has the ability to blacklist specific webpages as necessary and appropriate.
3. Despite the use of industry-proven preventative measures, there remains a small chance that inappropriate sites or material may be inadvertently accessed by school computer users. In such cases, students are encouraged to notify a school employee. Employees experiencing such incidents should make a report to the director. These reports will then be followed up on at an administrative level to take appropriate action and make needed adjustments in preventative measures.

SUPPORTING RESOURCES

www.netsafeutah.org - a broad-scoped, commercially produced, training program for students of all ages, educators, parents, and trainers.

www.utahpta.org/netsafety - Internet safety resources collected by the Utah PTA.

<http://womenford decency.org/white-ribbon-week/> - an Internet Safety program for students and families that is most frequently sponsored by a local PTA organization.

www.utahnetsmartz.org - a commercially produced training program for students of all ages, educators, parents, and trainers.

www.ikeepsafe.org - a commercially produced training program for students of all ages, educators, parents, and trainers.

www.schools.utah.gov/prevention/Internet-Safety.aspx - a listing of Internet Safety resources provided by the Utah State Office of Education.

<http://www.uen.org/core/edtech/index.shtml> - State of Utah Educational Technology Standard for Students.

<http://www.iste.org/standards/ISTE-standards/standards-for-students> - ISTE Student Standards, including Digital Citizenship.

<http://www.iste.org/standards/ISTE-standards/standards-for-teachers> - ISTE Teacher Standards, including promoting and modeling digital citizenship and responsibilities

<http://www.iste.org/standards/ISTE-standards/standards-for-administrators> - ISTE Admin Standards, including digital citizenship.



SCHOOL SAFETY AND DIGITAL CITIZENSHIP RESPONSIBILITIES

SUMMARY OF RESPONSIBILITIES

As with other responsibilities of school boards, it is intended that administrators, staff and parents engage together to bring about the best possible result for students.

Legislation gives councils an assignment to address digital citizenship and school safety.

(HB213 of 2016 and HB 303 of 2019)

State Board Rule R277-491, Utah Code 53G-7-1202(2)(B) and 53G-7-1205(6)(b) require at least an annual report and discussion between the board and charter school administration that results in coordination of effort to incorporate safety principles at the school. A report from the administration creates an understanding of programs, plans, and training for students and parents currently in place at each school. The required communication will provide some background for councils to begin a school specific discussion of school safety and digital citizenship, including proactive opportunities that promote the overall plans and objectives.

It is recommended, but not required, that the annual discussion with the board and administrators include IT specialists, school resource officers and those providing mental health support. The board may want to engage students in a discussion to understand student concerns and opportunities as plans are made.

Digital Citizenship

– Report to Governing Board

ADMINISTRATION RESPONSIBILITIES

The report may include:

- What filters are being used and how do they work?
- Are there different settings used for different grades and school levels?

- What is the district filtering policy on frequently used sites such as YouTube, Google Images, Weebly, etc.?
- Are there management systems available (MDM, Chrome management, LanSchool, etc.) that can add additional supervision and appropriately limits access?
- What resources does the district provide concerning educating students on safe internet use and digital citizenship?
- What is the protocol for students, employees and parents in district schools when inappropriate content is accessed?
- School capabilities 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.

School administration should add to the report (at a minimum):

- What devices are being used and how are students using them?
- What are the main applications, programs, and sites used in different classes, grade levels, and subject areas?
- What supervision practices are in place when students are online?
- Are there management tools used that allow teachers to digitally monitor student use or limit access to some applications or sites?
- What are the school rules when inappropriate information appears for students, staff and parents?
- Are there safe reporting procedures for students, staff, and parents?

How does the school balance access and safety that is grade level appropriate?

- What does the administration see as important opportunities for students related to constructive, proactive technology use?
- What does the administration see as the greatest internet threats for students?
- What are the policies in place for tablets, cell phones, etc. brought from home?
- Explain training currently provided:
 - To students about digital citizenship and safe use of technology



- 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

Governing Board Responsibilities

The Board may create a subcommittee to help accomplish digital citizenship responsibilities entirely or in part and may partner with non-profit organizations to assist in the education components. It is the responsibility of the council to see that the following is completed each year:

- Receive the report from the district and school administration (as described above).
- Discuss the report and decide:
 1. If the filtering, management systems, and supervision practices are appropriate. If not, identify what needs to be addressed in context with administrative capabilities that the school and district are capable of providing under the current filtering and management systems, supervision availability, and financial restrictions. Establish an action plan to address identified concerns.
 2. If student education currently implemented is appropriate and adequate. If not, identify how it could be strengthened, set goals to improve the education and create an action plan to accomplish the goals.
 3. If the parent/guardian education component currently implemented is appropriate and adequate. If not, identify how it could be strengthened, set goals to improve the education component and create an action plan to accomplish the goals.

School Safety Administration Responsibilities

A discussion with the board should include but may not be limited to the following:

- Information appropriate for councils relating to building and ground safety, screening and training for school staff, access for non-custodial parents, and crisis and emergency response protocol.
- School and student needs and support related to school culture, mental health and safe school violations.
- Transportation, parking lot and safe walking route plans and protocols
- How the school is addressing safety requirements in the law that involve parents
 - Annual safety seminar 53G-9-703
 - Board involvement in preparing electronic device policy R277-595-3
 - School climate survey 53G-8-802
 - Emergency preparedness and emergency response plan review R277-400
- How does administration and staff balance safety with creating a setting for learning?
- What recent actions (over the past few years) has the administration and staff taken to increase a safe and wholesome learning environment?
- What does the administration see as the greatest day to day safety concerns?

The Board is the recommending body to the administration on issues that involve legal responsibility and financial commitments. Recommendations related to school access, building safety including playgrounds, state and federal safe school violations, etc. may be directed to the local board, as appropriate. As a result of the discussion, councils will understand there are opportunities for councils and parents to improve and address day to day safety at the school.

- Participate in the discussion. Listen to understand. Ask questions.
- Discuss and identify priorities where the council may be effective.
- Select a priority or two that councils could address in the remaining months of the school year.
- Prepare an action plan to address the identified issue. The action plan should include a goal, a measurement to know how well the goal was achieved and a timeline with assignments and responsibilities for reporting back. It is important to identify how the goal will support safety principles as defined above.
- The action plan could include the involvement of experts and other parent groups at the school.



There are resources and website links at www.schoollandtrust.org under Councils and Work of Councils to assist school community councils in completing school safety and digital citizenship responsibilities.

Please note that some safety discussions must be reserved for closed meetings of the local board of education.