



2019-2020
School Safety and Digital Citizenship Report



CANYONS
SCHOOL DISTRICT

Introduction

Real Talk on School Safety

School safety has always been a topic of discussion — and action — in the Canyons School District. Some measures are obvious, such as security cameras, emergency preparedness drills that schools practice throughout the year and vestibules that require visitors to check-in at the Main Office before entering schools. But much of what we do is invisible. From the Internet filters we use to safeguard students from accessing inappropriate online content to the consistent rules and expectations we enforce to keep our classrooms free from bullying, harassment and discrimination, Canyons District is building safe schools from the inside out.

The Utah Legislature, through HB213, has asked School Community Councils to “engage” with school administrators in addressing school safety and digital citizenship. We invite you to familiarize yourself with the safety protocols encapsulated in this report and join us on this mission to Think Safe toward maintaining schools that are welcoming, secure, and prepared.

At the end of this report is a sample form to guide each school’s Community Council in providing feedback to Canyons District administrators.



Table of Contents

Chapter 1

School Security and Preparedness

Emergency Drills

Communicating in an Emergency

School Reunification Plans

School Visitor Protocols

Hoax Threats

Volunteer Approval Process

Community Partnerships

Bus and Pedestrian Safety

Chapter 2

School Climate

Counseling Supports

Life Skills Curricula

Youth Protection Seminars

Restorative Practices, Safe School Hearings

School Attendance

The Canyons Family Center

Resources for Families

Chapter 3

Internet Safety and Digital Citizenship

Internet Safety and Filters

School Computer/Digital Device Settings

Strategies for Teaching Good Digital Citizenship



Chapter 1

School Security and Preparedness Emergency Drills

It takes training to hone a school's response to any given emergency. Practice makes perfect, as the saying goes. It establishes greater predictability and helps all stakeholders — students, emergency responders, teachers and parents — work together in lockstep, because they know what to expect and what's expected of them. All Canyons District schools practice lockdown and shelter-in-place drills throughout the year, in addition to preparing for a host of other threats, from fires and earthquakes to hazardous materials. Elementary students participate in these exercises at least once a month. Secondary schools hold quarterly drills. Below are our drill calendars followed by a brief summary of how students and teachers are taught to respond in common emergencies. Information also can be found on our [Think Safe website](#) and in this [video tutorial](#).

Drill Calendar Elementary Schools

August - September	Fire
October	Lockdown
November	Bomb Threat
December	E.S.C.A.P.E. (active shooter information for employees only)
January	Fire
February	Shelter-in-Place
March	Hazardous Materials
April	Earthquake
May	Public Health Emergency (information for employees only)

Drill Calendar Middle and High Schools

August - September	Fire
November	Lockdown and Shelter-in-Place
January	Fire
April	Earthquake

IN AN EMERGENCY SAY IT TWICE

If there's...

Threat Outside	Shelter-in-Place! Secure the Perimeter
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location), Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire	Evacuate to (location)
Hazmat	Shelter for Hazmat! Seal Your Rooms
Active Shooter	Lockdown! Locks, Lights, Out of Sight!
Infectious Disease	Report, Document, Protect Privacy

Then say this...

Lockdown



Locks, Lights, Out of Sight!

Students are trained to:

- Move away from sight
- Maintain silence
- Prepare to evade or defend

Staff are trained to:

- Swipe card to lock perimeter doors
- Lock interior doors
- Lights out
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend

Shelter-in-Place



Secure the Perimeter

Students are trained to:

- Return to inside of building
- Do business as usual

Staff are trained to:

- Swipe card to lock perimeter doors
- Increased situational awareness
- Take roll, account for students
- Do business as usual

Evacuate



To the Announced Location

Students are trained to:

- Leave stuff behind
- Bring their phone
- Follow instructions

Teachers are trained to:

- Grab roll sheet if possible
- Lead evacuation to location
- Take roll
- Report problems to Team Leaders

Communicating in an Emergency

Parent Notifications



When parents hear about an emergency at or near their child’s school, they want information as quickly as possible. In Canyons District, we’ve established communication protocols so that parents and guardians can receive emergency notifications in a matter of minutes. When an incident occurs, parents are immediately notified via telephone, email or text message — or any combination of the three. These notifications go to the phone numbers and email addresses that parents supply during CSD’s annual online registration process. Have you recently moved, or changed phone numbers? Do you prefer to receive text messages, instead of an email or phone call? Parents can update their contact information and notification preferences at skyward.canyonsdistrict.org.

Safety and Crisis Tipline



One of the most powerful ways to prevent violence is to leverage the eyes and ears of the community to report it in advance — and our schools have a high-tech tool at their disposal to facilitate that. Canyons was the first school district in Utah to adopt the [SafeUT mobile app and tipline](#), which allows anyone to anonymously report acts of bullying and threatened violence, or to seek help for emotional crises, suicidal threats and addiction problems. The service is monitored 24 hours a day and seven days a week by school administrators and counselors at the University of Utah’s Neuropsychiatric Institute and can be [downloaded here](#).

Panic Button and Communications App



Following a successful [pilot-test](#) of the DIR-S app, CSD is now implementing the emergency communications tool districtwide. With a push of a button, the DIR-S app—pronounced “duress”—allows teachers and staff members in an emergency to give an immediate update on their status through a mobile device or computer, providing everyone, including administrators and law enforcement officers, with the real-time information needed to ascertain the source and location of a threat. It speeds communication and allows everyone to be on the same page and working in lockstep to safeguard the school.

School Reunification Plans



An essential component of school emergency response plans is the reunification of students with their families and caregivers. The goal of any reunification process is to minimize anxiety and trauma for students while keeping them comfortable and safe. Each school within Canyons District has created site-based plans describing their evacuation routes, assembly points, and reunification plans. These plans take into account designated Areas of Rescue Assistance for evacuating individuals who cannot exit the school building without assistance. School administrators train employees and students on the school's evacuation plan through regular scenario-based drills throughout the year. Reunification points, and backup sites, are generally within walking distance

of a school, though in some circumstances, schools will need to evacuate students further away from the campus. Often, reunification sites are nearby schools or local gathering places, such as churches or recreation centers. During a reunification, the District will enact emergency communications protocols to provide parents and guardians with directions to the reunification site and instructions for retrieving their student(s). In some cases, transportation is provided by the District's fleet of buses. To minimize chaos and ensure the safety of students, District personnel will often be asked to help check-out students to authorized caregivers through an orderly process. It's not uncommon to also have counseling teams on hand to provide assistance to anyone struggling with strong emotions.

School Visitor Procedures



Proceeds from two voter-approved, general obligation bonds have allowed us to rebuild schools with safety in mind. We build schools with seismic controls, state-of-the-art surveillance systems and automatic locks that require employees to have an ID badge to gain entry. Security vestibules, which require visitors to check-in and provide identification at the Main Office prior to being buzzed into the school, provide a layer of security and opportunity to welcome, orient and provide good customer service to our patrons.

Why Hoax Threats are No Joke



Think Safe
CANYONS SCHOOLS
WELCOMING · SECURE · PREPARED

THINK BEFORE YOU POST

Did you know that 90 percent of all bomb threats are hoaxes? Our schools take each threat seriously and conduct a thorough investigation to determine its credibility. But hoax threats are no joke. They are serious federal crimes that disrupt schools and waste precious law enforcement resources. So, please, #ThinkBeforeYouPost.

- Don't ever post or share a hoax threat online.
- If you see a threat of violence on social media, report it using the <https://safeut.med.utah.edu/>
- Talk to your children about responsible social media use.

Source: U.S. Department of Justice.

CANYONS DISTRICT.ORG
f t i y 801-826-5000

Bomb threats are rare, affecting fewer than 1 percent of the nation's public schools on any given year, and 90 percent are hoaxes. But hoax threats are no joke. Since 2014, there has been a 33 percent increase in these types of threats against schools, according to the U.S. Department of Justice, disrupting schools and wasting precious law enforcement resources — and that's just bomb threats. In the age of social media, schools are witnessing an increase all types of hoax threats. Every threat is taken seriously and thoroughly investigated by school administrators and law enforcement to determine its credibility. If found to be a hoax, those responsible can face serious criminal penalties. Canyons District encourages parents to talk to their children about the risk of posting and sharing hoax threats on social media, and urges anyone who sees something unsafe to report it through official channels: to their school or through the anonymous crisis and safety [tipline SafeUT](#).

Volunteer Approval Process

Canyons District has established procedures in line with state law, which requires background screenings for prospective school volunteers. All volunteers in schools, including members of the PTA and School Community Council, need to complete and submit a new [Volunteer Application](#) annually. There are two types of volunteers: supervised and unsupervised. Supervised volunteers are always within sight of other adults and never alone with a child. Unsupervised volunteers, which may include overnight travel chaperones, costume-fitters, or coaching assistants, must undergo a more thorough FBI criminal screening, which is managed by the school principal in coordination with CSD's Human Resources Department. These FBI screenings are good for a period of three years. All schools use a computer system to check-in volunteers and confirm that they have been cleared to work with students.

Community Partnerships

Working Together to Build Safe Neighborhoods

The safety and welfare of children is a communitywide priority in Canyons District where schools work hand-in-hand with cities, first responders, non-profit groups and citizens to safeguard neighborhoods and prepare for emergencies. From the contributions of our parent volunteers and PTA to the policing efforts of our School Resource Officers and the crossing guards hired by municipal partners to help students safely get to and from school—it takes all of us to put kids first.



- School Resource Officers are sworn law enforcement personnel whose salaries are co-funded by the District. They serve and protect our schools while also mitigating criminal behavior by building trusting relationships with students so they can feel comfortable reporting suspicious activity. They also sponsor anti-drug and -violence activities, such as the Drug Abuse Resistance Education (DARE) program.

- Canyons District is a member of the S.A.F.E. Neighborhoods Program. In partnership with the American Red Cross, local governments, and school districts, SAFE – an acronym for Schools Aid Families in Emergencies — trains community volunteers to mobilize as a neighborhood and operate their own Incident Command centers until outside help arrives. The idea behind it is to build the capacity

of neighbors to help neighbors in the 96 hours immediately following a catastrophic event – the amount of time that it can take for first responders to reach those in need. In the event of a major emergency, elementary schools become hubs for communities to gather and organize. All of our elementary schools store a large black tote containing maps and radio frequencies — everything that CERT teams, ham radio operators and other do-gooders need to set up a communications hub, begin search-and-rescue operations and reunify families.

- The cities our schools serve—Cottonwood Heights, Draper, Sandy, and Midvale—keep our roadways maintained and clear of snow, and employ crossing guards who, rain or shine, help students traverse busy roadways and intersections.

School Safety Tips

- Keep your contact information up to date in skyward.canyonsdistrict.org.

- Talk to your children about the risk of posting and sharing hoax threats on social media.

- Say something if you see anything that makes you feel unsafe by downloading the anonymous SafeUT crisis and safety tipline [here](#).

- When notified of a school emergency, we ask that parents please don't come to the campus until notified that it is safe. Rushing to your child's school during an emergency can put you in harm's way and impede law enforcement.

- When visiting school or requesting to check-out your child early, bring a photo ID.
- If you plan to volunteer, make sure you apply several days in advance.
- Please tell your child that the most important thing to do in an emergency is to follow the directions of their teachers and school staff. It's important to reassure them and let them know that you have confidence in the training that school staff have received.

Bus and Pedestrian Safety

Some 15,000 Canyons District students begin and end their day with a trip on a bus. As a form of mass transit, buses keep thousands of cars off the road, reducing emissions and helping to improve the quality of the air we breathe. Buses are a safer way to travel to and from school than riding in a family vehicle, according to the National Highway Traffic Safety Administration. CSD's school buses are driven by professionals with Commercial Driver's Licenses and are held to a higher safety standard than regular vehicles. In one school year, our buses can be inspected up to 400 times. CSD mechanics maintain about 180 buses, and for their efforts in 2017, were awarded the Utah Highway Patrol's Safety Gold Medal. The status is a rare distinction — and a sign that CSD students are traveling on the safest buses possible. Technology also plays a role in bus safety. Every bus has cameras capable of monitoring what takes place on the bus. The buses are also equipped with a Zonar GPS Tracking system, which relays information about their location, speed, engine health and exactly what time it arrived and left each bus stop — in real time.

With the start of each school year, Canyons District asks patrons to be on the lookout for young children walking to schools and bus stops, and to be mindful that buses make frequent stops. The District also asks students to adhere to the District's [Bus Code of Conduct](#). Students who walk or ride their bike to school should familiarize themselves with the school's Safe Walking Route as recommended by administrators in partnership with each School Community Council. Schools post their Safe Walking Routes on their websites. Together, we can keep our roadways safe.

Bus Safety Tips

- Pedestrians should use sidewalks wherever possible and walk facing oncoming traffic. Before crossing any street, even at a crosswalk, stop and look left and right for oncoming cars.
- When biking or skateboarding to school, children should wear a helmet and understand traffic rules. They should come to a complete stop at crosswalks and walk their bike or skateboard across.
- Never dart out in front of a parked car.
- Do not bike or drive a motor vehicle while texting, talking on the phone or using headphones.
- Drivers must always yield to pedestrians and should take extra care in school zones and at crosswalks.
- It is illegal to pass a bus that is loading or unloading children when the red loading lights are flashing.



Chapter 2

School Climate

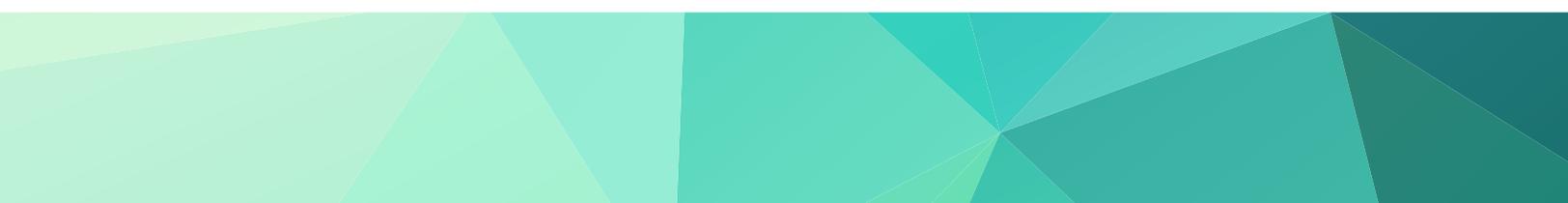
Building a Culture of Safety

Every child deserves to feel welcome and secure at school. That's why Canyons is focusing not just on outfitting facilities with modern security features but also on fortifying the social-emotional needs of children. Through the District's Responsive Services Department, all CSD schools have been assigned a school psychologist and a counselor or social worker. These trained professionals, coupled with our corps of school nurses, are a resource for families. They also aid faculty and school staff in building positive learning climates, where all children feel like vital and valued members of the school community.

CSD embraces a philosophy that relationships are at the heart of everything we do. When students and staff feel connected, behavior improves, academic achievement increases and opportunities for future dreams are created. CSD actively plans student supports at all levels. This includes teams to address topics such as, suicide prevention, vaping cessation and how to decrease anxiety as students transition from one level to the next. In CSD, our aim is to cultivate and maintain environments where children feel safe to develop interests, engage with learning, reach out to new friends, and know they are surrounded by caring adults.

Counseling Supports

The concept is really quite simple: If students are feeling insecure, depressed or fearful, or any other emotion that is at the root of concerning behaviors, chances are they aren't learning at high levels. To the end of helping all students feel a sense of balance and achieve at school, Canyons District has increased the number of psychologists, social workers, counselors and nurses working in schools. They serve as a resource for families in the areas of suicide prevention, gang prevention, bullying prevention and drug and alcohol prevention. They also use Positive Behavioral Interventions and Supports to teach relationship skills, self awareness, self-management, social awareness and responsible decision making. These counseling experts also provide schools with [crisis support assistance](#) in the event of emergencies. Canyons District also contracts with local mental health agencies and professionals as an added resource for families.



Life Skills Curricula



Starting in the fall of 2019-2020, and over the next few years, schools will be rolling out a new, evidence-based [social-emotional learning curriculum](#) to help students navigate modern pressures and develop the confidence and character traits that are crucial for success in life and school. The “[Second Step](#)” curriculum, which is endorsed by the U.S. Department of Education and the Collaborative for Academic, Social and Emotional Learning (CASEL), is being used by some 26,000 schools across the country. These evidence-based lessons are geared for different grade levels, ranging in age from kindergarten to eighth grade, and are designed to help students manage their emotions, solve problems in a positive way, demonstrate empathy, and focus during class. Colorful streaming lessons,

family engagement resources, and staff training are all a part of the proposed curriculum. Canyons parents can review [some sample lessons here](#). Canyons’ schools also use an evidence-based substance abuse and violence prevention program called [Botvin LifeSkills](#) in middle and high school health classes.

Youth Protection Seminars

Electronic devices—from smart phones to smart watches—afford us many conveniences. But what are the [consequences](#) of us becoming more and more reliant on these devices? Vaping is catching on among today’s teens as a purportedly safer alternative to smoking cigarettes, but mounting evidence points to its dangers. What should parents know about the risks of vaping, and how to protect their children? These and other timely topics are the subject of Youth Protection Seminars sponsored each year by Canyons District in partnership with national experts and local law enforcement agencies. The events are free and open to the public and staged in all corners of the District so that they can conveniently be accessed by students and parents.

13 | **PARENT INFORMATION NIGHT** | **7-8**
NOV | | PM

VAPING:
What parents should know

SPEAKERS INCLUDE
REPRESENTATIVES FROM:
Sandy City Police Department
Medical Profession
Jordan High Administration

JORDAN HIGH AUDITORIUM

Parents of students in grades 7-12 and concerned community members are invited.

JORDAN HIGH SCHOOL
99 E BEECHDIGGER BLVD SANDY, UT



CSD Youth Protection Seminar

Parents, teachers, students, and community members are welcome to join us to learn about protecting and empowering our youth. Canyons School District welcomes Dr. Christy Kane from TotumLink as our keynote speaker to discuss electronic devices and their impact on our biochemical and emotional health.

In addition, information and resources will be available regarding topics such as vaping, physical safety, social media hygiene, community resources, and more.

September 17, 2019

6:30 p.m.

Midvale Middle School Auditorium

totumlink

Christy Kane PhD, CMHC

From schools to TEDx talks, Dr. Kane is one of the most highly sought after speakers on electronic devices

Restorative Practices and Safe School Hearings

Every student has the right to an education. Canyons has adopted a restorative practices model for reinforcing behavioral standards and responding to truancies, disorderly conduct or drug or alcohol violations. Students with safe school violations, such as bringing a weapon to school or dealing drugs, are referred to the District Case Management Team to establish safety and review what interventions and supports are needed for both the student and school. Depending on the violation, this may entail imposing fines, enrollment in an intervention program, or suspension or expulsion from school. Whenever a student is deprived of his right to education through disciplinary proceedings such as suspension or expulsion, the student is entitled to due process. This right to due process includes the right to notice and a fair hearing prior to the administration of long-term suspension, which may include 10 or more days, or expulsion from Canyons School District schools.

School Attendance

When it comes to keeping kids on track academically, every day of instruction counts. Missing just a few days here and there can contribute to students falling behind in reading, writing and math, a growing body of research shows. Four out of five students who miss two days per month of kindergarten and first grade, for example, are unable to read on-level by the third grade. By the sixth-grade, excessive absenteeism is a warning sign of a student not graduating from high school. Put simply, too many absences — even excused absences — at any age can harm a student’s chances for academic success. Canyons encourages students to “[Be Great, Miss Less than Eight](#)” school days per year. There are a lot of reasons that students miss school, and Canyons has staff and resources available to support students to improve attendance. This includes [Home and Hospital Instruction](#) supports for students who, due to health problems, anticipate having to miss school for a prolonged period of time. A link to the District’s attendance policy and process for parents to report absences to their school can be found [on CSD’s homepage](#).



The Canyons Family Center

The [Canyons Family Center](#), provides collaborative, creative and cooperative courses and other counseling services to help families of all kinds — and with all kinds of challenges — discover gentle and genuine avenues to assist each other, connect with each other and learn from each other. [The Family Center](#) provides a spectrum of individual and family-based counseling, student-support groups and parent-education classes. The services, which include preliminary counseling sessions that help our experienced school counselors, social workers and psychologists determine what services may be needed to meet a family's specific needs, whether as a result of an emotional crisis or not, are provided at no cost to families in Canyons School District. Students who are required to attend a class due to fighting or a drug and alcohol offense will be issued a fine and upon completion of the course reimbursed.

Instant and Constant Support

Not only are trained staff members available to aid students who are struggling, but Canyons was among the first school districts in Utah to roll out access to a mobile app text-and-tipline called [SafeUT](#). This is available for students and parents to use if they need to immediately report a concern, be it about a student's mental, social or physical well-being. Access to this app, which provides all-day and all-night access to licensed clinicians at the University of Utah's Neuropsychiatric Institute, is available to all Canyons school communities. The SafeUT app and website were developed as part of a partnership between the University of Utah and the Utah State Office of Education with funds allocated by the Utah Legislature. Multiple languages are available. Users can submit a tip with a picture and/or video, and a user can communicate online or call by phone. However, if you are experiencing an emergency, please call 911. You can also contact the suicide-prevention lifeline at 1-800-273-TALK to speak to a trained crisis worker. [Click here for Google Play](#) and [click here to find the app in iTunes](#).

Resources for Families

For families who are seeking additional social and emotional support, please contact your school counselor or visit our [Responsive Service Department](#) website for additional information about crisis prevention and intervention, suicide prevention, bully prevention, drug and alcohol prevention and gang prevention.



Community Based Resources

Whether you are looking for dental or mental health services, our [Social Emotional Supports page](#) links you to many community based services. Listed below are several community supports you can access.

Crisis Services

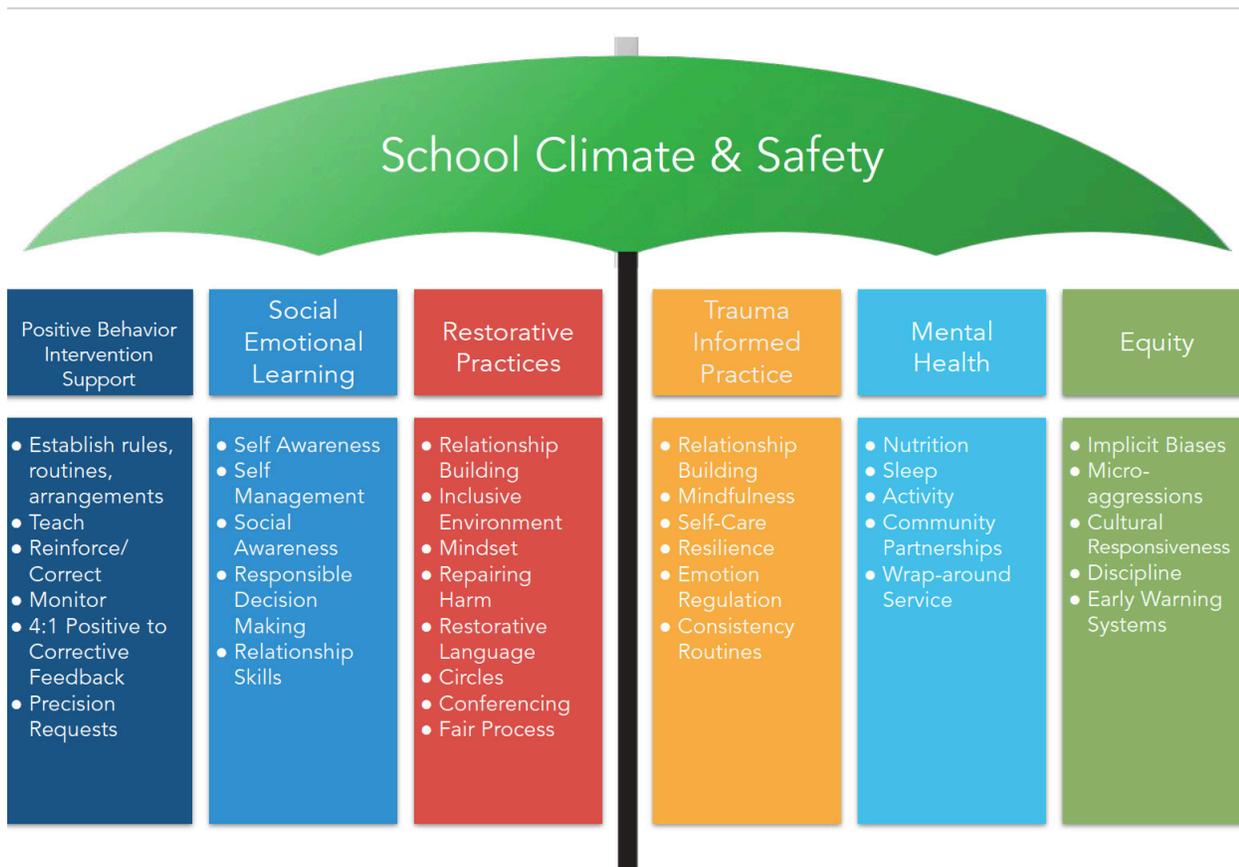
Canyons District Services

Community-Based Counseling Services

LGBTQ+ Resources

Parent Education Services

Volunteers of America Youth Resource Center



Chapter 3

Internet Safety and Digital Citizenship

It's the parenting dilemma of the digital age: How do we encourage our kids to take advantage of all that technology affords while protecting them from the documented dangers of too much screen time? How do we model healthy use of technology when we, too, fight the allure of smart phones and social media, excessive use of which has been linked to soaring rates depression and suicide? At CSD, good digital citizenship is promoted every day in our classrooms, and it's not just about teaching students to safely navigate the Internet. We empower students to appropriately use digital media to explore the world, gain knowledge and connect with new ideas and people — and we invite parents to participate.

Every year, all students and employees of Canyons School District are instructed in the responsible use of technological devices, the District network, and online etiquette. In order to use the District's computing devices and gain access to its computer network, students and employees are required each year to sign an [acceptable use agreement](#). This documents the users' understanding of, and willingness to comply with district policies as outlined therein. Access to school and district networks and digital resources is a privilege. Any user who is found to be in violation of the District's technology guidelines or agreements is subject to Canyons School District disciplinary policies.

Filtering Information

Internet safety is a priority for the District. CSD uses the Content Keeper content filtering system to prevent students from accessing inappropriate material online while using District computing devices or the District's network. The filter can be adjusted for elementary schools, middle schools and high schools.

The filtering system offers some flexibility to set different rules for elementary, middle and high schools based on the age-appropriateness of the content and the educational needs of each grade level.

The filter works by categorizing known Internet content and then allowing us to block inappropriate categories such as pornography, social networking, gambling, weapons, adult content, gaming, etc.

Safe search settings also work for Google images.

Canyons District's network is segmented into three separate sub-networks, which aids in performance and security. Staff using school- or district-provided devices use the staff network, which provides them with different access rights and privileges than afforded by the student network for students using school- or district-provided devices. While on CSD property, all users of a personal device — such as a smartphone, laptop or tablet — are directed to a third sub-network, the guest network, which has the same restrictions as the student network.

Social media use is restricted on all school campuses. The filters at elementary schools are less permissive than the filters at middle and high schools (see infographic below for a more detailed understanding of the restrictions placed on YouTube, Instagram, Facebook and other platforms).



Staying Connected

Internet Safety & Digital Citizenship

Canyons District principals, teachers and parents work together to create safe technology environments in schools and at home and instill in students a desire to be civil digital citizens as they navigate the Internet.



Filters

A Content Keeper content filter blocks inappropriate material based on a URL database of more than a billion entries. CSD's filter system also can customize lists to block or grant access to specific content. When a user attempts to visit a site, the policy for the user is checked before access is granted.

CSD also has the ability to create districtwide "allow" and "block" lists. Allow lists help us to override the filter's default settings to allow specific sites to be accessed. Block lists are used to override the filter default settings to block sites. We also can block and allow sites per school. In addition, searches for Google Images are directed to a filter called Safesearch. If the content is inappropriate, the user is not granted access.

However, while the filters used by CSD mostly serve to prevent inadvertent exposure, we can't guarantee that a determined user won't ever be able to access inappropriate content.



Settings

Elementary, middle and high schools, as well as the District Offices, each have separate and unique Internet filter settings. The settings tend to be more restrictive in elementary schools and filters become less stringent in secondary schools. They are least restrictive for employees.



Safety Lessons

Teachers at every CSD school have received specialized training on Internet safety and digital citizenship. CSD utilizes NetSafe Utah and Common Sense Education curricula. NetSafe Utah provides online videos and resources for families and educators, including the Internet Safety information that Utah schools need to meet the Children's Internet Protection Act (CIPA) requirements. Common Sense Education has lessons for all grade levels.



Social Media Filters



Elementary



Middle School



High School

	Twitter	Facebook	YouTube	Tumblr	Google Images	Instagram
Elementary	✓	✗	✗	✗	Filtered Use	✗
Middle School	✓	✗	✓	✗	Filtered Use	✗
High School	✓	✓	✓	✗	Filtered Use	✓

Q&A

Q. Are there management systems available that can add additional control?

A. Canyons' Information Technology Department utilizes several management systems, including LanSchool for Macs and PCs, G Suite for Education for ChromeOS, and Lightspeed MDM for student iOS devices.

Q. What is CSD's protocol for action when inappropriate content is accessed by students or employees?

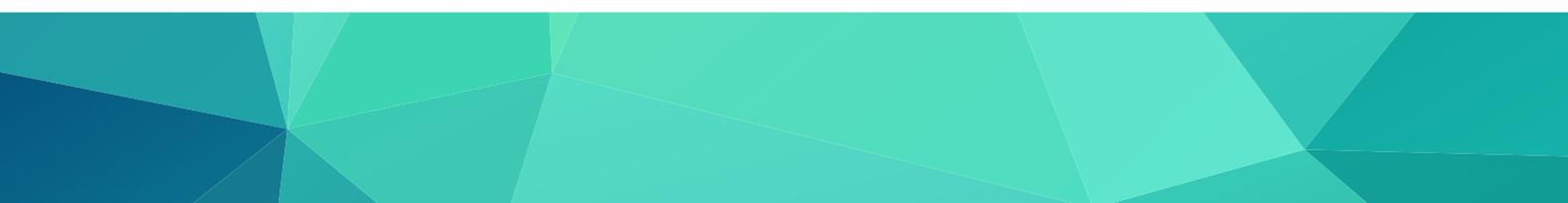
A. Canyons does not constantly monitor user activity. However, when alerted to the possibility of inappropriate use, IT reviews the Internet history of the user in question. CSD systems can track the previous 40 days of Internet traffic for all users.

Management Systems

- Desktop and Laptop: The Canyons School District currently is using a site license for LanSchool to manage some desktop, laptop and Chromebook devices. This allows the instructor to monitor the screens of users electronically as well as lock down certain screens.
- Google Apps Management: We are also heavily integrated with Chrome Management for the many ChromeBook devices that are in use today. It allows us to manage what apps and service are available for users. For instance, this system is what allows us to set District student gmail accounts to send and receive email only to teachers and other students.
- Mobile Device Management: We use the Lightspeed mobile device management system to manage iPads. This allows us to manage which apps are loaded onto devices and to purchase apps legally for school use.

Teacher Supervision

- Teachers are asked to monitor students whenever they are online, either electronically or by walking around the classroom.
- Teachers should never put a student on a device with access to the Internet in a place or situation where the student knows that the teacher cannot monitor their activity, such as in a hallway or back corner of the room.
- Teachers should take special care when directing students to add art or photos to projects by directing them to safe collections of pictures and art, such as: <https://www.safesearchkids.com/>
- When inappropriate content is accessed by a student or staff member (either seemingly by accident or on-purpose), the student or students should be removed from the dangerous situation and the school principal or administration should be notified. The device should be isolated and the Information Technology Department should be contacted. Beside working to fix any issue discovered, the IT Department will work with the administration to gather information and take appropriate measures if the [Acceptable Use Policy](#) was violated.



Student Education

Digital Citizenship Week

Canyons District students are learning how to safely blaze a digital trail. The Internet is a valuable tool for learning. Every day, 92 percent of teenagers across the United States go online to complete homework assignments, conduct research, and watch tutorials in preparation for exams. It's also where teens go to make and keep social connections. From Snapchat to Instagram, teens are heavy users of social media. So how can parents make sure their use is responsible? And how can parents guide a pre-teen's entry into social media? Every year — typically in October — [Canyons schools celebrate Digital Citizenship Week](#), which was started to help students stay safe as they navigate the online world. Schools are asked to highlight and focus on all things related to building an appropriate, responsible, and healthy environment related to technology use. Teachers are provided grade-appropriate lessons and resources for use in the classroom. Schools often make morning announcements featuring tips on cyberbullying, online privacy and safety or hold assemblies and parent information nights, often in coordination with the PTA's White Ribbon Week.

School-Based Digital Citizenship Coordinator

All schools have a Digital Citizenship coordinator who provides monthly safety technology tips to teachers and administrators. These tips can be shared with students and parents through daily lessons, class emails, school newsletters, and on school websites. These coordinators ensure that schools plan at least two opportunities annually for parents to learn about Digital Citizenship. Options include: Parent Information nights, information tables at parent-teacher conferences, or monthly technology tips published on school websites or in parent newsletters.

Elementary Schools

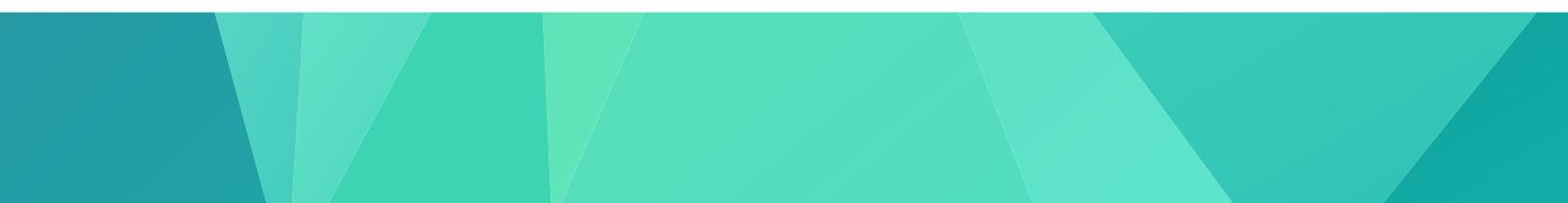
Digital Citizenship standards are part of the instruction from our general education classroom teacher and our brain booster technology classes. They include resources from NetSmartz, CommonSense media and other state and national resources. All teachers, with the help of the school's technology specialist, are expected to include digital citizenship as part of their regular instruction.

6th - 8th Grade

Our middle school Teacher Librarians assist teachers in teaching digital citizenship skills as part of their regular daily instruction of core subjects. Specialty classes that use computers are great places for digital citizenship to be taught. These include College and Career Awareness as well as Business and CTE classes. In addition, all middle school students are required to complete Digital Literacy course, which includes standards specifically addressing digital citizenship topics. You can review the [course standards here](#).

9th - 12th Grade

Many high school courses include the use of technology and present many opportunities to develop digital citizenship skills. Our high school Teacher Librarians teach digital citizenship skills as part of their core. As such, they teach digital citizenship skills through direct instruction, in addition to curating resources to support all teachers in this task.



Parent Education

One of the most important things parents can do is sit down with their children before they even begin using social media and set clear ground rules and expectations. Talk to your children about the pitfalls of oversharing, teasing and posting too-personal information on social media sites, and encourage them to think twice before hitting “send” or “enter.” Digital footprints are permanent, and often college admissions boards and employers are examining students’ digital trail. Keep tabs on what your children are posting — and who is part of their “Friends” and “Followers” lists. Many organizations provide great information for parents to help students stay safe when online at home. A few great resources are:

utahpta.org/netsafety
netsafeutah.org/
utahnetsmartz.org/

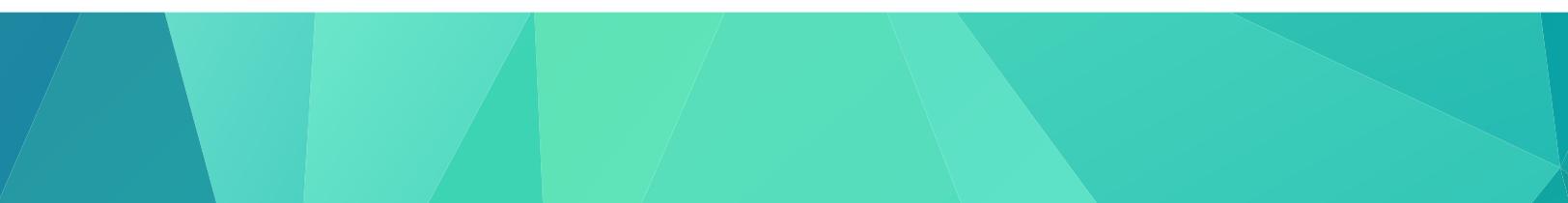
What can School Community Councils do?

School Community Councils are recommending bodies to the administration on issues that involve legal responsibility and financial commitments. Recommendations related to these domains, including school access and safety, may be directed to the Board of Education as appropriate. Each Council, upon review of this school safety and digital citizenship report, will be asked to share their thoughts and priorities with the District administration via an online form to be filled out and submitted by the principal. These reports will assist the District in spotting trends, setting future priorities and deciding where to direct future resources. Pictured below is a sample of the form to guide you in discussing and providing feedback.

Tips

- Participate in the discussion. Listen. Ask questions.
- Discuss and identify priorities where the Council may be effective. Do you feel your school community has received enough information about CSD’s safety and digital citizenship protocols?
- Is there something the Council can do help spread awareness among students, faculty, staff and patrons?
- Are there safety priorities or needs unique to your school that you’d like to address? Develop a proposal for addressing these.
- Decide how you may best share safety and digital citizenship resources with parents. Consider the role of the community council to provide options and resources without being prescriptive and compulsory. This may include newsletters and other communications, back to school nights, parent conferences, carnivals, and other school events.
- Ensure that students use their unique login with their unique password.
- Ensure that student-created web pages are made through the supported CSDDOCS.

During your discussions, if you have questions that cannot be answered in your School Community Council meetings, please contact Susan Edwards, Canyons Public Engagement Coordinator, 801-826-5184 or susan.edwards@canyonsdistrict.org and she will direct you to the right resource to answer your questions for the next School Community Council meeting.



SCC Safety Report Template

SCC School Safety Discussion

School: _____

Date the discussion(s) took place: _____

Who, besides the SCC members, participated (did you invite the SRO, school counselor, psychologist or district personnel?):

Did you feel the information presented in the School Community Council School Safety Report was helpful?

What, if any, school safety items did your SCC discuss that were not in the report?

Your SCC has been asked to determine the #1 safety concern at your school after reading the report and discussing safety topics at your school. What has your SCC determined to be the #1 safety concern for your school?

What 2 or 3 other items did you identify as primary concerns, if any?

#2 _____

#3 _____

During your discussions, if you have questions that cannot be answered in your SCC meetings, please contact Susan Edwards, Canyons Public Engagement Coordinator, 801-826-5184 or susan.edwards@canyonsdistrict.org and she will direct you to the right resource to answer your questions for the next SCC meeting.

SCC Digital Citizenship

The school safety and digital citizenship reports will be submitted to the district and Canyons Board of Education. We will use the reports to see trends, concerns and where future efforts might be focused. The District will evaluate if there are areas we can be of assistance or offer support in. If so, we will contact your SCC and principal to discuss.

District Filtering & Systems: Does the SCC feel it has received enough information to determine if the filtering systems and supervision practices are appropriate?

*Identify Action plan for filtering/systems, if needed:



Does the SCC feel it has received enough information about the school's educational efforts to instill in students a desire to be good digital citizens?

*Identify Action plan for filtering/systems, if needed:

Does the SCC believe the school has a viable plan to present important Internet Safety and Digital Citizenship information to parents in the community?

*Identify Action plan for parent education, if needed:

Student Education: Enter the date of your faculty training on Digital Citizenship: _____

*Enter a short description of your faculty training:

How will every student in your building be provided with digital citizenship instruction during the school year?

Parent Education: Enter the date of your first community outreach: _____

*Enter a short description of your first community outreach activity/opportunity:

Enter the date of your second community outreach: _____

*Enter a short description of your second community outreach activity/opportunity:

Additional Topics for Discussion:

Computers and Devices in the School for Student Use (Field Tech)- Identify the devices and main uses (Office applications, research, presentations, CAD, Graphic Design, Curricular apps, etc.)

Apple Computers - iMac, Mac Mini, or MacBook Pro stationary or mobile labs-

Windows Computers - Windows based stationary or mobile labs-

iPads - Classroom deployment or mobile carts-

Chromebooks - Classroom deployment or mobile carts -

Management (Admin or Ed Tech Coach)- Are you using LanSchool or other management tools for devices or labs?

Supervision (Admin) - What training has been given or is being planned to help teachers know how to best supervise students online and what to do if they become aware of inappropriate use?

Digital Citizenship Plan (Admin)- How does your school manage rotation through the elementary lab or through the media center? What topics are addressed with each grade level? What other teachers cover Online Safety topics? Have you held any school wide training (white-ribbon activities, assemblies)?



Parent Resources and Information (Admin and Dig Cit Coord)- What information has been shared with parents about online safety at school? What resources for home online safety has been shared?

Policies (Admin)- What are your policies for students bringing devices from home including computers, tablets, and phones?

Decision Making (Admin) - How does the school balance access and safety appropriate for the grade levels at your school?

Guiding Principles (Admin) - What does the administration see as important opportunities for our students related to constructive, proactive technology use? What does the administration see as the greatest threats for your students?

Sample



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SCHOOL DISTRICT