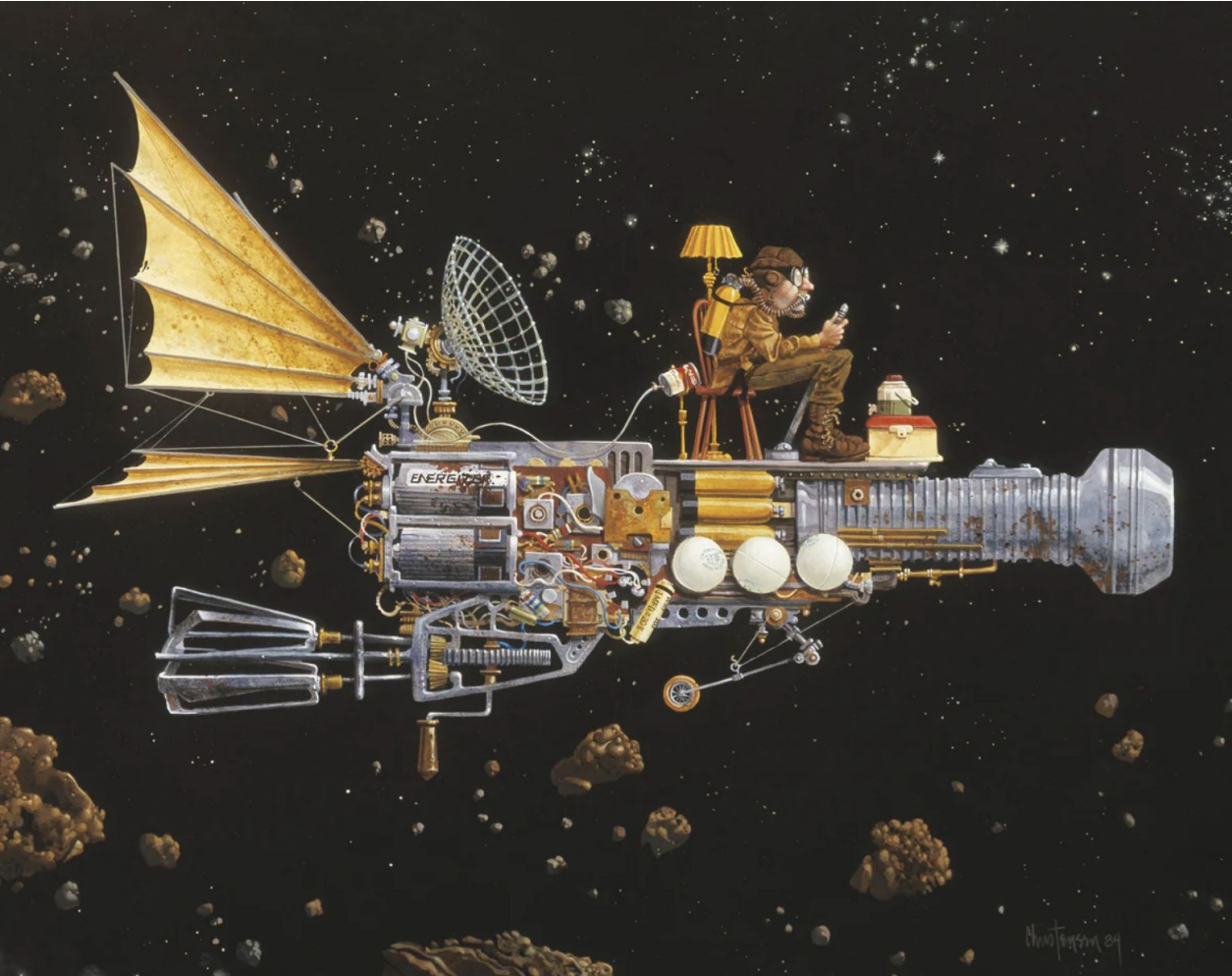


Internet Filtering  
Willow Springs SCC  
November 2024

**Shared Goals: Providing High-Quality Learning and Keeping Students Safe**



*Low Tech*, James C. Christensen

# 23-24 SCC Digital Safety Report

Current Year Plan



TSSP



TSSP Final Report



SAM



TSI/CSI



MTSS Implementation



Progress Monitoring



ALS Plan



SCC Digital & Safety Report



SCC Safety Report Follow-Up



Positive Behaviors Plan



Teaming



Safe Routes Utah



Year

2023 - 2024

Status

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The SCC 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.

**Contact Information:**

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](mailto:susan.edwards@canyonsdistrict.org) and she will direct you to the right resource to answer your questions for the next SCC meeting.

## Action Plans

**Date of SCC Digital Technology Plan presentation:**

9/20/2023; 10/18/2023

**Does the SCC feel it has received enough information to determine if the filtering systems and supervision practices are appropriate?**

Yes

No

**If no: Identify Action plan for filtering/systems.**

What are implications for teachers of the highest restriction? Implications for meeting instructional standards?

**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?**

Yes

No

**If no: Identify Action plan for student education.**

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

Yes

No

**If no: Identify Action plan for parent education.**

School will notify families about highest restriction (including contact) option and continue discussion on placing WS on highest filter level.

## Faculty Education

**Enter the date of your faculty training on Digital Citizenship:**

9/15/2023

**Enter a short description of your faculty training:**

Digital Citizenship coordinator previewed our Digital Citizenship week and reviewed the definition and main components of digital citizenship, including: inclusive, informed, engaged, balanced, and alert.

## Student Education

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

Administrator created and distributed video pause for people, how to be kind online, and how to stay informed online. Students receive ongoing instruction utilizing netsafeutah.org and utahnetsmartz.org during their STEM Brain Booster class, which they attend approximately twice each month.

## Community Education

**Enter a short description of your community communication/outreach plans. This includes, but is not limited to, parent and community outreach events, monthly communication, etc.:**

The PTA monthly newsletter includes a digital citizenship spotlight. Parent Squares from administration have pointed families to district policies regarding filtering as well as technology use. Teachers are asked to send an outline of what technology is used in the classroom, when, and why. Back-to-School night featured a booth for parents to receive support in using Parent Square to communicate with the school.

# Action Plan for Filtering Systems

What are the implications for teachers of the highest restrictions? Implications for meeting instructional standards?

## K-1 (iPads)

- The highest level of internet filtering precludes K-1 students from using iPads
- Students on highest restriction are being offered Chromebooks and/or alternative activities
  - Logging in is more challenging and their interface with programs is different from how the curriculum is designed to be implemented and different from the access of their peers

# iPad Filtering Explained

- To log in, students scan a badge that takes them to Clever
- Logging in to Clever requires Safari access
- Internet filters are tied to individual student Login information
- Because students don't log in to the iPad specifically, we don't customize internet profiles
- The elementary-level filter is in place for iPad internet searches

# Action Plan for Filtering Systems

What are the implications for teachers of the highest restrictions? Implications for meeting instructional standards?

2-5

- Students log in to Chromebooks with individual information, triggering elementary-level filters
- Students who have been placed on the highest level of filtering have reduced access to images



# Teacher Feedback

I think it's good to have internet filtering however it does make it hard for teachers who have their whole class do something online that is educational but an internet filter could prohibit that.

I fully support parent discretion on these requests. However, I do not support taking that autonomy away from parents by automatically enforcing such restrictions on all students regardless of parent preference.

Of the 8 families that have requested this filtering, I have 3 students in my class. While the highest filtering does not limit the students ability to access curriculum on all levels it does create some difficulties. For example, when attempting to connect my students to the Utah Online Library, I had to connect my students for them. It said the website was unsafe but still allowed me to move them forward on the site creating a bit more work from me and much frustration from the students. It has also removed all book cover images from the e-books on SORA which is a bummer because the students so often pick books based off of the cover images and not just the title. It also restricted my students from getting on Blooket at all which is something that I sometimes use as a tool for my class to get to do something fun but still answer content related questions. For further questions please feel free to contact me. L. Day

My students very easily get off track on their Chromebooks, I think limiting their web access would be good

# Action Plan for Parent Education

School will notify families about the highest restriction option (including contact).

- 9/15 [Digital Safety and Citizenship in Canyons](#) Parent Square sent to all families in district
- 9/27-9/28 [Filtering Flyer](#) made available at Parent Teacher Conferences
- 9/25 Principal sent Parent Square with [Digital Safety and Citizenship](#) in Canyons flyer to all Willow Springs families in English and Spanish
- 10/24 Principal sent [Parent Square](#) with additional Digital Safety information, including a link to the request for the highest level of internet restriction

# Disclosures to Families Regarding Tech Use: Kindergarten

**Technology:** In our classroom, we have an iPad for each student. Each child will use an iPad for up to 20 minutes each day to play iready and occasionally moose math on. We also have access to digital learning activities that we can do as a whole class during math and language arts.

# First Grade

## Technology

As a first grade team, we see the value in intentional and developmentally appropriate technology use. Technology is used in our classrooms to reinforce standards, deepen student understanding, and compliment teacher-led instruction. In first grade, the apps we use the most include:

- **I-Ready** 10-15 min/daily (10-15 mins)
- **Lexia** 10-15 min/daily
- **McGraw Hill** (Wonders Curriculum)
- **Epic**
- **AB Math**

To access a list of every district-approved app/website that we may use throughout the year, please visit:

<https://canyons.app.learnplatform.com/new/public/tools>.

# Second Grade

## Technology Use

Students and Teachers use technology and digital media strategically and capably. Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They become familiar with the strengths and limitations of various technological tools and mediums. Utah provides funding appropriated by the legislature for several technology initiatives including software for reading and math interventions, integrating technology into instruction, STEM, personalized learning, and innovations in technology education. Below is a list of the main educational programs that we will use in our classroom.

Computer Program	Average Time Use
iReady Math	10-15 minutes daily
Typing Club	Used consistently for the first 6 weeks of school. After that, it is used to review typing skills. Approx. 20 min a week.
i-Ready Reading	10-15 minutes daily

Other programs we will be using to enhance learning will be Nearpod, Kahoot, Blooket, and EPIC Books. Students will access these programs through a kid-friendly portal called Clever. They will receive their passcodes in class from their teacher.

# Third Grade

**Technology:** Here is a list of the apps that we as teachers may use throughout the year in our classes.

- iReady Math – 10-15 Minutes Daily
- Reading Plus – 10-15 Minutes Daily
- Typing Club – Used consistently for the first 6 weeks of school. After that it is used to review typing skills approximately 20 minutes a week.
- Canvas
- Blooket/Kahoot
- Quizlet
- Read Works

# Fourth Grade

## TECHNOLOGY

Chromebooks will be used in our classroom. Rules are being sent home in a few days for discussion and signature. Chromebooks will be used for teacher and district approved assigned programs and assignments.

These are schoolwide computer programs your child will be using:

- iReady Math (grades 1-5; avg. 10-15 min daily)
- Dreambox Reading Plus or iReady Reading (grades 3-5; avg 15-30 min daily)
- Typing Club (grades 2-5; used consistently for 1<sup>st</sup> 6 weeks of school, then reviewing approx. 20 min per week)

These are some additional approved online programs that your child may use in 4<sup>th</sup> grade:

- Canvas (Canvas is used to provide online access to school work, in class and also when a student may have to miss school. Canvas allows teachers to post lesson information, assignments, practice and quizzes online that students can access during class during independent work time.)
- Google Suite (Docs & Slides)
- Quizlet
- Kahoot
- Quizizz
- Epic Online Library
- Savvas Math (online math book & activities access)
- McGraw Hill Wonders (online reading book & activities access)
- McGraw Hill ConnectEd (online science book & activities access)

The Canyons' LEARN Platform allows you to see district approved programs that might be used in your child's classroom.

<https://canyons.app.learnplatform.com/new/public/tools>

# Fifth Grade

We do use many different types of technologies in 5th grade. Here is a basic list of what we use but it may not be comprehensive.

Iready for math    average 10 to 15 min daily

Reading Plus/Iready reading            average 10 to 15 min daily

Typing Club            average 5 to 10 min daily

Other apps: SORA.com, Newsela, PBSMediaLearning.com, clever.com, Quizziz, kahoot, google platform, saavas math platform, wonders reading platform

We have found it is imperative to communicate as parents and teachers. We can work together as a team to make sure your student keeps growing and learning. We have heard that a new platform is coming this year for communication: ParentSquare. As soon as we hear more, we will update you. If you have Any questions at any time, please contact us before or after school. We look forward to working with you and your child.



# Community Feedback

- 576 students are currently enrolled at Willow Springs
- 12 students from 8 families have been placed on the highest filter at parent request
- Available data indicate that families are not seeking additional filtering for 98% of our students

# Additional Options for Student/Family Education

## Student Body Assemblies

- Magic in Learning: Mike Hamilton
- Net Positive Organization (Formerly Net Smartz): <https://www.youtube.com/watch?v=-PYImT2CyNM>

## Student Accountability

- Administration has requested daily reports regarding inappropriate search terms and will regularly follow up with students and parents
- Students who repeatedly and intentionally misuse technology will receive consequences in line with school and district policy

## Continuing Education

- Discussions are happening among the School Board and across all departments regarding increasing capacity to respond to these concerns among all stakeholders: Students, teachers, families, curriculum, etc.

# SCC Advisory Opportunities

In line with our school-wide system of Positive Behavior Interventions and Supports, we'd like to add a section for Technology and invite SCC to help define expectations.

*Willow Springs Elementary  
Wildcat PAWS*

	Practice Safety	Act Kindly	Work Hard	Show Respect
Playground	-Stay in personal space -Report injuries and unsafe actions -Use equipment correctly	-Include others -Take turns	-Play by the rules -Take a break when upset -Ask for help	-Follow adult directions the first time given -Take care of the playground -Play in grade-level area
Cafeteria	-Use walking feet -Keep hands on tray -Keep food where it belongs	-Say please and thank you -Include others	-Finish in 20 minutes -Clean up after yourself	-Keep your area clean -Respect people's food choices -Stay in seat until finished
Bathroom	-Use walking feet -Wash hands with soap	-Put trash in garbage -Stay in your own space	-Use time wisely	-Respect privacy -Wait your turn -Use with permission -Use inside voice
Assemblies	-Sit on pockets -Keep hands to self -Walk with your class	-Celebrate others	-Listen politely	-Come to learn -Use inside voices
Hallway	-Use walking feet -Walk on right side of hallway	-Stay in line -Use grade level doors	-Go directly to proper place	-Voices off -Listen and follow directions

# Additional Resources

[Internet Safety and Digital Citizenship](#)

[Family Connections: Tech for Families](#)

[Filtering Flyer](#)

[SCC School Safety Plan](#)