

Form – Checklist for Digital Citizenship, Media Literacy, Electronic Resources, and Internet Safety

PURPOSE

In recognition of the importance of integrating digital citizenship and media literacy across District curriculum, the District annually reviews its policies and procedures on electronic resources, Internet safety, digital citizenship, and media literacy.

As a tool for the District's annual review, this checklist poses questions for consideration and serves as a discussion guide on various areas of instruction, practices, policies, and procedures related to the above topics. This checklist is by no means exhaustive or intended to dictate the specific considerations of the District's annual review. Each District is unique as is its annual review process. Individual District characteristics, planning, resources, community standards, risk management, and staffing considerations may also direct and inform any review or discussion of the questions posed.

CHECKLIST OF CONSIDERATIONS

This checklist is divided into two primary areas: questions regarding the District's Electronic Resources and Internet Safety policies and procedures; and questions regarding its Digital Citizenship and Media Literacy curriculum. Some of the following questions may pertain to both general areas.

A. Electronic Resources and Internet Safety

- ☐ Does the District have a policy and procedure dedicated to acceptable and responsible use of electronic resources, including use of personal electronic devices, and the District network? *[cross-reference with WSSDA model policy 2022, model procedure 2022P, and model forms 2022F1 and 2022F2]*
- ☐ Does the District have a policy and procedure dedicated to Internet safety, responsibility, and security?
- ☐ How does the District protect the integrity and security of its network?
- ☐ Are the District's password and access protocols effective?
- ☐ What does the District do to anticipate and prevent data breaches?
- ☐ How does the District provide District technology, including portable technologies, to students?
- ☐ Does the District conduct administrative record-keeping related to electronic resources?
- ☐ What are the limitations to District resources for technology and related educational practices?
- ☐ Are the District's technology and related educational practices cost effective?
- ☐ How does the District access and assess new technologies?

- ☐ How does the District address concerns regarding compatibility of technologies?
- ☐ Does the District have effective means of measuring student technology use?
- ☐ How does the District deploy use of technology and electronic resources differently at Primary and Secondary levels?
- ☐ How does use of District technology support teaching and learning?
- ☐ Does the District have strategies to increase student and staff technology use?
- ☐ Does the District have District-wide and building-level practices regarding "Bring Your Own Device" (BYOD)?
- ☐ Does the District have an Effective Communication and/or Web Accessibility policy? *[cross-reference WSSDA model policy 4217 and model procedure 4217P]*
- ☐ How does the District deploy and use library information and technology programs?
- ☐ Has the District reviewed its practices related to law, Fair Use, and copyright compliance?
- ☐ How does the District facilitate program creation and ownership (work for hire)?
- ☐ What are the District's practices regarding staff social media use with students?
- ☐ Does the District have a policy and procedure for maintaining professional staff/student boundaries? *[cross-reference WSSDA model policy 5253 and model procedure 5253P]*
- ☐ What are the District's policies or practices related to cloud computing, including data access and security?
- ☐ Does the District monitor and filter student use of the District network?
- ☐ Does the District have a policy and procedure related to cyberbullying, defamation, and harassment, intimidation, and bullying (HIB)? *[cross-reference with WSSDA model policy 3207 and model procedure 3207P]*
- ☐ How does the District manage its use of digital imagery and related communications with students?
- ☐ How does the District facilitate staff and student access to media creation tools?
- ☐ How does the District ensure equity of access to hardware, software, and other electronic resources?
- ☐ How does the District facilitate access to and use of District electronic resources for students receiving special education services?
- ☐ How does the District facilitate access to and use of District electronic resources for accommodation of disability?

B. Digital Citizenship and Media Literacy

- ☐ Does the District have a policy and procedure dedicated to Digital Citizenship and Media Literacy?
- ☐ Does the District have an Online Learning policy and procedure? *[cross-reference with WSSDA model policy 2024 and model procedure 2024P]*
- ☐ Does the District have a policy and procedure dedicated to Internet safety, responsibility, and security? *[cross-reference with WSSDA model policy 2022, model procedure 2022P, and model forms 2022F1 and 2022F2]*
- ☐ What are the District's policies and practices related to District social media and online communications?
- ☐ Who in the District is responsible for educating students on Digital Citizenship and Media Literacy?
- ☐ What criteria does the District use to select educational materials for its Digital Citizenship curriculum?
- ☐ What attempts are being made to integrate Digital Citizenship and Media Literacy into the existing curriculum?
- ☐ How does the District integrate family and student voices when developing and revising its Digital Citizenship and Media Literacy policy and procedure?
- ☐ Who in the District community helps promote the District's Digital Citizenship goals?
- ☐ Does the District conduct parent outreach concerning District electronic resources and related programs?
- ☐ How does the District support parent training on technology and child supervision?
- ☐ Has the District reviewed its practices related to law, Fair Use, copyright compliance, and intellectual property education of staff and students?
- ☐ How does the District provide professional development and training for teachers, focused on integrating digital citizenship and media literacy across District curriculum?
- ☐ What District-level attitudes, if any, impact implementation of Digital Citizenship curriculum?
- ☐ How does the District work with staff members who are resistant to increased use of technology in the educational environment?
- ☐ How does the District support creation of technology, digital citizenship, and media literacy instructional materials?
- ☐ How does the District facilitate access to and use of model lesson plans?
- ☐ How does the District measure instructional goals related to technology and media?
- ☐ Does the District encourage and facilitate collaborative staff communication using District electronic resources?

- ☐ Does the District have an effective practice of staff-directed use of technology with students inside and outside of class?
- ☐ How does the District promote digital health and wellness?
- ☐ How does the District help students manage digital distractions?
- ☐ How does the District promote social and emotional growth with technology?
- ☐ How does the District promote norms of technology use among students and staff?
- ☐ How does the District protect student privacy and data security?
- ☐ How does the District ensure compliance among third-party vendors with respect to protecting student data?
- ☐ How does the District facilitate responsible image creation and use by students with technology and digital media?
- ☐ How does the District educate students regarding online predators and risky communications?
- ☐ How does the District educate students regarding digital footprint and the persistence of digital information?
- ☐ How does the District educate regarding appropriate versus inappropriate social media activity?
- ☐ How does the District educate students regarding digital self-image and online identity?
- ☐ How does the District educate students to analyze and evaluate media sources of information critically?
- ☐ How does the District educate students to apply critical and creative thinking skills when developing and producing media?
- ☐ How does the District facilitate student access to media creation tools?
- ☐ How does the District educate students regarding ethics, etiquette, and civil discourse in the digital landscape?
- ☐ How does the District educate student regarding balanced use and overuse of technology (i.e. screen addiction)?

Pateros School District
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