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School Health Advisory Council

Presentation:
tinyurl.com/LISDSHAC

December 2024

Varying Age Ranges
Customize recommendations of device usage for varying age ranges and developmental levels

Focused Learning
Differentiate device usage for Focused Learning and develop parameters for unstructured time

Frequency of Breaks
Designate frequency of breaks from digital devices.

Family Partnerships
Support parent partnerships in digital device usage at home

Body Placement
Establish physical positioning (ergonomic) practices for the educational setting

Processes in Place
Understand that there are processes used to block access to inappropriate content

Best Teaching Practices
Ensure implementation of best practices through staff training

Sub Committees

SHAC Folder for All Project Work	PK - 3 Facilitators: Walter & Fields Table 1	4-5 Facilitators: Spalding & Kolbeck Table 2	6-8 Facilitators: Greene & Cuckler Table 3
Team A: Frequency of Breaks & Focused Learning	N. Singh E. Varghese W. Vaughn J. Castro B. Sindell	E. Graham K. Mandel R. Miller V. Nguyen R. Marts	S. Hall K. Benton L. Davenport L. Hobza G. Langley H. Christman M. Vincelette
Team B: Parent Support, Body Placement	I. Abbas N. Boone K. Carlson A. Quinlan C. Shearer K. Stafford	C. Croll S. Parker E. Arnold C. Houghton	B. Warren C. Singleton S. Dailey J. Gillespie K. Nalodka J. Beimer

Common Terminology

1:X

LMS/Canvas

LHub

CK

Consumer

Producer

Common Sense Media

Technology vs Device

Personal Device vs LISD 1:X

Current Device Landscape
1:X Program Info

PK

- Ratio of 3 students per 1 device
- These stay in the classroom
- Assigned to classrooms - not students

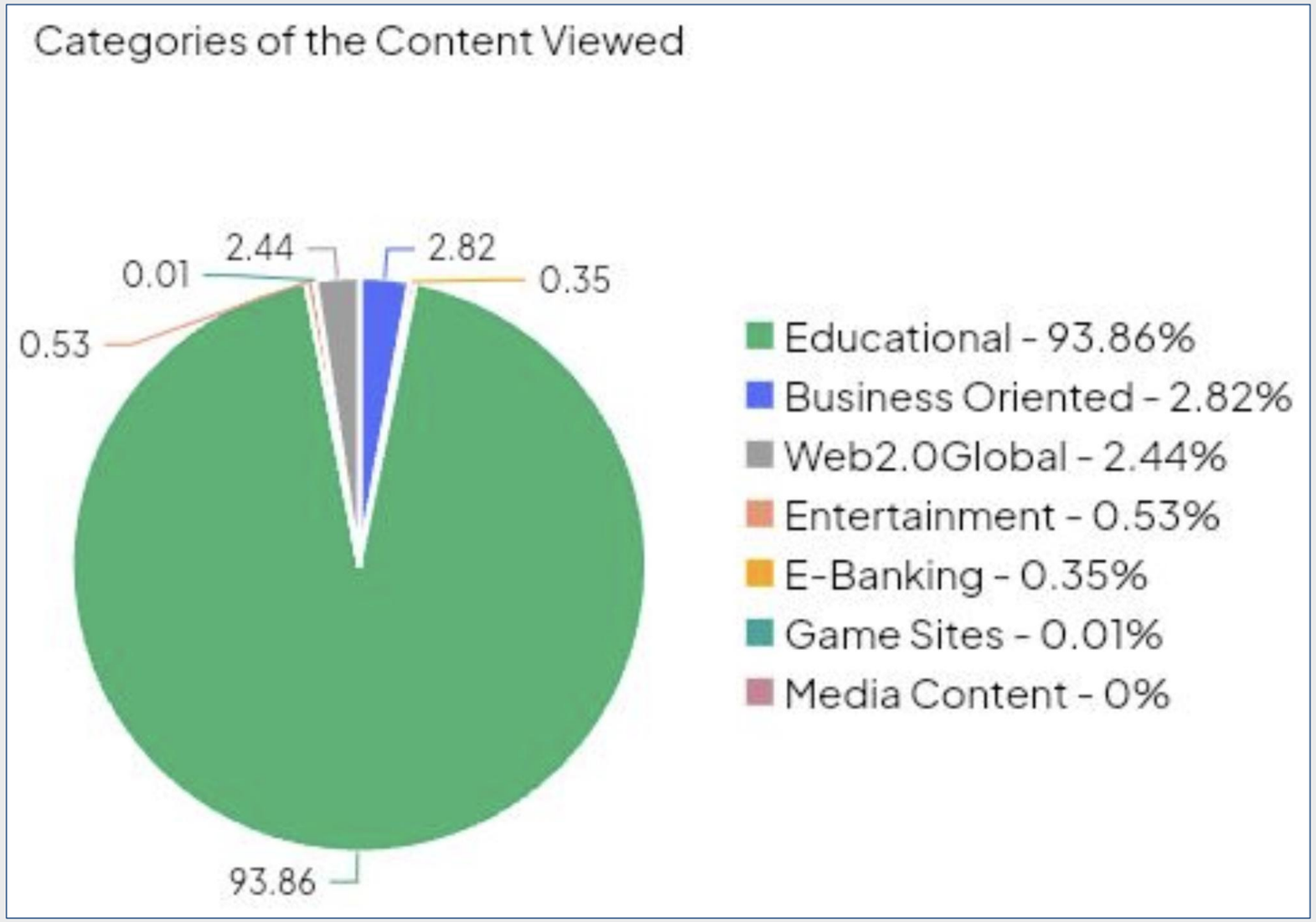
K-3rd

- Class set for number of students in classroom
- These stay in the classroom - do not go home
- Assigned to students and roll-up each grade level until 4th grade

4-12th

- Families in these grade levels have the opportunity to opt in to the 1:X program $30/$15
  - With insurance
  - Without insurance (older device)
- Devices assigned to the students
  - Life cycle of device is 5-6 years
- Devices go home with students after the school day, as well as school breaks
- As of 10/31/2024
  - Opt-in is 97.07%
  - 93.43% of devices are being used on campus during the school day

Device Usage Data



Focused Learning Instructional Resource Requirements

- Instructional resources come in partial or completely online platforms
- State and district required testing is now taken online in all grade levels
- Legislative requirements include platforms for parent access to increase transparency
- Testing format familiarity helps to reduces anxiety around the testing experience

HMH Istation STAAR

Focused Learning Kindergarten Productivity

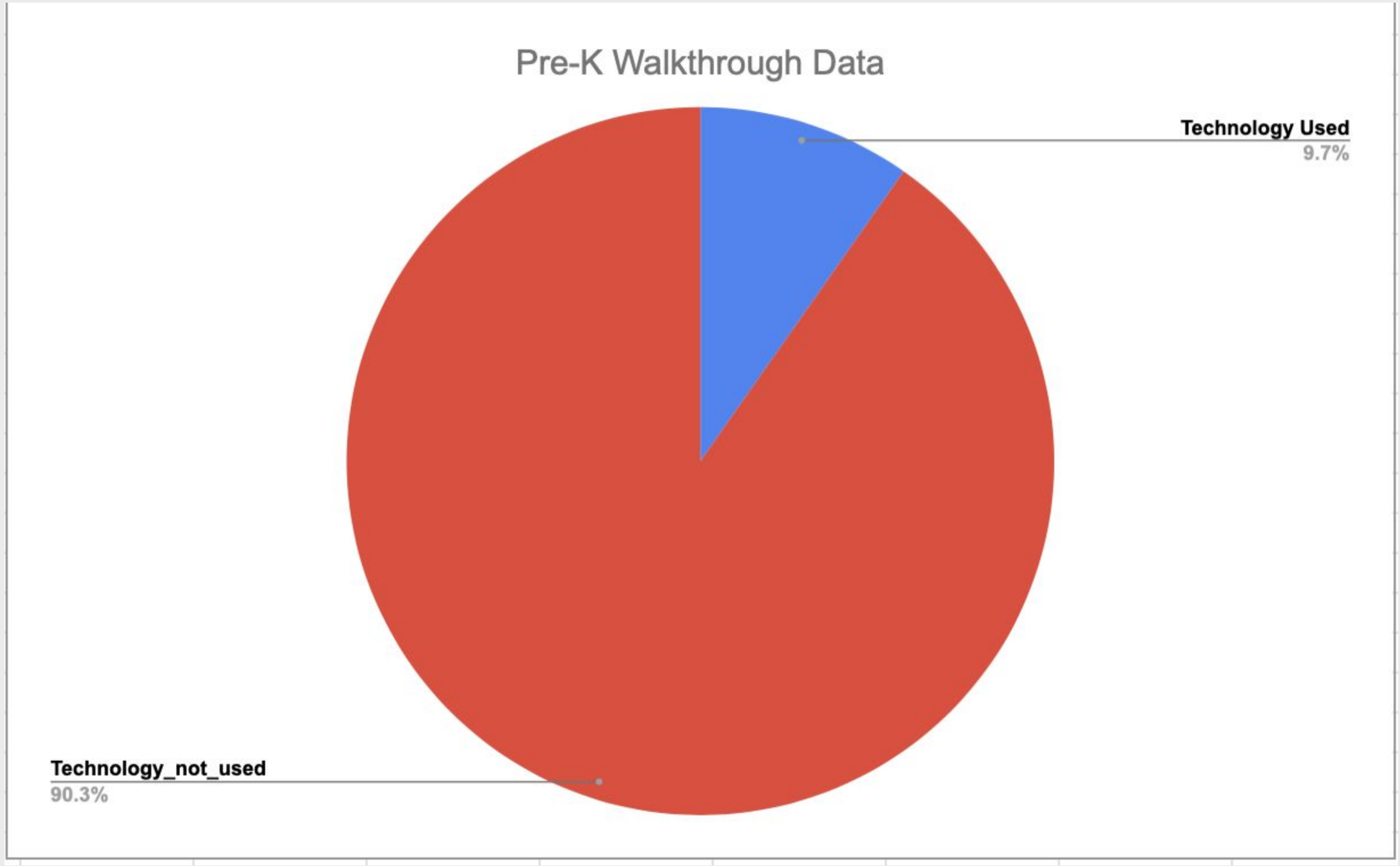
8th Grade Productivity

Focused learning vs. Unstructured Time

Daily Time Allotment Minimums	Instruction/Activities	Approximate % of the School Day
300 minutes	Total Core Content Instructional Minutes	73%
120 minutes	Total Other Minutes	27%
420 minutes per day	Total Daily Minutes Required	100%

Unstructured time could include, lunch, recess, and special areas. In addition to this scheduled unstructured time, early finishers could have additional time during the day.

Walkthrough Data



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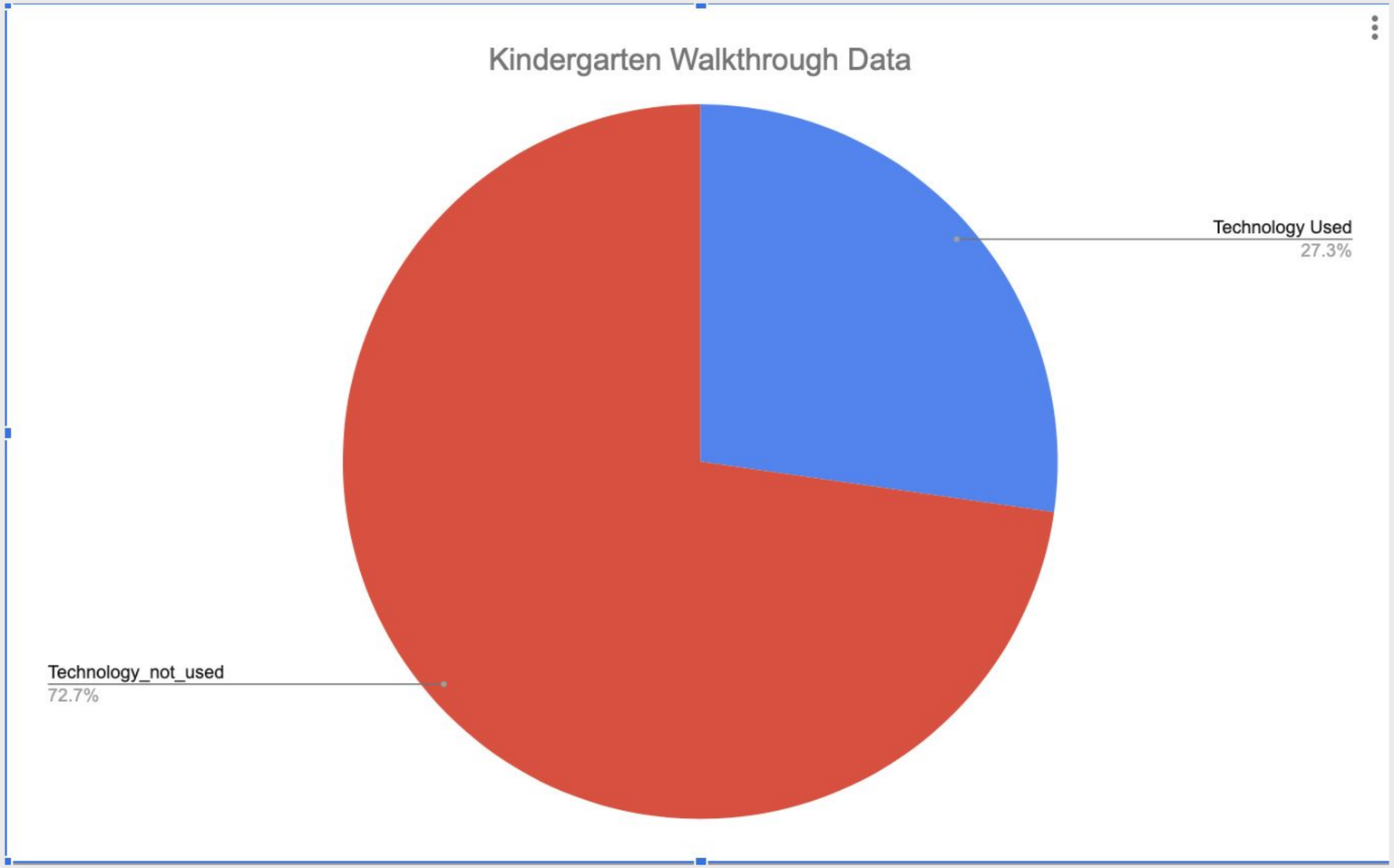

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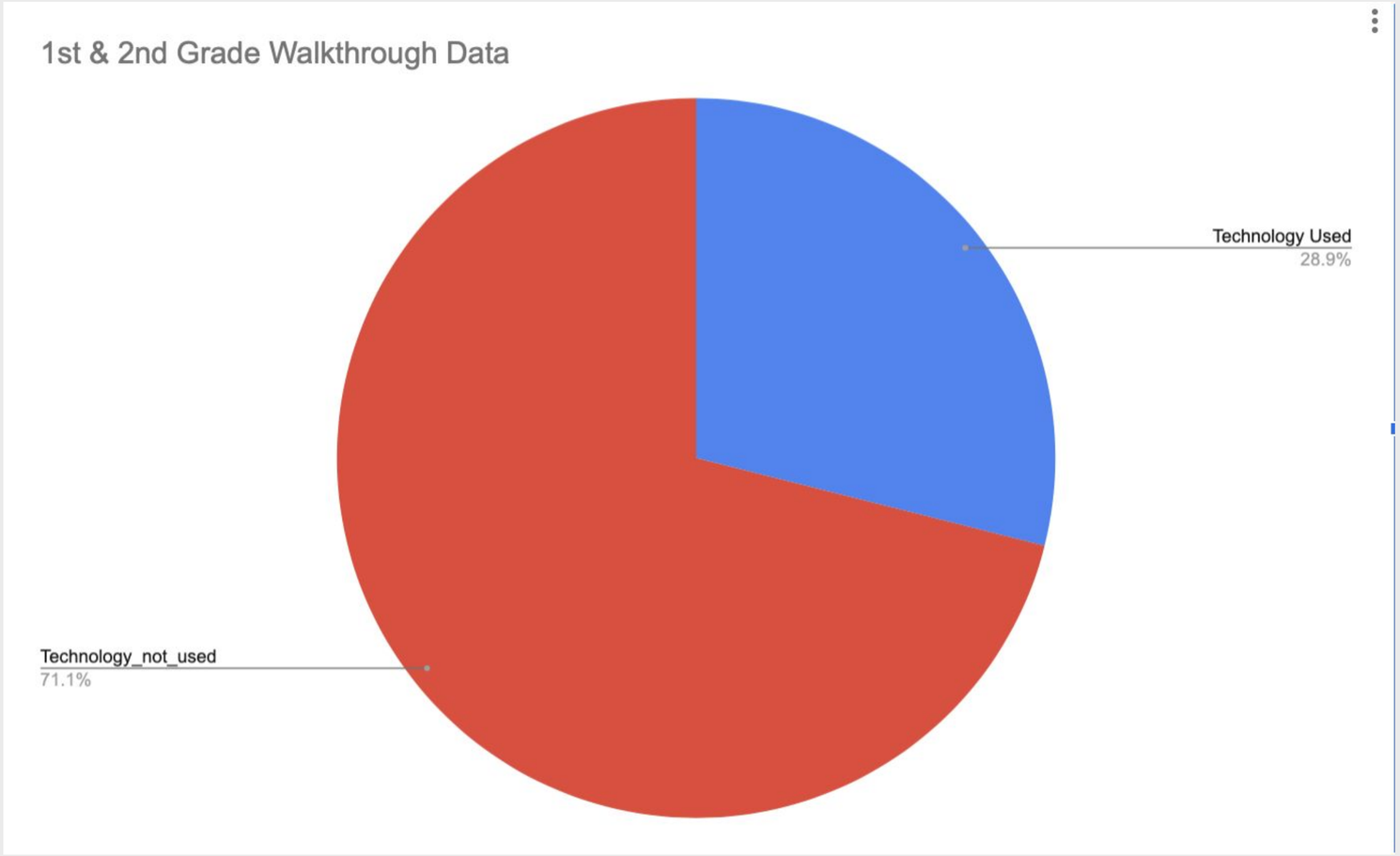

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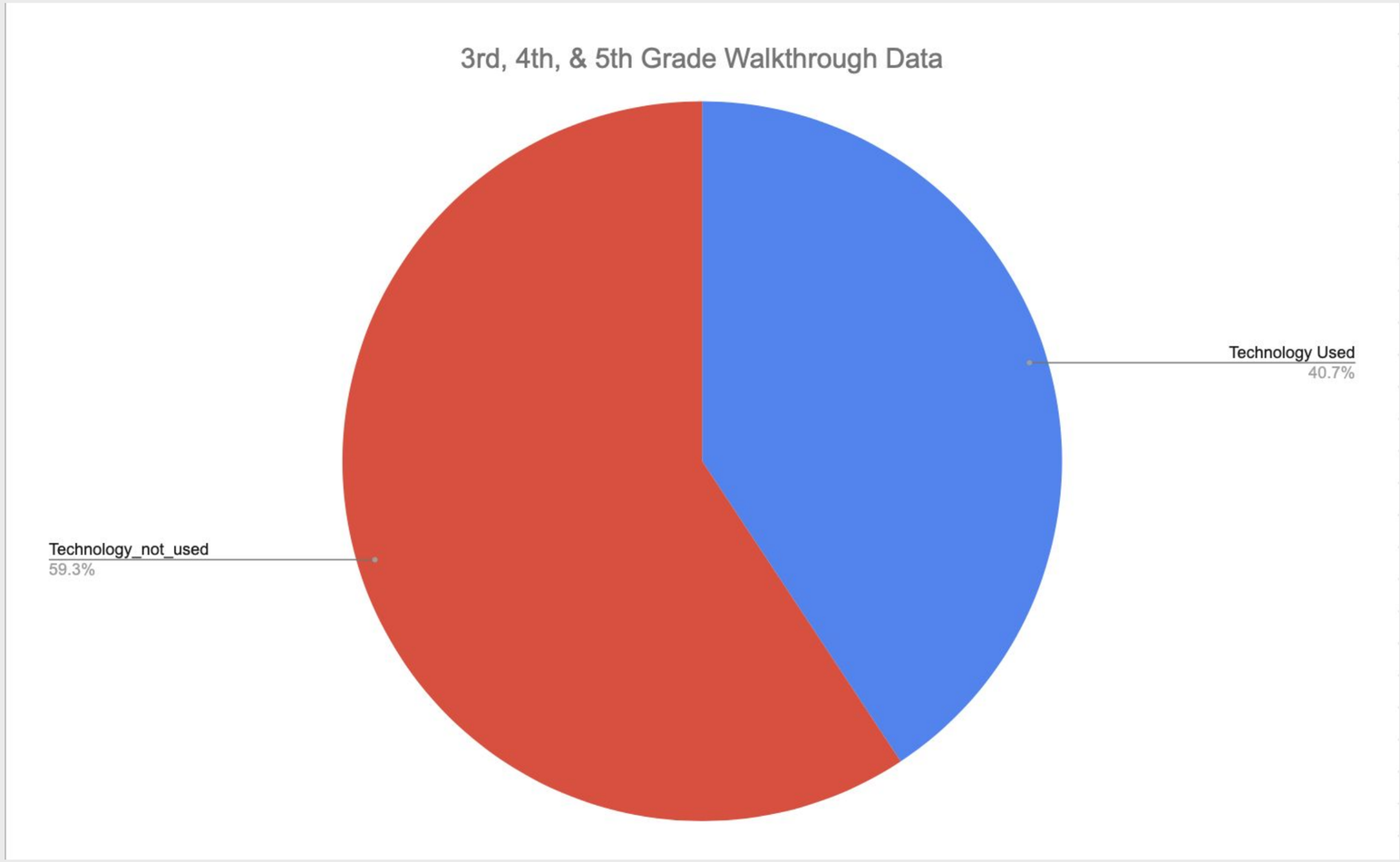

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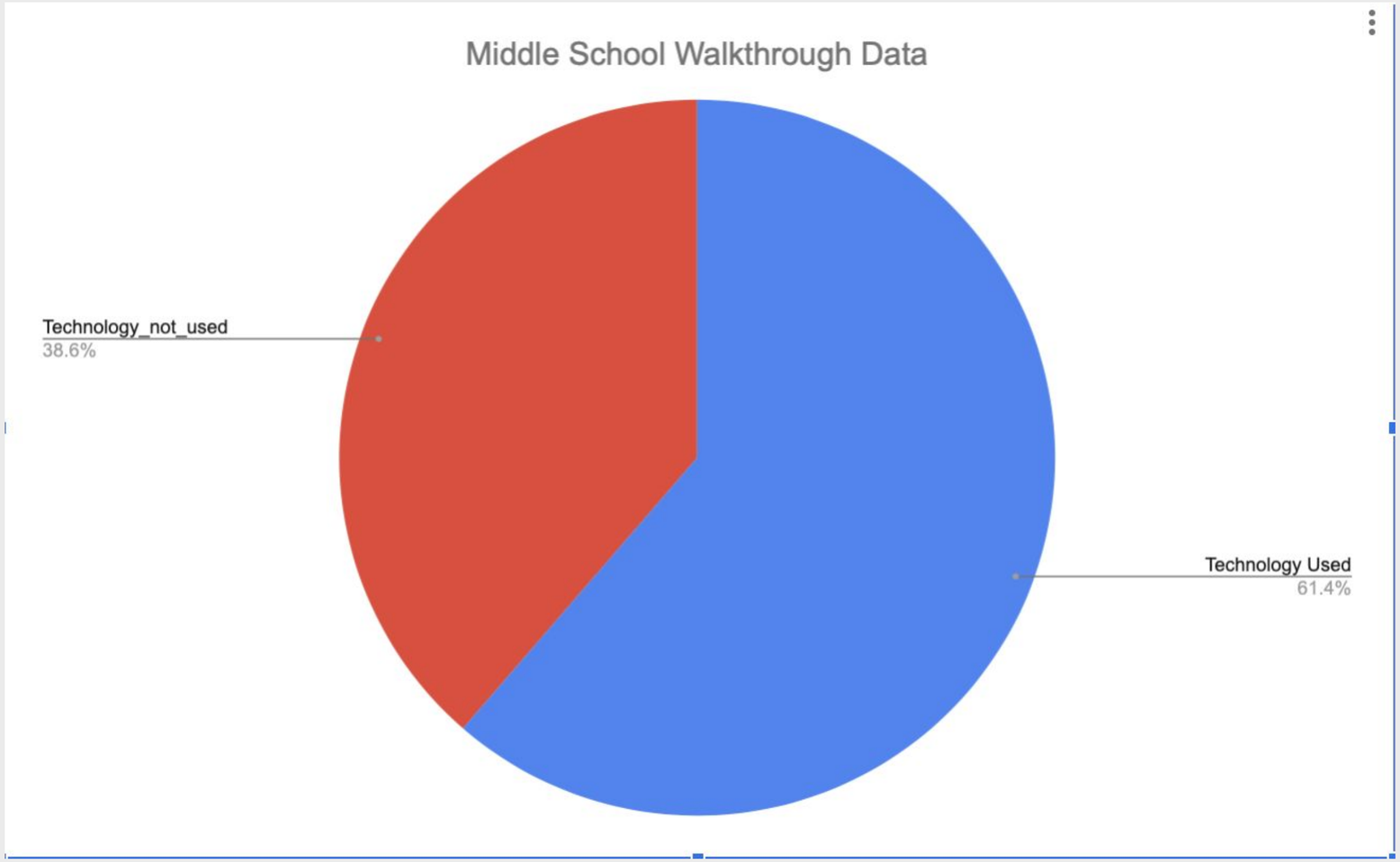

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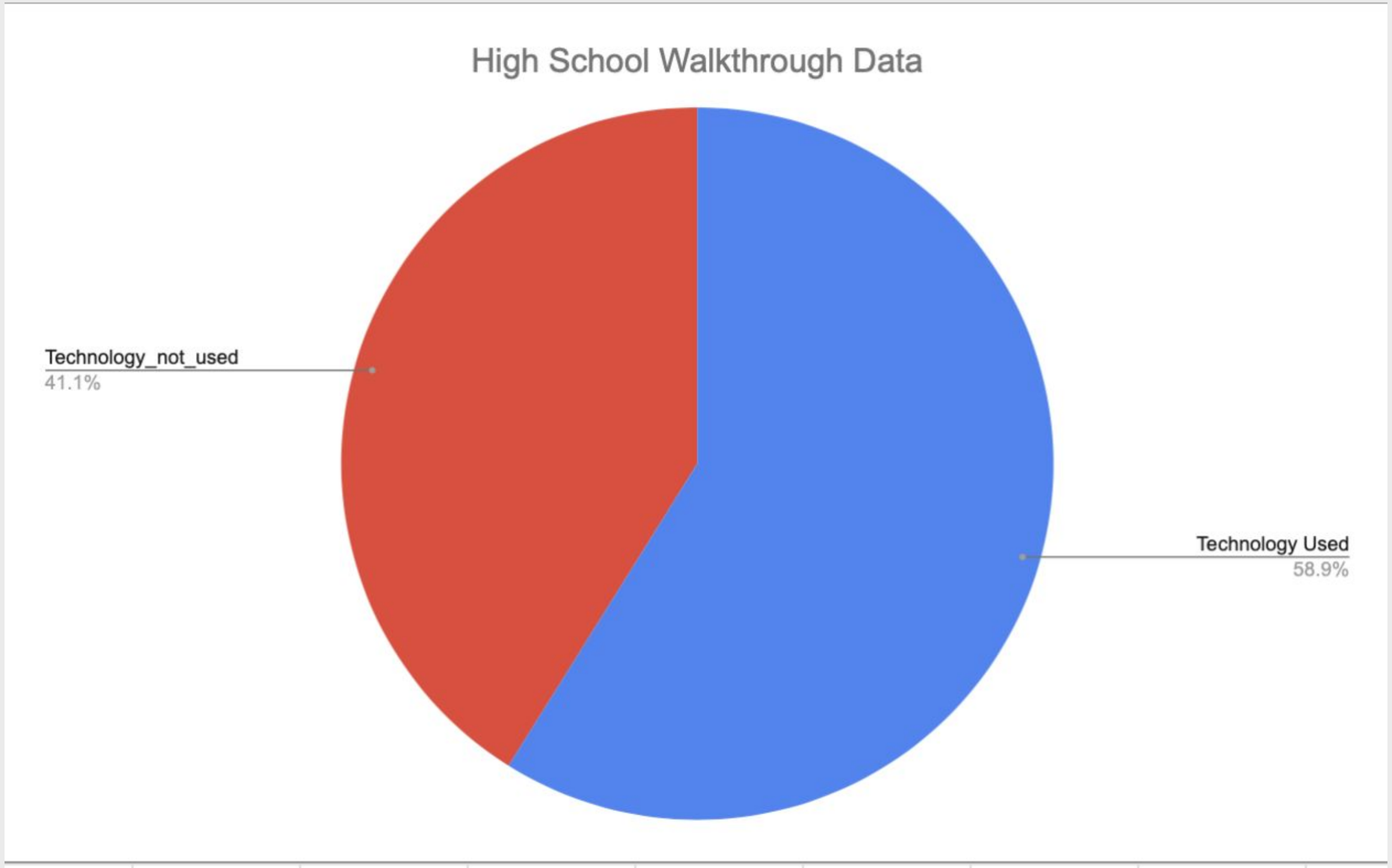
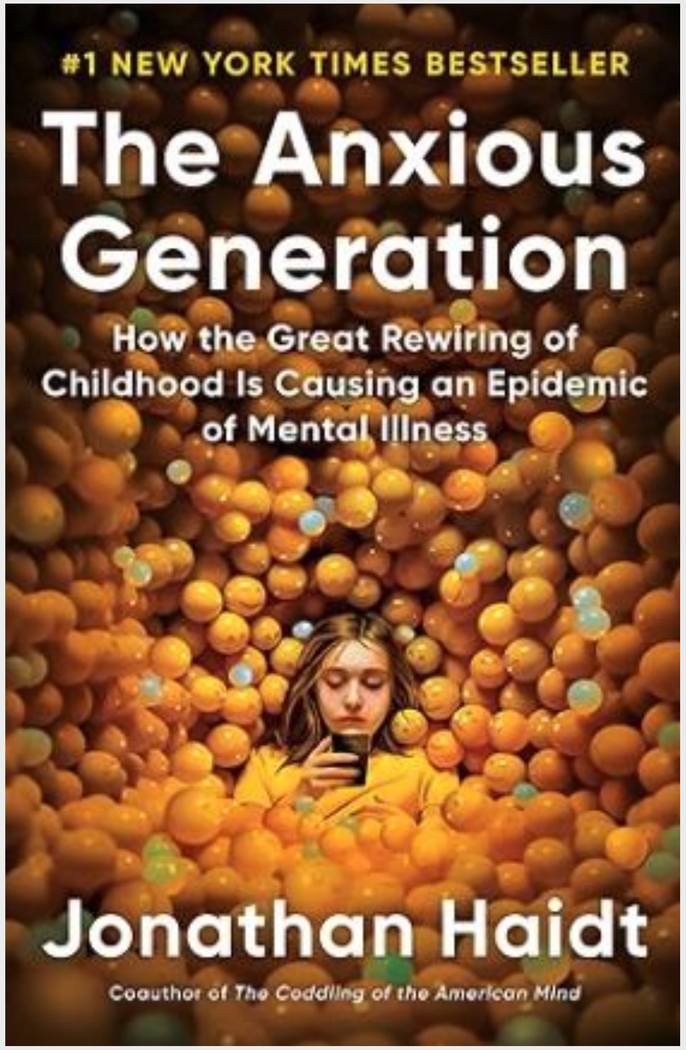


Technology Breaks



Technology Application TEKS

K.8D practice ergonomically correct keyboarding techniques and developmentally appropriate hand and body positions;	1.9D practice ergonomically correct keyboarding techniques and developmentally appropriate hand and body positions;	2.10D practice ergonomically correct keyboarding techniques and developmentally appropriate hand and body positions;	3.12C demonstrate proper touch keyboarding techniques with accuracy and ergonomic strategies such as correct hand and body positions;	4.12C demonstrate proper touch keyboarding techniques with speed and accuracy and ergonomic strategies such as correct hand and body positions;	5.12C demonstrate proper touch keyboarding techniques with increasing speed and accuracy and ergonomic strategies such as correct hand and body positions;	6.12D* demonstrate improvement in speed and accuracy as measured by words per minute when applying correct keyboarding techniques	7.12D* demonstrates improvement in speed and accuracy as measured by words per minute when applying correct keyboarding techniques;	8.12D* demonstrate improvement in speed and accuracy as measured by words per minute when applying correct keyboarding techniques

Training on Digital Citizenship for Students

Digital Citizenship
Lewisville ISD

Strand: Digital Citizenship

Students practice the ethical and effective application of technology and develop an understanding of cybersecurity and the impact of a digital footprint to become safe, productive, and respectful digital citizens.

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Training & Best Practices for Staff

Administrator Training

Staff Professional Learning

Digital Learning Job Embedded Support

Counseling Parent Education

- Ask An Expert: Technology (video)
- Prevention and Wellness (flyer)
- Campus specific parent education/presentations (Ex: Technology Toolkit)
- Campus specific newsletters (Ex: Counseling Corner Smore - *last section*)

RESPONSIBLE DIGITAL PARENTING

The internet and technology provide virtual playgrounds for children and adults alike.

The uses and resources are unlimited and can feel overwhelming at times to parents. Cyber safety tips to get you started:

1. Educate yourself on current trends and responsible digital parenting.
2. Talk with your child about internet safety and set family ground rules.
3. Lead by example. Be a good digital role model.
4. Continue the conversation and have frequent check-ins on your child's technology use.
5. Set security boundaries/rules

Example: Amount of time child can use, when to putting technology away, establish password protection and set parental controls.

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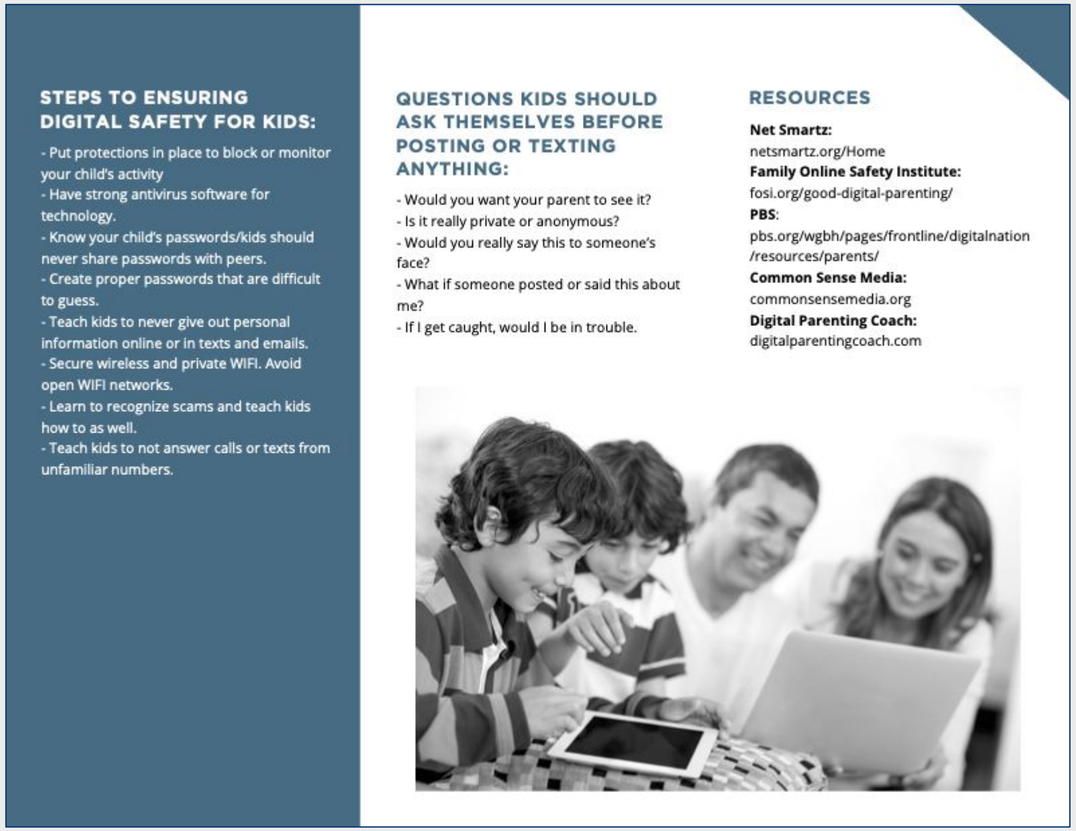
DIGITAL PARENTING



STEPS TO ENSURING DIGITAL SAFETY FOR KIDS:

- Put protections in place to block or monitor your child's activity
- Have strong antivirus software for technology.
- Know your child's passwords/kids should never share passwords with peers.
- Create proper passwords that are difficult to guess.
- Teach kids to never give out personal information online or in texts and emails.
- Secure wireless and private WIFI. Avoid open WIFI networks.
- Learn to recognize scams and teach kids how to as well.
- Teach kids to not answer calls or texts from unfamiliar numbers.

QUESTIONS KIDS SHOULD ASK THEMSELVES BEFORE POSTING OR TEXTING ANYTHING:

- Would you want your parent to see it?
- Is it really private or anonymous?
- Would you really say this to someone's face?
- What if someone posted or said this about me?
- If I get caught, would I be in trouble.

RESOURCES

Net Smartz:
netsmartz.org/Home
Family Online Safety Institute:
fosi.org/good-digital-parenting/
PBS:
pbs.org/wgbh/pages/frontline/digitalnation/resources/parents/
Common Sense Media:
commonsensemedia.org
Digital Parenting Coach:
digitalparentingcoach.com

Parental Controls

Jamf/ MDM

Mobile Device Management

- This puts a profile on iPads that allow us to control Apps and device policy.
- The Apple App store contains 1.9 million unvetted applications for students.
  - An Apple ID is required to access the Apple App Store.
  - Apple requires students to be 13 years old to use their own Apple ID.
- LISD Maintains a “LISD App Store” using JAMF.
  - All elementary and middle school grades have access to only the LISD App Store.
- All Apps in the LISD App Store have been reviewed and vetted for student learning by the Learning and Teaching and the Technology Departments.

Content Keeper/Web Filter

Internet Filtering:

- Categories- This is how ContentKeeper classifies websites and applications
  - Allowed or Blocked
- Filtering Groups (HS/MS/ES)
- Unmanaged= Blocked
  - Click on submit URL- Helpdesk reaches out to content and categorizes
- Decryption (Google, Yahoo, Bing)
  - You need to decrypt to see search terms
  - We are not able to decrypt every web service that includes search
  - Decryption is very CPU intensive and cost prohibitive
- Off Network VPN Capabilities
  - We use CK Express which allows that same filtering experience off campus
- Dynamic Whitelisting- If video content such as YouTube is access through Canvas it is allowed
- Internet filtering is very dynamic and challenging to manage

Content Keeper/Web Filter

Contentkeeper Explained

Allowed Examples

- Education
- Educational Games
- News
- White Listed URLS/Domains
- Shopping
- Entertainment

Blocked Examples

- Alcohol
- Nudity
- Violence
- Pornography
- Unmanaged
- Malicious
- Game Sites

Varying Age Range Research Groups

Group A

Focused Learning

Frequency of Breaks

Group B

Family Partnerships

Body Placement

Guiding Questions
Group A

Group A

Focused Learning

Frequency of Breaks

1. Based on what we have shared, discuss the current LISD practices that enhance implementation of this principle.
2. Consider, what do evidence-based studies or research inform us about this principle?
3. With respect to your role and expertise, what should be considered in regards to this principle?
4. What do teachers need to know about this principle?
5. What do parents need to know about this principle?

Guiding Questions
Group B

Group B

Family Partnerships

Body Placement

1. Based on what we have shared, discuss the current LISD practices that enhance implementation of this principle.
2. Consider, what do evidence-based studies or research inform us about this principle?
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5. What do parents need to know about this principle?

Research Group Folders

SHAC Folder for All Project Work	PK - 3 Facilitators: *Walter & Fields*	4-5 Facilitators: *Spalding & Kolbeck*	6-8 Facilitators: *Greene & Cuckler*
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Share
Out

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Thank you for coming!

Agenda

- December 4th - 6:00- 7:30 pm
  - 6:00 - 6:15 - Structure of Guidelines & SHAC Outcome goals - Greene slides 5-7
  - 6:15 - 6:20 Current Landscape & Device data usage slides 8-9 - Jacobsen/Kolbeck
  - 6:20 - 6:25 Focused Learning slides 10, 11, 12, 13 - spalding/ fields combo
  - 6:25 - 6:30 Breaks & frequency of time off device, research on sedentary students - slides 14-15 (Cuckler)
  - 6:30 - 6:40 Body Placement - tech teks - 16 Fields
  - 6:40 - 6:45 TEKS dig cit, training Fields
  - 6:45 - 6:50 parent partnership - (17 Walter/18 Greene)
  - 6:50 - 6:55 - Jamf/content keeper 19 (Kolbeck)
  - 6:55 - 7:15 group breakout with google folders and get assignments
  - 7:15-7:30 - Have to have time to share out groups thoughts for the formal minutes and recording

    Breakout into Groups with Leaders:
    - Questions 1 and 2: Start at December (6) meeting, continue for homework
      - What current LISD practices enhance implementation of this principle?
      - What do evidence-based studies or research inform us about this principle?

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