Agenda

1. District Technology Vision
2. District Technology Committee
3. G Suite for Education
4. Data Privacy
5. Classroom Management Tool
6. District Filtering Tools
7. Parent Resource for monitoring at home
8. Screen Time
9. Cybersecurity
District Technology District Committee

- Tony Suozzo, Assistant Superintendent
- Dennis Schmidt, Administrator of Technology
- Douglas Brower, K-12 Supervisor of Instructional Technology
- Jane Ellen Lennon, Principal Toll Gate Grammar School
- Vicky Pilitsis, K-12 Director of STEM
- Trish Pinelli, Vice Principal Central High School
- Raquel Rivera, Vice Principal Timberlane Middle School
- Jill Bacso, District Technology Trainer

  ○ Ad Hoc Members:
    - Jeff Losch, Technology Teacher at CHS
    - Melissa Sisz, Technology Teacher at TMS
    - Kathy Brewer, Technology Teacher at TMS
    - Kathy Neggia, Technology Teacher at TMS
    - Eric Guise, Media Specialist at CHS
    - Mandi Perez, Technology Teacher K-5
    - Vikki Obst, Technology Teacher K-5
HVRSD Technology Vision

What are teachers doing?

The teacher’s role in the classroom is to use data to provide individual and small group instruction to ensure personalized learning. They serve as a coach and facilitator, providing choice and developing strong relationships with and between students (to meet their social emotional needs.)

What are students doing?

Students are advocating for themselves and others by making choices about their own learning through collaboration, self-assessment, and reflection with a strong emphasis on relevance and purpose. Students persevere and work through mistakes.
What kind of tasks are students working on?

Students are working collaboratively and individually on tasks that are project-based, authentic, and grounded in real-world applications. These tasks encourage critical thinking and encourage students to take action and share their learning with members of the local and global community. Rigor of tasks and grit / perseverance.

What does the classroom look like, feel like, sound like?

The classroom is a transformative space that supports risk-taking, active student-centered, passionate learning through flexible seating/work environment with collaborative discussion, questioning, high energy, and plenty of laughter!
The way we learned

The way our students are learning
Station Rotation

- Computer-based learning
- Personalization
- Self-directed learning
- Problem Solving
- Social Skills
- Creation
- Empowerment
- Differentiation
- Mini Lessons
- Assessment
Differentiation: Real Time Data to Drive Instruction

Formative Assessment
G Suite for Education

G Suite for Education provides us with a framework for embedding the overall mission and vision of the Hopewell Valley School District. It aligns with the use of 21st Century Learning skills and promotes a change in the culture of education, communication and collaboration.

- Share information easily
- Integrates into OnCourse SIS
- Provides extra student support
- Single solution
- Access 24/7 from anywhere
- Creation of digital portfolios
- Monitoring of student progress
- Supports HVRSD green initiative
ClassLink: Public Portal

ClassLink Public Portal - Software Privacy Policies

Terms of Service for Educational Applications
https://portal.classlink.com/hopewell
Data Privacy Policies

- G Suite for Education Privacy Notice
- HVRSD Acceptable Use (AUP)
- Children’s Internet Protection Act (CIPA)
- Children’s Online Privacy Protection (COPPA)
- Family Educational Rights and Privacy Act (FERPA)
- Privacy Policies of 3rd Party Apps
  - Personally Identifiable Information
  - Collection, Use and Sharing of Student Data
  - Application of State and Federal Policies
GoGuardian

- Classroom management tool that was piloted by 20 teachers (10 at TMS and 10 at CHS) in September and October.
- All 6-12 staff were trained on how to use GoGuardian during November.
- All 3-5 staff will be trained on how to use GoGuardian in January.
- Over the last several years we have used other products with similar features (Hapara, Impero)
GoGuardian Feature Sets

- Allows teachers to monitor student Chromebooks during class to make sure students are remaining on task.
- Features include:
  - Controlling specific websites students can access during class
  - Take a snapshot of a student’s screen
  - Review student browsing history
  - Message individual students or the entire class
  - Lock a student’s screen
  - Reports for student activity over multiple class sessions
  - Limit the number of tabs students can have open at any given time during class
  - Close student tabs
  - All of these features only work on student Chromebooks between the hours of 7 am - 3:30 pm Monday - Friday (inside of school walls only).
District Filtering Tools

- **Cisco Umbrella**
  - Protect against online threats (Malware, Phishing, etc.)
  - Application Protection
  - Content Filtering
- **Cisco Cloudlock**
  - Behavioral Risks (suspicious login, location, activity)
  - Data Loss Prevention [DLP]
  - App Risks (Privacy protections)
  - Data Policy (Self Harm, Aggressive Behavior, etc.)
- **SonicWall** (Content Filtering, Firewall Protections)
- **Securly** (Content Filtering, User Content Monitoring)
Cisco Cloudlock Umbrella

- This is a product that monitors student google drives and flags key words such as suicide, violence, drugs, etc.
- It notifies an administrator who then has access to the document and decides next steps:
  - Notify parents
  - Notify police
  - Making sure supports are in place for the student

**SELF HARM (V2) POLICY VIOLATION NOTIFICATION**

You received this email because we detected 2 incidents:

- 216148037 CRITICAL May 02, 2019 Untitled document NEW
- 215932105 CRITICAL May 01, 2019 Informational Slide NEW

Please login to the CloudLock application for more information.
Time of Message: 4:58 PM Pacific

Risk Assessment: Increased Risk

This student has conducted recent web activity that has been flagged due to their concerning nature and includes mention of: Suicide. They are as follows (all times in PST):

Excerpt:

- suicidepreventionlifeline.org
- chat.suicidepreventionlifeline.org

Suicide is a sensitive topic to discuss with students, and it's understandable to be apprehensive in approaching the subject. However, it has significant personal impact on children and adolescents. Here are some resources to help you and your school talk to children about suicide, intervene on a potential suicide, or help cope when one has occurred.

Talking To Your Kids About Suicide
National Suicide Prevention Lifeline – 1 (800) 273 8255
How can we support parents monitoring at home?

- Securly is a product that applies the filtering we use at school on student Chromebooks at home.
  - It filters sites visited, searches, images
  - It **cannot** capture video or audio from the device’s camera or microphone
- The parent portal allows parents to do the following:
  - Search their child’s browsing history on their school-issued Chromebook.
  - Set restrictions at home on their child’s school-issued Chromebook (block specific sites such as YouTube, etc.)
- This product will be provided to parents as a free resource by the district to help monitor at home.
- 6-12 parents will be receiving an email from Securly with their login information the week of December 16th.
Securly Home App

- **Activity Feed**
  - 30 Days of Data: Sites/Searches/Videos
  - Filter by Child
  - Visibility Options

- **Flagged Activity**
  - Self Harm/Suicide
  - Violence
  - Bullying

- **Rules**
  - Show parents sites that are accessed/blocked
  - Block/Allow Categories & Individual Sites
Flagged Activity

- **Flagged sentiments:** Use sentiment analysis to determine if posts on FB, twitter, and google+ are indicative of bullying or self-harm. If so, we post the message in the Parent Portal.

- **Flagged Searches:** Examine student searches, and if a search matches our database of keyword phrases, it will appear in Flagged activity.

- **Flagged Sites:** Have a database of sites that will be flagged if a student visits or attempts to visit, such as near-death.com, or suicide.org.
Pause Button for Parents

- Stop internet access with the push of a button
- Applicable only when device is off campus
- Helps parents manage screen time
Weekly Email Report For Parents

- Provides a **small sample** of the **student's online activity** over the past week
- Gives direct access to SecurlyHome
- Keeps Parents **engaged** each week
What about other devices in my home?

- Securly also has another product parents can purchase to monitor non-school issued devices such as cell phones, iPads, laptops, etc.

The one little Hub that does it all!

- Pause the internet
- Set your own rules
- Real time activity feeds
- Safer Youtube
- Safe Searches

$59.99. No monthly or yearly subscription
30 day guarantee
Includes shipping
Screen Time
Students in Grades 6-12 (October 14 - November 1)

Average daily utilization during date range (excluding weekends)*

- Avg Minutes / Device Used

/Technology/Mobile/Chrome/HS/Students/2021
/Technology/Mobile/Chrome/HS/Students/2022
/Technology/Mobile/Chrome/TL/Students/2026
/Technology/Mobile/Chrome/HS/Students/2023
/Technology/Mobile/Chrome/TL/Students/2024
/Technology/Mobile/Chrome/TL/Students/2025
/Technology/Mobile/Chrome/HS/Students/2020
Average daily utilization during date range (excluding weekends)*

- Technology/Mobile/Chrome/HS/Students/2021
- Technology/Mobile/Chrome/HS/Students/2022
- Technology/Mobile/Chrome/TL/Students/2026
- Technology/Mobile/Chrome/HS/Students/2023
- Technology/Mobile/Chrome/TL/Students/2024
- Technology/Mobile/Chrome/TL/Students/2025
- Technology/Mobile/Chrome/HS/Students/2020
This is a visualization of cyber security related incidents from 2016 to present:

**Blue Pins:** Phishing attacks resulting in the disclosure of personal data.

**Yellow Pins:** Ransomware attacks.

**Green Pins:** Denial of service attacks.

**Red Pins:** Other cyber incidents resulting in disruption to the school day.

**Purple Pins:** Other unauthorized breaches or hacks resulting in disclosure of personal data.

*Source: The K-12 Cybersecurity Resource Center*
Cybersecurity Training for All Staff

- The district is using a company called KnowBe4 to train staff in cybersecurity.
- We have been using this company for about a year and a half.
- Staff are required to progress through training modules that address the following:
  - How to recognize phishing emails
  - Two factor authentication
  - General cybersecurity awareness
- We send out monthly phishing attacks to staff and monitor progress with remediation for staff that need it.
DISTRICT SAFETY AND SECURITY SPECIALIST

- Appointed as the district safety and security specialist

- Spent 7 days in security training
  - NJDOE
  - Two days of ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training with all of the principals, vice principals, CSOs and HVEA President
  - John More - expert in this area invited to visit major school shooting sites to study trends and provide analysis

- Examined case studies of all school shootings (Virginia Tech, Sandy Hook, etc.)

- IED training (explosive devices)

- Two full days of training in threat assessment protocols

- Best practices for vestibules, visitor management, active shooters, bomb threats, re-unification in the event of an evacuation

School are required to hold a minimum of two of each of the following security drills annually:

- Active Shooter
- Evacuation (non-fire)
- Bomb Threat
- Lockdown

Examples of these types of drills:

- Shelter in place
- Evacuation to a relocation site
- Table top exercise
- Full scale exercise
Safety and Security - What we have accomplished

- All students and staff trained in A.L.I.C.E.
- Visiting Procedures (ID and Lanyards)
- Substitute Procedures (ID and Lanyards)
- Visible Staff and Student IDs at TMS and CHS
- Emergency Notification System
- Limiting building access
  - Vestibule Re-design all six schools
  - Open door notification system
- Mercer County Task Force (Geomapping, Incident Command Training)
- Campus Safety Officers (all retired law enforcement)
- Threat Assessment Protocol and teams in each building
Safety and Security - What we have accomplished

- Improved internal communication
- Numbering all windows
- Installation of additional cameras w/ live HTPD access
- Installation of generators in each building
- Installation of vaping monitors at TMS and CHS
- Reunification drill involving SB and CHS (first school district in Mercer County to do this)
  - Establishment of a district reunification team
- Anonymous Tip Line 737-4000 xTIPS or tips@hvrsd.org
“It Takes a long time to hurt a lot of people.”

Fact 1: Shot fired every 4-15 seconds
Ron Borsch, Stopwatch of Death

Fact 2: 50% Hit someone
1:1 Ratio
Police Response Time

- An active shooter event is typically over within 4-6 minutes

- Average police response time:
  1. From sign of danger to call 911: **2-3 minutes**
  2. Dispatch to gain information from caller: **1-2 minutes**
  3. Officer response time: **2-3 minutes**
  4. Officer in the building: **1-2 minutes**
  5. Officer contact with threat: **2-3 minutes**

Total: **8-13 minutes**

Total shots fired: **32**
Total hit: **16**

So what does this mean for us?
Did you ever wonder the origin of the lockdown and where it came from?
Origins of the Lockdown

Mr. Modzeleski said that “lockdown” tactics were developed in the late 1970’s in Southern California (possibly in the Los Angeles Unified School District). He said that a more accurate description of the tactic would be “secure in place.”

Lockdown was developed in response to drive-by shootings and street level crime occurring outside of school buildings. The district had perimeter fencing, the building would be “locked down” and Law Enforcement Officers employed by the school district, who were already within the perimeter, would deal with the incident along with other arriving outside agency officers. Mr. Modzeleski stated that these drills were referred to as “drive by drills” when he was exposed to the concept.

Suddenly, the tactics of traditional lockdown made sense. Curtains pulled helped prevent outside threats from seeing into the classroom and also prevented glass from flying around the room if shattered by gun fire. Lights off prevented shadows from being cast on the curtains, preventing target acquisition by outside threats. Getting down on the floor away from the windows and door allowed the students and staff to be below the level of rounds coming in a window and used the wall below the windows to provide some cover from incoming bullets. Evacuation was not an option because the threat was already outside.
In New Jersey, the current protocol in most schools is to lock down in the event of an active shooter or other imminent threat in the school. While lockdowns may be the best option in many cases, there is considerable evidence available that suggests a lockdown is not always the only, or the best, option in all situations (NASD/NASRO, 2014; USDOE et al., 2013; FBI, 2013). Providing training to school staff members that encourages them to make the best decision based on situational awareness provides the best chance for survival. Options such as evacuation, barricading, or countering an attacker (only if in imminent danger) should be available in an emergency. Training to the default lockdown essentially removes these as viable options in emergency situations (USDOE et al., 2013, p. 63).
ACTIVE SHOOTER SITUATIONS: RESPONDING TO AN ACTIVE SHOOTER SITUATION

During an *active shooter situation*, the natural human reaction, even if you are highly trained, is to be startled, feel fear and anxiety, and even experience initial disbelief and denial. You can expect to hear noise from alarms, gunfire and explosions, and people shouting and screaming. Training provides the means to regain your composure, recall at least some of what you have learned, and commit to action. There are three basic options: run, hide, or fight. You can run away from the shooter, seek a secure place where you can hide and/or deny the shooter access, or incapacitate the shooter to survive and protect others from harm.

As the situation develops, it is possible that students and staff will need to use more than one option. During an *active shooter situation*, staff will rarely have all of the information they need to make a fully informed decision about which option is best. While they should follow the plan and any instructions given during an incident, often they will have to rely on their own judgment to decide which option will best protect lives.  ^20
Research and Guideline/Mandates Supporting ALICE

State & Federal Agencies moving away from Lockdown-Only Response
ALICE is a proactive, options-based plan for civilian response to a Violent Critical Incident. ALICE authorizes and empowers individuals to utilize human action, building infrastructure, and communication options to increase their chances of survival.

The Mission is simple: Save More Lives!
ALICE®
TRAINING INSTITUTE

- Proactive approach
- Provides additional options beyond traditional lockdown
- Assumes every event is not the same
- ALICE is NOT sequential
- Increases odds of survival
- Research based
ALICE Current Footprint

50 States

- Organizations who we have already served:
  - 4,200 K-12
  - 4,150 LE Agencies
  - 3,055 Business
  - 1,300 Hospitals
  - 480 Worship
  - 950 University
  - 760 Government

Millions Educated

Copyright 2018 – All Rights Reserved
WWW.ALICETRAINING.COM
ALICE Training Video
I'm Not Scared... I'm Prepared!
Because I Know All About Alice

Written by Julia Cook
Illustrated by Michelle Hazelwood Hyde
What should parents do if there is a school emergency?

Stay calm and alert:
In the event of a school emergency, please remain calm and know that school staff, district personnel and Police are working to keep your child safe. Please keep your phone close and follow the directions provided. Based on the situation, the District may alert you to visit the District website, pay attention to social media: Facebook and Twitter, or tune in to local media outlets. Please know that the news will not always report accurate information.

Please do not come to the school:
We understand your desire to go to the school and the need to see your child, especially in a situation that feels scary. However, arriving at the scene before it is secure can interfere with the emergency response and puts you in danger. Past school emergencies have shown that one of the greatest challenges is how to manage the number of parents and concerned citizens rushing to the scene. By rushing to the school, parents can unintentionally create traffic jams that may block emergency responders from getting to the school or leaving if necessary to transport injured students or staff to emergency medical facilities. Families should not pick up their student unless given the direction to do so from the District.
Please do not call the school:
We ask that families do not call the school. This allows phone lines to stay open for communication with emergency personnel and school officials. It also helps school staff to remain focused on the safety of their students. The school and District will ensure information is shared via our phone messaging system, text messaging and email. If a student is injured, the families of those children will be notified directly.

If your child texts or calls you, please keep them calm:
We know that during a school emergency many of our students will try to call or text their parent or guardian. If this occurs, we ask that you stay calm and reassuring. Encourage your student to follow the directions of school staff. To prevent confusion or added safety risks, ask them to turn off their cell phone and refrain from using social media.

Make sure your contact information and all emergency contact information is accurate and updated:
The District will call families when there is an emergency situation at a school. Please make sure your emergency contact information is always up to date in OnCourse. In the event of a serious emergency, all emergency contacts will be called. Please make sure the emergency contacts you have listed for your child are up to date and they understand the District's procedures. Also, make sure that they know they are listed as an emergency contact.
Don’t call the police department or 911:
Dispatchers will be busy communicating with law enforcement, who are responding to the school emergency. Calling the police department or 911 to get information about the school emergency will only tie up phone lines and take time away from the dispatchers communicating with law enforcement who are on the scene.

Be prepared with photo ID:
In the event of an evacuation, the District will follow a standard reunification plan to ensure all students are safely returned to their families. During a reunification, families and/or individuals listed as an authorized person to pick up your child should do the following:

- Bring valid form of identification (ID).
- Follow signage and parking directions of reunification location.
- Complete the provided reunification form.
- Provide school personnel at the check-in table with a valid form of photo ID and the completed reunification form.
- Wait patiently as a District staff member retrieves and escorts your student to you.

Please note that only approved adults with valid photo identification will be allowed to pick up students from the evacuation location.
Questions???