

Digital Citizenship and Media Literacy

A. PURPOSE

In recognition of the fact that students use technology to play, learn, and communicate while at home and at school, it is important that they learn how to use that technology responsibly. The District is committed to educating every student on how to use technology in ways that augment their learning experience, leading to analysis, evaluation, reflection, and enhanced skills of expression. As the District's educators guide exploration of the digital landscape, they will encourage students to be critical and creative thinkers. Students, in turn, are expected to actively engage with and express their voices in the digital landscape.

B. DEFINITIONS

The District is dedicated to promoting and instilling principles of digital citizenship and media literacy in each of its students.

Digital Citizenship

Digital citizenship includes the norms of appropriate, responsible, and healthy behavior related to current technology use, including digital and media literacy, ethics, etiquette, and security. Digital citizenship includes the ability to access, analyze, evaluate, develop, produce, and interpret media, as well as Internet safety and cyberbullying prevention and response.

Digital citizens recognize and value the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they engage in safe, legal, and ethical behaviors. Digital citizens cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world. They advocate for themselves and others in their behavior, action, and choices.

Media Literacy

Media literacy is the ability to access, analyze, evaluate, create, and act using a variety of forms of communication. Media literacy includes the ability to understand how and why media messages and images are constructed and for what purposes they are used.

Media literate citizens examine how individuals interpret messages differently based on their skills, beliefs, backgrounds, and experiences. They also consider how values and points of view are included or excluded in various media. Media literate citizens remain continually aware of the ways in which media can influence beliefs and behavior. In addition, media literate citizens are effective communicators, able to demonstrate critical and creative thinking as they utilize appropriate media creation tools. Further, they understand the conventions and characteristics of the tools they have selected.

Media literate citizens are able to adapt to changing technologies and develop the new skills required as they continue to engage in life-long learning. Media literacy empowers individuals to participate as informed and active citizens in a democracy.

C. ELEMENTS OF SUCCESSFUL IMPLEMENTATION

The District aspires to implement the following practices to promote digital citizenship and media literacy for all students.

Student instruction

In recognition of the fact that students are consumers and creators of information and ideas, the District promotes cross-curricular integration of digital citizenship and media literacy and leadership instruction at all levels. The District recognizes the importance of students as active participants, role models, and peer mentors in addressing the following topics:

Online safety, responsibility, and security

Students will learn how to be safe and responsible digital citizens, and they will be encouraged to teach others about issues such as cyberbullying, social networking, online predators, and risky communications.

Media literacy

Students will learn how to produce their own media; how to examine the ways in which people experience or interact with media differently; how to identify embedded values and stereotypes; how to analyze words and images critically; and how to evaluate the various sources of information with which they are presented.

Law, fair use, copyright, and intellectual property

Students will learn about the importance of navigating the digital landscape in ways that are legal, including access to and use of copyrighted materials. Students will also learn how to access and create intellectual property legally.

Online identity and personal brand

Students will learn about their “digital footprint” and the persistence of their digital information, including on social media. Students will also learn about the creation and maintenance of their self-image, reputation, and online identity.

Ethics, digital communications, and collaboration

Students will learn about fairness and civil discourse in the digital environment, including the importance of collaborating and ethically interacting with others online.

Professional Development

The District endeavors to support teachers and instructional leaders in developing leadership skills and proficiency in the principles of digital citizenship and media literacy, both as an instructional imperative and as dynamic District policy and practice.

Policy and Practices

The District acknowledges the need for digital and online policies that are dynamic and responsive to diverse community standards and student learning outcomes. The District annually reviews its policies and procedures on electronic resources, Internet safety, digital citizenship, and media literacy. The District authorizes the Superintendent to develop further procedures and guidelines if appropriate.

Communications and Engagement

The District acknowledges that parents and community stakeholders are partners in developing students as digital citizens and life-long learners. The District encourages parents' active engagement in the process of educating students to become media-literate digital citizens.

Cross References: 4217 – Effective Communication
 5281 - Disciplinary Action and Discharge
 4400 - Election Activities
 4040 - Public Access to District Records
 3241 - Classroom Management, Discipline and Corrective Action
 3231 - Student Records
 3207 - Prohibition of Harassment, Intimidation and Bullying
 2025 - Copyright Compliance
 2020 - Course Design, Selection and Adoption of Instructional Materials

Legal References: RCW 28A.650.010 Definitions
 RCW 28A.650.045 Digital citizenship, internet safety, and media literacy

Management Resources: 2017 – December Policy Issue

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Washougal School District

Student Code of Conduct for AI



Artificial Intelligence (AI) tools may be recommended or permitted for student use part of the learning process. Teachers will choose which level of AI use is appropriate for assignments, projects, and other course work, and communicate whether AI is recommended, permitted, or restricted. Student use of AI tools will follow classroom expectations that are consistent with school rules around plagiarism and cheating.

Teachers will introduce AI concepts during appropriate lessons, including how to recognize AI content, how to choose an AI tool appropriate to the desired task, and how to refine the content generated with a critical eye. Learning these AI concepts will help students achieve future success in the workplace.

 AI Recommended	 AI Permitted 	 AI Restricted 
Students are encouraged to explore AI tools to enhance their work. Students should properly cite any AI generated content.	Students are permitted to use but not required to use AI tools. Students should properly cite any AI generated content.	Students are not allowed to use AI tools. Students should complete the work using their own knowledge and skills.

Safety, Privacy, and Responsible Use

Teachers and students will review the framework for safe and responsible use of AI outlined in Board Policy 2023f. Students will be taught not to share personally identifiable information such as birth dates, addresses, or confidential info with AI tools. Students learn about ways AI companies use information shared with AI tools to train future AI models.

Students will explore different AI tools, learn which tools work well for different types of projects, and be taught how the methods used to train AI tools can influence or cause bias in what is produced. Students will learn to recognize AI generated content, recognize potential bias or misinformation, and understand the overall cost and environmental impact of using AI.

Potential Benefits

- Expand on learning
- Explore AI tools & learn which tools work for different activities
- Create tools to support studying
- Organize and analyze complex information quickly
- Customize learning and reading materials

Drawbacks or Considerations

- Protect personal information
- Understand limitations of AI
- Recognize potential bias in AI generated content
- Consider environmental impact
- Understand impacts on learning
- Check sources and verify information

Student Artificial Intelligence Code of Conduct

This code of conduct is intended to guide students in using AI responsibly and ethically in their academic work and projects. Teachers may choose to use the AI Levels to classify assignments or projects as needed and should provide students with clear expectations for when AI is appropriate, permitted, or restricted. The use of AI must be done in a manner that is consistent with the district's expectations regarding academic integrity. Misuse of generative AI may be considered cheating or plagiarism.

Student Responsibilities

When utilizing generative AI tools to create or support the creation of texts or creative works, students are expected to adhere to these guidelines as well as additional guidance provided by their classroom teacher.

1. **Use AI responsibly:** Students should use AI tools and techniques in a responsible and ethical manner. This includes not using AI to cheat, plagiarize, or gain an unfair advantage. Generative AI tools should *only* be used for school-related creative work (e.g., to generate text or other creative works) when given approval or guidance from the classroom teacher.
2. **Understand the limitations of AI:** Students should understand the limitations of AI and recognize that it is not a substitute for critical thinking, creativity, and problem-solving skills.
3. **Consider the potential biases of AI:** Students should be aware that AI tools and techniques may be biased and should take steps to mitigate bias when using AI.
4. **Maintain data privacy:** The use of AI should be done in a way that protects personally identifiable information (PII). Students should not share any PII with AI technologies, including name, birth date, address, or other financial or confidential information.
5. **Check sources generated by AI:** AI is not perfect, has been known to create inaccurate information, and can be used to create misinformation and disinformation. Use SIFT research skills (Stop, Investigate the Source, Find Better Coverage & Trace to the Original Context) to check sources and find independent facts to confirm AI-generated content.
6. **Provide attribution:** When using AI tools and techniques, students should provide proper attribution and credit to the source of the tool or technique.
7. **Seek guidance when in doubt:** When students are unsure whether the use of AI is appropriate for a particular assignment or project, they should seek guidance from their teacher or instructor.

AI Levels

AI Recommended

Generative AI is recommended for use in completing this assignment or project. Students are encouraged to explore AI tools and techniques to enhance their work. Properly cite any AI-generated work products.

AI Permitted

Generative AI is permitted but not required for completing this assignment or project. Students can choose to use AI tools and techniques if they believe it will improve their work. Properly cite any AI-generated work products.

AI Restricted

Generative AI use in completing this assignment or project is restricted. Students are expected to complete the work using only their own knowledge and skills.

If a teacher has not specifically indicated whether generative AI is recommended or permitted for an assignment, students should ask before using generative AI.

When generative AI is recommended or permitted, students should rely on their classroom teacher to provide further guidance on the extent to which students may make use of it in the context of the specific assignment.

Management Resources:

- [2024 - March Issue](#)