

Background

Pembina Hills Public Schools believes that for students to develop as successful digital citizens, a framework is needed to provide students with opportunities to learn the values, skills, and behaviors required to contribute in a digital world and the knowledge and ability to manage the challenges of the global digital world.

The digital realm is a logical extension of real world learning environments providing enhanced resources and tools critical to supporting Universal Design for Learning (UDL) and personalized learning. Responsibilities need to be clearly defined in order to create and maintain an atmosphere that is safe and educationally productive. This requires a partnership between students, parents and schools to promote guidelines for students to explore the digital world safely and effectively as members of the 21st century society.

A culture of successful digital citizenship is integral to our division, schools, students, staff and communities. It is our belief that students must be prepared to actively participate in the digital world in which they live. Teachers and students must be aware of the benefits and risks that are associated with digital interactions so that they are able to make responsible choices and decisions as they interact in a digital environment. Fundamental to such success is the ability to use technology responsibly to gather, evaluate, construct and share knowledge in a 21st century world. The Division is committed to providing and maintaining positive, safe, and appropriate environments conducive to learning and working for all.

The Division provides users with access to technology to support teaching and learning and to enable efficient divisional administration and communication. Technology, including personally owned devices, must be used appropriately for these intended purposes.

General Definitions

Digital Citizenship: Digital Citizenship describes the knowledge, skills and appropriate attitudes for responsible and respectful behavior when using technology or participating in digital environments. It includes but is not limited to guidelines related to plagiarism and copyright, skills to locate, evaluate and share information in a manner which supports educational outcomes and socially positive experiences, and guidelines to ensure online safety intended to diminish the effects of negative social activities like cyber-bullying.

Digital Citizenship Education: The instruction of staff and students on the proper and safe use of digital resources and technologies to develop skills and behaviors that will enable them to become digital citizens and interact in the digital world.

Technology Resources: This includes, but is not limited to, computers, mobile devices, servers, tablets, networks, internet services, digital learning repositories, computer programs, applications, data, audio and video communications, email, social media sites, online education suppliers and other collaboration tools.

A User: Any individual who has access to technology resources.

A: Definitions and Principles Specific to Digital Citizenship

In alignment with best practices and the framework identified by Alberta Education, the Division focuses on the three themes of Digital Citizenship plus contemporary issues. The Themes are associated with nine elements of Digital Citizenship as described by the "[Digital Citizenship Policy Development Guide](#)", Alberta Education, 2012. In addition, "Contemporary Issues" describe emerging conditions that impact the learning environment.

This Administrative Procedure is structured to align definitions and principles with guidelines for practice.

I. Respect and Protect Yourself: Digital Well-being

1. Digital Security: Electronic precautions for self-protection
2. Digital Rights and Responsibilities: Freedoms extended to those in the digital world
3. Digital Health and Wellness: Physical and psychological well-being in a digital world

II. Respect and Protect Others: Digital Interactions

4. Digital Communication: Electronic exchange of information
5. Digital Etiquette: Standards of conduct or procedures online
6. Digital Access: Full electronic participation in society

III. Respect and Protect Intellectual Property and other Property: Digital Preparedness

7. Digital Law: Responsibility for actions and deeds using electronics
8. Digital Literacy: Process of teaching and learning about technology and the use of technology
9. Digital Commerce: Online buying and selling of goods

IV. Contemporary Issues

10. Cloud Computing
11. Personal Devices

I. Respect and Protect Yourself: Digital Well-being

1. Digital Security: Electronic precautions for self-protection. [Procedure](#)
 - There are at least three factors impacting the notion of Digital Security in the K-12 education setting:
 - Rules designed to protect the most vulnerable individuals might restrict access to technology resources for others.
 - The Freedom of Information and Protection of Privacy (FOIP) Act and Regulations and other legislation related to the transfer of personal information.
 - Terms associated with software and hardware licensing.
 - Precautions must be taken to ensure that the users of technology resources are safe and that the information (data) is secure.
2. Digital Rights and Responsibilities: Freedoms extended to those in the digital world. [Procedure](#)
 - The digital world represents a distinct social environment and presents some unique expectations for proper behavior in addition to the accepted expectations for behavior in the physical world.
 - This environment also exhibits unique risks.
 - Examples of unique risks associate with technology resources include but are not limited to: cyber-bullying, ‘flaming’, ‘trolling’ or other hostile interactions between internet users, phishing, malware, spyware, and the “dark” web.
 - Technology resources must be used ethically and respectfully.
3. Digital Health and Wellness: Physical and psychological well-being in a digital world. [Procedure](#)
 - The use of technology resources represents a number of impacts that can be different from conventional environments.
 - Ergonomics are valuable means to review and monitor potential physical health issues related to the use of technology hardware.
 - The social-emotional wellness of individuals can be impacted as they learn to develop a healthy balance between the digital social environment and the ‘regular’ social world.

II. Respect and Protect Others: Digital Interactions

4. Digital Communications: Electronic exchange of information. [Procedure](#)
 - The transfer of data, information and ideas between points or to a network (as in a social network) which may be instantaneous (synchronous) or stored for later retrieval (asynchronous).
 - A key aspect of a digital environment is the social interaction that occurs within it. The characteristics of this digital social environment include but are not limited to being highly public, rapidly transmitted, widely dispersed and potentially not retractable.
 - The characteristics of this environment should be considered when individuals choose information to share in the environment.

- An individual's interaction in this environment contributes to the creation of an individual's identity, both in the digital environment and in the 'regular' social world.
 - Collaborative, open, shared work contributes to the learning of others and is essential to learning.
5. Digital Etiquette: Standards of conduct or procedures online. [Procedure](#)
- The digital world presents an infinite number of different environments with a variety of rules and social norms.
 - A highly collaborative and supportive digital environment in which students and teachers are safe to interact and learn is envisioned for schools
 - It should also be recognized that schools present a shared environment where resources, work and communication may be accessed by more than the individual.
 - While some digital environments may involve less collaborative components, the basic tenets of positive interaction should always be encouraged.
6. Digital Access: Full electronic participation in society. [Procedure](#)
- Digital Access refers to the physical capacity to provide an organization's users the ability to retrieve information from a digital network and to interact with others in a digital network.
 - Providing students with access to utilize digital content to develop and encourage their personal development is a critical piece of 21st century society.
 - Access to especially assistive technology resources provides learners with special needs to more fully participate in learning activities.
 - Technology resources are intentionally and purposefully provided for educational and administrative purposes and should be used for that purpose only.
 - Access to technology resources is essential for learning.
 - Student access to the internet and digital tools shall focus on appropriate instructional materials related to the content and goals outlined in the Alberta Education Program of Studies.
 - Access to technology resources should be equitable and inclusive.
 - Access to technology resources is likely to extend beyond evaluated or previewed resources.

III. **Respect and Protect Intellectual Property and other Property: Digital Preparedness**

7. Digital Law: Responsibility for actions and deeds using electronics. [Procedure](#)
- Legal elements associated with digital citizenship include but are not limited to plagiarism, licensing, copyright, identify theft, piracy and the loss/exposure of confidential information and have the same behavior expectations as a 'traditional' environment.
 - Infractions occurring in the digital world can become much more widely and publically exposed and subject to broader distribution and scrutiny.
 - Rules that impact online communication and information are also more likely to be subject to international rules as information can flow globally.
8. Digital Literacy: Process of teaching and learning about technology and the use of technology. [Procedure](#)

- Digital environments have become immersive and iterative creating situations where students can interact seamlessly with information and with others.
- Students need to be literate in digital environment.
 - Relevant digital literacy skills include but are not limited to:
 - The capacity to remain safe in the digital environment,
 - The ability to navigate within teaching and learning resources,
 - The ability to navigate on the internet and world wide web to find information,
 - The ability to participate in social media,
 - The ability to evaluate information for reliability, credibility and validity.

9. Digital Commerce: Online buying and selling of goods. [Procedure](#)

- Users of digital commerce require an understanding and ability to manage financial transaction safely and effectively in a digital environment.
- Digital commerce has unique risk factors related to the security of personal information as well as reliability of vendors.

IV. Contemporary Issues

10. Cloud Computing: An Internet-based service in which shared resources, software and information are delivered as a service that computers or mobile devices can access on demand. [Procedure](#)

- Cloud computing increases opportunity and affordability of hardware and therefore has the potential for increasing students' accessibility of technology resources.
- Divisions and schools can reduce capital investment costs and potentially hardware maintenance costs.
- Depending on the service, data may be located anywhere in the world, requiring an assessment of the information being stored and the risks associated with its potential loss or breach.

11. Personal Devices: Any technology resource owned by a student, staff or guest, including smartphones, tablets, gaming consoles and mini-laptops. [Procedure](#)

- The key issue with Personal Devices is the trade-off between standardization and choice. Standardized hardware and devices have advantages for universal delivery and support. Personally selected devices have the advantage of individualization, ownership, customization, and engagement. The goal is to seek a balance aligned to the intent and application of the technology resource.

B: Guidelines for Practice

I. Respect and Protect Yourself: Digital Well-being

1. Digital Security: Electronic precautions for self-protection. Principle
 - 1.1. The Division will maintain digital environments to provide different levels of access and security according to the user's role and the types of information involved.
 - 1.1.1. The Division's digital environment will distinguish between personal devices and those owned by the Division.
 - 1.2. All users are expected to take reasonable precautions to ensure that data they use is secure and safe.
 - 1.3. All users must comply with any security measures implemented by the Division.
 - 1.4. Users will be informed that using the Division's equipment is not a private activity and that their activities can be monitored.
 - 1.4.1. Searches and audits may be conducted by authorized personnel to ensure that legal and safety issues are in compliance.
 - 1.5. The following AP's and associated Forms are in place to ensure Digital Security:
 - [AP 80-05 Technology Acceptable Use](#)
 - [AP 80-06 Social Media and Internet Communication](#)
 - [AP 80-10 Information Security](#)
 - [Form 8-01 Technology Acceptable Use Agreement for K-12 students](#)
 - [Form 8-02 Technology Acceptable Use Agreement for Staff and Trustees](#)
2. Digital Rights and Responsibilities: Freedoms extended to those in the digital world. Principle
 - 2.1. Where possible and reasonable, the Division will create and manage the digital environment so as to limit exposure of students to risk factors unique to the digital environment.
 - 2.2. Staff members will make reasonable effort to supervise and monitor student use of technology resources.
 - 2.2.1. It is unreasonable to presume that every online interaction a student has in school is within the supervisory capacity of adult staff.
 - 2.2.2. Instructional and educational use of technology should be purposeful, guided and monitored like any other teaching and learning experience.
 - 2.3. The Division will support the development and distribution of effective practices which allow teachers and students to navigate the digital world in a way that is safe and educationally purposeful.
 - 2.4. Professional learning opportunities related to behavior in the digital social environment will be integrated into the comprehensive Professional Development structure.
 - 2.5. Teacher conduct in educational and social environments is guided by the [Alberta Teacher Association's Code of Professional Conduct](#). Teachers are expected to manage their digital choices in a manner consistent with the Code of Professional Conduct.
 - 2.6. Student conduct in educational and social environments of the school is guided by [AP 50-09 Student Code of Conduct](#). Students are expected to manage their digital choices in a manner consistent with these student rights and responsibilities. [AP 50-17 Student Health and Safety](#).

3. Digital Health and Wellness: Physical and psychological well-being in a digital world. [Principle](#)
 - 3.1. The Division is committed to maintaining a modern ‘fleet’ of equipment so that students and staff have access to appropriate and modern hardware and software.
 - 3.2. All Division staff monitors students’ social – emotional wellness through the variety of strategies aligned with creating a Safe and Caring environment.

II. **Respect and Protect Others: Digital Interactions**

4. Digital Communications: Electronic exchange of information. [Principle](#)
 - 4.1. The digital social environment extends the scope impacted by expectations about student rights and responsibilities. Therefore, like in the regular social environment, appropriate behavior needs to be exhibited while participating in digital communication. This behavior (and digressions from accepted norms) can be guided by [AP 50-09 Student Code of Conduct](#).
 - 4.2. The Division supports and expects teachers to use of an electronic gradebook to support communication about students’ academic progress and achievement. (See [AP 60-10 Student Assessment, Evaluation and Reporting](#).)
 - 4.2.1. Teachers are expected to maintain the gradebook as described in AP 60-10
 - 4.2.2. Parents and students will be provided with private access to individual records in the teacher gradebook, pertaining to the student, and no others.
 - 4.3. For instructional and educational purposes, the Division supports and encourages teachers to include use of Social Media, to develop electronic student portfolios, and to explore new opportunities, “Apps” and software. When teachers choose to use social media, to develop electronic student portfolios, or to integrate new Apps or software:
 - 4.3.1. The teacher must research and be able to describe the privacy and security settings of the social media tool, electronic portfolio, new software or “App” they intend to use.
 - 4.3.2. The teacher must inform the Division’s Information Technology department of their intention to use a specific social media tool electronic portfolio, new software or “App”.
 - 4.3.2.1 [Form 8-06 Social Media and Online Tool Registration](#)
 - 4.3.3. The intention must be purposefully aligned to learning outcomes.
 - 4.3.4. The intention must be effectively communicated to parents/guardians prior to beginning to use the social media tool, electronic portfolio, new software or “App”.
 - 4.3.4.1 [Form 3-49 Student Participation in Web-Based Communication - Consent](#)
 - 4.3.4.2 When student work will be accessible by the public, as would occur in an e-portfolio, teachers must also use [Form 3-48 Student Creative Work – Copyright Release](#).
 - 4.3.5. Teachers must provide specific instruction related to the use of the social media tool, electronic portfolio, new software or “App”, the risks associated with the information students choose to share, and the digital artifacts that are created.
5. Digital Etiquette: Standards of conduct or procedures online. [Principle](#)

- 5.1. Staff and students are expected to maintain the basic tenets of positive interaction online as they would in the physical social world.
 - 5.2. Teachers shall model and support positive behavior that encourages social interaction and allows for diversity and variation in thoughts and action.
 - 5.3. Student behavior (and digressions from accepted norms) can be guided by [AP 50-09 Student Code of Conduct](#).
6. Digital Access: Full electronic participation in society. [Principle](#)
- 6.1. The Division will provide access to digital learning tools and internet access for Division, student and staff owned devices.
 - 6.1.1. The Division will support an Information Technology Evergreening strategy with the intention of maintaining a modern fleet of computers.
 - [AP 80-15 Technology Evergreening Strategic Plan](#)
 - 6.2. The Division will support the utilization and integration of assistive technology resources.
 - 6.3. The Division will maintain licenses for teachers and students to access technology resources commonly and universally applicable to the teaching and learning environment.
 - 6.3.1. License agreements and decisions to select vendors will be guided by [AP 60-30 Support for School Improvement Programs](#) which defines criteria for selection as follows:
 - Aligns with the framework of UDL by providing multiple means of: Representation, Action, Expression and Engagement
 - Directly linked to existing programs of studies (especially if correlated to specific learning outcomes)
 - Potential for effective 'return on investment' (i.e. that the 'resource' impacts a reasonable number of students for the amount of expenditure)
 - Subject to successful pilot and teacher demand
 - 6.3.2. Digital resources licensed for Division use can be expected to have been vetted for educational use and aligned to curriculum outcomes. Teachers must ensure that the licensed digital resources they select are suited to the program and level of their students.
 - 6.4. When teachers choose to obtain technology resources beyond Division license agreements they must assess for quality and alignment to learning outcomes.
 - 6.4.1. Any costs associated with teacher selected technology resources not covered by Division licensing are the responsibility of the school's budgeting process.
 - 6.5. The Division will develop a digital resource repository for teachers to access technology resources and to contribute and share technology and other resources.
 - 6.6. The Acceptable Use Agreements define the parameters of access to Division technology resources and infrastructures.
 - [AP 80-05 Technology Acceptable Use](#)
 - [Form 8-01 Technology Use Agreement for K-12 students](#)
 - [Form 8-02 Technology Use Agreement for Staff and Trustees](#)
 - 6.7. Access to the digital environment can be removed as a logical consequence to an individual's misbehaviour in the digital environment as described in [AP 50-09 Student Code of Conduct](#).
 - 6.8. Recreational use of technology resources by students may be permitted at the discretion of administrators, teachers and/or support staff under the direction

of a teacher or administrator, as long as the use does not negatively impact educational activities.

- 6.8.1. Recreational use that places high demand on network resources (including but not limited to bandwidth and access to the internet), may be placed under restrictive use by Division authorities (network administrators).
- 6.8.2. If an activity is expected to inordinately strain or tax network resources, the Information Technology department should be informed in advance of the activity. (Example: Streaming National or Olympic Hockey games for students to view. Consider alternatives to multiple streams per school.)

III. **Respect and Protect Intellectual Property and other Property: Digital Preparedness**

7. **Digital Law:** Responsibility for actions and deeds using electronics. [Principle](#)
 - 7.1. The Division will ensure that all information is securely maintained in local servers or securely hosted in cloud based resources (See Cloud Computing below).
 - 7.2. The Division will maintain licensing payment schedules for technology resource access agreements.
 - 7.3. It is expected that administrators, teaching and support staff and students, whenever possible, properly cite sources of text, images, video, and other media.
 - 7.4. For specific guidelines related to plagiarism please see “Plagiarized Work” in [AP 60-10 Student Assessment, Evaluation and Reporting](#).
8. **Digital Literacy:** Process of teaching and learning about technology and the use of technology [Principle](#)
 - 8.1. Division schools and teachers will provide integrated learning opportunities where the digital environment can be explored safely and through which digital literacy can be progressively developed. (See also 4.1 Digital Communications).
 - 8.1.1. The licensed technology resources that the Division has acquired represent exemplars of quality integrated learning objects. (See 6.3 above).
 - 8.2. Professional development designed to support the creation of these learning opportunities will be integrated into the comprehensive Professional Development structure.
 - 8.3. Teachers and staff will be expected to sustain personal digital literacy capacity and will be supported within the structures of teacher growth and professional development to do so.
9. **Digital Commerce:** Online buying and selling of goods. [Principle](#)
 - 9.1. The Division will ensure that online financial tools in support of Division financial transactions will meet or exceed the security standards of public financial institutions.

IV. **Contemporary Issues**

10. **Cloud Computing** [Principle](#)

- 10.1. The Division's Information Technology department will evaluate opportunities for integrating cloud based solutions for data storage and management based on specific criteria:
- Does the solution directly or indirectly support the Division's strategic objectives?
 - To what extent will the service be implemented? How many people will be affected?
 - What risks are there to Digital Security
 - What are the benefits associated with the cloud based solution?
- Consider:
- Degree of controls
 - Speed of implementation
 - Ability to customize to authority needs
 - Control of procurement / contract negotiation
 - Capital expenditures
 - Operational expenditures (maintenance and support)

11. Personal Devices Principle

- 11.1. The Division will maintain a technology infrastructure that supports the use of personal devices.
- 11.2. While the intentional and purposeful educational use of Personal Devices is not discouraged, the expectation to own and bring the device to school shall not be considered mandatory.
- 11.2.1. Activities and programs that are benefitted by students using individual technology resources must be designed to accommodate students who do not have access to a personal device. (See 6.1 above.)
- 11.2.2. Schools will be supported to develop opportunities for supportive personal device purchasing in a manner that aligns with [AP 30-06 Student Fees](#).

Reference

[Alberta Education. \(2013\). *Learning and Technology Policy Framework*. Accessed July 2013.](#)
[Alberta Education. Technology Briefing No.1, May 2013. *Cloud Computing*. Accessed July 2013.](#)
[Alberta Education. Technology Briefing No.3, May 2014. *Bring Your Own Device*. Accessed July 2013.](#)
[Alberta Education. \(2012\). *Digital Citizenship Policy Development Guide*. Accessed July 2013.](#)
[ATA Code of Professional Conduct](#)
[Policy 19 Welcoming, Caring, Respectful, and Safe Environments](#)
[Policy 23 Information and Technology](#)
[AP 30-06 Student Fees](#)
[AP 50-09 Student Code of Conduct](#)
[AP 50-17 Student Health and Safety](#)
[AP 60-10 Student Assessment, Evaluation and Reporting](#)
[AP 60-30 Support for School Improvement Program](#)
[AP 80-05 Technology Acceptable Use](#)
[AP 80-06 Social Media and Internet Communication](#)
[AP 80-10 Information Security](#)
[AP 80-15 Technology Evergreening Strategic Plan](#)
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