Digital Citizenship Procedure

Background

Holy Family C.R.D. #37 recognizes the role digital connectedness and media play in the lives of staff and students in their work, social life and in learning. In light of continuous social and educational changes the Division encourages the use of information and communication technology to prepare students and staff as digital citizens and life-long learners.

Procedures

1. Digital Access

Students and staff have ubiquitous access to the web. Access, when used appropriately, has potential to positively impact student learning.

> 1.1 Staff and students will have equitable access to Division technology.
> 1.2 Personal devices are encouraged and will be allowed in class as educational tools to support student learning.

2. Digital Commerce

Students and staff spend large amounts of money online every year. Understanding digital commerce is important and users need to understand the associated risk and opportunity.

> 2.1 Users will be educated in ways to protect themselves from identity theft and internet purchasing scams.
> 2.2 The use of Division resources for commercial endeavors is not permitted.
> 2.3 Users will be educated in the risks and opportunities associated with purchasing/commercial transactions across the internet.

3. Digital Communications

Technology has changed the way people communicate with each other. Communication tools in our educational setting must maintain a meaningful balance. The Division seeks to be proactive rather than reactive when dealing with digital communications.

> 3.1 Users will be educated in appropriate communications and parameters will be provided when communicating using Web 2.0 tools and social media.
> 3.2 Students will be made aware that everything they do online is part of developing their digital identity.
> 3.3 Employees of the Division need to be aware of their identity and its connection to the Division when posting online publicly viewable content.
> 3.4 Users will be educated about the nature of public sharing and the associated issues.

3.5 A sliding scale across grade levels will be used when enabling communication. It will be incorporated using technical approaches and education in digital citizenship.

3.6 Users will be educated in how to handle inappropriate communications.

3.7 Students with high needs will have access to high levels of access to online communications and information.

4. Digital Literacy

Staff and students need to have explicit instruction in digital literacy. Teachers and students need to understand ways to use digital tools in meaningful and appropriate ways.

4.1 Students will be educated in appropriate and inappropriate uses of technology.

4.2 Educators will be supported in their professional development specific to the use of technology and how they can use technology tools in the classroom.

4.3 Students will be provided opportunity to understand and use digital tools and will have time to explore their appropriate use.

4.4 Students will understand how to be appropriately critical of information on the internet, screening it for authenticity and validity.

5. Digital Etiquette

Staff and students will be educated in what constitutes an appropriate standard of conduct when communicating within digital contexts. Parents, who once took primary responsibility for education of etiquette, are often without adequate knowledge to do so in the digital world. Social cues in the digital world are not the same as in the physical world. Educators in the physical world are able to guide student etiquette. In the digital world much of the interaction students are involved in is private which calls for explicit guidance and instruction.

5.1 Staff and students will be given explicit guidance and instruction in digital etiquette.

5.2 Digital etiquette will include a Catholic perspective where appropriate.

6. Digital Law

Canadian digital law relies upon existing law and follows the approach that if it is illegal offline it is illegal online.

6.1 Staff and students will be educated in plagiarism and copyright and the nuances in the digital world.

6.2 Staff and students will be educated in identity theft, software theft or piracy, FOIP, online bullying, and about privacy rights.

7. Digital Security

Living in a digital world requires precautions to ensure safety and security.

7.1 Staff and students will be educated in the purpose of password security.

7.2 Staff and students will be educated in the risk of viruses and virus containment.

7.3 Students will be educated in the risks of excessive online self-revelation and cyber bullying.

8. Digital Health and Wellness

Considering the frequency that today's citizens use technology it is important to consider the physical and psycho-social impact on users.

8.1 Staff and students will understand the physical risks of frequent technology use including but not limited to repetitive stress injuries, eye strain and carpal tunnel syndrome.
8.2 Staff and students will understand excessive use of the internet and technology and how compulsive behavior can lead to stress on family, friends, and the work environment. Staff and students will understand the importance of achieving balance in leading a healthy life.

9. Digital Rights and Responsibilities

Citizens in digital communities, like traditional communities, are afforded rights and responsibilities. There are expectations of staff and students to use technology in ethical, safe, secure and responsible ways.

9.1 Students in kindergarten will have different rights and responsibilities than students in grade 12 or than staff. The division will support a sliding scale approach to responsibilities and rights.
9.2 Rights and responsibilities will balance control and management and will correspond to the amount of education users have received.

Reference: Ribble, M. (2011). Digital Citizenship in Schools (2nd ed.). Eugene, OR: International Society for Technology in Education (ISTE).

Alberta Education. (2012). Digital Citizenship Policy Development Guide.