

Policy 7.09

Category: Curriculum and Instruction

Digital Citizenship

BACKGROUND

Inspiring Education takes a long-term, high-level view of education by exploring what Albertans will expect in a child's education in the year 2030, the year a child born today will come of age. The "three E's" of learning in the 21st Century are identified by Albertans as the qualities and abilities expected of youth: Engaged Thinker, Ethical Citizen, and Entrepreneurial Spirit. Within the three E's, Albertans identify both the role of technology in students' lives and the fundamental nature of preparing students as ethical citizens – significant elements in recognizing the important role of digital citizenship. One of the six core values underlying the three E's is citizenship. As an ethical citizen, the student of 2030 will value contribution, recognize their role as stewards of the earth, build meaningful relationships through teamwork, value diversity, display empathy, and assume responsibility. These ethical citizens will do the right thing because it is the right thing to do. Inspiring Education also provides a strong sense of direction in the uses of technology in society and in the classroom. Inspiring Education recognizes that technology, community partnerships and post-secondary institutions can enable interactions between learners, experts, advisors and mentors, wherever they may be. In so doing, Inspiring Education transforms the way we think about possible learning experiences and the way we address the learning needs of tomorrow. Albertans suggested:

1. Using technology to connect schools with parents in their homes and workplaces.
2. When community is truly an engaged partner in education, there can be "simultaneous participation in global classes taught by experts and enabled by technology."
3. Ultimately, the power of technology should be harnessed to support innovation and discovery, not simply to aid teaching. We need to engage learners to use these new technologies as designers and creators of knowledge.
4. Assistive technology can help learners with special needs to more fully participate in learning activities.

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POLICY STATEMENT

1. The CAPE Charter Board believes that this digital citizenship policy serves the important role of preparing students and organizations for a changed and changing society.
2. The CAPE Charter Board strives to build an effective balance between open-access to information and communications to enable student learning and the need for addressing potential student-risk.
3. The CAPE Charter Board has supported, since its inception in 1994 and continues to support, opportunities for student collaboration, problem-solving and personalized learning through contemporary information technologies supporting learning environments. Therefore, CAPE uses such technology to facilitate innovation and creativity. Within this spirit, students in grades 4 through 9 are provided with 24 hours a day one-on-one technologies for the entire academic year in support of learning and are expected to use those technologies ethically by respecting oneself and others.
4. The CAPE Charter Board believes that digital citizenship encompasses the following:
 - 4.1 Respect
 - Respect Oneself
 - Respect Others
 - Respect Intellectual Property and Other Property
 - 4.2 Protect
 - Protect Oneself
 - Protect Others
 - Protect Intellectual Property and Other Property

DEFINITIONS

5. **Citizenship:** the state of being a citizen of a particular social, political or national community. Citizenship carries both rights and responsibilities.
6. **Personal information:** recorded information about an identifiable individual, including the individual's name, home or business address or home or business telephone number, the individual's race, national or ethnic origin, colour or religious or political beliefs or associations, age, sex, marital status or family status, identifying number, symbol or other particular assigned to the individual, fingerprints, other biometric information, blood type, genetic information or inheritable characteristics, health and health care history, including information

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- about a physical or mental disability, information about educational, financial, employment or criminal history, including criminal records where a pardon has been given, anyone else's opinions about the individual, and the individual's personal views or opinions, except if they are about someone else.
7. **Confidential information:** any information that is personal in nature but not included in the FOIP definition. This would include student Individual Program Plans, information on protected students, student grades and records private to students, their parents and teachers.
 8. **Digital Access:** Full electronic participation.
 9. **Digital Commerce:** Online buying and selling of goods.
 10. **Digital Communications:** Electronic exchange of information.
 11. **Digital Literacy:** Process of teaching and learning about technology and the use of technology.
 12. **Digital Etiquette:** Standards of conduct or procedures online.
 13. **Digital Law:** Responsibility for actions and deeds using electronics.
 14. **Digital Security:** Electronic precautions to protect learners, staff and organizations.
 15. **Digital Health and Wellness:** Physical and psychological well-being in a digital world.
 16. **Digital Rights and Responsibilities:** Freedoms extended to those in a digital world.
 17. **Cloud computing:** Transparently accessing networked servers across the Internet.
 18. **Personally owned devices:** Student-owned or staff-owned technologies including smartphones, laptops and notebooks.
 19. **Portable information devices:** all forms of digital devices that hold information in electronic form. This will include such devices as tablets, laptops, Blackberries, iPods, iPhones, smartphones and other electronic devices that are mobile in nature.
 20. **Electronic media:** DVDs, CDs, USB flash drives, backup tapes and other media forms that store text or media in electronic form.
 21. **School authority:** references school authorities operating under a board of trustees. In some instances this equates to the term school district or school jurisdiction, but also accommodates those school bodies not encompassed by geographic bounds.

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22. **Policy:** all elements of regulation within the school authority. This includes over-arching board-approved policy, administrative regulations and associated guidelines.

GUIDELINES

23. The CAPE Charter Board does not support the use of personally owned devices within the school facility, on school grounds or on school-sponsored activities.
24. The CAPE Charter Board does support the provision of one-on-one technology to every student grades 4-9 to support learning.
25. The CAPE Charter Board supports learning in school, at home, within the community, and across the globe and therefore provides portable technologies for students to use at school, at home and elsewhere.
26. The CAPE Charter Board entrusts the administration with the responsibility of blocking content if and when deemed necessary.
27. The CAPE Charter Board does not support the use of school authority resources for student commercial endeavours, for class commercial endeavours or for educator commercial endeavours.
28. The CAPE Charter Board does not support the use of school authority resources to purchase personal items online.
29. The CAPE Charter Board entrusts the administration with the task of ensuring the security of the network and the connected devices, the protection of confidential digital information (e.g. unencrypted data, data storage or movement, lack of protective networking structure, lack of appropriate server architecture).
30. It is the responsibility of the Superintendent to establish protocols for inappropriate public expression by students, staff, parents, or community.
31. It is the responsibility of the Superintendent to establish protocols for students and employees as they represent our school in a publicly-viewable online context.
32. It is the responsibility of the administration and teachers to ensure that students and educators participate in educational conversations about the nature of privacy, public sharing and digital identity.
33. Educators are expected to develop digital literacy that addresses digital tool skills (how to use...), pedagogical change (how to apply tool skills in the classroom), classroom infusion, and discussions of appropriate and inappropriate uses of technology.

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34. Students are expected to develop digital literacy that addresses digital tool skills, classroom infusion and discussions of appropriate and inappropriate uses of technology.
35. Educators must through effort and explicit guidance provide digital etiquette instruction.
36. To ensure student and staff safety, administration must have access to student and staff communications, keeping in mind privacy, ethical behaviour and digital etiquette.
38. Online bullying is not acceptable and is to be addressed through the CAPE discipline policy.
39. The *Copyright Act* is to be respected at all times to ensure respect for copyright protected material, such as text, music and videos, ownership rights, authorship, intellectual property rights, etc.
40. Digital security provides the necessary precautions to best guarantee safety and security. This needs to be addressed in terms of student learning, as well as in terms of protecting students, employees, resources and the organization. The CAPE Charter Board entrusts the administration with the task of managing digital security; protection of data from those who have no rights to the data; protection of the hardware itself; protection of software; and protection of devices from infiltration so it does not become a staging area for other illegal or illicit action.
41. Agreements with cloud computing services (through the terms of service) or the statement of rights and responsibilities must be thoroughly vetted before any agreement is signed to ensure that data (of any kind) is not compromised.
42. The CAPE Charter Board accept that increasingly students arrive at the doorsteps of schools with their own smart phones in hand. However, the CAPE Charter Board does not support the use of a smart phone or any portable phone or any portable device with phone capabilities during school hours, including recesses and lunch recesses, unless there is an emergency or the teacher has explicitly given the student permission to do so for educational purposes.

References:

Education Act

CAPE charter

Guide to Education

The Inclusive Education Policy Framework

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Inspiring Education: A Dialogue with Albertans
Setting the Direction for Special Education in Alberta
Freedom of Information and Protection of Privacy Act (FOIP)
Digital Citizenship Policy Development Guide

Adopted: January 30, 2019

Motion: #2019-01-30-15