



AGENDA

Golden Hills School Division No. 75

Vision: *Inspiring confident, connected, caring citizens of the world*

Mission: *Engaging all learners in achieving their highest levels of academic and personal competence within a caring, innovative environment.*

Regular meeting of the Board of Trustees

Tuesday, May 26, 2015

Start time 9:30 AM

Boardroom of the Golden Hills School Division No. 75

AGENDA

1. **Attendance**
2. **Call to Order**
3. **In Camera**
4. **Approval Of Agenda**
5. **Welcome Public, Vision and Mission Statements**
6. **Presentation of Minutes**
 - 6.1 **Regular Meeting of the Board of Trustees (2015/04/28)**
7. **REPORTS**
 - 7.1. **Chair's Report**
 - 7.2. **Board Committees**
 - 7.3. **Board Representatives to External Organizations**
 - 7.4. **Administration Reports**
8. **NEW BUSINESS**
 - 8.1. **Information Items**
 - 8.1.1. **Monthly Enrolment Monitoring Report (April)**
 - 8.1.2. **Budget Update 2015/2016**
 - 8.1.3. **AP 391 - Digital Citizenship**

T. Sabir
T. Sabir
B. Daverne

9. **ADJOURNMENT**

Draft



MINUTES

Golden Hills School Division No. 75

Regular Meeting of the Board of Trustees

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, April 28, 2015

Start time : 9:30 AM

Location : Boardroom of the Golden Hills School Division No. 75

Minutes

Attendance

Present were:

a) Chair

- David Price

b) Vice-Chair

- Larry Tucker

c) Trustee

- Barry Kletke
- Sherri Nielsen
- Alan Larsen
- Joyce Bazant

d) Superintendent of Schools

- Bevan Daverne

e) Associate Superintendent

- Kandace Jordan
- Wes Miskiman

f) Secretary/Treasurer

- Tahra Sabir

g) Recording Secretary

- Kristy Polet

Call to Order

Chair Price called the meeting to order at 9:50 a.m.

In Camera**Resolution #BD20150428.1001**

MOVED by Trustee Kletke that the Board of Trustees go *In Camera* at 9:51 a.m. to discuss legal matters.

Carried

Resolution #BD20150428.1002

MOVED by Trustee Nielsen that the Board of Trustees rise from *In Camera* at 10:45 a.m.

Carried

Approval Of Agenda**Resolution #BD20150428.1003**

MOVED by Trustee Kletke that the Board of Trustees approve the agenda as presented.

Carried

Presentation of Minutes**Resolution #BD20150428.1004**

MOVED by Trustee Tucker that the Board of Trustees approve the minutes of March 31, 2015 Regular meeting as presented.

Carried

**Chair's Report
(REPORTS)**

Chair Price reported on the following items:

- Correspondence has been received from Zone 5 Director Doug Gardner in regards to what all Boards are facing with the Budget.
- Press release and Conference that was held in Calgary was attended by all. The Honorable G. Dirks spoke to the public immediately after.

**Board Committees
(REPORTS)**

No information to report on at this time.

**Board
Representatives to
External
Organizations
(REPORTS)**

Trustee Tucker presented information on Alberta School Boards Association (ASBA) Zone 5 Meeting held April 10, 2015:

- Board of Directors adopts statement(as follows) re: coming provincial budget;
 - As we move through the provincial government budget process, the ASBA will continue to advocate for adequate, stable, predictable funding for school boards to meet with the needs of public school students from ECS to Grade 12.
- Discussed proposed 2015/16 budget challenges and unprecedented Reserve restrictions and elimination of growth funding.
- Edwin Parr Award, May 21, 2015 - Laura Hintz from Trinity Christian Academy (TCA) has been nominated.
- Board of Directors approves 2015-18 Strategic Plan. The plan will guide the association's work starting in September 2015.
- School Boards will be asked to vote on changes to the ASBA's bylaws at the upcoming Spring General meeting.

Trustee Kletke presented information on the Public School Boards Association of Alberta (PSBAA) meeting held April 16-18, 2015:

- Discussed upcoming budget.
- Discussed disappointment that the 7th Annual Speak Out Conference to be held April 17 - 19, 2015 was cancelled.
- PSBAA discussed membership.

Trustee Larsen presented information on the water issue for the new East Wheatland School:

- County of Wheatland announced awaiting for approval for a water pipeline that will run from Standard to Gleichen.

- County has three groups assessing the current water plant.
- Water pipeline completion date should coincide with the opening of the new East Wheatland School.
- Five communities will benefit from pipeline.

Administration Reports (REPORTS)

Associate Superintendent Miskiman presented information on the following topics:

- HR Update;
 - Long Service Awards "Night with Stars" May 28, 2015.
 - Travelodge in Strathmore, AB.
 - 5:30 p.m to 9:00 p.m.

Associate Superintendent Jordan presented information on the following topics:

- Held second Leadership Training Session;
 - Very successful

Secretary-Treasurer Sabir presented information on the following topics:

- East Wheatland School;
 - Viewed video that was provided by Architects.
 - Discussed progress being made on site, Delnor Construction is on site 24 hours, 7 days a week.
- PCA Modernization;
 - Viewed pictures of construction.

Superintendent Daverne presented information on the following topics:

- Trochu Valley School Grand Re-Opening was a success!
 - Working on fitness centre.
- Grad Dates as follows:
 - Acme School - Saturday, May 9, 2015
 - Drumheller Valley Secondary School - Friday, May 22, 2015
 - Learning Academy and Strathmore Storefront - Thursday, May 21, 2015
 - Northstar Academy - Saturday, June 6, 2015
 - Prairie Christian Academy - Friday, June 26, 2015
 - Standard School - Friday, May 22, 2015
 - Strathmore High School - Saturday, May 23, 2015
 - Three Hills School - Saturday, May 16, 2015
 - Trochu Valley School - Saturday, May 23, 2015
- Discussed ATA (Alberta Teachers' Association) Collective Agreement
- Discussed changing the date of June 30, 2015 Board Meeting to:
 - New date for June Board Meeting Tuesday, June 23, 2015
 - New date for June Agenda Setting Wednesday, June 17, 2015

PSBAA Membership Review (Action Items)

Resolution #BD20150428.1005

MOVED by Trustee Kletke that the Board of Trustees continue with membership in the Public School Boards Association, with a review in April 2016.

Carried

Monthly Enrolment Monitoring Report (March) (Information Items)

Secretary-Treasurer Sabir presented information on the Monthly Enrolment Monitoring Report (March 2015).

BREAK - Lunch

Recessed at 12:04 p.m.

Reconvene at 12:45 p.m.

**Three Hills School
Report (L.Boody)**
(SCHOOL MONITORING
REPORTS)

Superintendent Daverne welcomed L. Boody, Principal (Three Hills School), who presented the School's education plan and results achieved. Superintendent Daverne and Chair Price thanked L. Boody for the presentation.

BREAK

Recessed at 1:16 p.m.

Reconvene at 1:25 p.m.

**Presentation of
Budget Planning
2015-16**
(Information Items)

Superintendent Daverne and Secretary-Treasurer Sabir presented information on Budget Planning 2015-16.

The Board of Trustees of Golden Hills School Division No. 75 is committed to our traditional budgeting principles and long term planning processes that prioritize the utilization of planned reserves to sustain educational programming. This is particularly important in a budget year where projected funding shortfalls have the potential of impacting our most vulnerable students. The Board of Trustees adopts the budgeting principles for 2015/16.

ADJOURNMENT

Resolution #BD20150428.1006

MOVED by Trustee Kletke that the meeting adjourn at 2:55 p.m.

Carried

Chair

Secretary-Treasurer



ENROLMENT BACKGROUNDER

"Inspiring confident, connected, caring citizens of the world"

May 26, 2015

Background:

The Board of Trustees regularly monitors enrolment and notes trends over time. Funding is primarily enrolment-driven and monitoring and projecting enrolment trends informs the board's budgeting processes.

As per the attached monitoring report, information is provided on April 30, 2015 enrolment of provincially funded students, Siksika funded students and International funded students.

Alberta Education calculates funding for Kindergarten to Grade 9 based on the full-time equivalent student count as of September 30, 2014. High school funding is based on the Credit Enrolment Units earned per student.

Recommendation:

That the Board of Trustees receives the Enrolment Monitoring Report for information and for the record.

A handwritten signature in blue ink, appearing to read "Bevan Daverne".

Bevan Daverne
Superintendent

A handwritten signature in blue ink, appearing to read "Tahra Sabir".

Tahra Sabir
Secretary-Treasurer

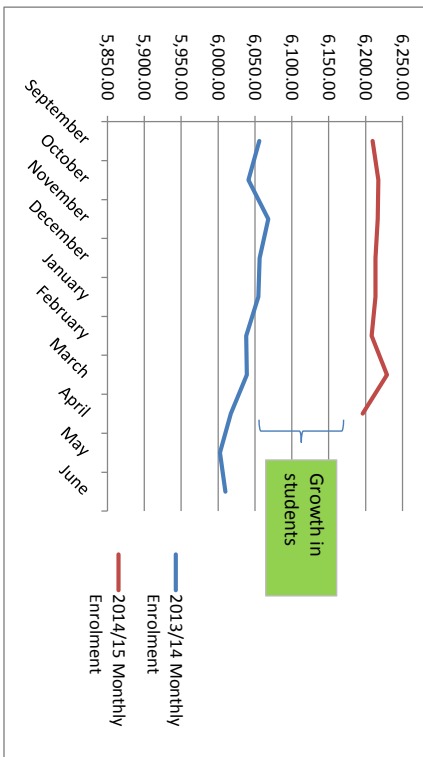
Golden Hills School Division No. 75 Enrolment

Summary of Totals - Year to Year Comparison

September 30, 2014 - April 30, 2015

| Funded Total Enrolment | 30-Apr-15 Enrolment | 30-Sept-14 Enrolment | Difference | % Change |
|------------------------------|---------------------|----------------------|---------------|--------------|
| Provincially Funded Students | 5,901.00 | 5,914.50 | -13.50 | -0.23% |
| Stikilia Students | 153.00 | 153.00 | 0.00 | 0.0% |
| International Students | 142.00 | 142.00 | 0.00 | 0.0% |
| Total | 6,196.00 | 6,209.50 | -13.50 | -0.2% |

Last Year Monthly Enrolment & Comparison to March 31, 2015



Grade Figure Analysis Comparison of Sept 2014 and Sept 2013

| Provincially Funded | 30-Sep-14 | 30-Sep-13 | Difference | % Change |
|---------------------|-----------------|-----------------|---------------|-------------|
| Kindergarten | 234.00 | 216.00 | 18.00 | 8.3% |
| Grades 1-3 | 1,426.00 | 1,385.00 | 41.00 | 3.0% |
| Grades 4-6 | 1,414.00 | 1,361.00 | 53.00 | 3.9% |
| Grades 7-9 | 1,347.00 | 1,311.00 | 36.00 | 2.7% |
| Grades 10-12 | 1,493.00 | 1,483.00 | 10.00 | 0.7% |
| Total | 5,914.00 | 5,756.00 | 158.00 | 2.7% |

Schools - Month to Month Comparison

| Configuration | SCHOOL | April 30, 2015 | September 30, 2014 | Difference | % Change | March 31, 2015 |
|----------------------|------------------------------------|----------------------------|----------------------------|-------------------|-----------------|----------------------------|
| K-6, 10-12 | Acme School | 181.00 | 186.50 | -5.50 | -2.9% | 181.00 |
| K-6 | Brentwood Elementary School | 354.50 | 351.00 | 3.50 | 1.0% | 355.50 |
| K-9 | Carbon School | 86.00 | 85.00 | 1.00 | 1.2% | 84.00 |
| K-6 | Carsland School | 62.50 | 60.50 | 2.00 | 3.3% | 62.50 |
| K-8 | Central Bow Valley School | 23.50 | 21.50 | 2.00 | 9.3% | 23.50 |
| K-9 | Crowther Memorial Jr. High School | 540.00 | 531.00 | 9.00 | 1.7% | 542.00 |
| K-9 | Dr. Elliott Community School | 173.50 | 181.00 | -7.50 | -4.1% | 173.50 |
| 7-12 | Drumheller Valley Secondary School | 374.00 | 381.00 | -7.00 | -1.8% | 388.00 |
| K-6 | Greentree School | 426.50 | 418.00 | 8.50 | 2.0% | 428.50 |
| K-6 | Hussar School | 47.00 | 45.00 | 2.00 | 4.4% | 45.00 |
| K-12 | Prairie Christian Academy School | 249.50 | 234.50 | 15.00 | 6.4% | 250.50 |
| K-6 | Rockford School | 39.50 | 42.50 | -3.00 | -7.1% | 40.50 |
| K-12 | Standard School | 217.00 | 212.50 | 4.50 | 2.1% | 218.00 |
| 10-12 | Strathmore High School | 623.00 | 638.00 | -15.00 | -2.4% | 625.00 |
| K-12 | Three Hills School | 447.50 | 445.00 | 2.50 | 0.6% | 447.00 |
| K-9 | Trinity Christian Academy | 135.50 | 129.50 | 6.00 | 4.6% | 135.50 |
| K-12 | Trochu Valley School | 315.00 | 315.50 | -0.50 | -0.2% | 318.00 |
| K-6 | Westmount School | 443.50 | 444.00 | -0.50 | -0.1% | 447.00 |
| K-6 | Wheatland Elementary School | 362.00 | 375.50 | -13.50 | -3.6% | 360.50 |
| Totals | | 5,101.00 | 5,097.50 | 3.50 | 0.1% | 5,125.50 |
| Configuration | SCHOOL | Provincially Funded | Provincially Funded | Difference | % Change | Provincially Funded |
| 7-9 | Anchors II Outreach | 10.00 | 10.00 | 0.00 | 0.0% | 10.00 |
| 7-12 | Drumheller Outreach | 23.00 | 23.00 | 0.00 | 0.0% | 23.00 |
| 1-12 | Golden Hills Learning Academy | 98.00 | 98.00 | 0.00 | 0.0% | 98.00 |
| 1-12 | NorthStar Academy | 287.00 | 287.00 | 0.00 | 0.0% | 287.00 |
| 7-12 | Strathmore Storefront | 38.00 | 38.00 | 0.00 | 0.0% | 38.00 |
| 10-12 | Trochu Valley Outreach | 12.00 | 12.00 | 0.00 | 0.0% | 12.00 |
| Totals | | 468.00 | 468.00 | 0.00 | 0.0% | 468.00 |
| Configuration | COLONY SCHOOLS | Provincially Funded | Provincially Funded | Difference | % Change | Provincially Funded |
| K-9 | Colonies | 332.00 | 349.00 | 8.50 | 2.5% | 340.50 |



BUDGET 2015-2016

"Inspiring confident, connected, caring citizens of the world"

May 26, 2015

Background:

Pursuant to the recommendations of the Auditor General and in accordance to School Act S. 147(1)(b) the Board of Trustees is required to submit an annual budget the Minister on or before May 31, for the fiscal year beginning on the following September 1.

On May 5, 2015, Albertans elected the NDP as our government. On May 12th 2015 we received notice of a one month extension to the deadline for 2015/2016 budget submissions. The deadline has been extended from May 31 to June 30. This extension will allow the new NDP government time to review 2015/2016 school authority funding.

Final budget, following enrolment confirmation (September 30th), is due by November 30, 2015.

The Board of Trustees sets the Vision and Mission for the School Division. The budget priorities are aligned with the vision and mission of the Board across the entire organization.

Values

Various stakeholders are involved in preparing the \$75 million dollar budget and are guided by the values and beliefs of Golden Hills (attached).

Overview

Provincial grants have not kept pace with growth and costs and as a result various challenges face Golden Hills.

On March 26, 2015, the Alberta Government tabled Budget 2015, followed shortly by an election on May 5th. As a result of our change in government we anticipate a new budget once Premier Notley has her cabinet selected.

In the interim we will wait for the details and bring forth the implications once they are known. As a result we can only speculate what we think will happen, however, based on the NDP platform we anticipate the budget to look very different.

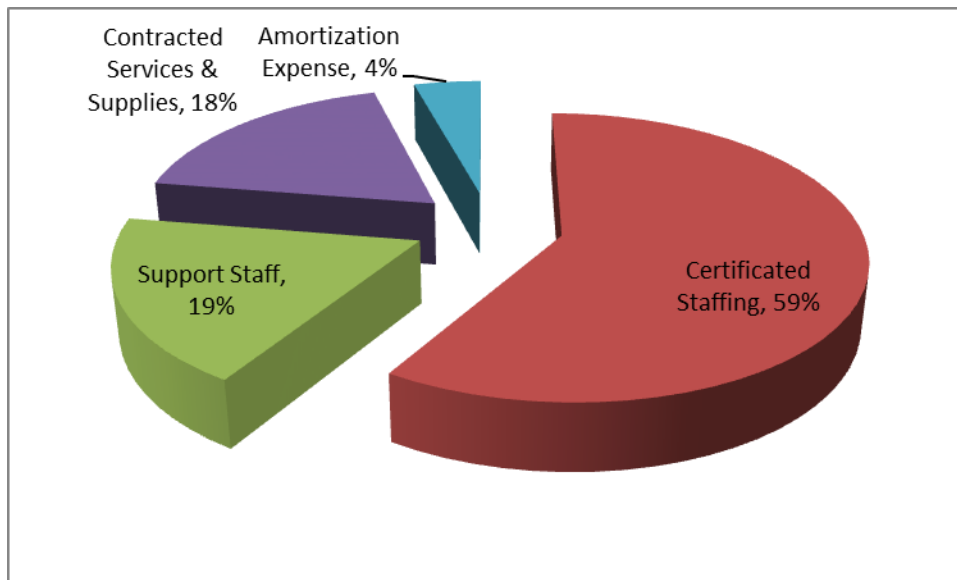
Enrolment Projections

Golden Hills' straight line projected enrolment is anticipated to increase by 0.27% for 2015/2016.

Currently there are 491 students graduating with only 388 students entering Kindergarten. This creates an enrolment shortfall of 103 students. However, based on the Administrators' projections, the enrolment increase is anticipated at 16 students (0.27%).

Staffing

The majority of the expenditures are staff based (78%). Certificated staffing is at 59% and support staff is 19% of budget.



In response to students' needs and parent requests, Golden Hills offers various programs that do not create additional funding but do contribute to higher student success.

Budget Challenges and Pressure points:

- Budget Tabled by the Progressive Conservatives on March 26, 2015 – waiting for new budget from the new NDP government.
- Enrolment Projections – volatility of the Kindergarten students and mobility due to changes in economy
- Change in Demographics, increase in Inclusive Education students with high needs (doubled in five years)
- Funding uncertainty i.e. growth, outcome of other decreased grants in earlier tabled budget, leasing, Infrastructure Maintenance Renewal Grant.
- Facilities funding shortfall, revenue is decreasing while expenses such as utilities, gas prices and insurance are increasing at a rapid rate.
- Transportation Funding shortfall – expenses are outpacing transportation grants, despite continuous review of operations to ensure efficiencies.

Due to the volatility of annual funding, system and school level reserves are relied upon:

- Maintain program continuity and sustainability.
- Sustain teaching and support positions.
- Maintain buildings as safe education spaces.
- Sustain transportation's current level of service including bus routes and ride times.

Potential Advocacy Efforts

- Funding to support Alberta Education Initiatives like Inspiring Education.
- Inclusive Ed needs growing but current funding does not meet the needs or costs for these changes.
- Fully funded leases or approval of capital projects and then leased buildings are not required.
- Appropriate funding to maintain our facilities (Industry Standard would say we should receive \$4M annually vs what we actually received in 2014/2015 \$1M).
- Reinstate the Fuel Price Contingency as diesel is at \$1.40 per litre. In the past the fuel price contingency was triggered for anything over \$0.60 per litre.
- Funding to be predictable & sustainable and less volatile.

The budget presentation will be available at the board meeting and then posted online subsequent to the meeting.

Recommendations:

That the Board of Trustees receives for information and for the record.



Bevan Daverne
Superintendent



Tahra Sabir
Secretary-Treasurer

BUDGET

"Inspiring confident, connected caring citizens of the world"

Who are we?

What do we value?

What are our beliefs?

Who are we?

- ✓ We have always thought about ourselves as “the little engine that could.”
 - We have the heart and energy to be the best
 - We persevere through challenges to meet our goals
 - We are resilient
- ✓ We want to be everyone’s first choice
 - We are and want to continue to be the schools of choice in each of our communities
 - We want to be the employer of choice
- ✓ Together we want to be an innovative, progressive, high-performing school division
 - We focus on being thinking and learning leaders in our schools & classrooms
 - We focus on high quality instruction and continued improvement



What do we value?

- ✓ We value people
 - Students, staff, parents
- ✓ We value high quality learning and teaching in the classroom and for our staff
 - Supports in the classroom
 - Opportunities for kids
 - Professional support for our staff
 - Being responsive to our communities
 - Innovative and responsive high quality programming

What are our beliefs?

- ✓ We believe in people
 - We believe in strong, thinking, creative leaders in our classes, schools and for our system
 - We believe in the power of our staff to do great things for students when they have a goal and can work together
 - We believe in the strength of communities to support growth and development of our schools
- ✓ We believe in learning
 - We believe in continual learning for our students and for us
 - We believe in innovation and creativity
 - We believe we are all part of something bigger than a classroom alone, it is a system of schools, working together that allows us to be the most successful
 - We believe in doing our best for students

Admin Group

- ✓ We want to continue to be “the little engine that could”, we do not want to give up on ourselves!
 - How do we avoid feeling like, “What’s the point?”
 - How do we move ahead in a way that respects the work of the early adopters while still supporting schools that are still working through a process?
 - Systemic goals, planning and support have been important and we need to preserve that.
 - Innovation, creativity, entrepreneurial spirit, loyalty and pride – we want that in our staff – not through gimmicks but through goals and action of substance
- ✓ Learning is paramount!
- ✓ This new budget wants “managers,” but we don’t - we still want thinking, creative innovators and leaders.

We need to find a way to keep the important things moving forward, and it is all about people:

- ✓ Our students – we want to continue to focus on high quality learning, improvement and innovative programming - schools of choice
- ✓ Our staff – we want to continue to support them in this work, we need strong, creative and innovative leaders in our schools and classrooms today – employer of choice
- ✓ Our future – we see good things ahead for us and don’t want to jeopardize that.
 - We need to continue to support our staff with system standards, expectations professional learning and supports
 - We need to continue to provide leadership growth opportunities; professional learning, collaboration and pathways for strong leadership development



AP 391 – DIGITAL CITIZENSHIP

"Inspiring confident, caring citizens of the world"

May 26, 2015

Background:

A Digital Citizenship Committee consisting of administrators, teachers and other staff members was formed during the past school year. Their goal was to review digital citizenship in Golden Hills and develop an administrative procedure that reflects the new digital age. The committee collected feedback and incorporated suggestions from various stakeholders to form this Administrative Procedure.

Golden Hills School Division No.75 recognizes that the responsible use of contemporary information and communication technologies is essential to being a good digital citizen. Digital Citizenship is the creation of an interconnected community that balances our own personal use of technology and tools with the well-being of others. Guidance is needed to develop good consumers and producers with a digital world. In order to support the development of this effective digital citizenship the GHSD Digital Citizenship Committee has adopted the following three themes developed by Alberta Education:

- Respect and protect ourselves
 - Digital Security
 - Digital Rights and Responsibilities
 - Digital Health and Wellness
- Respect and protect others
 - Digital Etiquette
 - Digital Communication
 - Digital Access
- Protect intellectual property and the property of others
 - Digital Law
 - Digital Literacy
 - Digital Commerce

In order to actively promote and educate our learning community about effective digital citizenship the GHSD Digital Citizenship Committee has created a digital resource that contains information, suggested practices, and resources that will help support the development of a strong community of digital learners.

Recommendation:

That the Board receives Administrative Procedure 391 – Digital Citizenship as information.

Bevan Daverne
Superintendent

Administrative Procedure – Digital Citizenship

Background

Golden Hills School Division #75 recognizes that the responsible use of contemporary information and communication technologies is essential to being a good digital citizen. Digital Citizenship is the creation of an interconnected community that balances our own personal use of technology and tools with the well-being of others. Guidance is needed to develop good consumers and producers with a digital world. In order to support the development of this effective digital citizenship the GHSD Digital Citizenship Committee has adopted the following three themes developed by Alberta Education:

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In order to actively promote and educate our learning community about effective digital citizenship the GHSD Digital Citizenship Committee has created a digital resource that contains information, suggested practices, and resources that will help support the development of a strong community of digital learners.

Procedure:

1. GHSD schools will deliberately promote healthy digital citizenship of students and staff through the development of the above three themes addressed in the GHSD Digital Citizenship Resource. See Appendix 391 A.

References:

Alberta Education Digital Citizenship Policy Development Guide

<http://education.alberta.ca/media/6735100/digital%20citizenship%20policy%20development%20guide.pdf>

Digital Citizenship: Using Technology Appropriately

http://www.d-igitalcitizenship.net/Nine_Elements.html

Appendix 391 A GHSD Digital Citizenship Resource

Appendix 391 - A (GHSD Digital Citizenship Resource)

Theme One: Respect and Protect Yourself (Digital Well-being)

1.1 Digital Security *is electronic precautions to guarantee safety.*

As responsible citizens, we must protect our information from outside forces that might cause disruption or harm. 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 GHSD.

System Protection

GHSD is proactive with our tech department to provide system protection. We need to have virus protection, backups of data, hardware protection, complex passwords, and surge control of our equipment.

Personal Protection

We also need to be aware and thoughtful about securing our personal information online.

Suggested practice:

- Technology department is up-to-date on system security features
- Be aware that email scams can infiltrate even the best security filters. If any email seems suspicious, be sure to contact helpdesk. Do not open any attachments or click any links until you are sure the email is authentic.
- When creating social media profiles, implement the highest security settings available to keep personal data as safe as possible. Even with strict security settings, assume anything posted could be seen by anyone.
- When making connections with others online, be sure to not reveal personal information. Ensure sensitive data is only shared with well-known and trusted people.
- Be aware that all internet sites continually track and store usage.

Teaching Tools:

Model appropriate use and instruct and demonstrate effective digital use.

Teachers could invite guest speakers such as Family School Community Resource Counsellor or local RCMP for class discussion. Pieces may include discussions around identity theft and online security.

| Resources |
|---|
| <p>How to tell if an Email is a Phishing Scam (article) http://www.cio.com/article/703977/How_to_Tell_If_an_Email_Is_a_Phishing_Scam</p> |
| <p>How to recognize phishing email messages, links or phone calls (article) http://www.microsoft.com/security/online-privacy/phishing-symptoms.aspx</p> |
| <p>Create Strong Passwords (article) and Password Strength Test http://www.microsoft.com/security/online-privacy/passwords-create.aspx</p> |
| <p>Password Keeper Apps (Google doc) http://goo.gl/sIOVH</p> |
| <p>Cyber Security at Work (Article) http://cybersecurity.mo.gov/work/</p> |
| <p>Lock Your Windows 7 Computer (Article) http://www.tr.tcu.edu/LockComputer.htm</p> |
| <p>Digital footprint http://www.2learn.ca/ydp/digfootprint.aspx</p> |
| <p>Alberta Learning: Quick facts about children on the internet, Protecting privacy(In section, Internet Savvy Training, understanding the challenge http://humanservices.alberta.ca/InternetSafety/internetsavvy.html</p> |
| <p>2learn Privacy http://www.2learn.ca/kids/listNetSmart.aspx?Type=3 (Gr.3-6) http://www.2learn.ca/teens/listNetSmart.aspx?Type=3 (Gr.7-9) http://www.2learn.ca/seniorhigh/listNetSmart.aspx?Type=3 (Gr.10-12)</p> |
| <p>Be Web Aware (Privacy) http://www.bewebaware.ca/english/privacy.html</p> |
| <p>Common Sense Media webinar on Cyberbullying, Sexting, and Social Media https://www.common sense media.org/educators/blog/webinar-spotlight-cyberbullying-sexting-and-social-media-use</p> |
| <p>Tips for keeping Facebook as secure as possible: [created for military personnel, not all actions apply] https://www.youtube.com/watch?v=xCHTmzfsGmI</p> |

1.2 Digital Rights and Responsibilities:

Citizenship and involvement with any community involves two elements: rights and responsibilities. Using technology in a safe and secure manner as part of education may be considered a right afforded to GHSD users. The user accepts the responsibility to respect the property and wellbeing of others digitally and otherwise.

Suggested Practice:

- Ensure audio, video, and visual media used for educational purposes has been released by the copyright holder for such use. If the material is not identified as Creative Commons (see resources), the copyright holder must give permission.
- The owner/creator and place of access of material is acknowledged after permission to reuse is granted.

Teaching Tools: Teachers should explain to students and the community the reason why school and district policies regarding technology exist. Teachers should clearly explain and model copyright laws, giving credit to authors and websites when resources are used.

| Resources |
|---|
| Digital Citizenship: Using Technology Appropriately http://www.d-igitalcitizenship.net/Nine_Elements.html |
| Alberta Education Digital Citizenship Policy Development Guide http://educatio-n.alberta.ca/media/6735100/digital%20citizenship%20policy%20development%20guide.pdf |
| Be Web aware (File Sharing) http://www.bewebaware.ca/english/downloading_files.html |
| 2Learn (Copyright) http://www.2learn.ca/ydp/copyrightabout.aspx |
| Copyright Matters http://cmec.ca/Publications/Lists/Publications/Attachments/291/Copyright_Matters.pdf |
| Creative Commons http://creativecommons.ca/ |
| Canadian Copyright Law Explained http://www.michaelgeist.ca/2012/11/c-11-impact/ |

1.3 Digital Health and Wellness is physical and psycho-social well-being in a digital-technological world.

Given the ever-increasing frequency with which students and staff use technologies, particularly in their personal lives, health and wellness are areas that need to be addressed in the interest of developing well-balanced citizens. Digital Citizenship includes a culture in which technology users are taught how to protect themselves through education and training.

Suggested Practice:

- Excessive screen time has the potential for being addictive and may cause sleep deprivation. Restrictions should be implemented to aid students with achieving balance between enjoyment and healthy living.
- GHSD work stations are assessed for ergonomic design in order to promote physical wellbeing.

Teaching Tools: Educate students about ergonomically designed workstations and teach proper posture, etc. for computer use. Connecting families with mental health professionals when there is a concern about addiction. Encouraging students to make healthy activity choices as part of their daily routine.

Teachers should model appropriate digital behavior and intentionally address the issues through conversations: online discussion forums, community/ public awareness information evening and classroom discussions.

The Health curriculum lends itself well to discussions around psychosocial domain and physical health. The educating of this theme comes from class discussion and exploration of healthy use of technology. Teachers and students could co-create scenarios and discuss what is healthy and what is unhealthy.

Scenarios could include: digital addiction, ergonomics, eye strain, social connectedness, and healthy community citizenship. Students could read and review the content from the scenarios, create videos, posters, news advertisements, brochures for younger students, advertisements for balance of time and technology etc.

Resources

Family School Community Resource Workers

Alberta Health Services 24 Hour Addiction Helpline: 1-866-332-2322

Mind up (for purchase curriculum)

<http://thehawnfoundation.org/mindup/mindup-curriculum>

Childnet International resources:

<http://www.digizen.org/>

Net Addiction

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|---|
| http://netaddiction.com/ |
| Net Addiction Self Tests http://netaddiction.com/index.php?option=com_content&view=article&id=64&Itemid=88 |
| University of Alberta Ergonomic Test http://www.ehs.ualberta.ca/EHSDivisions/OccupationalHealth/~media/Environmental%20Health%20and%20Safety/Documents/Occupational%20Health/Ergonomics_Captivate_6_Final_.swf |
| WikiHow - Setting Up an Ergonomic Workstation http://www.wikihow.com/Set-Up-an-Ergonomically-Correct-Workstation |
| Restart a Sustainable Lifestyle http://netaddictionrecovery.com/ |

Theme Two: Respect and Protect Others (Digital Interactions)

2.1 Digital Etiquette is the standard of conduct or procedures in a digital world. This is the expected behavior when using digital tools.

Communication through digital means can remove social cues of body language and facial expression. To ensure clear communication, users of digital tools should take care to understand how their communications will be received by others.

Suggested Practice:

- Care and consideration for others is demonstrated in all online environments. No sensitive information is disclosed. Respect for others is maintained.
- Care and consideration is demonstrated in media posts such as YouTube videos. Users understand that free speech is limited by infringement on the security of others.
- Use of mobile devices (for a call, text, or internet access) should not occur in a manner that disrupts any presentation. If the situation is emergent, the user should remove him or herself from the area.
- Online conduct is maintained at a high standard.
- Teachers using social media with parents and students for educational purposes should set clear parameters for communications.

Teaching Tools:

Involve students in real life scenarios and have them participate in the process of creating digital communications.

Lead by example.

Educate our students on cyberbullying and how to appropriately deal with conflict.

Build relationships with our students and encourage them to come forward with issues concerning cyberbullying.

Resources

Digital Etiquette (Wiki)

<http://digiteen.wikispaces.com/Digital+Etiquette>

Digital Etiquette (Brain Pop Video)

<http://www.brainpop.com/technology/computersandinternet/digitaletiquette/>

Study Guides and Strategies Netiquette (Web Site)

<http://www.studygs.net/netiquette.htm>

What is Digital Etiquette? (Slideshare)

<http://www.slideshare.net/guestc38192/what-is-digital-etiquette-3558978>

Digital Citizenship - School Environment and Behaviour (Lesson Plan)

http://www.nisd.net/digitalcitizen/sec_digcit/etiquette_6_12.htm

Digiteen - Digital Etiquette (Interactive)

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| http://digiteen09-1.flatclassroomproject.org/Digital+Etiquette |
| THE Journal http://thejournal.com/articles/2008/09/01/text-onto-others-as-you-would-have-them-text-onto-you.aspx |
| What is Netiquette & Why is it Important? http://www.youtube.com/watch?v=gvkBdc1LiVI |
| Netiquette Dos & Don'ts for Email http://www.youtube.com/watch?v=gF_j5wquens |
| Essential Netiquette Tips for Mobile Phone Use http://www.youtube.com/watch?v=UIT8NAEsPKk |
| Netiquette Rules for Acronyms & Emoticons http://www.youtube.com/watch?v=kWFFKIEC7sU |
| Cellphone Etiquette http://www.youtube.com/watch?v=6GzmMebIIKA |

2.2 Digital Communication *is the electronic exchange of information.*

Communication is frequently changing, forcing us to continually re-evaluate how we communicate. Digital Communication includes text, voice, audio, images and movie clips which are accessible anywhere, anytime through various electronic mediums.

Two types of Digital Communications:

- Synchronous Communications (immediate): chat, Skype
- Asynchronous Communications (independent of time): blogs, twitter, YouTube

Suggested Practice:

- Communications that are typed are capitalized, bolded, highlighted, underlined or otherwise stressed only to clarify a point being made and should be limited to a few words or a short passage.
- Comments and posts are created with an awareness for and respect of the diversity of online audiences

Teaching Tools: Instruction provided to help students consider the perspective of others when posting online. Example: Show students various posts and have them consider how they would be viewed by different audiences.

Resources

What is Digital Communication? (Article)

<https://www.classle.net/faq/what-digital-communication>

Digital Platforms Reshape Communication (Video) (last minute or so is HP marketing)

http://www.youtube.com/watch?v=8CwQGAY_tEw

Digital Media Revolution (Video)

<https://www.youtube.com/watch?v=0eUeL3n7fDs>

Digiteen - Digital Communication (Wiki)

<http://digiteen.wikispaces.com/Digital+Communication>

2.3 Digital Access *is full electronic participation in society. Access should be fair and equal for all citizens.*

As educators, we need to be aware of all learners' needs and abilities so as to support a student's education. All students should have reasonable access to technology in an educational setting. In order to become productive citizens in a global world, we need to be committed as educators to allow equal digital access for all students.

Suggested Practice:

- When teachers use digital tools to communicate with students outside the classroom, awareness regarding access to these tools will develop equity in these communications. For example, a teacher may call a student who does not have access to Twitter.
- When assigning work not completed in class, teachers need to be aware of the digital access of each student.

Teaching Tools:

Teachers need to know what tools students have access to. Tools used need to be open platform (must be able to use on all technology devices). Teachers must ensure equal access for all students and be willing to provide alternatives when access is limited.

Resources

Anne Bubnic's List: Digital Citizenship/Digital Access (Diigo)

https://www.diigo.com/list/abubnic/digital-citizenship_digital-access

Digiteen - Digital Access (Web Site)

<http://digiteen09-1.flatclassroomproject.org/Digital+Access>

Digital Citizenship - Digital Access (Lesson Plan)

http://www.nisd.net/digitalcitizen/sec_digcit/access_6_12.htm

Digital Divide in Education (YouTube Video)

<http://www.youtube.com/watch?v=-BARWmnj7Aw>

Theme Three: Respect and Protect Intellectual Property and other Property (Digital Preparedness)

3.1 Digital Law *includes responsibility for actions and deeds using electronics.*

Digital Law is defined as the electronic responsibility for actions, and sets parameters to ensure safety and security to protect people's rights. Digital Law deals with the ethics of technology.

Suggested Practice:

- Although it may seem like a harmless joke, creating posts using someone else's social media account is not good practice. Never pretend to be someone else online.
- Think carefully before sending texts, emails, or posting on social media. Take the time to be sure the situation is fully understood before responding in any way.
- The use of technology for hurtful behaviour towards others is unethical. Be aware that some forms of online bullying are considered criminal acts.
- Piracy of software, music, movies, and other forms of media is illegal.
- Demonstrate respect for ownership of ideas and concepts (copyright).

Teaching Tools:

Educate our students on digital law so that they are aware of what they can and cannot do. Before any work with technology, teachers set their expectations for use and consequences. Teachers model appropriate behaviour with their students, such as knowing how to share ideas and concepts with proper attribution. Provide insight and context to situations that could impact their digital footprint.

Resources

Your Digital Presence, Digital Life Skills

www.2learn.ca/ydp/copyrightabout.aspx

Digital Citizenship Policy Development Guide

<http://education.alberta.ca/media/6735100/digital%20citizenship%20policy%20development%20guide.pdf>

Be a Digital Citizen

<http://www.youtube.com/watch?v=FdEXijFXfD8>

Online Password Strength Test (web site)

<https://www.microsoft.com/security/pc-security/password-checker.aspx>

What is Digital Citizenship

<http://www.youtube.com/watch?v=oCkTmZ0bF5Q>

Nine Elements of Digital Citizenship

http://www.digitalcitizenship.net/Nine_Elements.html

Alberta Education CyberBullying pamphlet

http://education.alberta.ca/media/6570209/cs_cyberbullying.pdf

Alberta Government Bully free Site

<http://www.bullyfreealberta.ca/>

3.2 Digital Literacy *is the process of teaching and learning about technology and the use of technology*

Suggested Practice:

- Students need to cite sources properly before being assigned research work.
- Students and teachers need to always credit sources and check to be sure the material they use is free to use and share.
- Students and teachers need to check sources for credibility.

Teaching Tools:

Teach correct referencing in discipline-specific format (MLA, APA, etc.), clearly outline plagiarism, and provide links for checking work for intellectual fraud.

Steps for Referencing:

“If you claim someone else's work, thoughts or ideas as your own by:

- copying sentences or paragraphs from a book, journal article or web page without referencing the information
- submitting work produced by another student as if it were your own work
- copying and pasting information from the internet or electronic sources

then you may be plagiarising. Plagiarism is considered a breach of academic integrity.

To avoid plagiarism and ensure that you are working with academic integrity:

- write using your own words and ideas
- acknowledge someone else's words and ideas by referencing your sources.”

Griffith University <http://libraryguides.griffith.edu.au/c.php?g=28779&p=177546>

Resources

Can I use this? How do I cite it?

<http://app.griffith.edu.au/study-smart/docs/referencing>

Digital Literacy Fundamentals, Media Smarts

<http://mediasmarts.ca/digital-media-literacy-fundamentals/digital-literacy-fundamentals>

Digital Citizenship Policy Development Guide

<http://education.alberta.ca/media/6735100/digital%20citizenship%20policy%20development%20guide.pdf>

What is Digital Citizenship

<http://www.youtube.com/watch?v=oCkTmZ0bF5Q>

Nine Elements of Digital Citizenship

<http://www.youtube.com/watch?v=87JiUrWaQVk>

3.3 Digital Commerce: Online buying and selling of goods

Digital Commerce: Is defined as the electronic selling and buying of goods online. The access to almost any product makes us wonder about the legal and illegal acts that could be done simply by trading on the net.

Suggested Practice:

- When purchasing items online, users need to be sure they have permission to charge purchases to account that is not their own (for example, using a parent's credit card).
- When offering an item for sale on a site (online classifieds or auction site), users need to be truthful about the condition and ownership of the item.
- When installing apps, users must be aware of the apps' ability to access credit cards linked to the account.
- As mentioned in theme one, users need to protect personal information as it relates to e-commerce.

Teaching Tools:

Teachers can provide information about the methods that app companies use to solicit funds from users. Help students realize that although the transactions are occurring in a virtual world, the money being spent is real.

Students can be taught to be mindful of ownership and honesty when making deals online.

Resources**Digital Commerce**

<https://cunedigitalcitizenship.wikispaces.com/Digital+Commerce>

Kijiji Safety Tips

<http://help.kijiji.ca/helpdesk/safety/safety-at-kijiji>