

## SOCIAL MEDIA

### Background

Greater St. Albert Catholic School Division (GSACRD or DIVISION) recognizes that the use of social media by staff and students is a tool to promote the Division *Mission, Vision and Values* through engaging employees, parents, and students and to enhance student learning in a welcoming, caring, respectful, and safe learning environment. The Division is committed to supporting the use of social media to interact responsibly for instructional and professional development purposes. The Division recognizes that parents are the primary educators of their children and entrust teachers to support students in the achievement and outcomes of all learning goals. The Division is committed to the use of the Internet and social media to positively affect the trust of all stakeholders.

The Division is committed to a proactive and positive stance during times when student and/or staff interactions on social media are uncaring, disrespectful and/or unsafe. We address such situations by referring to student codes of conduct; and AP 350 Division Student Discipline Framework, AP 358 Harassment (Division Students) and AP 460 Harassment (Employees).

### Definitions

1. **Discrimination** is the denial of individual rights and freedoms in a manner which contravenes the *Alberta Human Rights Act* which prohibits discrimination on the basis of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status, and sexual orientation.
2. **Harassment** may include a single incident or a series of events. *Harassment* does not represent Conflict in Relationship. For the purpose of AP 140, Harassment, Sexual Harassment, and Bullying are collectively referred to as “Harassment”:

**2.2 Harassment** refers to derogatory (e.g., excessively critical, insulting, belittling) or vexatious (e.g., aggressive, angry, antagonistic) conduct or comments that are known or ought reasonably to be known to be offensive or unwelcome. Harassment includes, but is not limited to, the following:

- a) any objectionable comment, act, or display that demeans, belittles, or causes personal humiliation or embarrassment, and any act of intimidation or threat;
- b) conduct or comments involving any of the prohibited grounds of harassment and discrimination as defined in the *Alberta Human Rights Act*;
- c) Section 11 of the *Alberta Human Rights Act* applies to AP 358.

**2.3 Sexual Harassment** includes comments, gestures, or physical conduct of a sexual nature where an individual knows or ought reasonably to know that the behaviour is unwelcome and personally offensive. Sexual harassment includes, but is not limited to:

- a) inappropriate or derogatory comments, humour, insults or behaviour based on gender and/or gender identification, gender expression;
- b) inappropriate, lewd, or sexually offensive written, graphic or behavioural displays on school board property;
- c) inappropriate, lewd, or sexually offensive slogans or graphics displayed on clothing worn on school board property or during school-related activities;
- d) inappropriate conversation, physical touching, or leering that could be construed to be a sexual advance;
- e) inappropriate conversation regarding an individual's sexual behaviour;
- f) unsolicited and/or unwanted requests to engage in sexual activity;
- g) reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance.

**2.4 Bullying** refers to repeated and hostile or demeaning behaviour by an individual where the behaviour is intended to cause harm, fear, or distress to another individual in the school community, including psychological harm or harm to the individual's reputation. Bullying often occurs in circumstances where one party endeavors to maintain power and control over another based upon systemic inequalities within a social setting.

- 3. **"Social Media"** includes, but is not limited to the following: electronic blogs, personal websites, RSS feeds, postings on wikis and other sites where content is user-generated. For example, Facebook, Blogger, Twitter, YouTube, Instagram, SnapChat and other video, picture or information-sharing sites on the Internet such as gaming sites with online chat capabilities.
- 4. **"Enactment"** means applicable federal and provincial legislation and regulations, Division policies, procedures, handbooks, guidelines and codes of conduct, and school handbooks.

## Procedures

- 1. Students and staff will comply with safety and health legislation and Division Administrative Procedures as they apply to ensure a safe and caring learning environment while working within a digital context.
- 2. Any action that contributes to a perception of discrimination, bullying, and/or harassment, whether it occurs during school/work time, or after school/work hours, and whether by electronic or other means, will be addressed by the school/Division workplace if it is determined that the actions impact the well-being of the alleged victim(s) within the Division community (AP 359, AP 412, AP 460).
- 3. Staff Use of Social Media Representing the Division
  - 3.1. Staff members are authorized to use social media sites to represent a school (including departments, sports teams, etc.) or the Division only with written permission as provided on the Social Media Account Request Form (F-149). In cases where a user is directly or indirectly identified as Division staff but is not duly authorized as per Procedure 1.1, the user profile or post should clearly state

- that said user is not representing the views of a school. (including departments, sports teams, etc.) or the Division.
- 3.2. Principals and site managers will review this Administrative Procedure and Social Media Guidelines with all staff on an annual basis.
  - 3.3. Prior to introducing any social media to a school or classroom, staff are to familiarize themselves with this administrative procedure and the GSACRD Social Media Guidelines.
  - 3.4. Staff members are encouraged to stay current with their employee organization's advice in constructively using social media.
4. Staff Use of Social Media Not Representing the Division
    - 4.1. Division staff are encouraged to use Social Media to promote the Mission of the Division. In situations where staff may be sharing information on social media that is contradictory to the Division *Mission, Vision and Values*, the staff member is encouraged to clearly state that user profile or post that said user is not representing the views of a school (including departments, sports teams, etc.) or the Division.
    - 4.2. Staff must also be aware that their use of social media may impact their relationship with their employer, as it is the expectation that all staff will conduct themselves in a manner that positively reflects the Division as per the employee's contract and professional code of conduct that may apply.
5. Staff – Student Online Correspondence
    - 5.1. All online correspondence between staff and students must be related to course work or school sanctioned clubs/activities, and these communications should only be through Division owned accounts/devices, such as GSACRD email or Google Classroom, or a Division/School approved communication platform. Staff should not be communicating with students via personal Social Media platforms or through personal text/iMessage/WhatsApp or other types of personal platforms.
    - 5.2. The Division will only approve school-based social media groups that will be supervised and monitored by at least one staff member on a regular basis and that have at least two staff members with administrative privileges.
    - 5.3. Division staff members must be aware that the ethical standards for the teaching profession apply at all times, whether in a traditional school environment or an online environment.
    - 5.4. Division staff shall not initiate or accept “friend” or “follow” invites from current GSACRD students on personal social media platforms under any circumstances.
  6. Student Use of Social Media Representing the Division
    - 6.1. Students are taught how to use social media responsibly and require permission of the school principal to represent the school and/or Division in their posts;
    - 6.2. Students will annually review social media guidelines as part of their reviews of school codes of conduct;

- 6.3. Parents will have access to information to support them to guide their children's social media use and to learn about the guidelines in school codes of conduct;
  - 6.4. Students will be encouraged to inquire about how best to post "good news" on social media to ensure that they promote a safe, welcoming, caring, respectful learning environment.
7. Student Use of Social Media Impacting Themselves and Other
    - 7.1. Students will be taught how to recognize and report instances of violence, discrimination, and harassment, including bullying, on social media platforms;
    - 7.2. Students will be taught how to seek appropriate, safe adult help that is outside of social media and that relies upon their parents', legal guardians' and/or school staff intervention;
    - 7.3. Students will be taught how to cultivate a positive online reputation and digital footprint in keeping with our Division mission, vision and values;
    - 7.4. Students will be held accountable should their social media comments and postings, whether personal or school/Division related, result in a disruption to a school or the Division environment or negatively impact an individual or group.
    - 7.5. Students will be held accountable for posting and promoting electronic commentary, content, or images that are defamatory, pornographic, proprietary, harassing, discriminatory, or that create a negative learning environment.
    - 7.6. Students will be taught when it's appropriate to use social media communication tools and to reflect on personal habits and lifestyle choices in relation to social media use.
8. Respect, Privacy, and Confidential Information
    - 8.1. Division staff must maintain confidentiality of student information, images or school, department or personal records at all times. Staff members participating in social media activities acknowledge that all information posted to sites is subject to provisions of the *Freedom of Information and Protection of Privacy Act (FOIP)* and the *Appropriate Use of Technology* requirements of the Division and on file at each school.
    - 8.2. All Division staff social media postings will contribute to a positive, supportive and professional learning environment within the Division and school.
    - 8.3. Division staff will utilize social media as a tool to build and enhance the reputation of a school or Division.
    - 8.4. Staff will be held accountable should their social media comments and postings, whether personal or school/Division related, result in a disruption to a school or the Division environment or negatively impact the staff's ability to perform his or her duties.
    - 8.5. Division and school logos will be used after obtaining permission from the school principal or a Division representative. Division and school logos must be used in accordance with the *Corporate Identity Standards* document.

- 8.6. Division staff will use only their own name when participating in an online social media group for work related purposes. Pseudonyms will not be used by staff for communication purposes.
- 8.7. Division staff will ensure that their online comments are aligned with Catholic values and in compliance with their respective contracts of employment and the Division *Mission, Vision and Values*.
- 8.8. Division staff will be held accountable for posting and promoting electronic commentary, content, or images that are defamatory, pornographic, proprietary, harassing, or that create a negative work environment.
- 8.9. Division staff participating in social media will respect copyright laws, not only in relation to the content produced on the social media sites, but also in relation to the software that enables them to operate.

## References

### *Legal References:*

Freedom of Information and Protection of Privacy Act, ss.40 and 41  
Alberta Human Rights Act  
Criminal Code  
Employment Standards Code  
Occupational Health and Safety Act  
Whistleblower Protection Act

### *Cross Reference:*

Greater St. Albert Catholic Schools Board Policy No. 1  
"Division Mission Statement, Values and Beliefs, Statement of Philosophy, Goals and Objectives"  
GSACRD Administrative Procedure Manual:

- 140 Use of Technology
- 150 Media Relations
- 170 Freedom of Information
- 190 Copyright
- 358 Harassment (Division Students)
- 359 Safe and Caring Learning Environments
- 460 Harassment (Employees)
- F-140-2 Appropriate Use of Technology
- F-149 Social Media Account Request Form

### *Other References:*

Corporate Identity Standards (attached)  
School Division Use of Personal Information Notice (attached)  
Social Media Guidelines for Staff (attached)  
ATA E-Liability, Smart Advice (attached)  
ATA Leadership Update, Social Networking in Schools, Volume 6; No 5 (attached)

03.2018



# Greater St. Albert Catholic Schools

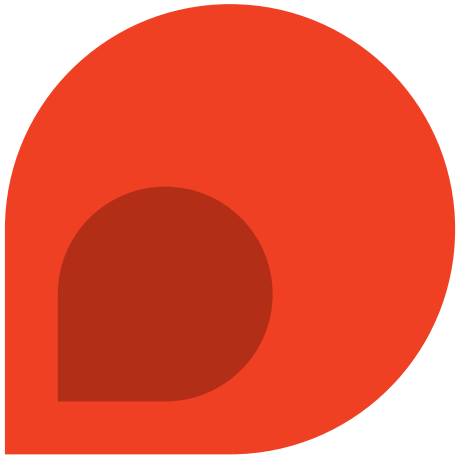
**BRAND GUIDELINES**



A brand is made up of experiences, and the quality of those experiences is imperative. By mapping out and managing every experience a guest has with Greater St. Albert Catholic Schools, we can ensure that Greater St. Albert Catholic Schools' differentiated value is communicated in a remarkable and consistent way at every interaction.



# MESSAGING GUIDELINES



## POSITIONING

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A positioning statement is a promise or declaration of what an organization does, where, for whom, and with what value to its audience. In short, it is a promise of what it will deliver. The following statement will form the basis of Greater St. Albert Catholic Schools' boilerplate and marketing focus.

### POSITIONING STATEMENT

Greater St. Albert Catholic Schools (the District) creates a faith-based learning environment for students in the communities of St. Albert, Morinville, Legal, and areas of Sturgeon County. Through its commitment to excellence in academic results and an inclusive learning environment, the District creates a nurturing environment where students, teachers, staff, and the greater community can reach their highest potential.

## VERBAL IDENTITY

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Messaging is what is said, tone is how it is said. Brought together, the tone and messaging tell the world something about Greater St. Albert Catholic Schools' unique personality. This is Greater St. Albert Catholic Schools. This is what Greater St. Albert Catholic Schools stands for.

When writing on behalf of the District, it is important to ask some questions to ensure the content created is in line with the brand.

**DOES THIS WRITING REFLECT THE DISTRICT'S PERSONALITY?**

**IS THIS CONTENT ROOTED IN THE DISTRICT'S KEY VALUE POINTS AND DIFFERENTIATED VALUE?**

**DOES THIS WRITING SUCCESSFULLY CONVEY THE LEADERSHIP THAT IS AT THE CENTRE OF EVERYTHING THE DISTRICT DOES?**

## KEY VALUE POINTS

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Your key value points make up the pillars of messaging that inform Greater St. Albert Catholic Schools' communications. While the mediums might change, we want to make sure that the same three messages are coming through consistently in every piece we put out.

### 1. WE GUIDE OUR STUDENTS TO ACHIEVE EXCELLENCE IN EDUCATION

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- We focus on a strong balance of academic results and extracurricular programs
- We develop our District staff into leaders who have the expertise and willingness to lead our students

### 2. WE PUT FAITH INTO ACTION

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- We teach through faith and live the Christian message
- We do more than just pray to engage our spiritual side
- We have Jesus as a witness and a model in our everyday lives

### 3. WE DELIVER AN AUTHENTIC, PERSONALIZED APPROACH TO GROWTH AND DEVELOPMENT

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- We create an environment where we know students by name and can build personal relationships with them
- We maintain the right level of support to create intimate learning environments

## BRAND PERSONALITY

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Your brand personality can help you relate with your customers. It is based in research and can inform how you write about the District and approach new projects. Boiled down, the Greater St. Albert Catholic Schools' brand personality is best represented by the following adjectives:

### SUPPORTIVE

- We stand behind our students and encourage their greatness
- Our goal is to equip students with the skills they need to succeed

### ENGAGED

- We are invested in our students
- Our staff get to know our students by name

### INCLUSIVE

- We welcome all students with open arms
- We encourage diversity

### DEVOUT

- We live and teach through our faith
- We are dedicated to our students and community

### ACCOMPLISHED

- Our students' success is our main focus
- We pride ourselves on providing a breadth of educational opportunities

### GENUINE

- We care deeply about the lives of our students
- Our staff's work is from the heart

## GUIDING QUESTIONS

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How do I bring the brand personality and messaging together?

### Step 1

#### WHO

##### ***Who is our audience?***

Connecting with an audience means truly understanding who we're speaking with. We need to understand each audience so we can speak to the members authentically and in a way that is meaningful to them.

What's going on in their lives? What do they want? What do they need today? What about the future? And with all that, how can we help them get to where they need to be going?

### Step 2

#### WHAT

##### ***What are the key value points they need to know?***

Greater St. Albert Catholic Schools is a dedicated and caring Catholic school division that provides high-quality education to communities of St. Albert, Morinville, Legal, and areas of Sturgeon County. This is a brand truth that influences everything we do. To do this, the District guides our students to achieve excellence through faith and an authentic, personalized approach to growth and development.

### Step 3

#### WHY

##### ***Why am I writing for this audience? What is the purpose? Is this objective realistic?***

Each piece of communication developed for Greater St. Albert Catholic Schools serves a purpose and accomplishes specific communications objectives. Be sure your writing is geared toward meeting those objectives.

### Step 4

#### HOW

##### ***Which personality attributes can we use to speak in Greater St. Albert Catholic Schools' tone for this audience?***

When speaking on behalf of the brand, combine the following attributes in your tone: supportive, engaged, genuine, devout, inclusive, and accomplished.

# VISUAL GUIDELINES

## THE VISUAL IDENTITY

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**A company's personality or its brand says a lot about who and what it is. This personality is inherent in the brand's logo and other visual elements.**

Consistent implementation and application of Greater St. Albert Catholic Schools' brand elements (along with key messaging) will protect our brand's integrity and allow us to establish a stronger brand identity.

## GENERAL REQUIREMENTS

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**DISPLAY THE LOGO BASED ON INFORMATION SPECIFIED WITHIN THIS DOCUMENT.**

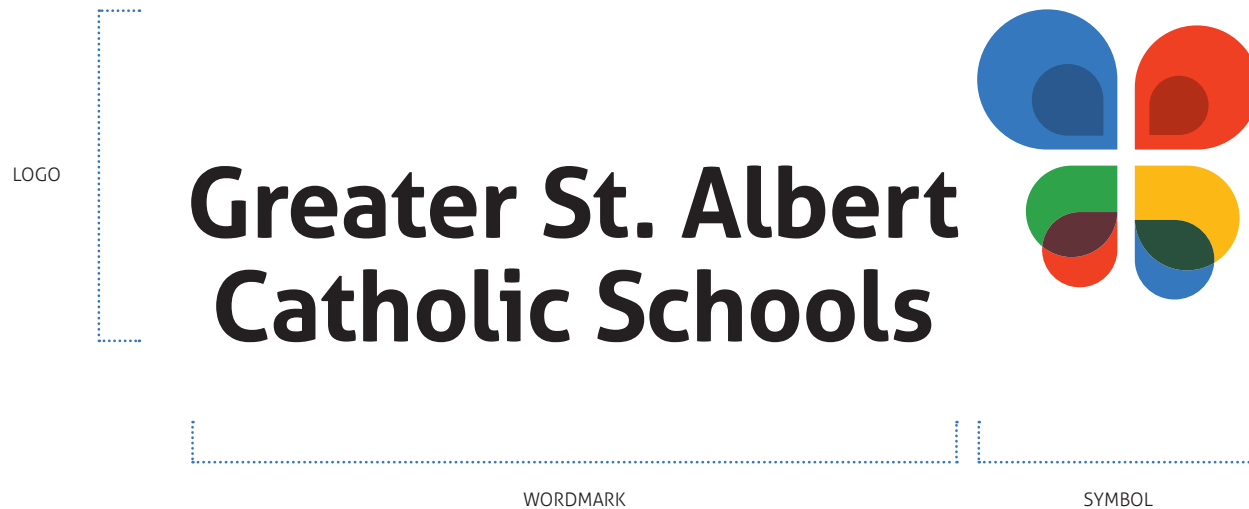
**USE THE LOGO ONLY IN ITS COMPLETE AND ORIGINAL FORM AS OUTLINED IN THIS DOCUMENT.**

**USE ONLY THE EMBEDDED MASTER ARTWORK AVAILABLE FROM THIS DOCUMENT.**

The logo variations shown in this document are master versions of Greater St. Albert Catholic Schools' logo, which means they are in correct proportions and colours. The Greater St. Albert Catholic Schools logo should not be used in any other colour besides those that are described as official brand colours (see pg. 13 of this document).

Always use the Greater St. Albert Catholic Schools logo in full colour whenever possible (see pg.13). However, as there may be circumstances where the use of a full-colour logo isn't viable, alternative versions have been created to address such situations (see pg. 14).





## PRIMARY LOGO — HORIZONTAL

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The primary logo is a symmetrically balanced mark consisting of two components including the symbol—a collection of multi-layered abstract shapes—and a wordmark. Together, these components are referred to as the “Greater St. Albert Catholic Schools logo” and embody the organization’s ethos.

While the symbol can be used independently as a supporting graphic, the wordmark must only appear as part of the complete logo.



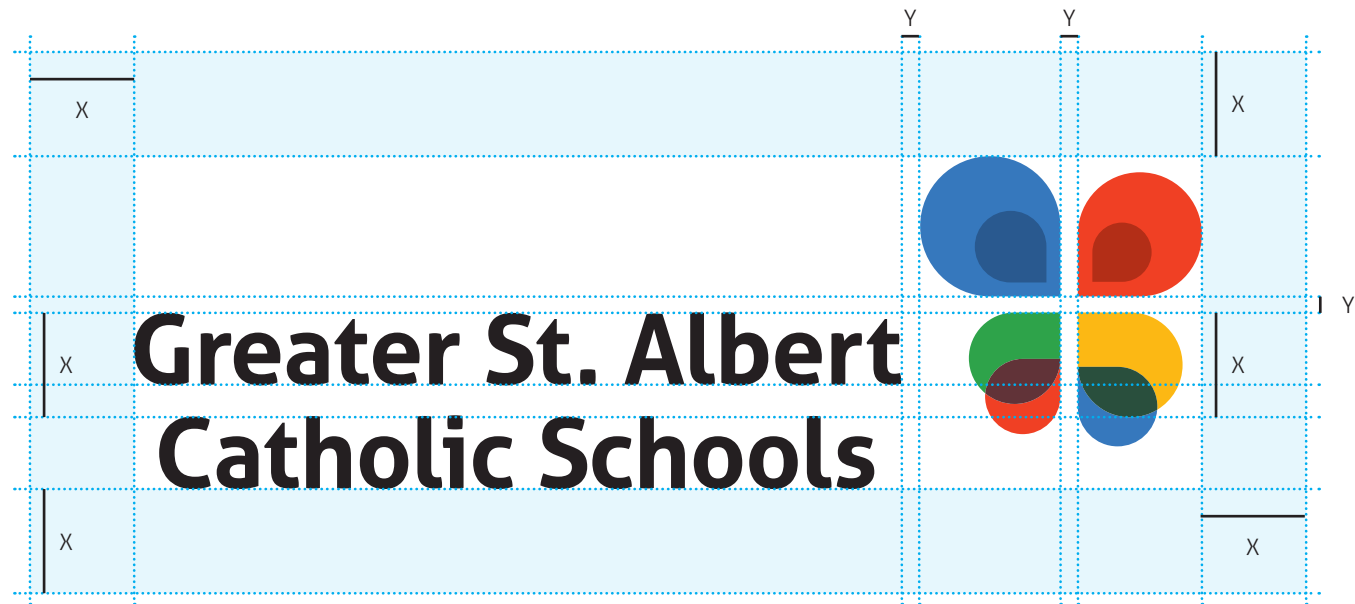
## SECONDARY LOGO — VERTICAL

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The secondary logo is a vertically centred mark, consisting of both elements, with the symbol above the wordmark. The spacing and weighting of these elements is different to that of the horizontal configuration.

This version of the logo should only be used when the overall width of the primary logo makes its usage inappropriate.

It is important to protect the logo to ensure a consistent message is conveyed across all mediums. The recommendations and guidelines offered in this document must therefore be adhered to whenever possible.

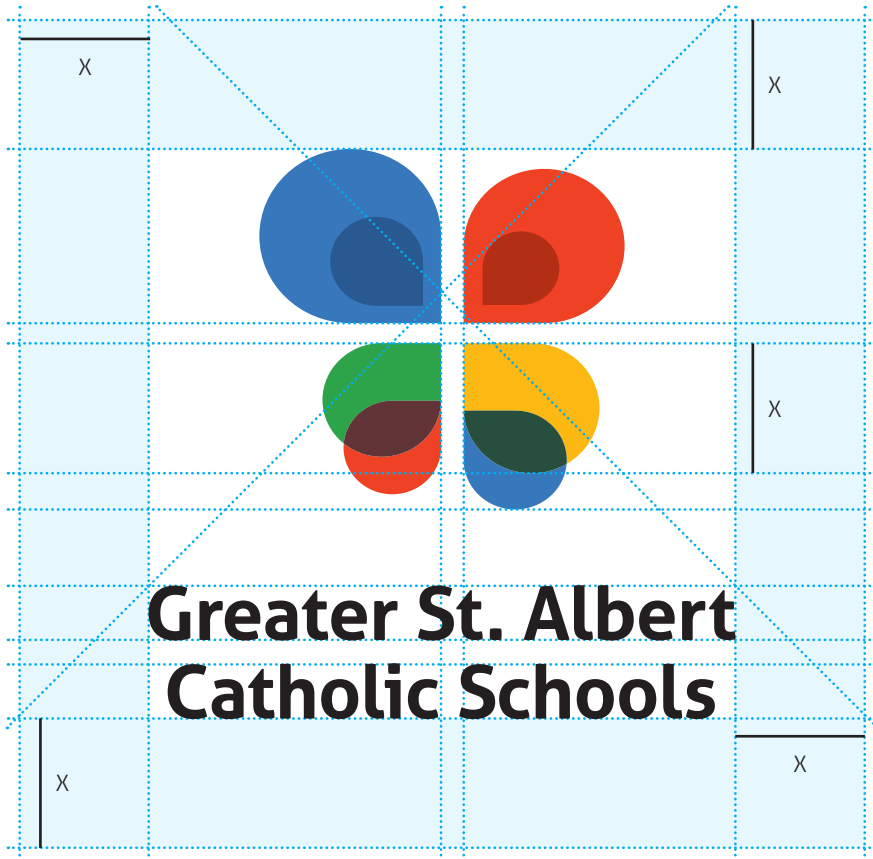


## CLEAR SPACE — HORIZONTAL

There are two key distances described in the horizontal version of the logo.

The main measurement, "X", is defined by the distance between the baselines of the wordmark. This also corresponds to the overall height of the yellow element in the symbol, or from cap-height to cap-height. This measurement determines the minimal clear space above, below, left, and to the right of the logo (shown in blue shading above).











The second measurement, "Y", is described by the distance between the elements of the symbol, and that of the symbol and the wordmark.



## CLEAR SPACE — VERTICAL

There is only one key distance needed in the vertical version of the logo.

The main measurement, "X", is defined by the overall height of the yellow element within the symbol. This measurement determines the minimal clear space above, below, left, and to the right of the logo (shown in blue shading above).

	FULL COLOUR	MONOCHROMATIC	SYMBOL ONLY
HORIZONTAL LOGO	  24 mm	  24 mm	  16 px
VERTICAL LOGO	  17 mm	  17 mm	

## MINIMUM SIZE

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While there is no maximum size specified for the Greater St. Albert Catholic Schools logo—scale should be in proportion to the original artwork and placed based on aesthetics, function, and visibility—there is a minimum size that must be observed.

Each variation of the logo should never be reproduced smaller than the minimum size indicated above.



PANTONE: Pantone Black C  
CMYK: 0 0 0 100  
RGB: 0 0 0



PANTONE: Pantone 485 C  
CMYK: 0 90 100 0  
RGB: 239 65 35



PANTONE: Pantone 7621 C  
CMYK: 0 90 100 30  
RGB: 178 47 22



PANTONE: Pantone 2727 C  
CMYK: 80 50 0 0  
RGB: 59 108 166



PANTONE: Pantone 301 C  
CMYK: 80 50 0 30  
RGB: 40 89 143



PANTONE: Pantone 361 C  
CMYK: 80 10 100 0  
RGB: 45 164 74



PANTONE: Pantone 4985 C  
CMYK: 80 100 100 0  
RGB: 97 52 56

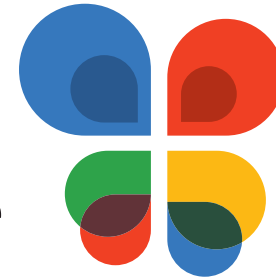


PANTONE: Pantone 136 C  
CMYK: 0 30 100 0  
RGB: 253 185 19



PANTONE: Pantone 626 C  
CMYK: 100 80 100 0  
RGB: 40 79 62

# Greater St. Albert Catholic Schools

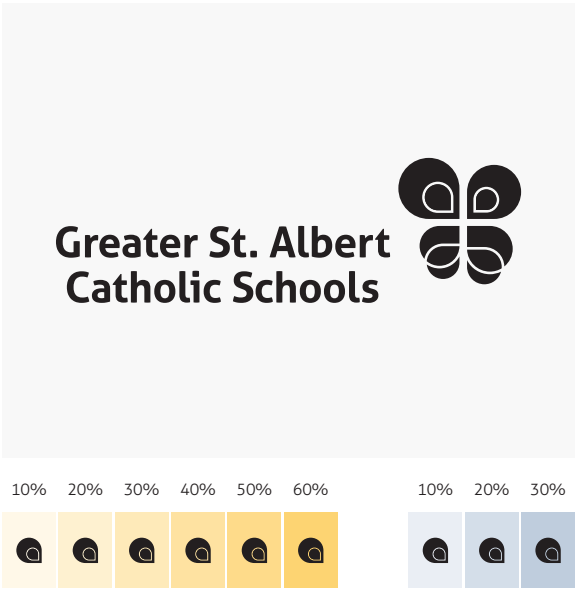


## THE COLOUR PALETTE

Corporate brand colours add life to a brand's visual elements and enhance its uniqueness. Always use the colour palette shown here whenever creating any printed or online applications for Greater St. Albert Catholic Schools's brand.

Process (CMYK) and onscreen (RGB) colour breakdowns may differ from the Pantone guide and have been chosen to match the original Pantone colour visually. CMYK colours are only used in four-colour process jobs. RGB colours are used for online or screen-based media only. The exception to this rule is Microsoft Word, which only supports RGB values.

MONOCHROMATIC

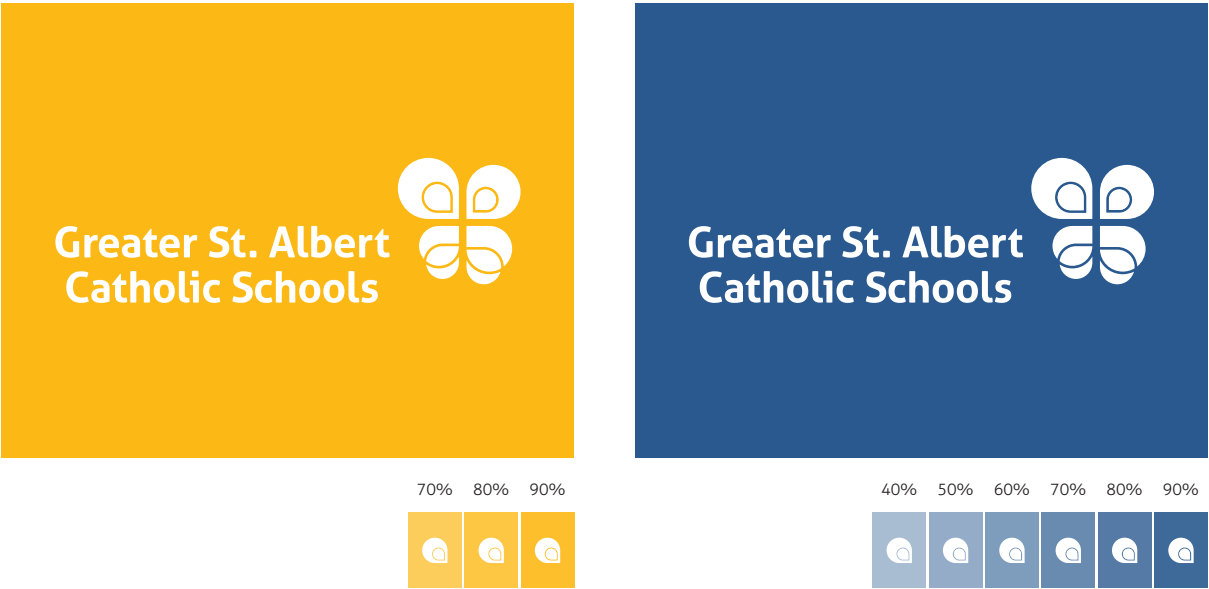


SINGLE-COLOUR

The single-colour version of the logo is used in situations where reproducing the logo in full colour is not possible, or when only one ink is available.

The logo should be rendered in either solid Greater St. Albert Catholic Schools Black (Pantone Black C) when placed on a white or light solid tone.

REVERSED



SINGLE-COLOUR — REVERSED

A reversed version can be used to “knock out” the logo from full-strength solid tones of the brand colours. This is considered a secondary usage for instances where the logo sits alongside other third-party logos.

The logo should be rendered in solid white only (no tone) against a dark background (or any of the four brand colours) to provide the greatest contrast.

Consider the tone scale above for guidance.

## INCORRECT USAGE

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- ✗ **DO NOT** CHANGE THE COLOUR LOCK-UP
- ✗ **DO NOT** ROTATE THE LOGO
- ✗ **DO NOT** SCALE INDIVIDUAL ELEMENTS
- ✗ **DO NOT** SCALE LOGO DISPROPORTIONATELY

- ✗ **DO NOT** REPOSITION SYMBOL
- ✗ **DO NOT** SKEW THE LOGO
- ✗ **DO NOT** APPLY ADDITIONAL EFFECTS
- ✗ **DO NOT** USE LOW-RESOLUTION ARTWORK

## MISUSE OF THE LOGO

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Correct usage of the logo and its visual elements is critical and helps to ensure that Greater St. Albert Catholic Schools' brand has the greatest impact. These guidelines depict the correct way in which to use the identity. Any deviation from or misinterpretation of the guidelines is considered an incorrect usage. When displaying the logo, always use the correctly proportioned master artwork provided.

Any display or use of any version of the Greater St. Albert Catholic Schools logo must be approved by Greater St. Albert Catholic Schools. Where permission is obtained, the display or use of the Greater St. Albert Catholic Schools visual identity must adhere to the guidelines presented in this document. Any display or use that does not adhere to these guidelines is a violation of Greater St. Albert Catholic Schools' intellectual property rights.

## FILE FORMATS

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The logo should never be supplied to third parties as part of a Word document or PowerPoint deck. When sending the logo via email, insert the appropriate high-resolution, print-ready PDF file into the email as an attachment.



ALLER — LIGHT

Aa ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 abcdefghijklmnopqrstuvwxyz  
 0123456789 !@#\$%^&\*()

ALLER — REGULAR

Aa ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 abcdefghijklmnopqrstuvwxyz  
 0123456789 !@#\$%^&\*()

ALLER — BOLD

Aa ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 abcdefghijklmnopqrstuvwxyz  
 0123456789 !@#\$%^&\*()

## BRAND TYPEFACE

Greater St. Albert Catholic Schools uses the typeface *Aller* exclusively and consistently to establish its brand personality. This cross-platform face has a large variety of weights, ensuring immense flexibility for the future growth of the Greater St. Albert Catholic Schools brand.

*Aller* should be used for all official printed and online communication.

BRAND PERSONALITY

Supportive  
**DEVOUT**  
*Inclusive*  
***engaged***  
 GENUINE

## LICENSE

The Aller typeface, designed by Dalton Maag, is available as part of an Adobe Creative Cloud/Typekit subscription or for purchase from Maag's Studio website.

Aller can be used in print and onscreen.

**Download:**

<https://typekit.com/fonts/aller>

<https://daltonmaag.com>

HORIZONTAL LOGO



FULL-COLOUR

Suitable for full-colour (CMYK) offset or digital printing.


 PRIMARY (VECTOR)



SINGLE-COLOUR

Suitable for one-colour (Spot or Greyscale) offset or digital printing.

 PRIMARY (VECTOR)

 PRIMARY (BITMAP – JPG)


 PRIMARY (BITMAP – PNG)



SINGLE-COLOUR REVERSED

Suitable for use on solid tones or low-contrast textures, where brand colours might be unavailable in ether offset or digital printing.

 PRIMARY (VECTOR)

 PRIMARY (BITMAP – PNG)



RGB

Suitable for PowerPoint, Word or onscreen (web, email, etc.) usage.

 PRIMARY (VECTOR)

 PRIMARY (BITMAP – JPG)

 PRIMARY (BITMAP – PNG)



### **Consent for Use of Personal Information by Greater St. Albert Catholic Schools**

When student information is shared in a way that makes the child/student publicly identifiable, the *Freedom of Information and Protection of Privacy (FOIP) Act* requires Greater St. Albert Catholic Schools to obtain parental consent. Sharing this information, for promotional and non-profit educational purposes, helps the school and Greater St. Albert Catholic Schools celebrate student successes with its families, the community and the general public. Consent is voluntary and you can withdraw consent by notifying the school.

Greater St. Albert Catholic Schools is requesting your permission to use your child/student's personal information (i.e., image, grade and/or name etc.) outside of the school community.

I consent to my child/student's personal information being used on external educational platforms that provide programming such as Seesaw, Adobe Spark and Moodle—to access these platforms, your child/student may be required to sign in or register for an account using their name, school, birth date and/or student email address.

Select -      Yes      No

I consent to my child/student's personal information being used on the Internet, including pictures, videos, podcasts or presentations, publicly in brochures, booklets, educational websites or on social media (e.g., Facebook, Instagram, YouTube and Twitter).

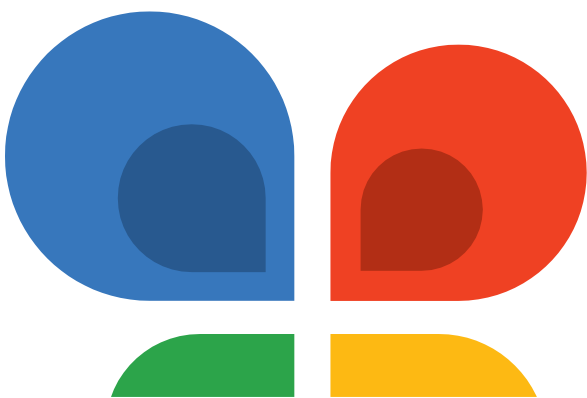
Select -      Yes      No

I consent to my child/student's personal information being used in memory books, CDs and video recordings of activities such as year-end, concerts, presentations, and field trips that are shared with parents, guardians and students required.

Select -      Yes      No

### **Consent for: Sharing of Student Work**

When samples of student work are reproduced or shared outside the Division, the Copyright Act requires Greater St. Albert Catholic Schools to obtain parental consent. Your child/student's work includes their writing, drawings, paintings, photographs, performances and sound or video recordings. Your child/student continues to own their work even if we reproduce it.





By giving consent, you are agreeing your child/student's work which may include their personal information such as image, name, grade and school can be shared outside of the school community.

Select - Yes, I consent to my child/student's information being used for the above stated purposes

No, I do not consent to my child/student's information being used for the above stated purposes

**Consent for: Disclosure of Personal Information to the School Council**

I hereby give Greater St. Albert Catholic Schools permission to make available parent/guardian name, telephone and email address to the School Council for contact purposes. School Councils represent the parents and engage in activities of the school. I Agree

Select -      Yes      No



The required information permits the school board, through the school administrator, to make decisions that are necessary to ensure a safe and caring learning environment, to protect your child/student's rights, and to determine eligibility for programs and funding available under the Alberta Education Act and the Charter of Rights and Freedoms. Information on this form is protected under the Freedom of Information and Protection of Privacy Act. The information will be made available to employees of Greater St. Albert Catholic Schools, Alberta Education, and other authorized agencies on a need to know basis. The information will be used for programs and activities that are a part of normal school life. There may be occasions where you have concerns relating to the safety of your child/student with respect to personal information. The Parent/Legal Guardian shall contact the school administrator when this is the case. The Parent/Legal Guardian shall contact the school when information changes throughout the school year. Please note, some changes, such as a name change or custody, must be supported by legal documentation.

## **Collection and Use of Personal Information by Greater St. Albert Catholic Schools**

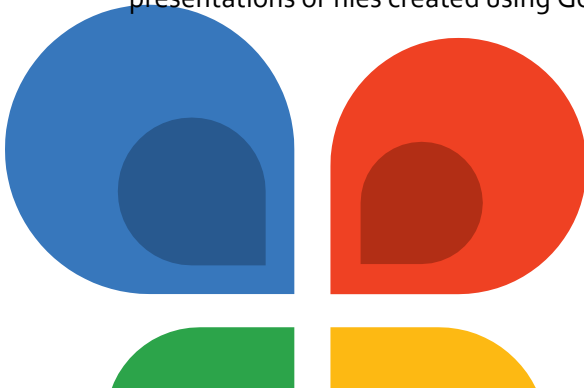
In accordance with the Freedom of Information and Protection of Privacy (FOIP) Act, Greater St. Albert Catholic Schools is authorized and required under the provisions of the Education Act and its regulations to collect, use and disclose personal information of students and parents necessary to provide an educational program and ensure a safe and secure school environment for students.

**Consent is not required to gather this information.**

Below are some examples of how and where personal information (eg; name, grade, image or contact information) may be used—the list is not intended to be all-inclusive:

- absenteeism verification;
- identification cards, library cards, school calendar, yearbook, graduation book or other school publication/newsletter;
- emergency, medical, legal or law enforcement and or matters relating to safety and security;
- on artwork or other material to be displayed at the school or another GSACRD site;
- honour rolls, scholarships or other awards within the school or Division;
- managing and validating school passwords and email accounts;
- sharing information with Alberta Education;
- the taking of video-surveillance footage on school bus routes operated by Student Transportation in conjunction with the enforcement of bus rules and to promote the safety of all passengers and drivers.

Greater St. Albert Catholic Schools uses Google Workspace (Examples: Gmail, Classroom, Meet and Drive) for Education allowing all students and staff to communicate and collaborate. All Greater St. Albert Catholic School students and staff are assigned an email account. Any emails, documents, presentations or files created using Google Workspace for Education is stored on servers located





## Greater St. Albert Catholic Schools



outside of Canada and subject to foreign laws. Students will not be able to use their Greater St. Albert Catholic Schools account for G-Suite Marketplace, Chrome Webstore or to register for 3rd party website/application/software unless it has been approved for educational use by Greater St. Albert Catholic Schools.

Under the *FOIP Act*, photographs, videos or interviews taken during public events either on or off Greater St. Albert Catholic Schools property—such as sports events, concerts, cultural programs, clubs, field trips, graduation or other ceremonies, that are open to the general public may be taken by the public-at-large, including the media, without consent. Once a child/student's image, name or identifying information is released publicly, Greater St. Albert Catholic Schools cannot control or prevent further distribution or use of the material by those who access the information.

When student information is used by the school or the school division for purposes beyond educational programming and student safety, or when student information is shared at a non-public event, consent is required (see the Agreement section in online registration).

If you have any questions regarding the collection and intended use of the information, contact your school principal or the Greater St. Albert Catholic Schools FOIP Coordinator at 780-459-7711.



# Social Media Guidelines for Staff



**Greater St. Albert  
Catholic Schools**



Updated June 2018

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## Introduction

Social media is a powerful communications tool that has a significant impact on organizational and professional reputation. The rapid growth of social media technologies and their ease of use make them effective channels of communication for any type of business or organization. Employees at Greater St. Albert Catholic Schools (GSACRD) are encouraged to embark in the social media world and use these tools to help with school marketing, to communicate with the school community and to aid in 21st century learning. However, social media also holds the possibility of unintended consequences.

Because using these forums can blur the lines between personal voice and institutional voice, GSACRD has developed the following guidelines to clarify how to enhance and protect personal and professional reputations when using social media and to help identify and avoid potential issues.

Social media is a category of interactive social communities where all content is collaboratively generated by users of that website or application. The opportunity for users to generate their own content by uploading of content or the exchange, rating, and editing of existing media makes communication multi-directional. Rather than having a conversation with one other person, social media allows for conversations with many people at a time. New social media channels are being developed on a continuous basis.



## What is social media?

- Social networking sites like Facebook
- Video and photo sharing sites like Instagram, SnapChat and YouTube
- Microblogging sites like Twitter
- Blogs (including corporate blogs, personal blogs or blogs hosted by mainstream media outlets) like Blogger, Tumblr or Wordpress
- Forums and discussion boards including comments or feedback sections of mainstream media websites
- Wikis, like Wikipedia or AboutUs.org

In both professional and institutional roles, employees need to follow the same behavioural standards online as they would in person. The same laws, professional expectations and guidelines for interacting with students, parents, media and other stakeholders apply online as they do in reality.

Applications that allow you to interact with others online require careful consideration to assess the implications of friending, linking to, following, liking or accepting/initiating any other request to communicate with another person. For example, there is the potential for misinterpretation of a relationship or the sharing of protected information. Online relationships between teacher and student or supervisor and employee highlight the implications and the nature of social interaction. The following guidelines are intended to help you understand the implications of participating in social media.

### General policies

#### 1. Protect confidential information

Do not post confidential information about the District, its students and their families or any District employees. Adhere to all applicable district privacy and confidentiality policies, including F.O.I.P. Employees who share confidential information do so at the risk of disciplinary action.

#### 2. Respect copyright and fair use

When posting, be mindful of the copyright and intellectual property rights of others and of the District.

#### 3. Don't use the GSACRD logo for endorsements

The logo is not for use on personal social media sites. Use of the GSACRD logo or other imagery must adhere to the Corporate Identity Standards document. Do not use the District's name to promote a product, cause, or political party or candidate.

#### 4. Respect district time and property

District computers and time on the job are reserved for district-related business as approved by supervisors and in accordance with the Use of Technology and Personal Use of Equipment documents.

#### 5. Follow the Terms of Service

Read and obey the Terms of Service for any social media platform you use.

#### 6. Be authentic

In personal posts, you may identify yourself as a GSACRD staff member, but be clear that you are sharing your personal views and are not speaking as a formal representative of the District. If you identify yourself as a member of the GSACRD team, ensure your profile and related content are consistent with how you wish to present yourself to colleagues and the public.

## 7. Be aware of liability

You are responsible for what you post on your own site and on the sites of others. Individual bloggers are held liable for commentary deemed to be copyright infringement, defamatory, proprietary, libelous, or obscene (as defined by the courts).

## Getting started

The following procedures, as well as Administrative Procedure 149, must be adhered to if you are posting on behalf of the District, it's Board of Trustees or any of it's schools (departments, sports teams, etc.).

### STEP 1: Notify the district communications team

Schools that have established – or plan to establish – a social media marketing page must notify the communications department to ensure all institutional social media sites coordinate with other district sites and their content. All staff, including administrators, who would like to create a social media page for marketing or educational purposes must complete the Social Media Account Request form and submit it to District administration.

### STEP 2: Create an account

Social Media accounts created for school marketing purposes or created for educational use within the classroom must be set up by an authorized representative of the school. In order to enable the school to assess the account, any teacher wishing to create a social media page needs to complete the above mentioned account request form, which will provide school administration with contact information for the individual(s) who will be authorized to create, operate, monitor and edit the account on an ongoing basis (i.e. the page administrator). Students and parents are not to be named as administrators.

#### Name your account

Naming a social media page is very important. Whenever possible, GSACRD should be listed after the school name. This helps to build an awareness of all district schools, helps users find the school they are looking for in search results and provides consistency, which is shown to build trust for users and lends credibility to the page.

**NOTE:** The names on accounts that have already been created need to be changed to fit the naming guidelines. School should consider making this transition during the summer months when traffic decreases.

#### Upload your school logo

If you create a social media site, use only your official school or team logo. The communications department can provide guidance with graphics and design. The Brand Guidelines document can provide information on logo permissions and standards for the District logo and associated marks.

### STEP 3: Create a content plan

Schools should consider their messaging, audiences and goals when developing a strategy for keeping information on social media sites up-to-date. The communications department can assist and advise you with your social media planning.

#### NAMING CONVENTIONS

Facebook: [insert name] GSACRD  
Example: Albert Lacombe GSACRD

Twitter: [Insert Name]\_GSACRD  
or [Insert Name]GSACRD  
Example: VJM\_GSACRD or MariePoburanGSACRD

YouTube: GSACRD\_[Insert Name]  
or [Insert Name]\_GSACRD  
Example: GSACRD\_MCHS  
or EcoleFatherJan\_GSACRD

## Social Media Best Practices

These best practices apply specifically to those posting on behalf of the District or one of its schools (departments, sports teams, etc.), though the guidelines may be helpful for anyone posting on social media sites.

### Link back to your website

Whenever possible, link back to your school website. Ideally, posts should be very brief, with a redirect (link) to content that resides on the school or district website. When linking to a news article about the district or school, check with the communications department first to see whether you can link to an internal release on the district website instead of a media outlet page.

### Acknowledge who you are

If you are representing GSACRD when posting on a social media platform, acknowledge this.

### Protect the district's voice/views

Posts on social media sites should protect and align with the district's institutional voice by remaining professional in tone and in good taste.

### Think twice before posting

Privacy does not exist in the world of social media. Consider what could happen if a post or picture becomes widely known and how that may reflect both on the person posting it and on the District. Search engines can turn up posts years after they are created/deleted, and comments can be forwarded or copied. If you wouldn't say it at a conference or to a member of the media, you shouldn't be posting it online. If you are unsure about posting something or responding to a comment, ask your supervisor for input or contact the communications department.

"Privacy does not exist in the world of social media."

### Strive for accuracy

Make sure that you have all the facts before you post. It's better to verify information first than to have to post a correction or retraction later, which affects your personal and professional reputation. Cite sources and link to your sources whenever possible. Review content for grammatical and spelling errors.

### Be respectful

Content contributed to a social media site may encourage comments or discussion of opposing ideas. Be respectful of others' opinions and consider your responses carefully. You are more likely to achieve your goals if you are constructive and respectful while discussing a bad experience or disagreeing with a concept or a person.

### Remember your audience

Be aware that a presence in the social media world is available to the public at large. This includes prospective students, current students, parents, colleagues, peers and past or present employers. Consider this before publishing to ensure the post will not alienate, harm, or provoke any of these groups.

### Use of photography/video

Permission needs to be acquired if tagging photos that identify students. Contact your school administrator in regards to student photo permission forms.

### Keep content current

Assign an administrator or employee who can regularly monitor postings and content. Aim for standard times for postings and updates. 10-20 minutes each day will ensure that you are kept in the loop and can respond to comments or inquiries in a time-appropriate manner. The recommended minimum frequency is twice a week. But be sure not to overload your

updates, as followers will ignore you if you overload them with information.

At the same time, be sure not to neglect your updates, as followers will stop paying attention to your site.

### **Keep controversial topics out of the conversation**

On social media sites, users will post comments and start dialogue that has little to do with the post in question. If the matter in question involves a topic that can easily ignite debate (e.g. politics, religion, etc.), avoid it altogether.

### **Posting jokes**

Humour is subjective and is easily misinterpreted. What you think is funny may be offensive or hurtful to the person in the office next to you. Administrators should avoid posting any kind of false or sarcastic message in jest that could be misinterpreted as factual.

### **Monitor comments**

Accounts must be monitored and updated on an ongoing basis by the individual(s) that has assumed responsibility for them to enable rapid response if any problems arise. This also ensures an engaging, interesting environment for visitors. Most people who maintain social media sites welcome comments as it builds credibility and community. Because of the transparency needed to build credibility in social media, posts that are critical but not offensive should not be censored. However, comments that are libelous or offensive by the standards of our community, such as posts that are racist or obscene or 'spam' advertisements should be removed. Avoid negative commentary about other schools and districts. Sharing negative opinions about other schools or districts is not appropriate.

10-20 minutes of social media each day will ensure that you are kept in the loop and can effectively monitor your accounts.

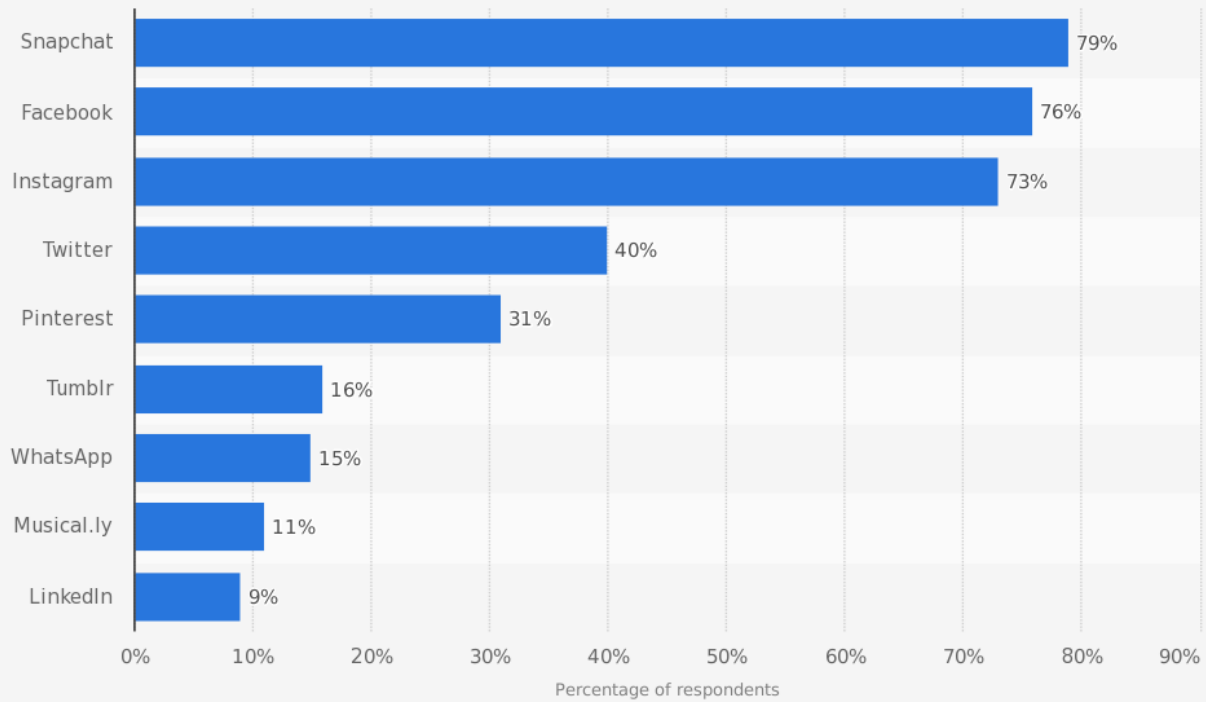
District social media efforts should encourage fans, followers, and friends to share their thoughts with one another by commenting on stories, videos, links, posts and photos within the Rules of Engagement disclaimer. Some social media platforms allow you to review and approve comments before they appear as well as notify you when someone has posted a comment. When possible, this function should be used. This allows you to respond in a timely manner to comments and lets you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.

### **Choosing a platform**

Each social media platform has a unique purpose and audience. Users expect different information from different sources, and will tailor their subscriptions accordingly. Before embarking on social media, administrators need to decide which platform(s) will be most effective in communicating to the audience they are trying to reach. Elementary schools will be communicating almost exclusively with parents, while junior and senior high schools will need to consider how to reach students as well. Current research confirms that Snapchat is the leading social network for teens in the U.S. and YouTube remains the most heavily-used social media platform in Canada, followed by Facebook, Twitter and Snapchat.



## Reach of leading social media and networking sites used by teenagers and young adults in the United States as of February 2017



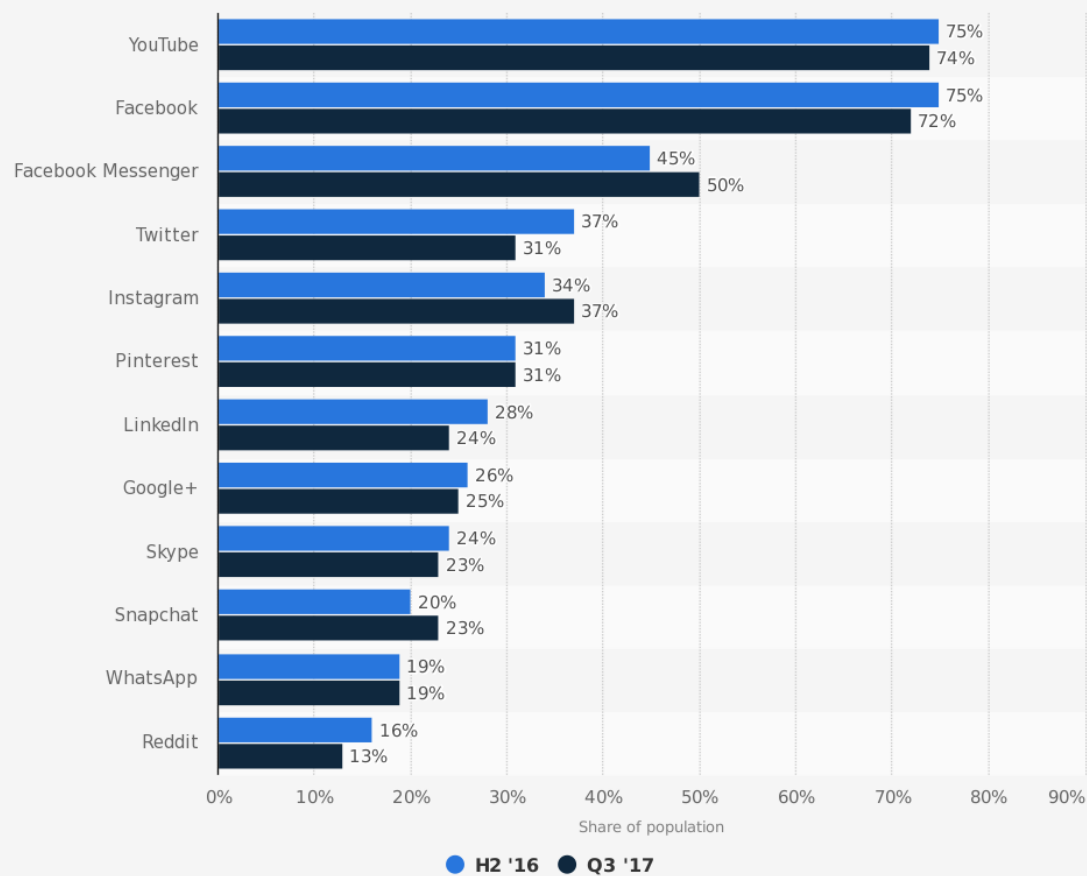
### Sources

Edison Research; Triton Digital;  
MarketingCharts  
© Statista 2018

### Additional Information:

United States; Edison Research; Triton Digital; January to February 2017; total survey n=2,000; 12 to 24 years

## Penetration of leading social networks in Canada as of the 3rd quarter of 2017



### Sources

We Are Social; GlobalWebIndex  
© Statista 2018

### Additional Information:

Canada; GlobalWebIndex; Q2 and Q3 2017; 16-64 years; among internet users

## Developing a social media content strategy

Social media can be a cost-effective way to reach large audiences while allowing stakeholders a new way to interact with your school. A lot of time is usually spent on deciding which social networks to join and how to get started, but one of the most difficult hurdles comes further down the line. After your presence has been established on social media networks, many schools realize they are having trouble sustaining momentum. With Twitter, Facebook, LinkedIn, YouTube and blogs all competing for resources, many schools struggle to stay on top of it all.

With the limited budgets and resources available, it can be difficult to keep fresh content flowing onto your sites, but there are ways to cope. Below are six content strategy techniques that will help you build better relationships and sustain momentum.

### Plan ahead

Approach social media as you would any other business decision. Having a clearly defined plan that's aligned with other communication efforts and fits well with the overall business strategy will greatly increase your chances of success. It's amazing how many schools rush in to social media without a plan and without a thorough analysis as many think it's better to be there first than to be there in a meaningful way, and this hurts them in the long run.

Questions you should ask before jumping on the bandwagon are:

- Does it make sense for my school to start using social media? If yes...
  - Do you have the proper resources to make this work (people/person to post and manage)?
  - Do you have staff available to update your website, Facebook and/or Twitter account on a regular basis (minimum twice per week)?
- If no, try to familiarize yourself with the District's social media channels by following or liking them on your personal account.

Create goals, define the scope, and allocate resources if you decide to go ahead with starting social media. Be very clear about what you want your brand to be known for, and don't deviate. Once defined, share the findings with internal stakeholders within your school to ensure consistency and focus.

### Look at what you already have

For schools struggling to create content, the most surprising revelation is often how much they already have. Not everything has to be new, or created specifically for social media. Start by digging. Go through old projects or your website and catalogue everything that might be interesting, like highlights from your school newsletter. It's amazing how much content already exists, and with some minor tweaking it can become highly sharable. Older videos, stories and reports can tell a great story about a school's history or programs that have helped the school be successful. Sharing the history of the school and what it provides is often as important as where it is going. Video is highly sharable, and if done well, it provides a great way to build your school's reputation and to highlight past successes. Similarly, content that wasn't created for social media can easily be modified to be made more sharable, easier to digest and more interesting to your followers.

### Create a content calendar

In addition to ensuring consistency in the tone and cadence of your social media presence, a content calendar will help you plan what to post and when. Look at your school's calendar or the District calendar to determine what's coming up in your school so you can get things ready in advance. The calendar should be a living document, housed where everyone who is assigned to posting can access it and contribute to it. Create a calendar that spells out generally what you're going to say and when you're going to say it. Make sure it's relevant to the audience and their lives as well as the season.



## Example content calendar

### Month of May

- Monday, May 6
  - Happy Education Week from everyone at GSACRD
- Friday, May 10
  - Grad gowns available for pick up in the office with order slip
  - Student art showcase at Servus Place, 6-8 p.m.
- Tuesday, May 14
  - Cheer team performance in the gym @ lunch hour. Come cheer them on!
- Thursday, May 17
  - Fair trade coffee house to raise money for Africa. 3-4 p.m. Rm. 247
  - No school on Monday; enjoy the long weekend!

### Curate

Curation is one of the easiest and most resource effective ways to provide valuable content to your audience. Sharing timely and on topic articles from trusted sources such as Alberta Education with your followers helps build authority and demonstrate through leadership without breaking the bank on internal content creation. Third party content also provides a valuable opportunity to spice up your content calendar and provide a break from owned content.

### Know your voice/audience

Everything you say on the social web should sound like your school brand. Why does somebody follow you? Why do they like you? It's because your brand offers them something. Make sure you deliver. For example, post ideas on how to keep kids engaged over the summer.

Social media can be a lot of work without planning. Ensure there are people on your team who can take ownership of a particular component. You may have a staff member who is a passionate blogger and a detail oriented copywriter who would be the perfect person to edit your online content. By involving people from your team and sharing the role of content creation, you are giving employees an opportunity to work on something different and a chance to learn new skills. Training will be involved up front, but chances are you already have people who would like to get their feet wet and will make the time. At the end of the day, social media is "social." With the right strategy, training and team, it can be surprisingly easy to share the workload and ensure your school is authentically engaging on a continuous basis with audiences that matter.





## Facebook Content Strategy

- Build an active wall
- Encourage people to like your page
- Monitor and participate in comments on the wall
- Establish a pattern of consistency in your postings (no less than twice per week)
- Re-purpose content (e.g. communicate highlights from your newsletters)
- Post useful and interesting content from various sources (e.g. sharing District status updates)
- Engage conversations with your audience
- Use photos to show how students are succeeding in your school
- Highlight upcoming events, student or school awards, etc.
- Integrate marketing by linking to advertisements on the District website

## Twitter Content Strategy

- Establish a pattern of consistency in your tweeting (no less than twice per week)
- Retweet (RT) what others have posted if it is relevant or interesting to your audience
- Follow social media best practices
- Engage proactively in response to RTs, mentions and replies
- Measure which content resonates best with your followers

## Rules of Engagement

The goal of Greater St. Albert Catholic Schools (GSACRD) is to share important information with our public and engage in an open and respectful dialogue. To help us accomplish this goal we ask that you abide by the following guidelines:

- Engage in open conversation not personal issues. This page is not intended to circumvent regular communication channels for sharing personal issues and concerns. Comments regarding a personal issue with the District, a school or staff member will be removed.
- Be respectful. Personal attacks or comments that are deemed offensive to any member of our community will not be tolerated. Inappropriate remarks and profanity will be removed.
- Want to boost your product sales? Running for a political office? Publish a personal page and leave ours for sharing news and insights about our District, schools and activities.
- Stay on topic. This is a page dedicated to the education of students at GSACRD. Let's keep the conversation related to our district, schools and activities.
- Have a question for a specific employee? Contact them privately. Please don't expect responses to every question or comment posted on this page.
- Be aware of the mission. The mission of GSACRD is education. Please ensure that your comments are appropriate for an educational environment and fans of all ages.
- Be factual. Blatantly inaccurate information will not be allowed. False information will be removed and factual information will be posted.
- Employees of GSACRD may have personal accounts. Don't be surprised or offended if your request to "friend" them is ignored. District policy encourages staff to keep their personal lives personal.
- This page is made for you, and we want you to feel comfortable sharing your views about GSACRD schools or activities. However, abuse of the above guidelines can lead to removal of a specific posting or the blocking/removal of your account from our page.

These rules must be posted on any page associated with the District, a school in the District or the official duties of any staff member:



## ***Appendix 1- Using Facebook***

The following guidelines have been established to provide employees direction on the appropriate use of Facebook.

### **What is Facebook?**

Facebook is a privately owned, free social networking site. An account is required to see most content. It is commonly used for sharing a broad range of media, photos, video and text and to open a direct dialogue with friends and fans. This network is optimal for identifying people who are interested in your school and distributing information directly to them.

### **Personal Use of Facebook**

GSACRD employees are encouraged to keep their personal lives personal even in the digital world where personal and professional lines can become blurred. District procedure prohibits employees from friending students on their personal Facebook account. Procedures also discourage friending parents of students.

Here's a way for staff to respond to friend requests on their personal Facebook page:

As an employee of St. Albert Catholic Schools, our policy discourages me from friending students or parents of students on my personal Facebook account or page. I would encourage you instead to like the GSACRD Facebook page or your school page.

### **Professional Use of Facebook**

When using Facebook as a part of your official duties as an employee of GSACRD, the following guidelines should be followed:

- Before creating a professional Facebook account or page, contact your school administrator and complete the Social Media Account Request form.
- Ensure that a designated school administrator is added as an administrator to any page created.
- When creating a Facebook page, the page should be set up under the "Company, Organization or Institution" selection.
- The personal security for the individual establishing the page should be set so students and parents cannot view personal information about the employee. Set your security to "friends only," not "friends of friends."
- When building a page you must identify the page in the page description area as an official classroom or organization within the District.
- All District style guidelines for names, colors and logo usage must be followed. See the Corporate Identity Guidelines document for more information.
- The GSACRD Facebook Rules of Engagement must be posted somewhere on the page. The 'about' section is a good place for this.
- The creator of the page is responsible for monitoring content on the page and deleting any posts that violate the Rules of Engagement.
- GSACRD reserves the right to remove any Facebook page that does not follow the rules of engagement.
- Beginning with the 2013-2014 school year all of the above guidelines must be followed. If you currently have a page established for work purposes, please be sure that it meets the above criteria. Failure to follow the established guidelines may result in disciplinary action.

All schools must have GSACRD following their Facebook name (i.e. Neil M. Ross GSACRD) If schools already have an established Facebook name, please be prepared to make the transition to GSACRD.

## Setting up your Page

First, choose the proper category definition for your school. In general, all district school pages need to be created in the category Company, Organization or Institution with the sub-category Education.

Next, create a name for the school page, keeping in mind the naming guidelines in the Social Media Guidelines document.

Facebook will walk you through many of the next decisions for early setup. You may try different options while exploring various settings, as the page is not yet published.

## Formatting the page

After you have set up your Facebook page, you can post photos and information representing your school.

The most noticeable feature is the cover photo at the top of the page. Choose a photo that is the best representation of your school. Your school's logo should be your profile photo.












Go through each section of the Admin Panel and update information to build an identity for your school. In the Basic Information section, add information on the background, mission, history and contact details about your school; in the Photos section, add photos representing your school. You may choose also to add events, videos, links and other content in the categories provided.

## Tagging photos

To tag photos of your school, click on the gear icon on the right side of the banner at the top of the page, and ensure that use Facebook as page is selected. Upload the photos of your choice. After they are uploaded into Facebook, click on each photo and then click on Tag Photo on the right side of the page. A cross-hair will appear. Click anywhere inside the photo frame; a dropdown box will appear. Type the name of your school, and the page name will appear in the dropdown box. Click on it, then click Done Tagging.

## Setting security settings

All administrators (and separately, all Facebook users) should use secure, encrypted browsing by clicking on the gear icon on the top right of the Facebook page, then clicking Account Settings and selecting Security settings. Secure Browsing should be enabled. There are also Login Notifications that should be enabled. This ensures that users are informed if someone attempts to log in to Facebook via your account on an unfamiliar computer. Under Notifications, enable email notifications so that when people post or comment on your page you will receive an email, which helps you monitor comments.

 <b>General</b>	<b>Page Visibility</b>	Page published
 Messaging	<b>Page Verification</b>	Page is not verified
 Edit Page	<b>Visitor Posts</b>	Anyone can publish to the Page
 Post Attribution	<b>Audience Optimization for Posts</b>	The ability to select News Feed targeting and restrict the audience for your posts is turned on
 Notifications	<b>Messages</b>	People can contact my Page privately.
 Messenger Platform	<b>Tagging Ability</b>	Only people who help manage my Page can tag photos posted by it.
 Videos	<b>Others Tagging this Page</b>	People and other Pages can tag my Page.
 Page Roles	<b>Page Location for Frames</b>	Other people can use your Page's location for photo and video frames.
 People and Other Pages	<b>Country Restrictions</b>	Page is visible to everyone.
 Preferred Page Audience	<b>Age Restrictions</b>	Page is shown to everyone.
 Authorizations		

## Recommended disclaimers

Protect your school and the district by posting the GSACRD Rules of Engagement on your Facebook site, which explains that user-generated content (comments, posts) remains at the discretion of the page owner.

## Status Updates

Status updates are the critical generators of content, discussion and interaction on Facebook pages. They are your primary source of communication and through likes and comments, the primary source of engagement by your fans.

## Encourage interaction:

Ask questions to encourage interaction. A Facebook page shouldn't be a one way communication tool. Fans have the opportunity to communicate with the school and with each other. Asking questions encourages fans to comment on status updates, which elicits a feeling of participation as well as boosting the exposure of a page (updates that receive a lot of interaction appear on the homepage sidebar of your fans' pages). Asking questions also provides administrators with an opportunity to learn more about a page's fans. Interaction can include open-ended questions or unscientific polls.

For example: MCHS is considering adding golf to Phys. Ed. classes. Let us know what you think!

## Monitoring/moderating conversations:

Conversations should be encouraged and allowed to grow naturally. Often, users will have a question about your school, program or about the district in general. When possible, answer these questions with links to the district website rather than posting information directly on Facebook. This ensures that if official information changes or is updated, fans have direct access to that information. It also encourages fans to explore the district website for the initiative or program in which the fan has demonstrated an interest. For example, a user posts on your wall, "How do I get into the RAP program?" Page administrators should answer in this style: "Dear XXX, for more information about RAP requirements, visit [district website link to RAP information]."

## Deleting offensive comments:

Administrators should exercise judgment regarding comments before deleting them. Negative comments about your school or the district should not be deleted simply because they are negative; people have the right to their opinion. Comments must violate the Rules Of Engagement in order to be removed. The Rules Of Engagement should be included on a school's Facebook page, clearly stating that comments or other materials (including photos, videos and wall posts) that are offensive or unacceptable will be removed immediately. Such examples are comments that include cursing, bullying, hate speech, etc. These comments should be deleted immediately, and users who repeatedly post such comments should be banned. If you are unsure of how to respond to a comment, please consult with your school administrator or a member of District administration.

## Promoting the District, staff and students:

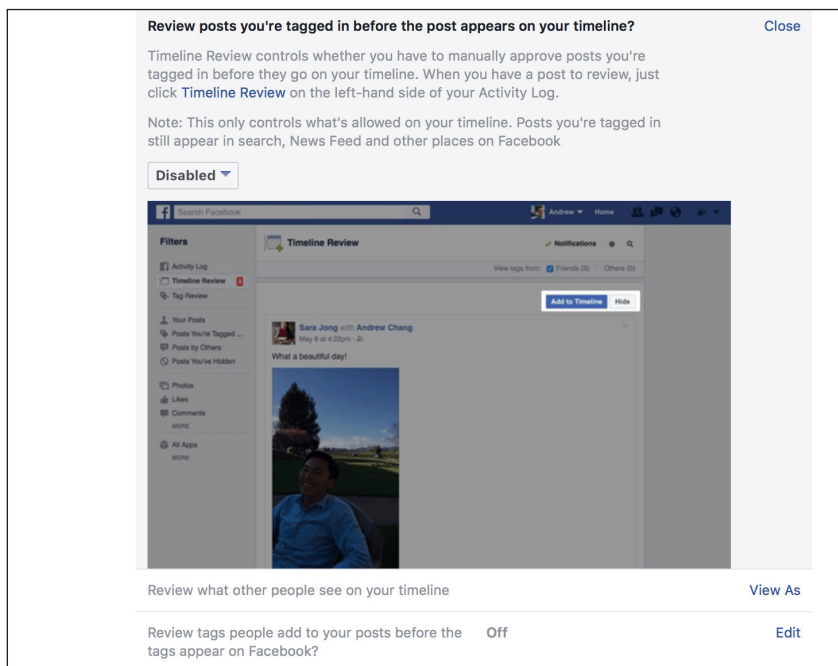
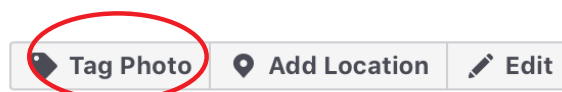
If an administrator or staff member is doing something interesting, received news coverage, or wrote a great article, share it with fans by linking to the content. Invite users to comment by asking a question to spark conversation. You may also link to news announcements or news releases that the district has generated.



Greater St. Albert Catholic Schools

Like This Page · April 12 ·

Add a description



***Add an extra layer of protection to your page by approving all posts before they are made public.***

# Appendix 1- Using Facebook

## Integration with other social media:

While Facebook page status updates seem similar to posts on other social media platforms, such as Twitter, be sure to develop a strategy that recognizes each social media outlet for its distinct optimal uses. Using a one-size-fits-all approach will not be as effective. Facebook is used most often by students, prospective students, alumni and parents. These audiences are looking for different information, and maintaining a tone that reaches these groups is key. Peer groups, professional organizations and administrators at other institutions, on the other hand, primarily use Twitter. These audiences seek and should receive different information in a different voice that suits their needs.

## Uploading photos and videos:

Status updates aren't the only communications tool on a Facebook page; images often generate the most response from fans.

### Photos

Post photos from events and day-to-day interactions at your school. Photos should include full captions and photo credits when possible. Here are some tips for maximizing the impact your photos have:

- Use school images whenever possible, particularly when illustrating students and "real people" at your school. Please refer to the FOIP legislation to ensure you have the proper permissions in place prior to posting photos on your social media sites and school website.
- Only post school, district or purchased stock-images for which the rights have been clearly identified.
- Get permission for all images you intend to post especially those submitted by users and be aware that Facebook's Terms of Service makes the site a licensee of user-submitted content. This means that Facebook can use and adapt the work as they see fit, for as long as the content remains on the site.

### Videos

When posting videos or linking to videos hosted on external sites such as YouTube or a school's website, refer back to the District's copyright policy.

- In general, don't use content that would be removed if a user posted it. Offensive language, nudity and hate speech are among the reasons content is removed.
- Get permission for all videos you intend to post - especially those submitted by students and users.
- Include a description or comment about the content, especially when it is video uploaded directly to a Facebook page. Video links from sites such as YouTube usually include a description or title.

### Other Content

Posting various types of external content also promotes interaction and discussion on your page. Here are some tips for other types of content.

- Blog Syndication - If a school has a blog or website with an RSS feed (RSS stands for Really Simple Syndication) it is advisable to import the posts to Facebook using the Notes function. This will increase the reach of the blog content and help drive fans to the blog or the school's website.
- Student sites - Because students often post content you may not want associated with your school, care should be taken before linking to student pages.
- Connecting with fans - Make it easy for fans to connect with your school on different platforms through your Facebook page. Occasionally share your website address, Twitter account, YouTube account, Instagram, Snapchat etc. in status updates. Fans who engage in one social medium are likely to engage elsewhere.

### Methods for Growth

Growth on Facebook happens most often through the spreading of links and following pages outside your school. The viral nature of Facebook allows a school to distribute information that might not have come from that school as a way to not only inform users but to raise awareness of your Facebook page outside of its existing audience.

**Following other pages:** On the district level, peer institutions such as Alberta Education should be liked. This makes the district page a follower of the peer institution's page, meaning that status updates and other posts by that institution will appear in the district's news feed. By following other pages, the district gains a better knowledge of what information

# Appendix 1- Using Facebook

peers are posting, and the district can also keep track of social media strategies elsewhere.

Following other pages also allows the opportunity to share information from peers with our users and comment on it to inspire interaction with district pages.

The district discourages schools from following commercial entities, even when they may be occasional sponsors or donors. Schools should follow general district guidelines in regards to political affiliations.

## **Sharing:**

One of the keys to Facebook success is building discussion. By sharing posts from other district schools, the district itself and other institutions (by using the Share function on status updates to link from your page to content on other school or institutional Facebook pages), GSACRD enters a broader conversation worldwide.

Users appreciate sites that move beyond self-promotion to instead serving as a convener of conversations on issues. Users see those conversations and are more likely to follow your school or the district, which allows further engagement.

In general, share announcements from the district or other district schools that have related information that would be pertinent to your audience generally without extensive comment. Shared external information should always have some form of school context or connection, whether through similar programs, etc. Exercise judgment about any comments that might appear to draw conclusions about news or policies at another. Choose carefully when deciding whether to share content from another page. Remember that the Facebook ticker means that your users see every bit of activity from your page, and you don't want to alienate users by posting with excessive frequency.

## **Requests to partner with outside organizations:**

If an outside entity is hosting a specific campaign or distributing information that is valuable to your school's audience, feel free to share that information. However, be mindful of conflicts of interest or the endorsement of an external organization, which district policy does not allow.

## **Tagging another account**

One of the newer tools available to Facebook page owners is tagging others in a post. This is a quick and easy way to get an organization's announcement onto another institution's page. Generally, tagging occurs in relation to a news announcement or some multimedia post.

To do this...

- Paste the URL to a news announcement into the status bar of the Facebook page.
- Once the link is accepted, there is space for comment above it. Write a comment and include the name of the peer or outside institution to be mentioned (NOTE: The outside institution must be one that your account has already Liked.)
- Instead of simply writing the peer's name, use the "@" symbol before typing the name. A dropdown list will automatically appear with the peer's page in it. Click on the link.
- Once you complete the post, it will appear on your page and also on the peer's wall, expanding the post's reach.

- Encourage interaction
- Monitor conversations
- Remove offensive content
- Promote the District, staff and students
- Upload photos and videos

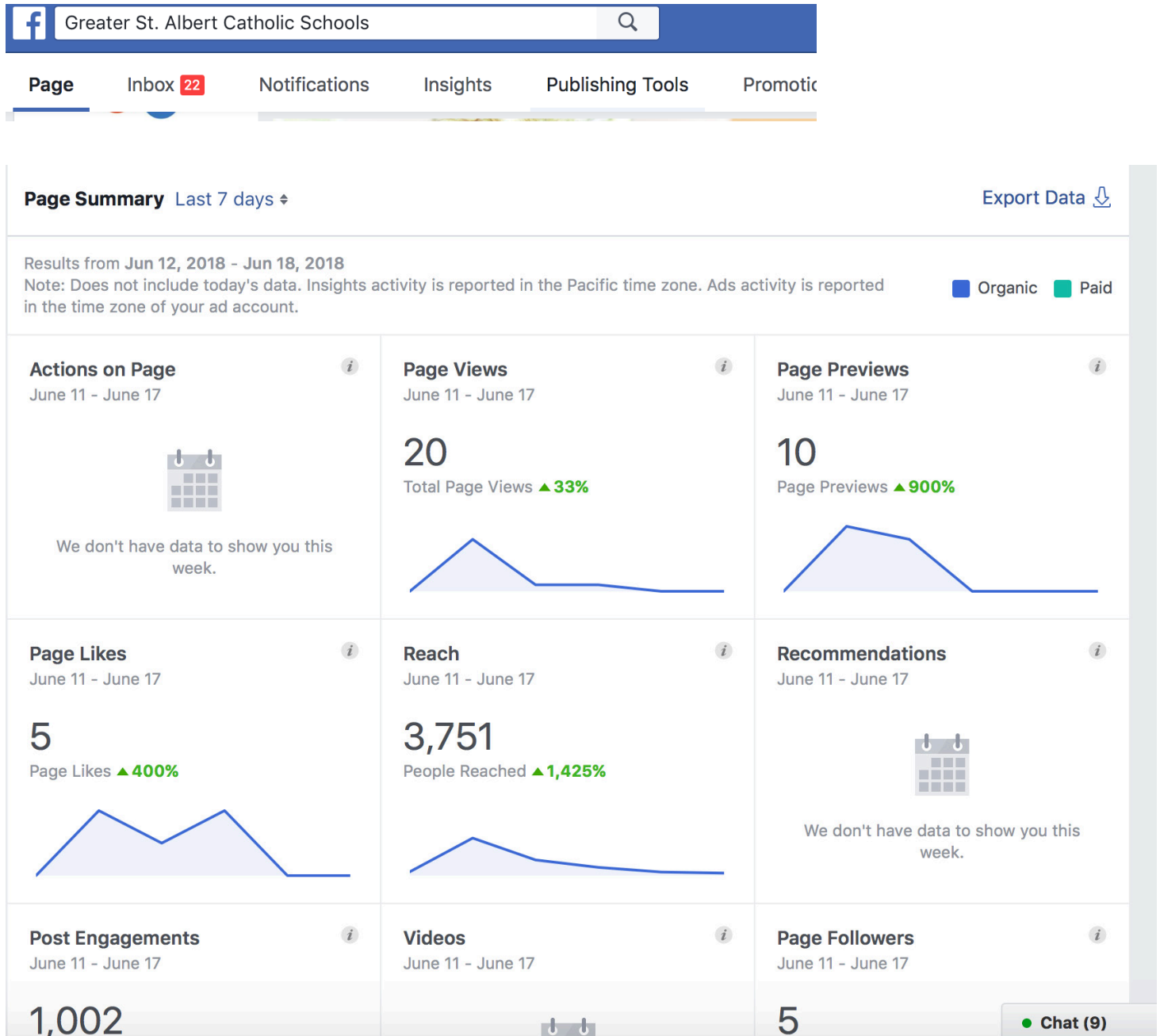


## Measuring your impact: Facebook Insights

Insights is the built-in analytics tool for a school's Facebook page. Use the tool to keep track of user statistics in order to chart progress in growth of your Facebook presence and engagement with followers and fans.

On the top of your page settings is an Insights link. Through Insights, you can see how many new fans you have added each day compared to the number of fans that have removed themselves, which is a good way to measure whether you are posting too frequently or not enough. You can also see how engaged your fans are with your content. In addition, another useful feature is the ability to look at the demographics of your fan base by age, gender, and location.

There is no set formula for how to look at the information in Insights.







### Account settings

Use your account settings to manage basic account preferences. You can edit your name or email info, change your notifications preferences, turn on extra security features and more.

### Activity Log

Your activity log is a list of your posts and activity, from today back to the very beginning. You'll also see stories and photos you've been tagged in, as well as the connections you've made – like when you liked a Page or added someone as a friend.

### Cover photo

Your cover photo is the large picture at the top of your timeline, right above your profile picture.

### Group

Groups are close circles of people that share and keep in touch on Facebook.

### News Feed

Your News Feed is an ongoing list of updates on your homepage that shows you what's new with the friends and pages you follow.

### Page

Pages allow businesses, brands, and celebrities to connect with people on Facebook. Admins can post information and News Feed updates to people who like their pages.

### Profile picture

Your profile picture is the main photo of you on your timeline. Your profile picture appears as a thumbnail next to your comments and other activity on Facebook.

### Subscribe

Following (or subscribing) is a way to hear from people you're interested in, even if you're not friends. The Follow button is also a way to fine-tune your News Feed to get the types of updates you want to see.

### Tag

A tag links a person, Page, or place to something you post, like a status update or a photo. For example, you can tag a photo to say who's in the photo or post a status update and say who you're with.

### Timeline

Your timeline is your collection of the photos, stories and experiences that tell your story.

### Wall

Your Wall is the space on your profile where you and friends can post and share.



The following guidelines have been established to provide employees direction on the appropriate use of Twitter.

### What is Twitter?

Twitter is an information network that millions of people, organizations, and businesses use to discover and share information. On Twitter, anyone can read, write and share messages of up to 140 characters. These messages, known as tweets, are public and available to anyone interested in them. Twitter users subscribe to your messages by following your account. Followers receive every one of your messages in their timeline, a feed of all the accounts they have subscribed to. As a business, you can use Twitter to quickly share information, gather market intelligence and insights, and build relationships with people who care about your organization. Twitter is a powerful communication and educational tool.

### Why should I use Twitter?

**Building Community** – create a strong community of followers that ultimately helps raise awareness, visibility and affinity for the district and for your school.

**Media Relations** – share updates, initiatives, ideas and relevant stories with your community.

**Parent Relations** – use Twitter to successfully engage with parents who need regular updates.

**Events** – drive attendance to school events such as theatre productions and sports.

**Early Alerts** – alert the community when breaking news happens, schools closed due to inclement weather or other such things.

**Branding and Awareness** – employ Twitter in creative ways to increase awareness around a district program or initiative

**Fundraising** – use Twitter to spread the word about important causes.

### Personal Use of Twitter

GSACRD employees are encouraged to keep their personal lives personal even in the digital world where personal and professional life can become blurred. District procedure discourages employees from following students and parents of students on their personal Twitter account.

### Professional Use of Twitter

When using Twitter as a part of your official duties as an employee of GSACRD, the following guidelines should be followed:

- Before creating a professional Twitter account, contact your school administrator and complete the Social Media Account Request form.
- It is highly recommended that you use your school email to create your professional Twitter account.
- When building an account you must identify in the page description area that the account is an official classroom or organization within the Greater St. Albert Catholic School District.
- All district style guidelines for names, colors and logo usage must be followed. See the Corporate Identity Guidelines document for more information.
- The creator of the page is responsible for monitoring content on the page and deleting any posts that violate the rules of engagement.
- GSACRD reserves the right to authorize the removal of any Twitter account that does not follow the rules of engagement.

Beginning with the 2013-2014 school year all of the above guidelines must be followed. If you currently have a page established for work purposes, please be sure that it meets the above criteria. Failure to follow the established guidelines may result in disciplinary action.

All schools must have \_GSACRD or GSACRD following their Twitter handle (i.e. NotreDame\_GSACRD or NotreDameGSACRD) If schools already have an established Twitter name, please be prepared to make the transition to \_GSACRD or GSACRD.

### Setting up your account

To create a Twitter account, it is necessary to have an email address that can be verified. This email address may be kept private if desired, or it may be shared with your followers. You will have to set up a profile page, a user name, account name and a profile. You'll also choose an image and administrator(s) for the account. This section contains instructions to accomplish this.

### Establish a profile page

Using the naming conventions outlined in this document, establish a username and an account name that resonate with followers. The username and image will be the most viewed part of your Twitter profile page Please note that "username" and "account name" are not the same thing.

### Handle

As discussed in this document, handles should include a reference to GSACRD, but should strive for brevity, as long names make retweeting more difficult for users because they have less space to comment. Remember, the username is used to log in to Twitter. This name is what is seen in the public domain.

### Account name

In the Twitter setup process, a handle is chosen (and Twitter looks to see if it is available) then an account name is entered. In the case of a school's account, this should be something that makes the school easily recognizable (e.g. St. Gabriel High School). The choice of this name is key because it will affect how a unit's account appears in search engines and in Twitter searches. Twitter users, while they are likely to know a school's name, are not necessarily going to know that school's handle. Hence, while Richard S. Fowler has the username @RSF\_GSACRD, users are much more likely to search the words "Richard Fowler." By being clear with the account name, users will be much more likely to find a school's information.

### Account description

After all account information is entered, Twitter asks for a "one-line bio" for each account. For a school account, this space should be used to identify the school and provide a link to the Rules of Engagement on their school website. In some cases (e.g. Greater St. Albert Catholic School District), this is the first opportunity to include the organization's full name. As this description appears along with search results, it should be clear in describing the owner of the account and its purpose. If space remains, a positive message can be included. An example would be the school motto or mission.



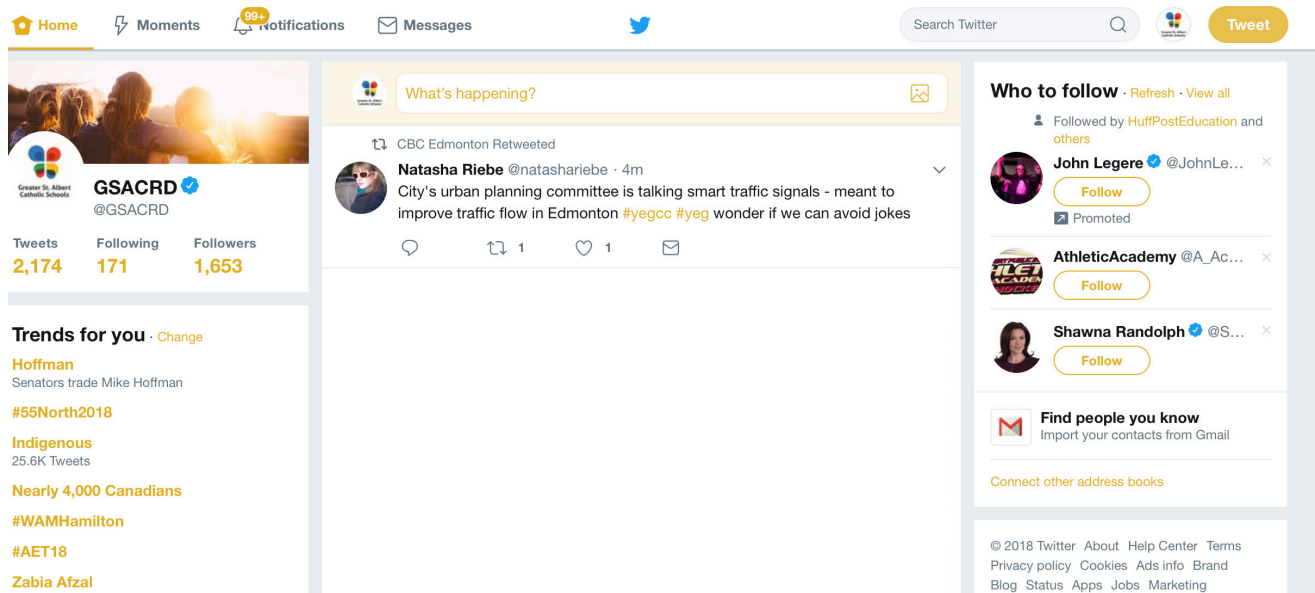
### Choose an image

The image represents your school; therefore, the image for your account should be your school logo.

### Choose administrators

Administrators are those people who will have access to post tweets, to retweet posts and respond to users' questions and comments. Choose administrators who are directly affiliated with the school that is being represented through the Twitter account. Capacity for accuracy, sensitivity and legitimacy are key factors in choosing administrators. Unlike other social media networks, Twitter's immediacy and permanence increase risk – especially the permanence. While Twitter does allow tweets to be deleted, this is a bit of a fallacy, as there is still a cache of all tweets that can be searched if a user knows how.

Also, a deleted tweet is not immediately removed from all users' timelines, so there is a time in which a user could copy a tweet and save it into an email or some other document.



*Your Twitter profile page has all the tools and information required in one place.*

### Managing your account

Twitter can be very easy to manage – or very difficult. As a unit's Twitter presence grows, the amount of chatter will also grow. A school must choose the best tool for using Twitter; the right number of tweets and retweets to spur engagement without overwhelming users or administrators; the proper tone for the desired audience; and the best way to drive people to a unit's website. By properly setting up an account and developing a plan for regular interaction, your unit should be able to become a thought leader as well as a convener for those who wish to know more about what the unit does.

### Tweeting

Twitter has helped create a new writing style. Some of this style comes from the brevity necessary for communicating in 140 characters. Learning how to write within the style – which is a mixture of language and rules – is key to being able to write effectively in this medium. While proper grammar and style should be the goal, the reality is that the character limitation forces a certain amount of flexibility.

### Punctuation

When possible, adhere to the style of your district (the communications department uses CP style in most news and publications pieces) unless punctuation is the only way to make a tweet fit within the 140 character limit. This punctuation tactic is most often used when retweeting a user's post with your own comment. Also, as part of writing for Twitter, the hashtag symbol “#” and the “@” symbol are used to represent a topic of discussion and a person, respectively.

Abbreviations and acronyms: This method of shortening tweets is used the most, and while it can be tricky, it also is the easiest way to get things to fit within the 140 characters. Instead of providing a list of accepted abbreviations in this document, it is more important to learn what abbreviations or acronyms are acceptable to a particular school's audience.

### Retweeting

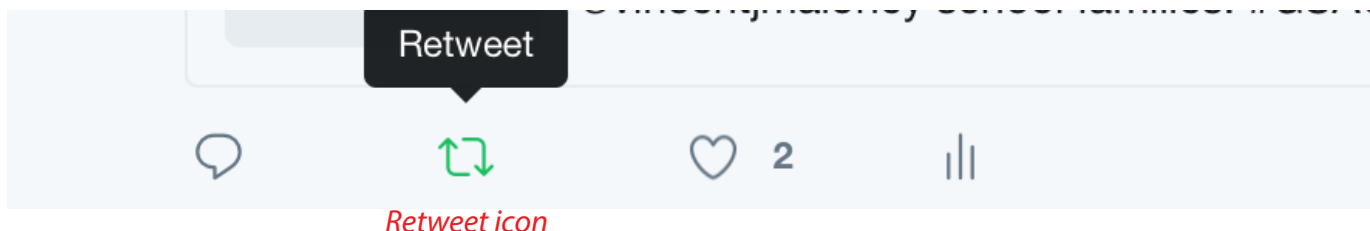
One of the ways Twitter builds discussion is through viral “word of mouth” sharing called retweeting.

By sharing posts from other schools and other institutions, GSACRD enters a broader conversation worldwide. Users see those conversations and are more likely to follow the district, which allows further engagement.



### Basics of retweeting

On every Twitter interface a retweet icon exists with each tweet. To share a tweet, click on the icon, then either retweet the content without further comment or add a comment to the beginning of the tweet. NOTE: If a comment is being added to a retweet, always put the comment at the beginning, rather than after the original content. This is proper etiquette, and it allows your comment to be read first. Usually, these comments add context or connect the retweet to your unit in some way.



### Tips for effective retweeting

- In general, you can share announcements from schools, departments, programs, and centers about events and accomplishments, generally without comment.
- When possible, shorten retweets from outside sources so a comment that adds school context will fit.
- Shared information from outside the district or your school should have a connection to the district as often as possible; this connection can be to similar initiatives or programs, or institutions.
- If someone unconnected to your school says something good about your school, the district or a program, don't be afraid to retweet the positive feedback.
- Word of warning: While retweeting is a good tool, be careful not to retweet everything. This can cause tweet overload for some users, and it puts your unit at risk of losing followers.

### Followers

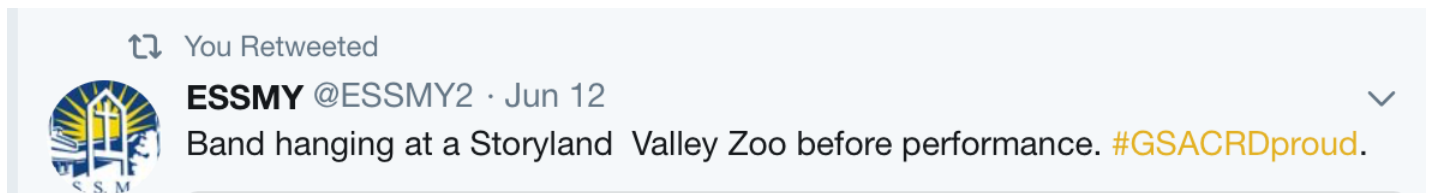
The most asked question among Twitter users is this: "How do I get more followers?" While there is no magic bullet to make a Twitter feed grow to the levels that movie stars or other celebrity bloggers enjoy, there are some basic tools that will help spread the word for a better reputation and larger following.

One of the first things a Twitter feed administrator should do is follow others. Without following other people, a Twitter account is on an island. Often, following is a reciprocal endeavor, so following peer organizations is key to building a fledgling account. With some minor additions, the guidelines for following on Twitter are similar to those on Facebook:

- On the school level, there is a benefit to following peer institutions such as Alberta Education, with a focus on those institutions' main pages only. Following institutions that have similar initiatives, priorities and challenges makes it possible to encourage broader conversations on issues of importance to users.
- It is strongly advised NOT to follow student feeds. Student accounts are usually intended for personal entertainment, and they often contain content that might not be appropriate for the greater school community. Who you follow reflects upon you just as liking pages on Facebook does.
- One word of warning – beware of following more feeds than your account has as followers. For example, if your feed has 100 followers, but you are following 1,000 feeds, Twitter may identify your feed as spam and delete it. During the initial growth phase, try to keep the following/follower ratio to 2:1 or less.
- Follow other official district feed pages to cross-promote. By following and sharing content from other district accounts, users learn about the entirety of the district presence on Twitter, and they are more likely to follow multiple accounts. Also, this allows units to leverage the total audience of the district rather than focusing solely on their school's audience.

### Hashtags

One of the quickest and easiest ways to get your feed in front of more eyes is to use hashtags. These represent keywords



and provide a way to group tweets relating to the same topic across the world. Because they are searchable and can be grouped by topic, hashtags have proved vital in keeping people connected during live events, disasters and deep discussions. Use them sparingly, but don't be afraid to try them. Start by finding keywords that connect a tweet with broader subject matter. For example, in a tweet about GSACRD, add the '#' symbol to make the hashtag #gsacrdproud. This can be done anywhere in the tweet.

- Use two hashtags to connect multiple discussions
- Hashtags can be added anywhere in a tweet. Users have become used to seeing the symbol as a part of the sentence. There is no limit to how many hashtags can be included in a tweet, but as a general rule, two is enough.
- Use basic themes or subjects to start a conversation. For example, a tweet about an upcoming environmental panel could include #science or #environment or #green.
- Subjects or events specific to your school are the only things you need to create your own hashtag for. Every other hashtag has already been thought of – you just need to look for it. For example, #ESSMYOH could be used to group tweets about the E.S.S.M.Y.'s open house. Then, as the event draws closer, the event-specific tag becomes the main hashtag as users look for detailed information rather than broad announcements.



### Account name

A name that can be different from your username and is used to locate you on Twitter. Must be less than 20 characters.

### Administrator

A person who adds content or moderates activity on a Twitter account. This person's name doesn't need to appear on the account, as long as they have login information.

### Direct Message

If you want to privately tweet to a user who's already following you, start your tweet with DM or D to direct message them, e.g.: "DM @joesmith234 what is your order number?" You can also use the 'direct message' tool on Twitter's desktop interface.

### Favourited tweet

To mark a tweet as one of your favorites by clicking the yellow star next to the message.

### Handle

A user's twitter handle is the username they have selected, preceded by the @ symbol. The District handle is @GSACRD

### Hashtag

A term with the "#" symbol in front of it meant to convey a keyword and to link a tweet to a specific subject. (e.g. #abed) Users add hashtags to their Tweets to group them for others. E.g.: "Alberta's teachers are happy to hear that Grade 3, 6 and 9 PATs will soon be a thing of the past. #abed" Users can click on the hashtag to see other tweets using that tag (see Twitter Guidelines for more explanation and proper use).

### Mention

Users can mention an account in their tweets by preceding it with the @ symbol, e.g.: "Great to see so many @GSACRD students outside enjoying the Mass on the Hill!"

### Profile

The location where a user's content and information (like email address, bio, website URL and header photo) exist. The profile page for the district's Twitter account is at [www.twitter.com/GSACRD](http://www.twitter.com/GSACRD).

### Retweet

Tweeting content already posted by another user or a post that contains information already posted by another user. When you see a tweet by another user that you want to share, click retweet below it to forward it to all of your followers instantly.

### Trending

Trending topics are the most frequently used hashtags on twitter at any given moment.

### Tweet

An individual 140 character message seen on twitter (noun) or the act of posting an update on twitter (verb).





The following guidelines have been established to provide employees direction on the appropriate use of YouTube.

### **What is YouTube?**

YouTube is a video-sharing website on which users can upload, view and share videos. Video is a great medium to create an emotional connection.

### **Why should I use YouTube?**

A school can create a YouTube channel to share video content with the community and current/potential students and their families. Videos have the ability to spread virally and create brand awareness. However, you do not have to create and upload much content to have an active social experience on YouTube. You can also engage your audience by commenting on videos and other channels, sharing videos that your subscribers will find value in and create playlists of your favorite YouTube videos that can be shared on your channel.

### **Personal Use of YouTube**

GSACRD employees are encouraged to keep their personal lives separate from their professional life. District procedure discourages employees from subscribing to students and parents of students on their personal YouTube accounts.

### **Professional Use of YouTube**

When using YouTube as a part of your official duties as an employee of GSACRD, the following guidelines should be followed:

- Before creating a professional YouTube account, contact your school administrator and complete the Social Media Account Request form.
- All District style guidelines for names, colours and logo usage must be followed. See the Corporate Identity Guidelines document for more information.
- The creator of this channel is responsible for monitoring content on the channel and deleting any comments or videos that do not support GSACRD's Rules of Engagement.
- Do not link to or share video content from student YouTube accounts, as you are unable to control or modify privacy settings or comments.
- GSACRD reserves the right to remove any YouTube account that does not support the Rules of Engagement.
- Beginning with the 2013-2014 school year all of the above guidelines must be followed. If you currently have a channel established for work purposes, please be sure that it meets the above criteria. Failure to follow the established guidelines may result in disciplinary action.
- All schools must have GSACRD in their YouTube channel name (i.e. St.Gabriel\_GSACRD or GSACRD Georges H. Primeau). If schools already have an established YouTube channel, please update your account settings to follow the new naming conventions.



### Setting up your YouTube Account

After creating an account, you are immediately able to upload videos up to 15 minutes long and 2 GB in size.

STEP 1: To upload a video, click the upload button at the top right of the page. The website will then walk you through the steps necessary to upload your video.

NOTE: Do not upload copyrighted material, as this violates YouTube's Terms of Use, and your account will be suspended. This applies to background music, video clips and still images.

For information on acknowledging Third Party Content in a YouTube video, contact the Communications department.

STEP 2: Enter the required information, including the title of the video, the description of the video, what category the video should be in and the tags. You can also fill in the Broadcast Options, the Date and Map Options and the Sharing Options if you choose.

STEP 3: Add a description to your video. This allows for others to learn more information about it, and will display at the bottom of the video.

STEP 4: Tags allow other YouTube users to see your video by linking common words associated with your video (e.g. Dancing Elephants has a tag of "elephants," "dancing," and "funny"). Other videos with similar tags will often be seen together in the "recommended videos" sidebar.

### Privacy settings

There are three privacy options for YouTube videos:

- Public - videos can be searched for and viewed by anyone.
- Unlisted - videos can be viewed by anyone who has a direct link to the video.
- Private - videos are limited to 50 views, and you need to know the user's YouTube username or email address to share the video.

GSACRD recommends leaving videos as public unless the video content pertains only to a specific group, like a student group or sports team, in which case the video can be unlisted.

### Moderating comments

GSACRD also recommends moderating video comments. This is done under the Advanced Settings tab for each video. Next to the check-box that says Allow Comments, there is a drop down box where you can select Approved.

This will allow you to review each comment before it is posted underneath your video.



**Q: Does my school have to have a Facebook page or a Twitter account?**

A: No. Only schools who have the resources in place to monitor, manage and post regularly on a social media site should consider having a social media page for marketing purposes. Schools who can manage their current websites with no problem are ideal to progress to having a social media site. To have a successful social media site that engages your audience, you must have a plan in place to ensure that your school can sustain the site and curate content on a frequent basis in order to keep and attract people to your page.

**Q: Does my school have to have more than one social media account (i.e. a Facebook page and a Twitter page)?**

A: No. Depending on the social media strategy you develop, you may choose to have a Facebook page only as it best suits your needs.

**Q: Can my school have more than one Facebook page or Twitter page?**

A: It is highly recommended that schools do not fragment their social media marketing into multiple social media pages [for example: having a main Facebook school page and having additional Facebook pages for athletics, programs (band, fine arts), clubs, etc.] as it limits the content to a specific topic rather than being diverse. Having multiple Facebook pages within a school restricts the content and fragments your audience, which can put each page in danger of not having a lot of content to post; therefore, resulting in the loss of fans and followers.

**Q: Does my school have to participate in using social media in the classroom?**

A: Schools who do not wish to use social media in the classroom do not have to; however, as the learning environment continues to grow and change, the district will continue to explore new learning tools and techniques to use in the classroom such as social media platforms to enhance student learning.

**Q: How does using Social Media relate to my curriculum objectives?**

A: As an educational institution we need to keep using tools and platforms to continue to enhance students' learning through different avenues. As we engage in 21st century learning, social media is apart of that. Contact your curriculum consultant to discuss options.

**Q: I already have a personal Facebook account; do I need to create a new one for my classroom?**

A: Yes. Your personal and professional life need to be separate, especially in the classroom.

**Q: If I have an existing social media account that I am using with my students, what do I do?**

A: Inform your administrator of the account. They will need to know the details of the account including its location, content and password. If it is a personal account, you will need to set up a professional account (Use a Facebook group not a Facebook page when using this type of social media in the classroom.)

**Q: Why do I need to inform my administrator if I am using Social Media in the classroom?**

A: Informing your administrator about your social media account serves many purposes. First, it allows administration to ensure that the content and purpose of the page are aligned with the curricular objectives as stated by Alberta Education. Second, it protects the teacher, who can now use their Social Media page confident that the material and purpose of the page has been sanctioned by the school. Thirdly, informing your administration shares the responsibility for administration of the site.

**Q: Is the district going to provide training on how to properly use social media in the classroom?**

A: Social media will generally be addressed in professional development sessions where applicable. Specific social media sites change frequently, making specific training on a particular tool challenging. Some schools have staff that have used social media extensively in the past and could be a good resource for your school. Contact the District communications team for more information on training.

**Q: What happens if something posted on my social media site is inappropriate? What do I do next?**

A: If the post violates the GSACRD Rules of Engagement, please remove the post immediately and inform administration. Your admin team will be able to inform you of what steps need to be taken to mitigate the situation. If you are unable to remove the post, consider temporarily shutting the page down, until the matter can be dealt with by administration.

**Q: I want to use a Social Media site that is not on the list or widely known. How do I know if it conforms to the district guidelines?**

A: Speak with the District communications team regarding the use of other social media applications. If in doubt, use only social media resources that are known to the District.

**Q: Are there any social media sites I shouldn't use?**

A: Most social media sites that can be accessed within the District are allowed to be used. However, it is important that you speak with your administrator to ensure that you are engaging in using appropriate social media platforms. If a particular social media site is blocked and you cannot access it within the District, it is likely that this social media site is prohibited and you should not be using it.

**Q: Doesn't our District filter prohibit me from accessing these sites?**

A: The District will filter and prohibit certain types of social media sites; however, the most common social media sites such as Facebook, Twitter, YouTube, etc. are not filtered and can be used.

**Q: What is a Facebook Page?**

A: Pages are for organizations, businesses, celebrities, and bands to broadcast information in an official, public manner to people who choose to connect with them. Similar to profiles, Pages can be enhanced with applications that help the entity communicate and engage with their audiences. Please note that only the official representative of an organization, business, celebrity, or band is permitted to create a Page.

**Q: How are Pages different from personal profiles?**

A: Profiles represent individuals and must be held under an individual name, while Pages allow an organization, business, celebrity, or band to maintain a professional presence on Facebook. You may only create Facebook Pages to represent real organizations of which you are an authorized representative.

**Q: How are Pages different from groups? Which one should I create?**

A: Pages allow real organizations, businesses, celebrities and brands to communicate broadly with people who like them. Pages may only be created and managed by official representatives. Groups provide a closed space for small groups of people to communicate about shared interests. Groups can be created by anyone.

Other differences include:

### **Pages**

**Privacy:** Page information and posts are public and generally available to everyone on Facebook.

**Audience:** Anyone can like a Page to become connected with it and get News Feed updates. There is no limit to how many people can like a Page.

**Communication:** Page admins can share posts under the Page's name. Page posts appear in the feeds of people who like the Page and their friends. Page admins can also create customized apps for their Pages and check Page Insights to track the Page's growth and activity.

### **Groups**

**Privacy:** In addition to an open setting, more privacy settings are available for groups. In secret and closed groups, posts are only visible to group members.

**Audience:** Group members must be approved or added by other members. When a group reaches a certain size, some features are limited. The most useful groups tend to be the ones you create with small groups of people you know.

**Communication:** In groups, members receive notifications by default when any member posts in the group. Group members can participate in chats, upload photos to shared albums, collaborate on group docs and invite members who are friends to group events.

### **Q: Can I be “friends” with my students online?**

Both in professional and institutional roles, employees need to follow the same behavioural standards online as they would in real life. The same laws, professional expectations, and guidelines for interacting with students, parents, media and other stakeholders apply online as they do in the real world. For this reason, GSACRD discourages staff from initiating or accepting friend requests from students or parents of students.

### **Q: Can I follow a former student?**

A: Once a student has left the district and is no longer a minor, the teacher-student relationship changes and does allow for past pupils to interact with past teachers as the student is no longer considered a pupil with Greater St. Albert Catholic Schools. Teachers should always ask, “What is the purpose of me following a past student?”

### **Q: Can a student follow me on Twitter, or can I follow them?**

A: GSACRD employees are encouraged to keep their personal life personal even in the digital world where personal and professional life can become blurred. District procedure discourages employees from following students and parents of students on their personal Twitter account. However, if your account is public and your tweets are not ‘protected’, there is little you can do to prevent students or parents of students from following you, so be conscious of what you are posting.

### **Q: How can I make sure my students are doing what they are supposed to be doing if I use Social Media?**

A: As in a regular classroom with no social media, there needs to be proper management and monitoring to ensure that students are engaged in the tasks assigned. This is no different when social media is introduced in the classroom.

**Q: What are the guidelines for a blog that is personal blog?**

A: Personal blogs should not be used within the classroom or within the school setting. However, the Social Media Guidelines developed for the District may be helpful for anyone posting on any type of social media platform, including blogs.

**Q: Are there any guidelines for commenting on blogs?**

A: A blog is a form of social media, so a blog would be treated in the same manner as other social media platforms such as Facebook and Twitter. Please refer to the social media documents created to help guide you.

# Social Media Account Request Form

School/Site name: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's name: \_\_\_\_\_

Account administrator: \_\_\_\_\_

Phone number: \_\_\_\_\_

Alternate phone number: \_\_\_\_\_

Email: \_\_\_\_\_

## Type of account requested (please check all that apply)

☐ Facebook ☐ Twitter ☐ YouTube ☐ Other (specify) \_\_\_\_\_

## Is this a new or existing account?

☐ New ☐ Existing

*Please note that existing accounts must conform to the specifications outlined in the GSACRD Social Media Guidelines document.*

Please describe what this account's purpose is or will be:

*I, the undersigned, have read the GSACRD Social Media Guidelines and Administrative Procedure and agree to abide by all outlined policies and procedures. Further, I have read and agree to the terms and conditions of the Appropriate Use of Technology Agreement and School District Use of Personal Information Notice. Once approved, I will notify the Communications department once the account is active. All posts to social media accounts will protect confidential student information as required by the Freedom of Information and Protection of Privacy Act (FOIP).*

Account administrator signature

Principal/Site supervisor signature

District representative signature

District Office use only

Account approved? ☐ Yes ☐ No If 'no', reason for decline: \_\_\_\_\_

Username: \_\_\_\_\_

Password: \_\_\_\_\_

What email is this account linked to?: \_\_\_\_\_







**The Alberta  
Teachers' Association**

## WARNING!

Teachers sometimes forget that social networking online is not private. Online mistakes by teachers have damaged their employment, their careers, their livelihood and their personal reputation. Don't take the risk. Keep your job and your reputation intact!

Additional Resources:

- Call the Association for advice.
- Book an Association presentation.
- Check the Association's website for additional links.



**The Alberta  
Teachers' Association**

### Edmonton Office

Barnett House  
11010 142 Street NW  
Edmonton AB T5N 2R1  
780-447-9400 in Edmonton  
1-800-232-7208 toll free in Alberta

### Calgary Office

Southern Alberta Regional Office  
(SARO)  
3016 5 Avenue NE Suite 106  
Calgary AB T2A 6K4  
403-265-2672 in Calgary  
1-800-332-1280 toll free in Alberta

[www.teachers.ab.ca](http://www.teachers.ab.ca)



**You are a teacher and are expected  
to model appropriate behaviour...  
even online!**

MS-88 2012 06

# SMART ADVICE

## IN SCHOOL



- Keep your password secure. Never allow access to anyone—colleagues, students, family members.
- Be aware of district policy and follow it.
- Arrange your computer room so that you can easily supervise all students and see their screens.
- Conduct personal business on your home computer on your own time.
- Use district Web space to create class pages, not Facebook pages.
- Before using social media in your class, you must get informed consent from parents. They may not want their child using Facebook or Twitter.

## WITH PARENTS

Teachers have a unique relationship with the parents of students they teach. This is a professional relationship. Do not blur the lines!

Teachers can exert control over their workday by not responding to parent e-mails outside accepted business hours.

Remember that you are a professional. Using slang in professional communications reflects poorly on you.

E-mail is not the only or the best way to respond to parent e-mails. Telephone calls and in-person meetings are often better vehicles to resolve issues.

Keep copies of any harassing communications from parents. Do not respond in kind and do not delete anything.



## SOCIAL MEDIA



Facebook and Twitter are great resources. The ATA does not tell teachers to shun social media; however, teachers should be aware of the following points:

NEVER friend students or their parents on Facebook or follow them on Twitter. Keep the relationship professional and outside your social media world.

Post only images on social media, blogs and websites that you would be comfortable displaying in your class.

Ensure that your social media privacy settings are always set to the highest level.

Pseudonyms do not work. They do not protect your identity or privacy.

Do an online search of your own name from time to time. You do not know what may be out there with your name on it.

You may have a right to free speech, but you also have an obligation to be loyal to your employer and to adhere to the Code of Professional Conduct. Be careful of the positions you espouse online.

# LEADERSHIP UPDATE

Volume 6

*A publication for Alberta's school administrators*

Number 5



## Social Networking in Schools

Social networking websites such as Facebook and MySpace, which let users connect with friends and acquaintances, are an increasingly popular online destination for teachers, administrators and students. The increased importance of social networking and its impact on personal privacy were recently highlighted by the Office of the Privacy Commissioner of Canada (2009) in its report on Facebook:

Social networking sites are a cultural phenomenon. In the last five years, the popularity of these sites has exploded, with millions of people around the world joining them to keep in touch with their friends and family and to meet new people. They represent a dramatic shift in the way people communicate, and their use raises interesting questions about long-held views on what it means to have a private life or a sense of “privacy.”

In an age where it appears almost everyone is leaving their digital footprints everywhere, including their views, pictures, beliefs and sometimes romantic foibles, our notions of controlling one's personal information ... are being significantly challenged.

Many workplaces have felt the impact of the increased popularity of these websites. Because of concerns about productivity or concerns that social networking activities may breach workplace policies, many employers have blocked access to such sites in order to keep employees on task while at work.

Further, more extreme examples abound of workplace difficulties ensuing after material has been posted on social networking websites or other online locations:

- An eastern Ontario grocery chain disciplined several employees after learning of their postings on a work-related Facebook group, including postings that led to accusations of theft from the store (Cavoukian 2007).
- Employees of a well-known pizza chain posted a “humorous” video about how pizzas are made, which included unhygienic and rude behaviour, as well as employees mocking customers. This video was widely viewed and generated a great deal of negative publicity (Wood 2009).
- In British Columbia, a principal was suspended after the mother of a student at his school was accidentally e-mailed a link to the principal's personal website, which included naked holiday photographs (CTV.ca News Staff 2007).

As this last example makes clear, social networking has the potential for harm in school settings. Consider the following scenarios:

- Teachers or administrators making inappropriate statements online or posting weblogs about school or other educational workplaces
- Teachers or administrators “friending” students online and engaging in inappropriate conversations
- False social networking postings or profiles being posted about teachers or administrators

Any one of these scenarios could play out in a school setting and could lead to damaged relationships with coworkers, students and parents, and could even lead to workplace discipline.

**Character  
isn't  
something  
you were  
born with and  
can't change,  
like your  
fingerprints.  
It's  
something  
you weren't  
born with and  
must take  
responsibility  
for forming.**

**—Jim Rohn**





Although social networking has the potential to transform more traditional views of personal privacy, the law will also continue to view social networking sites through the lens of pre-existing principles. For instance, employees have a duty to satisfactorily perform their work duties and cannot spend inordinate amounts of time on personal tasks during the workday.

Further, issues will be raised regarding off-duty conduct of employees where there is the potential to negatively affect the workplace. Off-duty conduct is behaviour occurring outside the scope of an employee's performance of his or her regular duties. While some conduct and communications will truly be personal or unrelated to the workplace, users of social networking websites should nevertheless post information on these websites with their eyes open to the possibility that it will become available to others in the education sector. Where misconduct occurs during off-duty hours and even online, there may be cause for discipline if the conduct has harmed the employer's reputation or workplace, or if the conduct has rendered the employee unable to perform his or her duties. Section 18 of the Code of Professional Conduct states that "the teacher acts in a manner which maintains the honour and dignity of the profession," and section 19 states that "the teacher does not engage in activities which adversely affect the quality of the teacher's professional service."

Teachers and administrators have a responsibility to manage their personal affairs in a way that avoids real or perceived conflicts of interest and that does not harm public confidence in

their schools, workplaces and profession. Teachers and administrators also have a responsibility to ensure that they do not create the impression that their personal comments are the official position of their organization, nor should they be encouraged to vent about the workplace online in a public forum. What users of social networking websites might see as funny or harmless could be interpreted as evidence that a teacher or administrator is reckless or lacking in judgment, or that he or she is engaging in inappropriate conduct.

In particular, where teachers or administrators engage in out-of-school communications with students, extreme caution should be the rule, despite the informality encouraged by social networking websites. Maintaining appropriate boundaries with students and with other teachers and administrators is as important on social networking websites as it is in the traditional school setting.

It is important to heed the following recommendations from the Information and Privacy Commissioner of Ontario (Cavoukian 2007):

1. "Think hard before you click" to post text or photos ... in ways or on topics that you would not want to discuss with your current [or future] employer.
2. Review what is out there about you. ... Some of it might be completely fictional. Others may refer to someone with the same name as you, but you need to know about it.
3. Remove, if possible, anything you would not want to discuss with your current [or future] employer. ... But be aware that the effects of some information may continue [if it

remains available or if it has already been viewed].

4. Implement privacy controls over your personal information on social networks.
5. Build up a positive image for yourself on your profile through comments on your own and others' sites, photos and groups.

As social networking evolves, and to some extent the law along with it, these recommendations will likely become better known. Until that time, users must be reminded that discretion and caution are the most important considerations.

If you have questions regarding the use of social networking sites, do not hesitate to contact a staff officer in Member Services at 1-800-232-7208 (toll free in Alberta) or 780-447-9400 (in Edmonton).

## References

- Cavoukian, A. 2007. *Reference Check: Is Your Boss Watching? Privacy and Your Facebook Profile*. Toronto: Information and Privacy Commissioner of Ontario. Also available at [www.ipc.on.ca/images/Resources/facebook-refcheck-2009-04-web.pdf](http://www.ipc.on.ca/images/Resources/facebook-refcheck-2009-04-web.pdf) (accessed January 7, 2010).
- CTV.ca News Staff. 2007. "B.C. Principal Reinstated After Nude Photo Scandal." [www.ctv.ca/servlet/ArticleNews/story/CTVNews/20070615/naked\\_principal\\_070615/](http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20070615/naked_principal_070615/) (accessed January 8, 2010).
- Office of the Privacy Commissioner (OPC) of Canada. 2009. Report of Findings into the Complaint Filed by the Canadian Internet Policy and Public Interest Clinic (CIPPIC) Against Facebook Inc. Under the *Personal Information Protection and Electronic Documents Act*. Ottawa: OPC. Also available at [www.priv.gc.ca/cf-dc/2009/2009\\_008\\_0716\\_e.pdf](http://www.priv.gc.ca/cf-dc/2009/2009_008_0716_e.pdf) (accessed January 7, 2010).
- Wood, G. 2009. "Charges Expected for Domino's Pizza Employees After YouTube Outrage." *Vancouver Sun*, April 16.



**Q & A**  
**GORDON THOMAS,**  
 Executive Secretary

**Q:** I have had a few requests from teachers regarding teachers' convention and their attendance. Some questions I have fielded are, What should I do if I am sick? Who approves alternative professional development activities? What do I do if I am part-time? Can I bring my teacher's assistant to convention? I have a sporting event scheduled during convention—can I leave early?

**A:** The *School Act* designates two days of teachers' convention authorized by the ATA as teaching days for the purposes of salary and benefits. ATA bylaws under the *Teaching Profession Act* specify that “unless otherwise approved by a convention association, all active members shall attend” their assigned conventions.

Some helpful reminders for your teaching staff:

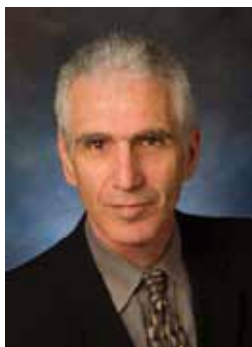
- Administrators cannot direct or give permission for a teacher to work at the school or at home during convention.
- Administrators cannot change the procedures normally used under the collective agreement with regard to illness, medical appointments, compassionate leave or any other leave of absence. The collective agreement must be followed.
- Administrators cannot direct or approve an alternative professional development activity during convention. Only the convention attendance committee of your assigned convention association has that authority. Have the teacher check the website for contacts, deadlines and the criteria for alternative PD.
- Teachers who are working part-time are expected to attend teachers' convention based on their FTE assigned time. For example, if a teacher worked 0.5 FTE he or she would be expected to attend 0.5 of teachers' convention.
- Administrators cannot give permission or require a teaching assistant or educational assistant to attend teachers' convention. The convention is open only to certificated teachers who are members of the ATA and have paid their ATA dues, including the convention fee.
- Administrators cannot schedule or approve any school trips that would occur during convention time. Convention attendance committees will not give permission for such trips as they do not qualify as professional development. The exception to this is the Alberta Schools' Athletic Association provincial finals. Have your teachers check the convention website for the form that will allow teacher coaches to be absent from convention on the Friday afternoon to travel with their team to provincials.

For more information and answers to frequently asked questions, go to the ATA website ([www.teachers.ab.ca](http://www.teachers.ab.ca)) and click on Teachers' Conventions (under Professional Development).

For specific questions about the collective agreement, call Teacher Welfare Staff at 780-447-9400 (in Edmonton) or 1-800-232-7208 (toll free in Alberta).

# 2010 Educational Leadership Academy – Notice

## About Robert Marzano



Dr Robert Marzano received a bachelor's degree from Iona College in New York, a master's degree from Seattle University and a doctorate from the University of Washington. He is cofounder and chief executive officer of the Marzano Research Laboratory in Englewood, Colorado. Throughout his 40 years in the field of education, Dr Marzano has been a speaker, a trainer and the author of more than 30 books and 150 articles on topics such as instruction, assessment, cognition, effective leadership, school intervention, and writing and implementing standards.

## Program overview

Sessions will focus on how administrators can improve the instructional practices of their teachers with the goal of enhancing student achievement. Specific topics will include

- general leadership behaviours that provide the foundation for a culture of excellence,
- what to look for regarding effective instructional practices,
- how to give teachers feedback that is focused, respectful and empowering,
- classroom assessment practices that empower students and teachers, and
- closing the achievement gap by building the background knowledge of students.

## What is the format?

This is a five-day, in-residence workshop conducted in a retreat setting.

The extensive program emphasizes the direct involvement of all participants. Opportunities will be provided for personal reflection and informal interaction with colleagues. The main topics will be covered through

- presentations;
- individual consultation;
- intensive, practical, hands-on experience; and
- group discussions.

For registration information, contact Leslie Kaun at 780-447-9410 or go to [www.teachers.ab.ca](http://www.teachers.ab.ca) and click on Resources for School-Based Administrators.

**Mission Statement: The mission of the Academy is to improve the quality of learning through effective leadership, to promote the professional growth of educational leaders and to build successful relationships.**