

EarlyON Child and Family Centres

Virtual Services Guidelines

Presented by:

District of Nipissing EarlyON Service Providers

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Conseil d'administration
des services sociaux
du district de Nipissing

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Purpose

This guideline outlines requirements for providing Virtual Services for EarlyON Child and Family Centres (EarlyON Centres).

Overview

Virtual Services for EarlyON Centres use web-based and telephone platforms to deliver services to maintain relationships and support families. Virtual Services can be used to introduce families to EarlyON Centres and provide information and resources for new as well as frequent EarlyON participants. EarlyON service providers can post or facilitate activities and resources appropriate to children aged birth to six that supports all areas of development and activities and resources that supports the needs of parents and caregivers and connects them to services in the community.

Key Definitions

A **website** is a location connected to the Internet that maintains one or more webpages.

Social media is a web communication tool that can be used to build awareness of EarlyON programs and support community connections. Social media includes web-based and mobile technologies used to turn communication into interactive dialogue. Social media tools include Blogs, Facebook, Twitter, and Instagram. Posts and tweets are terms used, for the information uploaded or shared on the social media platform.

A **post** is a piece of writing, image, or other item of content published online, typically on a blog or social media website. A **tweet** is a message sent on the Twitter platform that can contain links, photographs, GIFS (animated image) or videos; text tweets are limited to 280 characters.

For a definition of terms used in social media platforms, see the glossary and visit <https://blog.hootsuite.com/social-media-glossary-definitions/>.

Telephone services are traditional landline, mobile phones, and Voice over Internet Protocol (VoIP: a technology that makes phone calls possible from any internet-connected device with a microphone and speakers).

Web-based voice and video conferencing platforms are cloud-based video conferencing services that allows you to virtually meet with others such as Skype, Facetime, Zoom, WhatsApp, GoToMeeting, Webex, etc.

Electronic mail (Email) is a message that may contain text, files, images, or other attachments that is distributed by electronic means from one user to one or more recipients via a network.

Marketing/Organization platforms are business solutions used to connect with program participants through several online marketing functions as an integrated package such as email, electronic postcards, websites, social media, mobile and web apps, and automations. Examples of marketing platforms include Mailchimp, SharpSpring, HubSpot, Hootsuite, Constant Contact, etc.

Outcome

Virtual Services for EarlyON centres will provide opportunities for families in the District of Nipissing to gain access to EarlyON services and information when they are not able to attend programs in-person or prefer to access services virtually. Virtual Services are intended to build awareness of EarlyON programs and services and meet the core services mandated by the Province of Ontario: Supporting Early Learning and Development, Engaging Parents and Caregivers, and Making Connections for Families. EarlyON virtual programs and services are expected to use How Does Learning Happen? (HDLH), Ontario's Pedagogy for the early years, to guide the development and delivery of all programs. HDLH supports the adoption of a common pedagogical approach across early years settings, based on the four foundations for learning: belonging, well-being, engagement and expression.

Standards for EarlyON Virtual Services

Parents and caregivers of young children have many pressing priorities. When planning virtual services, EarlyON service providers should consider that too many messages and posts can be overwhelming for families.

The following are **maximum** standards for Virtual Services in EarlyON centres. The District will discuss exceptions with affected EarlyON service providers.

- Six (6) days of services each week which could include a Saturday or Sunday.
- Posts can be a message, an activity, and/or a resource link and are different from live/interactive events. Ideally, posts should be timed to occur in morning, afternoon and/or evening timelines. It is suggested that you limit posts to one (1) daily post for Facebook, fifteen (15) tweets daily for Twitter, and one to two (1-2) daily posts for Instagram.
- It is suggested to have a maximum of eighteen (18) live/interactive and recorded events weekly. Ideally, live/interactive and recorded events should be timed for an event in the morning, afternoon and evening. Live/interactive and recorded events can be group activities such as a story time, physical literacy activity, sing-alongs that are conducted in a closed or public group or locked meeting using platforms such as Facebook, Zoom, GoToMeetings, etc.
- Live/interactive and recorded events should be kept to a 30-minute duration.
- Whenever possible, live/interactive events should use two team members to facilitate groups (one as a facilitator and one to monitor the event, take notes, and respond to comments).
- Twelve (12) hours weekly maximum of scheduled one-to-one interactive parent engagement or programming. (E.g., Quick connect 10:00 a.m. to 12:00 p.m.) This can be achieved through conversations using telephone or web-based voice and video conferencing.

When planning for virtual services in EarlyON centres, staff should factor in adequate time for:

- planning*/setup/drop-off/deliveries;
- follow-up; and
- data collection.

*Planning in Virtual Services is:

- researching/creating original content
- preparation or
- curating content, which is compiling and presenting content using existing information.

Guidelines and Standards for Facebook Pages

Facebook is one of the main social media platforms available to help EarlyON providers connect with their families. A Facebook Page allows organizations to easily create and share posts with their families while also providing more details on the organization's mission, important contact information, hours of operation and location. When creating a Facebook Page for an EarlyON Centre, it is important to distinguish between a Profile, Page and Group on Facebook as these commonly get confused when organizations decide to start an account on Facebook. The following definitions will be used to establish the difference between a Profile, Page and Group:

A **profile** is a place on Facebook where you can share information about yourself, such as your interests, photos, videos, current city and hometown. Profiles are meant for personal use.

Pages are places on Facebook where artists, public figures, businesses, brands, organizations and non-profits can connect with their fans or customers. When someone likes or follows a Page on Facebook, they can start seeing updates from that Page in their News Feed.

Groups are a place to communicate about shared interests with certain people. You can create a group for anything — your family reunion, your after-work sports team, your book club — and customize the group's privacy settings depending on who you want to be able to join and see the group.

The main different between a Page and a Group is that Pages are maintained and updated by the administrators while Groups allow any group member to post on the news feed. Unlike Groups, Pages focus only on the organization's content and allow posts to be shared under the organization's name, not a personal profile. For this reason, *EarlyON Centres must create a Facebook Page* to ensure professionalism and protect staff's personal Facebook Profiles. In the rare case that an EarlyON Centre has already created a Group instead of a Page and does not want to lose their data, they can link a Group to an existing business Page and post to the group under the Page's name. They must also change the group's posting permissions to "Only administrators can post to the group".

Another important reason EarlyON Centres are required to create a Facebook Page instead of a Profile or Group is the availability of analytics. Pages have an "Insights" option, which allows Admins to view data on their page and specific posts such as number of likes, engagement and reach. These numbers can be used to see what kind of posts are most popular with EarlyON families, thus helping with program planning. Children's Services requires EarlyON Centres to report this data. Please refer to the Virtual Services Monthly Data Reporting section for more details.

Creating a Facebook Page

In order to create a Facebook page, someone with a personal Facebook Profile must create it. This person will then become an "Admin" and be able to manage all aspects of the page such as publishing posts and sending Messenger messages as the page and viewing Insights. Admins are allowed to assign page roles, which have varying permission levels, to other people granted they have a personal Facebook page. However, it is recommended that the number of people with access to the Facebook page is limited to only those who are in charge of handling the page. For tips on how to setup a Facebook Page, click [here](#).

Program Calendars

EarlyON service providers who offer live interactive or recorded programs online should develop and share monthly program calendars to make it easier for families to know what is happening during the month. EarlyON service providers should post a monthly calendar on their agency websites and/or social media, and provide a copy to DNSSAB.

To support posting of online programs on DNSSAB's EarlyON webpage, EarlyON service providers are required to:

- Email their monthly EarlyON online programming calendar for the upcoming month to data@dnssab.ca by the 20th day of the month.
- Include the platform being used to provide online programs (Facebook, Zoom, Webex, etc.).
- Email all updates to data@dnssab.ca. Allow a minimum of two (2) days for the updates to be processed.

EarlyON service providers should use the [calendar templates](#) provided to develop their monthly calendar. All EarlyON calendars must follow the [Visual Identity Guidelines](#) for EarlyON centres which includes the EarlyON logo (word mark and sub-line) and the EarlyON centre colour palette whenever possible.

EarlyON service providers are asked to maintain consistency in their program times and program names so that families can reliably include EarlyON online programs in their daily and weekly routines.

EarlyON Service Provider Legal Liability and Risk

It is the responsibility of EarlyON service providers to maintain all platforms used to provide Virtual Services. EarlyON service providers must adhere to the following practices to limit the liability and risk of providing Virtual Services:

- Ensure adherence to the 'Terms of Use' of websites used as links and resources.
- Proper copyright and reference laws must be observed when posting online. Copyrighted works are legally protected. Ensure that copyrighted works are not placed online without the written or other explicit permission from the author/creator or authorized holder. Placing copyrighted works online without proper permission could have legal consequences.

EarlyON Virtual Services **cannot**:

- Read copyrighted books and sing copyrighted songs where it is posted online (live or recorded) without the permission of the authorized holder.
- Provide an out loud rendition of a book or song from memory where it is posted online (live or recorded) without the permission of the authorized holder.
- Post an author's own reading of their book or artist performance of their own song using the author's/artist's original content reference on Instagram. Instagram does not have a repost feature, therefore a third-party app must be used to repost, and use of a third-party app for reposting is illegal. This infringement also applies to Facebook where users are not allowed to post content available from other sources for which permission was not granted.

EarlyON Virtual Services **can**:

- Read books and sing songs that are copyrighted in a closed group or locked meeting. Closed groups and locked meetings protect the privacy of group members' posts (see Appendix A for more information on closed groups and locked meetings).
- Set participation rules with the group at the start of the session noting that

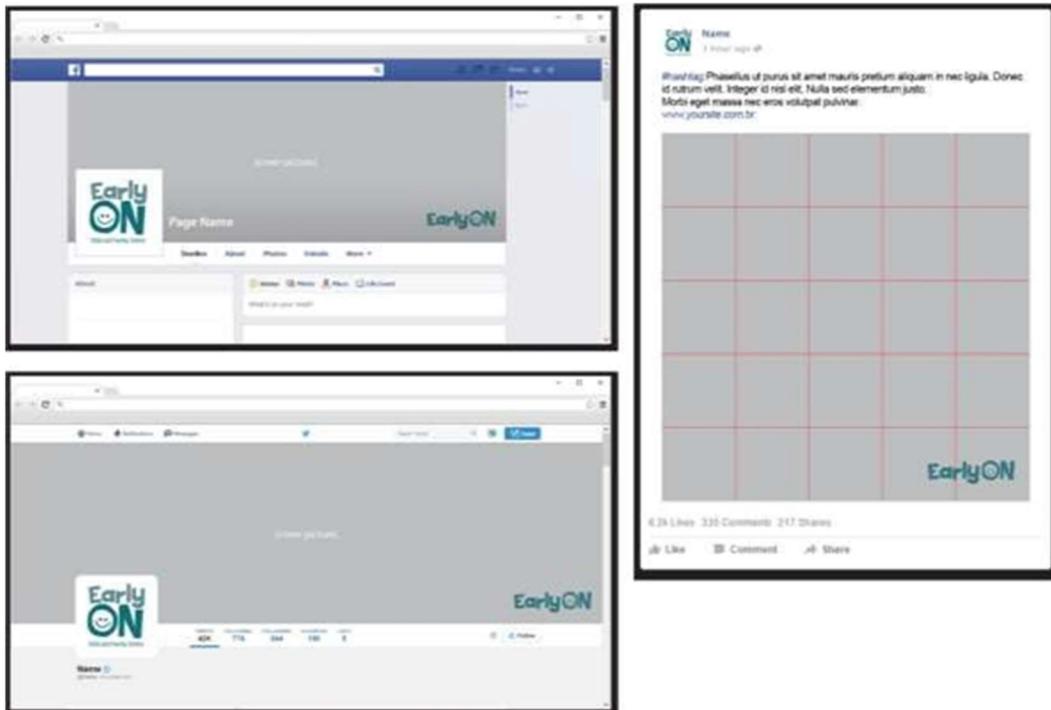
participants are not allowed to record the session. At the start of each book note the author, illustrator and publisher. At the start of each song note the name of song and artist. If you will be singing multiple songs consecutively, note the names and artists at the start. A private YouTube video can also be used for this purpose when the video is shared with a private program and removed when the program ends. See Appendix A for the limitations of private videos.

- Remove any previously recorded copyrighted books and songs, for which permission has not been granted or which do not recognize/acknowledge the author, publisher, illustrator and any other parameters detailed in the permission granted for using the work.
- Use books and songs that are in the public domain and those where permission has been granted by the authorized holder. The term public domain refers to materials that are not protected by intellectual property laws such as copyright, trademark, or patent laws. The public owns these works, and anyone can use public domain work without obtaining permission.
- Retweet an author's own reading of their book or artist performance of their own song using the author's/artist's original content reference on Twitter. When using Facebook, users can reshare the content originally posted by the author/artist on Facebook.
- Follow the terms of use that are stipulated for any copyrighted works.
- Use books for which permission has been granted.
- Act quickly if a security breach occurs and follow the Serious Occurrence Requirements for EarlyON Providers.

Visual Identity and District of Nipissing Materials

When using Virtual Services for EarlyON centres, all messages must adhere to the Visual Identity Guidelines that contains information on the logo, brand assets and application.

EarlyON service providers who use social media platforms are encouraged to use the EarlyON logo as the header image for their profiles. Alternatively, the EarlyON logo can be used on each post. In all cases, the [Visual Identity Guidelines](#) must be followed. Examples of Facebook, Instagram and Twitter formats are seen below.



Essential Etiquette for Providing Virtual Services in EarlyON Centres

When providing Virtual Services for EarlyON centres, EarlyON service providers should adhere to the following best practices:

Staff:

- Choose a limited number of staff to fulfil Administrator duties. Provide training for staff fulfilling the Administrator role. Change all passwords when an Administrator leaves the agency.
- Ensure staff who take part in planning and delivering Virtual Services have adequate training and address the need for capacity building where applicable.

Conduct:

- Content pertaining to sensitive agency information should not be shared, this includes information that is financial, operational and legal in nature, as well as any information that pertains to program participants.
- Principles of integrity, professionalism, and impartiality should be observed by staff when posting online. Dishonorable content such as racial, ethnic, sexual, religious, and physical disability slurs must not be used. Act in ways that are respectful of the dimensions of diversity.
- Maintain privacy and respect for staff and participants by setting norms, rules of participation, and limiting visual distractions and settings that could reveal personal information. If there is an intention to record the event, an EarlyON service provider must seek the participants informed consent.
- Maintain professional boundaries in your role as an EarlyON centre staff.
- Use the parameters and considerations for each of the platforms used.
- When possible, engage families prior to delivering online programming to understand what they are interested in receiving through online platforms.
- Respond respectfully to user comments, both positive and negative.

- Own and amplify the EarlyON brand's identity and message consistently across platforms.

Content and Materials:

- Use content with credible sources that follow best practices for meeting the developing needs of children and the needs of parents and caregivers. Give credit to the sources used by mentioning the creator's handle and citing sources.
- Online, virtual programs differ from traditional in-person interaction because it is harder to stay focused online. Therefore, you should keep programs/sessions shorter and break up into manageable pieces. For instance, offer a 30-minute program instead of for a full hour, or limiting the size of the group to promote quality of programs and interactions and ensuring we are meeting the needs of all families participating.
- Use practices and content that foster engagement, relationship building, interaction, are process oriented and aligned with How Does Learning Happen? Ontario's Pedagogy for the Early Years (HDLH).
- Use props that parents and caregivers can access easily at home and do not require special materials to be purchased.
- If using images of your own child, protect your child's digital presence and rights to privacy by making value-based decisions on the potential risks of digital disclosure and use. Do not use photographs of family members or friends where their faces can be identified without their consent. When in a group session, set participation rules with the group at the start of the session noting that participants are not allowed to record the session.
- Edit content to ensure an uncluttered presentation, and that it is free of grammatical and spelling errors and uses plain language to communicate a main message.
- It is tempting to post* many times daily when using online platforms. However, social media etiquette tells us that fewer high-quality posts are preferred to many posts of lower quality. For more information on social media etiquette, visit <https://blog.hootsuite.com/social-media-etiquette-rules-for-business/>. *Posts are different than live/interactive events.

Eligible and Ineligible Virtual Services

The table that follows lists platforms and Virtual Services deemed as eligible and ineligible by the District for EarlyON centres.

| ELIGIBLE | INELIGIBLE |
|---|--|
| <p>EarlyON service provider platform for:</p> <ul style="list-style-type: none"> • Website • Social media – Facebook, Twitter, Instagram • Private and unlisted YouTube channels • Web-based voice and video conferencing – Skype, Zoom, Facetime, WhatsApp • Electronic mail (Email) • Marketing/Organization – Mailchimp, Hootsuite, SharpSpring, HubSpot, Constant Contact | <p>Personal accounts for all virtual platforms</p> <p>Public YouTube channel</p> |
| <p>Telephone (If using personal phone, block the number by dialing *67 before making the call. Listen for 3 beeps. Dial the number you are calling)</p> | <p>Personal telephone without blocking the number</p> |
| <p>EarlyON programs provided in a virtual platform that meet the Ministry mandated core services and align with the foundation of HDLH</p> | <p>Programs that are product driven and require parents and caregivers to purchase specific materials</p> |
| <p>Certified/licensed/manualized programs where the EarlyON service provider has received permission from the registration/certification/licensing body to provide the program in an online format. (E.g., Parent-Child Mother Goose)</p> | <p>Certified/licensed/manualized programs where the EarlyON service provider has not received permission from the registration/certification/licensing body to provide the program in an online format (E.g., Infant Massage)</p> |
| <p>Third party service providers who are identified as approved for EarlyON services (E.g., Registered Dietitian for nutrition services, EarlyON Resource Consultants for Child Development Supports and The Indigenous Network (TIN) for Journey Together programs)</p> | |

Reporting

It is important to capture quantitative and qualitative data related to Virtual Services for EarlyON centres, therefore EarlyON service providers are asked to record and report virtual service data monthly.

Data for live virtual services through platforms such as Zoom or Blue Jeans will be captured using the Event Registration and Attendance Manager (ERAM) system. For details on how to capture data in ERAM, please see [ERAM Provider Manual](#). Data for other non-live virtual services, including social media posts and videos, will be reported by submitting the [Virtual Programming Tracking Sheet](#) Excel file monthly by the 15th of the month for the month prior (e.g. due November 15th for October data).

Virtual Services Monthly Data Reporting

| Facebook | Twitter | Instagram | Web-Based Voice/Video Conference | Kits |
|--|--|--|--|---|
| Number of: <ul style="list-style-type: none"> - Posts/stories - Likes and comments - Shares (users shared) | Numbers of: <ul style="list-style-type: none"> - Tweets - Likes and comments - Retweets | Number of: <ul style="list-style-type: none"> - Posts/stories - Likes and comments - Shares | Number of: <ul style="list-style-type: none"> - Programs/sessions - Attendees: <ul style="list-style-type: none"> – Children – Adults | For each kit: <ul style="list-style-type: none"> - Date - Program/Activity Name - Number of kits distributed |
| For a definition of terms used, see the Glossary and visit https://blog.hootsuite.com/social-media-glossary-definitions/ . | | | | |

Contact Us

If you have questions related to Virtual Services in EarlyON centres, please direct your inquiry to data@dnssab.ca.

Appendix A: Tips for Using Virtual Platforms

Access Facebook Analytics. You can access Facebook Analytics from the web or via the Facebook Analytics mobile app. Some features differ between the Facebook Analytics mobile app and Facebook Analytics on the web. For instructions on how to access Facebook analytics, visit

<https://www.facebook.com/help/analytics/1791060237614005>.

Twitter Analytics. Twitter analytics allow you to measure and boost your impact with dashboards. You have access to audience analysis and tweet activity. You can track metrics such as top tweet, new followers, top followers, top mention, engagement, reach, link clicks etc. To learn more about Twitter analytics, visit

<https://analytics.twitter.com/about>.

Blocking people. This feature allows you to block a user. When you block a user, they are not notified. For instructions on how to block a user, visit

[https://help.instagram.com/426700567389543/?helpref=hc_fnav&bc\[0\]=Instagram%20Help&bc\[1\]=Privacy%20and%20Safety%20Center](https://help.instagram.com/426700567389543/?helpref=hc_fnav&bc[0]=Instagram%20Help&bc[1]=Privacy%20and%20Safety%20Center).

Breakout rooms. Allow you to split your Zoom meeting in up to 50 separate sessions. The meeting host can choose to split the participants of the meeting into these separate sessions automatically or manually and can switch between sessions at any time. For information on how to create and manage breakout rooms, visit <https://support.zoom.us/hc/en-us/articles/206476313-Managing-Video-Breakout-Rooms>.

Closed and Secret Group. To protect the privacy of group members' posts, discussions, photos, or files, you can make your group closed or secret. This can be done both when creating a new group, or by changing the privacy settings of an old group. For instructions on how to create closed or secret groups, visit

<https://www.wikihow.com/Make-a-Closed-Facebook-Group>.

Create recurring meetings. Allows you to set the call settings you want once and have them be in there every time you plan to meet, and you can join calls using the same URL each time. For instructions on how to create recurring meetings, visit

<https://www.pocket-lint.com/apps/news/151426-what-is-zoom-and-how-does-it-work-plus-tips-and-tricks>.

Direct Message. You can start a non-public conversation or create a group conversation with anyone who follows you. For instructions on direct messaging, visit <https://help.twitter.com/en/using-twitter/direct-messages>.

Facebook is a social networking website where users can post comments, share photographs and post links to news or other interesting content on the web, chat live, and watch short-form video. Shared content can be made publicly accessible, or it can be shared only among a select group of people, or with a single person. Many helpful tips and video tutorials on the various features of Facebook can be accessed by visiting <https://www.facebook.com/>.

Facebook Live. This feature uses the camera on a computer or mobile device to broadcast real-time video to Facebook. Live broadcasters can decide who on Facebook can see their video and use this content to engage their audience during the moments and events that are important to them. For instructions and tips on using Facebook Live, visit <https://www.facebook.com/help/1636872026560015> and <https://www.facebook.com/facebookmedia/blog/tips-for-using-live>.

Hashtags are keyword phrases, spelled out without spaces, with a pound sign (#) in front of it (E.g., #EarlyON). They are mainly used to denote specific topics of conversation. They are used to increase engagement, build your brand, and find your audience. Hashtags that spread quickly and get used by a lot of different users begin to trend. Whenever there is a trending topic or hashtag within your sector's circle on social media, take note of that (E.g., #newmom). You can jump on that hashtag in order to increase your brand awareness too. Hashtags are used on Twitter, Facebook, and Instagram.

Instagram is a free photo and video sharing app that allows you to upload photos and videos and share them with your followers. For helpful tips and video tutorials on using Instagram, visit <https://help.instagram.com/424737657584573>.

Insights. This helps you learn more about your followers and the people interacting with your business on Instagram. For example, you'll find insights such as gender, age range and location. You can also see which posts and stories your audience sees and engages with the most. Insights and metrics about your account include paid activity as well. Reach, accounts reached, impressions, and impressions by day reflect both paid and organic activity. For more on Instagram Insights, visit <https://help.instagram.com/1533933820244654>.

Record meetings. Participant permission is needed. The meeting host enables recordings in settings (for paid subscription). For instructions on how to record meeting, visit <https://zoom.us/resources>.

Safety. Increasing safety when using social media is paramount for all users. To see instructions on how to increase your safety while using Instagram, visit [https://help.instagram.com/377830165708421/?helpref=hc_fnav&bc\[0\]=Instagram%20Help&bc\[1\]=Privacy%20and%20Safety%20Center](https://help.instagram.com/377830165708421/?helpref=hc_fnav&bc[0]=Instagram%20Help&bc[1]=Privacy%20and%20Safety%20Center)

Social media image sizes. Having the optimal image size for each social media platform ensures that your images look their best. The most recent social media image dimensions, as of 2020 for Facebook, Instagram, Twitter, YouTube and other platforms can be found by visiting <https://blog.hootsuite.com/social-media-image-sizes-guide/>.

Stories. Instagram stories differ from regular Instagram posts because they come in a “slideshow” format. They’re only live for 24 hours, but Stories can be saved to any of your devices and reused at a later point. Stories are displayed at the top of follower timelines where users already look daily. For more information on Instagram Stories, visit <https://help.instagram.com/1257341144298972>.

Tagging friends in your photos or in your posts is easy. If you want to list them in a post, such as a status update saying that you had a great time with them at an event or you are about to meet them for a community event. For instruction on how to tag users, visit <https://www.lifewire.com/add-and-make-friends-facebook-1240582>.

Teasers. These posts are a simple way to talk about your activity or program and increase excitement and direct users to your website or interactive group activity.

Twitter is a 'microblogging' system that allows you to send and receive short posts called tweets. Tweets can be up to 280 characters long and can include links to relevant websites and resources. Twitter users follow other users. If you follow someone you can see their tweets in your twitter 'timeline'. For more information on Twitter, visit <https://twitter.com/?lang=en>.

Unfollow and Blocking. People unfollow other accounts when they no longer wish to see that account's Tweets in their home timeline. You can still view them on an as-needed basis by visiting their profile, unless their Tweets are protected. Block is a feature that helps you control how you interact with other accounts on Twitter. This feature helps users in restricting specific accounts from contacting them, seeing their Tweets, and following them. For instructions to unfollow and block users, visit <https://help.twitter.com/en/using-twitter#following-people-and-groups>.

Unfollowing, Removing and Blocking Friends. Facebook has a handy option that allows you to "unfollow" friends to stop seeing their posts in your News Feed without having to remove them as a friend (a.k.a. "unfriending" them). When you unfollow or block someone, they are not notified about it. For instructions on unfollowing, removing and blocking users, visit <https://www.lifewire.com/add-and-make-friends-facebook-1240582>.

YouTube is a video sharing service where users can watch, like, share, comment and upload their own videos. The video service can be accessed on PCs, laptops, tablets and via mobile phones.

Video categories. When videos are listed as **public**, they can be viewed by anyone in the world and appears in a search. When videos are **unlisted**, they can be viewed by those with whom the uploader shares the link and anyone with whom those people share the link, and as many times as it is reshared (no google account needed). If there is a complaint for inappropriate content, YouTube reviews the video and if they deem it as inappropriate, they will remove it within 24 hrs. Copyrighted material falls into inappropriate content. The video cannot be accessed

when it is removed by YouTube or the uploader. Videos listed as **private** can be seen by those with whom the uploader shares the link (50 people max), but not by people who receive the link from a secondary source.

Viewers must have a google account to access the video. The video can not be accessed when it is removed by the uploader. For more information on public, unlisted and private videos, visit https://filmora.wondershare.com/youtube-video-editing/what-does-unlisted-mean-on-youtube.html?gclid=CjwKCAjwhOD0BRAQEiwAK7JHmBzNoe-A8TFISjxOlkTyigbiyh-7kyuhX8gTo-zZVSStj4DrmgS6zRoC1qUQAvD_BwE and <https://www.pagecloud.com/blog/private-vs-unlisted-youtube>.

Virtual backgrounds. Choose virtual backgrounds or upload an image to customise your background. It's available for both iPhone and desktops. This feature can help to keep your actual environment private. For instructions on how to choose or upload virtual backgrounds, visit <https://www.pocket-lint.com/apps/news/151426-what-is-zoom-and-how-does-it-work-plus-tips-and-tricks>.

Zoom is a cloud-based video conferencing service you can use to virtually meet with others - either by video or audio-only or both, all while conducting live chats and screen sharing, it lets you record those sessions to view later. The user has many plans to choose from ranging from Zoom Free to Zoom Rooms, each plan allows various levels of features. The free version of Zoom allows unlimited number of meetings that are capped at 40 minutes in length, and meetings cannot be recorded. To choose a plan, download Zoom and access many video tutorials, visit <https://zoom.us/>.

Zoom analytics. The dashboard shows you a real-time look at your Zoom meetings. You can find the dashboard by logging into your account, clicking Account Management, and then clicking Dashboard on the right side of the window. For more information on accessing Zoom analytics, visit <https://blog.zoom.us/wordpress/2015/07/20/zoom-dashboard-reporting/>.

When using online platforms do not say anything or add text to a chat window you would not want others to read, hear or that breaks your professional standards. To maintain privacy, do not share images or recordings with participant's names or faces.

Zoombombing. The practice of uninvited attendees breaking into and disrupting meetings, often broadcasting inappropriate materials and remarks. The following tips are suggested to limit Zoombombing:

- When you start a meeting, you get to invite people and send out a link that starts with looks like this: <https://zoom.us/> followed by a long string of numbers, letters both capitalized and lower-case. A safer way to invite people is instead to jot down the meeting ID, which is noted in the middle, found at the top of the screen where you go to get the link, and the password, at the bottom right. Put those in an e-mail with a personal note, to make your guests feel a lot better about the security of this meeting. They can either go to <http://www.zoom.us> to log into the meeting or open the app. If sharing this link publicly, follow additional noted security practices.
- Adjust the screen share options by accessing the general Zoom settings app window. Select Advanced settings. There you instruct Zoom to only let the Host share the screen.
- Use waiting rooms that lets the host pre-screen the guests before the meeting starts for an extra layer of security. To get there, go to your master account settings, (under "My Account" at the top right of the main screen), click Settings, go to the Meetings tab and scroll all the way to the bottom, where you will find the Waiting Room options. Once clicked, this will be the default on all your meetings.
- Lock the meeting. When you lock a Zoom meeting that has already started, no new participants can join, even if they have the meeting ID and password. In the meeting, click Participants at the bottom of your Zoom window. In the Participants pop-up, click the button that says Lock Meeting.
- Create a webinar instead of a meeting. This is a presentation to a group that doesn't bring in participation, and thus, less likely to be hacked. It's only available with paid subscriptions.

Glossary

Analytics | Analytics is an umbrella term used to describe both social analysis tools and the information those tools provide. Most social networks include their own analytics tools to help businesses analyze how well their posts are doing for metrics such as reach, engagement, and follower growth.

Block | When you block someone on social media, you prevent them from seeing your posts on that social network. Blocked users will also be unable to follow you, message you, or tag you in photos. Blocked Twitter users won't be able to add you to lists. Blocked users can still @ mention you in a post, but this won't count toward your engagement metrics. However, keep in mind that it's pretty easy even for blocked users to see content you've posted publicly. Use the privacy setting on each social network for better control over who sees each of your posts.

Blog | Originally a contraction of the phrase "web log," a blog is a type of digital publication in which one or more authors regularly post content, generally on a specific topic. Many brands use a blog as a way to share engaging content with their audience and establish their industry expertise. "Blog" can also be a verb: When you write for a blog, you're blogging.

Chat | A chat is an online conversation with one or more people. Whether one-on-one or in a group, chats are usually private and text-based, although they may incorporate GIFS, photos, and even audio recordings. Common chat platforms include WhatsApp and Facebook Messenger. "Chat" can also be used to mean a moderated public conversation on social media, organized around a hashtag. Twitter chats, like the monthly #HootChat, are a prime example.

Click-through rate (CTR) | Click-through rate, abbreviated CTR, is a measure of how many people who view a social post, ad, or other piece of content click through to read more, buy, or take some other action. It's a useful metric because it measures how effectively your social content drives people to your owned web properties. The formula to calculate CTR is number of clicks divided by total impressions. CTR is usually expressed as a percentage.

Comment | A comment is a form of engagement in which a user replies to your social media post. Comments can offer praise, ask a question, express disagreement, and otherwise contribute to the online conversation about your social content. Comments can include text, hashtags, @ mentions, and emojis. A large number of comments shows that your post is engaging and may boost its position in the newsfeed based on a social network's algorithm.

Content curation | Content curation involves collecting relevant content from credible sources and then sharing it with your social followers by linking to the original post. It's a way to create value for your audience beyond sharing your own original content. Sharing resources can also be a good way to build relationships with thought leaders in your field.

Dashboard | A social media dashboard is a tool that allows marketers and social media managers to manage all of their social platforms from one screen. A dashboard allows its users to schedule, post, view, and respond to both organic and paid social posts, and to create analytics reports. A dashboard is also an important tool for social listening.

Direct message | A direct message (DM) is a private message sent through a social platform. By default, DMs from non-followers are blocked or filtered into a secondary inbox. However, brands who wish to use DMs to interact with customers can change their settings to receive DMs from anyone.

Embed | An embed is a social post or other digital content displayed within another piece of content using digital embedding tools. Most social networks offer native tools to embed their content in blog posts or webpages using a piece of code. Properly embedded content retains the original content of the post, as well as links to the original post and the creator's profile.

Feed | A feed is an updated list of all the new content posted by the accounts a user follows on social media. Rather than being purely chronological, most social media feeds are controlled by an algorithm.

Followers | Followers are people who have liked (or “followed”) your accounts on social media.

Friend | A friend is a person that you connect with on Facebook. Unlike a fan or follower, a friend is a two-way connection—both you and your friend have to endorse the relationship. Facebook business pages cannot have “friends,” only fans or followers.

GIF | GIF is an acronym for Graphics Interchange Format, a file format that supports both static and animated images. GIFs rose to popularity as a way to react on social media without words. Facebook and Twitter both support animated GIFs.

Group | A group is an online community within a social network. Groups can be public or private. Within a group, community members with a common interest can share information and discuss relevant topics. Both Facebook and LinkedIn offer groups on their platforms.

Handle | Your handle is your username on social media. It is usually noted as @username. It can also be used in your personalized URL for each social network. It’s a good idea to use the same handle across social networks to make it easier for potential followers to find your accounts.

Hashtag | A hashtag is a word or phrase preceded by the “#” sign. Hashtags are used on social media to tag posts as part of a larger conversation (such as #newmom) or topic (such as #Superbowl). Clicking a hashtag reveals the latest posts that include the tag. Hashtags are searchable and serve a similar role to keywords.

Header image | A header image is the picture that appears at the top of a social media profile. Also known as a cover image or cover photo, it provides a chance to showcase your products, your team, or any other aspect of your business that will make people want to explore your profile.

Like | A Like is a form of engagement on social media. It’s a quick way of showing that you—literally—like the content posted by simply clicking a button. On

Facebook, the Like button is a thumbs-up, while on Instagram and Twitter, a Like is indicated by a heart. Liking content also works like bookmarking, since you can go back later to view the content you have Liked.

Microblogging | Microblogging is the practice of publishing short content updates to platforms such as Twitter.

Platform | A platform is a social network or a component of a social network. Twitter, Facebook, and Instagram are all social platforms. However, some marketers may consider Facebook news feed and Facebook stories to be different platforms, since they may have different audiences and use different marketing strategies. Platform can also refer to a social media relationship management tool. In this case it is called a social media management platform.

Post | A post refers to any social media status update, photo, or video, or an item shared on a blog or forum.

Private | A private social account or group is one that is shielded from public view. While the basics of the account or group, like profile picture and name, are visible to anyone, the content shared is accessible only for approved followers. On Twitter, a private account is referred to as “protected.”

Repost | To repost is to share another user’s content on social media. This can include regramming, repinning, or retweeting. It also includes sharing another user’s Instagram post in your Instagram Stories.

Retweet | To retweet is to share someone else’s Tweet with your followers. When you click the retweet button on the Twitter website or app, you can opt to republish the tweet as is, or add a comment to explain why you’re sharing it.

Social media management platform | A social media management platform is a secure, scalable tool that allows businesses to manage multiple social media accounts across departments and devices. Social relationship platforms are used for monitoring, posting, and tracking social media, and help manage everything from customer service to lead generation.

Stories | Stories are a form of ephemeral content on Facebook, Instagram, or Snapchat that disappears after 24 hours.

Tag | A tag is a keyword added to a social media post to categorize content. You can also tag someone in a post or photo, which creates a link to their social media profile and associates them with the content. Users have the option to remove unwanted tags from their profile.

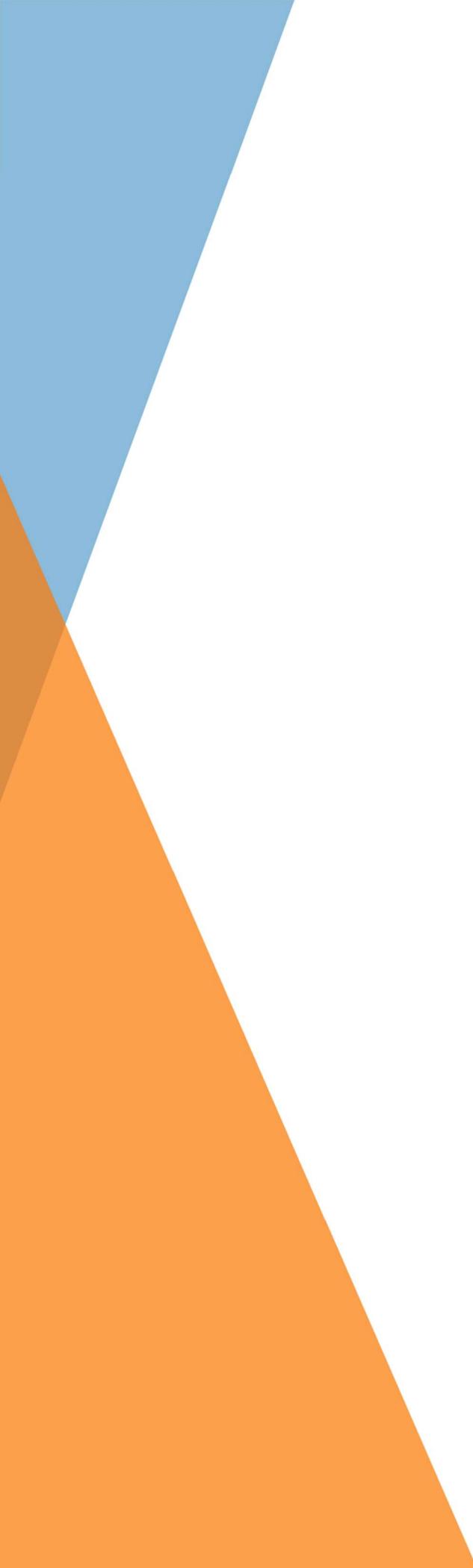
Trending | A trending topic or hashtag is one that is popular on social media at a given moment. Trends are highlighted by social networks such as Twitter and Facebook to encourage discussion and engagement among their users. The trends that you see on Twitter and Facebook are based on your location, who you follow, and the content you like.

Tweet | A Tweet is a Twitter post. Tweets are limited to 280 characters and can include photos, videos, and links. They are public by default.

Unfollow | To unfollow someone is to unsubscribe from their social media account. If you would prefer to maintain the social connection but don't want to see their posts, you can mute them instead.

Webinar | A webinar is a digital broadcast of a presentation intended to educate or inform. Webinars allow users to watch a presentation from their computer or other device, and often interact directly with the presenter or fellow attendees through chat or video.

For more definitions of social media terms, visit <https://blog.hootsuite.com/social-media-glossary-definitions/>.



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