Digital Citizenship Plan | 2026-2027

Sir John A. Macdonald School

Calgary Board of Education

Digital citizenship is about using technology and participating in digital environments. It is key to helping our students learn to use available technology responsibly in the classroom and beyond. This Digital Citizenship Plan addresses how we work to build a community where we live and work together as digital citizens.

Relevant contextual information about our school and School Development Plan:

- Junior High School with a total enrollment of 632 students (November, 2025).

- Total of 27 homerooms: 7 grade 7, 6 grade 8, 7 grade 9 and three multi-grade System Special Education settings (ALP/PLP, ALP and PLP). The school also has two sheltered EAL homerooms.
- Diverse learning community: 70 self-identified Indigenous learners, 228 English as an Additional Language Learners, and about one thirds of students are on an Individualized Program Plan. Demographic data reveals 44 different First Languages spoken by families; in addition to English, Arabic and Cantonese are the most prevalent First Languages.
- Subjects offered: Core courses (Humanities, Math and Science), Fine & Performing Arts (Art, Drama & Music) and a full range of complementary courses in Career and Technology
- Foundations (CTF): Foods, Outdoor Education, Information Processing, Yearbook, Construction, Leadership, Design Studies and Film Studies.
- Each classroom is equipped with an interactive Smartboard to promote visual learning.
- The school has four computer labs, one of which is in the Learning Commons. There are also four computer carts with laptops available for sign-out. The Paced Learning Program (PLP), Adapted Learning Program (ALP) and EAL Sheltered classes are also equipped with class sets of computers.
- “Away for the Day” Personal Mobile Device (PMD) Policy: students are expected to store cell phones in lockers during instructional time, and when inside the building.
- School Development Plan
    - *Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities*
    - *Student achievement in writing will improve through common writing templates, rubrics and the use of exemplars.*

Relevant evidence and data that informs our Digital Citizenship Plan:

- Student voice
- The number one priority is the promotion of a safe, welcoming, caring and respectful school learning community; “Together We Make a Difference”.
- Cyberbullying continues to be a significant issue in our school community
- Most teachers use some form of technology (e.g., Smartboard, apps, communication devices) daily to enhance learning experiences.
- The majority of students follow the “Away for the Day” PMD policy.

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures
Long term goal #1 Learners will select and utilize digital tools that enhance creativity, problem solving and collaboration.	Involved I leverage digital tools to learn, express my creativity and collaborate with others. I use digital tools to identify problems and take action to find solutions. I enact positive change in my community through digital tools. Responsible I understand and adhere to copyright and creative commons licensing.	Students will create and co-create artifacts that demonstrate creativity and the ability to problem solve with technology (e.g. using Artificial Intelligence (AI) found in Adobe Express, Canva, or other AI tools to support classwork and extracurricular work).	Students demonstrate purposeful tool selection, collaboration, persistence and responsible attribution in authentic learning tasks.	Teachers model digital creation, inquiry, copyright and Creative Commons practices; provide guided projects using D2L and suitable digital creation tools, including approved AI features where appropriate; consult Teaching and Learning with Technology specialists.	Samples of student work and rubrics; teacher observations; report-card evidence for inquiry, media creation and collaboration; student reflections and available Assurance Survey indicators.
Long term goal #2 Learners will self- monitor technology use considering the respect of others and personal well- being.	Balanced I balance time online and offline to promote positive mental, emotional and physical well-being. I understand appropriate times and situations to use technology. Respectful I am respectful and inclusive in my words and actions. I am open to multiple viewpoints and perspectives.	1. Students will follow school and classroom expectations for appropriate device use and respectful digital communication.	Students demonstrate appropriate technology-use choices, recognize when to disengage, communicate respectfully and seek adult support when digital interactions are harmful.	Explicitly teach and revisit “Away for the Day” expectations, digital etiquette and cyberbullying prevention; use scenarios and class discussions on empathy, online conflict, screen-time balance and help-seeking; provide accessible and culturally responsive examples.	Classroom observation and incident trends; student check-ins or reflection prompts; records of instruction and follow-up; student feedback on safe and respectful digital interactions.
		2. Students will recognize signs that they need a break from technology and use strategies to maintain well-being.			
		3. Students will examine how digital content and interactions affect themselves and others, including cyberbullying.			

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures
	I am empathetic towards others.				
Long term goal #3 Students will understand how to use AI tools responsibly, ethically, and safely by evaluating the accuracy of AI-generated information, protecting their personal data, and applying critical thinking when using AI for learning, communication, and creativity.	**Informed** - Critically evaluate the accuracy, bias, and trustworthiness of AI-generated information, and validate it by cross-checking with reliable sources. - Understand the consequences of spreading AI-generated misinformation, and act to correct or refrain from sharing unverified AI content. **Balanced** Reflect on when it's appropriate to use AI and when it's better to rely on their own thinking or offline methods — balancing screen time, AI use, and more traditional learning strategies. -Develop habits to manage their time using AI tools so that their mental, physical, and emotional well-being is supported. **Safe** -Protect their personal data when interacting with AI: avoid sharing sensitive, identifying, or private information in AI prompts or requests. -Recognize online risks associated with AI (e.g., phishing, deepfakes) and know how to create safe online spaces for themselves and peers.	1. Students will evaluate AI-generated information for accuracy, bias and credibility using reliable independent sources.	Students verify AI claims, protect private information, recognize misleading or manipulated content and explain appropriate and inappropriate uses of AI in learning.	Teach source verification and lateral reading using sample AI outputs; model safe prompts without personal data; discuss deepfakes, misinformation, academic integrity and attribution; provide supervised practice using school-approved tools and age-appropriate examples.	Student verification tasks and exit tickets; scenario-based checks for privacy and safety; samples of student attribution and reflections; teacher observations of responsible AI use.
		2. Students will protect personal information and identify AI-related risks, including misleading content, deepfakes and phishing.			
		3. Students will make ethical decisions about when and how to use AI, including acknowledging assistance and maintaining their own thinking.			

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures

Next Steps and Focuses for the Coming School Year

- Monitoring: Teachers will embed digital citizenship instruction, reinforce school-wide expectations, and collect student work, reflections and observations to inform school review.
- Review student voice and cyberbullying trends; assess consistency of device expectations; identify effective examples of student digital creation and AI literacy; and use collected evidence to determine priorities, professional learning needs and any measurable targets for the following year.