



Sir John A. Macdonald School

School Digital Citizenship Plan 2024-2025

"Digital citizenship is an action, something that we need to practice and do every single day. In today's interconnected world, this is our opportunity to put global education into practice to empower others to become change makers for using tech for good in local, global and digital communities." - Digital Citizenship Institute, 2022

Digital citizenship, as it relates to the context of a school, can be defined as the responsible use of technology and digital devices to improve learning, share information, and connect with others. This Digital Citizenship Plan has been devised through collaborative consultation with the administration, teachers and students of Sir John A. Macdonald School. This plan is intended to guide our school community by promoting a safe, welcoming, caring and respectful learning environment. The long-term goals are for the 2024-2025 school year and we will continue to build upon them for long-term impact.

Relevant contextual information about your school and School Development Plan:

- Junior High School with a total enrollment of 690 students (October, 2024).
- Total of 24 homerooms: seven grade 7, seven grade 8, eight grade 9 and two multi-grade System Special Education settings (ALP and PLP). The school also has three sheltered EAL homerooms (one per grade).
- Diverse learning community: 72 self-identified Indigenous learners, 289 English as an Additional Language Learners, and about a quarter of students are on an Individualized Program Plan. Demographic data reveals 40 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
 - Planning in progress.

Relevant evidence and data that informs your 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.

School Digital Citizenship Plan						Progress		
Long Term Goal (e.g. spanning 2024-2025 school year)	Competency (from the CBE DC Competencies)	Short Term Goals (in support of the long term goal)	Outcomes	Activities & Resources	Measures	November	January	June
Learners will select and utilize digital tools that enhance creativity, problem solving and collaboration.	<u>Involved</u> 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. <u>Responsible</u> I understand and adhere to copyright and creative commons licensing. I understand that anything I access, produce and post contributes to my digital presence.	Students will participate in CBE System initiatives (e.g., Minecraft Challenge). 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 and teachers will appreciate the potential of using technology to create/co-create artifacts. Student resiliency and perseverance will increase as a result of problem solving and working with new and different types of technology. Technology will be used in positive ways to better the achievement and enhance the learning experience of SJAM students.	CBE Digital Citizenship Competencies PPT AI Tools For Learning Teacher Resource Artificial Intelligence and Task Design Considerations PPT D2L Shell for each class student is enrolled in. Teachers to provide guided opportunities for students to practice using digital tools and demonstrate creativity, problem solving and collaboration. Support from the Teaching and Learning with Technology Specialists as needed.	1. Increased engagement in students as evidence in the Alberta Assurance Survey technology questions. 2. Personal Development Indicator: Engages in learning with confidence and persistence (% of EX, EV indicators as acceptable standard)	1. Qualitative data collected by teachers: 2. Qualitative data collected by teachers:	1. ____% of students received an EX or EV on their report card 2. Qualitative data collected by teachers:	1. ____% of students received an EX or EV on their report card 2. Assurance Survey data shows:

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. I am empathetic towards others.	Students will understand the physical and emotional effects of long-term technology overuse. Students will learn what defines equity, diversity, and inclusion and how it relates to respectful and inclusive behaviour online.	Students will follow school and classroom norms outlining proper technology use etiquette. Students will identify physical and mental signs/symptoms that necessitate a break from technology. Students will recognize how the nature of content consumed with technology impacts well-being.	Review of Digital Citizenship expectations in homerooms; reminders throughout the year when using technology. Review resources on Digital Citizenship Insite Pages. Personal Mobile Devices and Social Media in Schools Teachers to have discussions with students about reasonable technology etiquette at school, incorporating student voice. Support from the Teaching and Learning with Technology Specialists as needed.	1. Character Indicator: Makes responsible decisions (% of EX, EV indicators as acceptable standard) 2. 10F Misuse of Technology Activity Tracker log will be monitored (expectation is that the number of entries decline).	1. Qualitative data collected by teachers: 2. Qualitative data collected by teachers:	1. ____% of students received an EX or EV on their report card 2. Number of 10F Misuse of Technology entries (Sept. – Nov.): ____	1. ____% of students received an EX or EV on their report card 2. Number of 10F Misuse of Technology entries (Dec. – May): ____
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Next Steps & Focuses for the 2025-2026 Year

- Notes to refer to when creating your next DC Plan
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