**Calgary Board of Education**

# Western Canada High School
School Digital Citizenship Plan 2024-2025

**Relevant contextual information about your school and School Development Plan:**
- Our school serves a diverse population of learners in the regular, IB, and French Immersion programmes
- Our SDP Well-Being Goal is related to Sense of Belonging and Social Emotional Learning regarding Self-Management

**Relevant evidence and data that informs our Digital Citizenship Plan:**
- CBE Student Survey 2023/24 shows that only 38.63% of students agreed with the statement that they self-monitor their screen time

| School Digital Citizenship Plan | | | | | | Progress | | |
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| **Long Term Goal** (e.g. spanning 8-10 months) | **Competency** (may be chosen from the CBE DC Competencies) | **Short Term Goals** (in support of the long term goal) | **Outcomes** | **Activities & Resources** | **Measures** | **November** | **January** | **June** |
| Long term goal #1<br><br>Students will model respectful and inclusive language on social media accounts | RESPECT - While online: I am respectful and inclusive in my words and actions, I am open to multiple viewpoints and perspectives, I am empathetic towards others | Short term goal 1<br><br>Students will learn digital citizenship practices as they relate to diversity, equity, and inclusion | Students will have an understanding of the components of digital citizenship and how those relate to respectful language. | Ongoing equity, diversity, and inclusion education through the School Well-Being Action Team, as well as the Muslim Student Association and the Black Student Association | Food for thought questions about digital citizenship, diversity, equity, and inclusion<br><br>CBE student survey well-being questions | | | |
| | | Short term goal 2<br><br>Students will model, learn and use strategies to create positive online school environments and confront abusive or derogatory language | Students will demonstrate, and model for others, the skills for creating a positive online presence and dealing with racist, sexist, derogatory or abusive language online | Student Council and club executives to plan events and send out positive messages to promote diversity and inclusion on school social media accounts | Food for thought questions about digital citizenship, diversity, equity, and inclusion<br><br>CBE student survey well-being questions | | | |

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| | | on personal social media | | Teacher supervision of all school sponsored social media<br><br>Truth and Reconciliation, Diversity and Inclusion resources will be explored with students and staff<br><br>Review and share the Leader Guide for Developing Self and Others document | | | | |
| Long term goal #2 Students will demonstrate self-management skills in relation to appropriate use of technology | I balance time online and offline to promote positive mental, emotional and physical well-being<br> I understand appropriate times and situations to use technology | Short term goal 1<br><br>Students will be able to articulate the importance of self-monitoring technology use for overall well-being | Students will respond positively to school and classroom expectations for technology use | Teachers to have discussions with students about the importance of self-management in relation to technology<br><br>SEL CASEL resources<br><br>Digital citizenship Insite page<br><br>Review Personal Mobile Device and Social Media in Schools Insite page | Food for Thought questions related to self-management of technology use<br><br>CBE student survey results - questions on balancing screen time | | | |

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| | | Short term goal 2<br>Students will identify and make use of positive strategies for personal device usage | Students will use technology at appropriate times and for specific purposes in the day<br><br>Students will recognize and be able to express when and in what ways technology use is beneficial or detrimental to well-being | Review and sharing of Well-Being resources and research related to technology use and self-management | Food for Thought questions related to well-being and use of technology<br><br>Teacher perception data on student compliance and use of technology | | | |
| Long term goal #3<br>Students will use online tools appropriately to support their learning | I understand and adhere to copyright and creative commons licensing<br><br> I understand that anything I access, produce and post contributes to my digital presence<br><br> I understand how to make responsible decisions in the digital economy | Short term goal 1<br><br>Students will recognize the importance of adhering to appropriate uses of internet resources for their overall learning and citizenship | Students will have an understanding of various online resources and the student code of conduct in relation to plagiarism and use of AI | Student code of conduct reviewed<br><br>Administrative regulations are referenced | Log entries and teacher perception data regarding academic misconduct | | | |
| | | Short term goal 2<br><br>Students will demonstrate appropriate use of technology to enhance learning and will understand the dangers and consequences of | Students can demonstrate and articulate appropriate uses of AI<br>Students can identifying benefits and consequences of AI technology in education and society, including | IB conference resources regarding AI impact on education and society<br><br>Microsoft resources highlighting uses of AI and resources for teachers | Food for thought questions related to AI and academic misuse of technology | | | |

| | | misuse of online tools | potential consequences of academic misconduct

Staff will consider balanced assessments, that reduce the possibility of AI misuse, and task design that focus on critical thinking and judgement skills to prepare students for the future of AI in society | Support from teaching and learning technology specialists as needed | | | | |
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**Next Steps & Focuses for the Coming School Year**
- Notes to refer to when creating your next DC Plan
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