

# Jack James High School

## School Digital Citizenship Plan 2024-2025

This template is provided as an option for schools to use to create their Digital Citizenship Plan by October 31 of each current school year. Refer to the [Digital Citizenship Plan insite page](#) for support and resources. You can modify and use this template or create your plan in a different format as needed to support the needs of your school. School leaders use collaborative consultation to determine 2-3 long term goals for the school year and build upon them for long-term impact.

Please share a relevant version of your School Digital Citizenship Plan with parents and students on your school’s website.

**Relevant contextual information about your school and School Development Plan:**

- Jack James High School is a Unique Setting (Grades 10-12) with approximately 410 students
- SDP Focus is on Equitable Assessment, Continuum of Supports, and Belongingness
- Strong CTS Complementary programs that embed digital resources and assessment tools that support the areas of Employability
- Diverse student population that benefit from the use of technology to demonstrate learning

**Relevant evidence and data that informs your Digital Citizenship Plan:**

**CBE Student Survey Indicates**

- “I understand what digital citizenship means at my school”
  - Grade 12- 83% agreement | Grade 11 68% agreement
- In response to the question “Which of the following do you need the most support with at school?”
  - 32.5% of students said “Checking that the information I access online is reliable”

| School Digital Citizenship Plan               |                                                                              |                                                                                                                  |                                                                                                                |                                                                                                                                                                                                                                          |                                                                                                                                                                                                    | Progress                                       |         |      |
|-----------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------|------|
| Long Term Goal<br>(e.g. spanning 8-10 months) | Competency<br>(may be chosen from the CBE DC Competencies)                   | Short Term Goals<br>(in support of the long-term goal)                                                           | Outcomes                                                                                                       | Activities & Resources                                                                                                                                                                                                                   | Measures                                                                                                                                                                                           | November                                       | January | June |
| Long term goal #1                             | Informed<br><br>I validate the accuracy of digital information and resources | Short term goal 1<br>Students will learn how to identify valid sources for information to use in their learning. | Students will have a common understanding of how to validate information found online to use in their classes. | Social Studies / English Language Arts <ul style="list-style-type: none"><li>▪ Learning focused on Current Events</li><li>▪ Sourcing information</li></ul><br>Resource: Common Sense Education: News & Media Literacy -Confirmation Bias | <ul style="list-style-type: none"><li>▪ CBE Student Survey Results</li><li>▪ Teacher Perception Data</li><li>▪ Teacher tracking of incorrect sources used</li><li>▪ Teacher Observations</li></ul> | Initial data collected from CBE Student Survey |         |      |

|                          |                                                                                                                                      |                                                                                                           |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                             |  |  |  |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|                          | I understand the consequences of spreading misinformation                                                                            |                                                                                                           |                                                                             | -Finding Credible News<br>-Let's Give Credit<br><br><b>Science Classes</b> <ul style="list-style-type: none"> <li>Media Surrounding scientific topics- how to validate what is real or fake?</li> </ul> <b>Resource:</b> Common Sense Education- News & Media Literacy                                                                                                                            |                                                                                                                                                                                                                                                                                             |  |  |  |
| <b>Long term goal #2</b> | <b>Respectful</b><br><br>I am respectful and inclusive in my words and actions online.<br><br>I am empathetic towards others online. | <b>Short term goal 2</b><br>Students will understand the consequences for spreading misinformation online | Students are able to communicate the importance of being respectful online. | <b>CALM Classes / Leadership Classes</b> <ul style="list-style-type: none"> <li>Learning focused on Cyberbullying, Online Hate, Diversity in the Media</li> </ul> <b>Resource:</b> Media Smarts<br><br>Review Student Code of Conduct with all classes and discuss how it applies to Digital Citizenship<br><br><b>Resources:</b><br>CBE Bullying Framework<br>CBE CARES Resource Selection Guide | <ul style="list-style-type: none"> <li>CBE Student Survey Responses to questions:<br/>           "I treat people with the same respect online as I would face-to-face"</li> <li>Teacher observations</li> <li>Incident Tracking of Admin Referrals for online bullying behaviour</li> </ul> |  |  |  |

#### Next Steps & Focuses for the Coming School Year

- Use of technology to support Continuum of Supports
- Students in 2023-2024 CBE Student Survey responses to following statement "I have access to technology to meet my learning needs"
  - Grade 12 -92% agreement | Grade 11 96% agreement

