

Relevant contextual information about your school and School Development Plan:

- Georges P. Vanier School includes a diversity of learners in four distinct programs: Regular English Program, French Immersion Program, Late French Immersion Programs, Learning & Literacy Program
- We are a Middle School with grades 6 – 9. Our grade 6 students are French Immersion, and our grades 7 – 9 students are from across our programs.
- Included in our SDP Holistic Goal, the Well-Being Framework will be incorporated with students employing strategies for their social-emotional wellness. The focus for this year will continue to be Relationships and less isolates in the classroom.

Relevant evidence and data that informs your Digital Citizenship Plan:

- Our School Survey indicates that 19% of students would like support with “technology addiction”. This is up slightly from last year (17%), but it has remained relatively constant over the past 3 years (19%, 18%, 17%). This is down from 25% which were the results before we implemented some of our current policies.
- We are an “Away for The Day” school. Teachers will occasionally ask students to bring their cell phones to class for research or project activities. This made the transitions following government legislation much more seamless. The number of students who have had to bring their cell phones to the office is down dramatically and now tend to be a small number of repeat offenders.
- Technology is sometimes found broken, such as Chromebooks and iPads, but there is tremendous improvement from last year since we switched to “Tech Pods” for better accountability by teachers and students. Also assigning technology to students to use throughout the year has been effective.
- This allocation of technology is being supplemented by “class pets”, which are Chromebooks designated to classes specifically to provide “as needed” support to students in class.
- Students will report peer conflicts due to online social media postings to a trusting adult.

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
Students will continue to learn to respectfully and responsibly interact, collaborate, and build relationships with others to create value in the digital and physical world.	Respectful While online I am respectful and inclusive in my words and actions Informed I understand the consequences of spreading misinformation Responsible -I understand that anything I access, produce and post contributes to my digital presence -I understand how to make responsible decisions in the digital economy Safe I know how to be safe online and create safe spaces for others in online communities	While engaging in targeted lessons, students will be mindful that their actions online can affect others.	-Students can explain in their own words how their actions online can affect others with specific examples (positively and negatively) - Students can identify and respond to appropriate and inappropriate digital interactions and content.	-Staff will reinforce this message through regular classroom lessons -Use of online resources such as: -Media Smarts website -Be Internet Awesome website (Interland game) -EverFi Ignition website -Review resources on Digital Citizenship Insite Pages -Support from the Teaching and Learning with Technology Specialists as needed	-January/February: Technology Awareness month has teachers present lessons in class. -Monthly lessons completed in different classes focused on digital citizenship as required. For example: -Care Review of technology -Tech-Awareness Lessons -Sign of Acceptable Use Policy -Anti-Bullying Day -Hats Off for Mental Health -Google Drive Clean-Up			
		-The OurSCHOOL Survey will indicate a reduction in “Technology Addiction”	-Students can explain in their own words how their actions online can affect others with specific examples (positively and negatively)	-Parents will work with staff to reinforce this at home -The Acceptable Use Policy will be reviewed and signed by students.	-Students will be able to speak to our school’s Acceptable Use Policy.			

			-Students will have a trusted adult to go to when they encounter or become engaged in the sharing of negative information online.					
Students will learn to utilize and care for technology devices appropriately.	<p>Involved -I enact positive change in my community through digital tools</p> <p>Balanced -I understand appropriate times and situations to use technology</p> <p>Responsible -I understand how to make responsible decisions in the digital economy</p>	Students will interact responsibly and with care when using devices	-Students will report to a staff member when there is a broken device	-Students are assigned a particular device to use each time, and is tracked on OneDrive	-Less devices are broken			
		Student voice in classroom expectation around technology use.	-Teachers will report less broken devices	-Devices will be checked by teachers: Chromebook, iPad, Desktop, Mouse, keyboard Smartboards, Charging cords.	-Students use their voice to express concern when they find a broken device, and know the protocol to follow with an adult			
		Students are assigned a specific laptop to reduce the number of different students using devices	-Technology will be shared in the school through “Tech Pods” by grade.	-Explicit teaching of protocols when a student finds a broken device	-Teachers report the effectiveness of “Tech Pods”			
		A seating plan will be implemented in the lab to reduce the number of different students accessing devices	-Tech pods and usage will be tracked using the new school resources software	-“Tech Pods” will report issues in a timely fashion to ISM	-Students can speak to the Admirable Use Policy			
		Technology use will be limited when a substitute teacher is in the classroom.	-Classes will be designated “class pets” to improve the access to “immediate” computer needs	-Staff will reinforce this message through regular classroom discussion and review of Acceptable Use Policy				
		All teachers and students must do a digital citizenship unit						

		to be given the combination for their laptop cart.		<div>- Review resources on Digital Citizenship Insite Pages</div> <div>- Support from the Teaching and Learning with Technology Specialists as needed</div>				
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Next Steps & Focuses for the Coming School Year

- Review results from Our School Survey with a focus on Self-Management, Social Awareness and Relationships. Review areas of: Social Emotional Development in Social Engagement with Sense of Belonging, Positive Relationships and Well-Being with Self-Regulation.
- Number of incidents where reviewing Progressive Discipline involve inappropriate use of technology.
- Continue to address cellphone use and digital citizenship in our student code of conduct

