



Janet Johnstone School

School Digital Citizenship Plan 2025-2026

"The best digital citizenship lessons involve a safe space for conversation, through provoking questions, and opportunities for students to talk about their ideas and experiences."

Dr. Kristen Matton

Relevant Contextual Information: School and School Development Plan (Aligned with CBE Priorities)

- Janet Johnstone School serves a diverse student population. Consistent with CBE's focus on personalized learning, the use of technology provides students with multiple and flexible ways to demonstrate understanding and engage with learning.
- Student well-being is a core priority at both the school and system level. The intentional development of respectful, empathetic, and responsible learners aligns with CBE's commitment to creating safe, inclusive, and supportive learning environments.
- Janet Johnstone School meets the CBE guideline of a 3:1 student-to-device ratio, supporting equitable access to digital learning tools.
- Students are explicitly taught and encouraged to apply good judgment and make responsible choices when using technology, consistent with CBE expectations for digital citizenship.

Relevant Evidence and Data Informing the Digital Citizenship Plan

- Ongoing instruction is required to support students in creating strong, personalized passwords and understanding the importance of keeping login information private, aligning with CBE expectations for online safety and security.
- Regular and intentional revisiting of the CBE Acceptable Use Policy has been effective in reinforcing responsible technology use for some students, highlighting the importance of continued instruction and practice.

School Digital Citizenship Plan						Progress		
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 Digital Safety and Security 	Demonstrate safe and secure use of technology	Short term goal 1: Students will demonstrate safe and responsible use of digital devices by following age-appropriate digital	I know how to protect my personal information online.	Teachers modeling and explicitly teaching safety online Teachers will support students with creating	Teacher observations Students' reflections	Students and their parents have read and understand the Acceptable Use form. Students are able to log in to digital	Students in all grades can log in independently on school devices (Kindergarten and Grade 1 on iPads). Students in Grades 3 and 4 have	Students in all grades will demonstrate safe use of technology by not sharing their passwords or CBE student numbers.

		<p>safety expectations, including protecting personal information, using respectful online communication, and reporting unsafe or uncomfortable digital situations</p>		<p>personalized passwords</p> <p>Resources:</p> <p>https://insite.cbe.ab.ca/teaching/learning/resources/Password-Best-Practices-Young-Learners-Flatsheet.pdf</p> <p>https://www.commonsense.org/education/digital-citizenship/lesson/meet-guts-of-the-digital-citizens</p> <p>https://mediasmarts.ca/cyber-security/resources-teachers-cyber-security</p> <p>https://everfi.com/courses/k-12/digital-literacy-wellness-safety/</p> <p>https://www.getcybersafe.gc.ca/en</p>		<p>technology at school.</p>	<p>memorized their personalized passwords and can log in to digital devices independently at school.</p>	
Long term goal #2 Balance the use of digital technology for Well-Being	Demonstrate balanced use of digital technology	<p>Short term goal 1: Students will demonstrate healthy and balanced use of</p>	<p>I balance time online and offline to promote positive mental health, emotional.</p>	<p>Teachers modeling and explicit instructions</p> <p>Resources:</p>	<p>Classroom routines with frequent movement breaks</p>	<p>The <i>Away for the Day</i> policy is consistently followed.</p>	<p>Teachers use learning technology intentionally in the classroom, with a focus on hands-on activities, peer</p>	<p>Students in Grades 3 and 4 are aware of the effects of excessive screen time and are able to self-advocate by</p>

	<p>digital technology by engaging in purposeful screen time, taking regular movement and eye breaks, and recognizing when to choose offline activities.</p>	<p>and physical well-being.</p>	<p>https://insite.cbe.ab.ca/about-us/governance/regulations-policies-protocols/Document s/Away-for-the-Day-Poster-K-Gr-6.pdf</p> <p>https://www.commonsense.org/education/digital-citizenship/lesson/meet-arms-of-the-digital-citizens</p> <p>https://mediasmarts.ca/digital-media-literacy/digital-issues/excessive-internet-use</p> <p>https://csepguidelines.ca/guidelines/children-youth/</p> <p>https://everfi.com/courses/k-12/digital-literacy-wellness-safety/</p> <p>Additional Resources: Screentime: The Good, the Bad and the Ugly. https://www.youtube.com/watch?v=p2kBk_KGn8g&list=PLi1tOF1l5ZoWtN4oILqP</p>	<p>Regular recess times Students reflections Teacher observations and screen time tracking</p>	<p>Classroom routines are well established and include frequent body breaks. Students are engaged in balanced learning at school and comply with screen time recommendations as outlined by Alberta Health Services.</p>	<p>interactions, and book read-alouds. Students take frequent body breaks throughout the day, supported by scheduled gym classes and regular recess times.</p>	<p>engaging in frequent movement and body breaks, participating in active outdoor recess, and increasing physical activity throughout the day.</p>
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