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Calgary Board of Education

Clarence Sansom School

School Digital Citizenship Plan 2026-2027

This Digital Citizenship Plan has been devised in conjunction with the admin, teachers, and students of Clarence Sansom School. The following information and goals help to guide the school community around our plan to implement digital citizenship. These long-term goals are for the 2026-2027 school year and we will continue to build upon them for long-term impact.

Relevant contextual information about your school and School Development Plan:

- Clarence Sansom is a grades 7-9 school with approximately 750 students who are primarily from the communities of Martindale, Monterey Park, Pineridge, Saddleridge and Temple.
- Our students speak approximately 38 different languages in their homes, and about two-thirds of our students are designated as English Language Learners.
- Our students and their families come from all parts of the world and bring to our school community a wonderfully diverse culture of learners.
- Each of our classrooms is equipped with a digital display (Smartboard, or 75" TV) to promote visual learning. As well, educators can have up to 3 digital devices (Chromebooks, iPads,in their classrooms for students to access and aid in their learning needs.
- Our EAL educator has 6 dedicated Chromebook laptops with mic/headphone sets to allow LP1 and LP2 students to access extension activities and use voice recognition language software (Rosetta Stone) to further practice their English language skills.
- Our Resource educator also has 6 dedicated Chromebook laptops to aid students in their individualized learning needs
- Our school has one computer lab with 40 Chromebook laptops with attached mice accessible by students for learning in complimentary courses, core subjects, and at lunch. The Mini-lab also houses 3 3D printers. As well, there are 4 PC desktops for larger processing needs of several rendering design programs.
- Our main office has 4 Chromebooks for students to use while in transition to see administrators.
- Each class has student technology leaders to help with technology in the classrooms.
- Our school has ten mobile digital device carts (6 x 30-35 Chromebooks) that are accessible by teachers and students to aid in digital learning.
- We have on ramped the CBE approved Imagine Everything online resource booking system this year eliminating the standalone excel spreadsheet.
- The school's Learning Commons also has a large print-based fiction and non-fiction book collection for students to borrow and read.
- Clarence Sansom School has an "Away for the Day Policy" so students are expected to keep personal devices out of sight in their backpack or locker, and out of use while in the building during the school day. We expect them to access school-owned devices for digital learning.
- All students and their families/guardians are provided with a paper copy of our Admirable Use Policy; they are expected to review this together and both students and parents/guardians sign this to acknowledge understanding and compliance.
- One of our **School Development Plan** goals is incorporating ***Universal Design for Learning (UDL)***. This allows students to experience a more holistic approach to learning where they are in greater control of how they engage in their learning and how they present their understanding. This low floor high ceiling approach to learning allows students to have multiple entry points into their learning. Our school digital citizenship plan will allow students the choice to use technology as one of the many methods provided to them for accessing their learning and demonstrating their understanding, therefore enhancing our ability to offer UDL within our classrooms. As a staff, professional development and PLCs will focus on creating tasks that allow UDL and look at how to be intentional about integrating technology in a way that will allow students to receive and demonstrate instruction, knowledge and skills in a way that is effective and meaningful to them. Through the lens of UDL, students will better understand the topics and concepts being taught, and student literacy, numeracy, and engagement to learning will improve.

Relevant evidence and data that informs your Digital Citizenship Plan:

- At Clarence Sansom a continual goal is for students to foster positive relationships.
- This goal has been developed to not only exist in an in-person environment but as well to extend to the online environment. As these two worlds continue to connect, intersect, and boundaries blur, it is important that students both understand their in-person persona and their online persona.
- As each student becomes more involved in and interacting with social media, there is a greater likelihood for students to encounter struggles to maintain a positive online presence.
- Students, staff, and parents will need to continue to build understanding of how to promote safe and positive interactions in the online world.

School Digital Citizenship Plan						**Progress**		
Long Term Goal (e.g. spanning 8-10 months)	**Theme(s)** (these may be from 6 Themes of DC benchmarks)	**Short Term Goals** (in support of the long term goal)	**Outcomes**	**Activities & Resources**	**Measures**	**November**	**January**	**June**
Students and parents/guardians will acknowledge the Admirable Use Policy for use of school technology.	**School policy and expectations**	Students and parents will read and agree to (via signatures) the Clarence Sansom School Technology Admirable Use Policy	Students and parents will gain an understanding of the acceptable use of digital technology and the procedures for policy violation.	-Teachers will be provided with information by administration regarding digital citizenship and Admirable Use Policy. This will be reviewed with staff in a staff meeting and then shared with students through a slide presentation in homerooms. -Clarence Sansom School Technology Admirable Use Policy Form will go home with students to be signed by both student and parent/guardian.	- 100% return rate of the form. - review of log entries for digital citizenship infractions			

Students will respectfully create and manage a positive digital presence	Digital Self	Students will be respectful and mindful of others in an online environment		- Media Smarts Division III				
		Students will understand their impact that their actions may have on other students and their own digital legacy		- Media Smarts Division III				
Evaluate and select information based on the relevance to specific learning task as part of our **UDL** focus	Digital Learning	Students will gain knowledge of sources that are accurate and reliable	Students will be able to validate the accuracy of digital information and sources.	- Media Smarts Division III - Alberta Program of Studies ICT outcomes.				
Flexible access to digital devices as part of our **UDL** focus	**Involved**	Students will have the option to access digital devices during class and during unassigned time (lunch & after school)	Students will understand where and how to access technology for learning	- design supervision schedule to ensure digital devices are available at lunch and after school -distribute digital devices (x2) to each classroom for student use	-feedback from supervising teachers, re: number of students using digital devices at lunch -teacher survey on use of classroom devices			
Present CBE's Digital Citizenship Competencies to staff and students		Share and discuss competencies with staff; design learning tasks for students to engage with in Connect class.	School community (staff and students) are aware of the CBE's stated competencies for digital citizenship and understand the competencies in relation to their role at school.	Design professional learning around digital citizenship & competencies using the following key resources: CBE Digital Citizenship Competencies PPT	Students will submit a survey response to the competencies via Google Classroom.			

			Students will understand expectations for their roles and responsibilities as digital citizens.	Digital Citizenship Teaching Resources Guiding Questions for Conversations with Staff				

Next Steps and Focusses for 2026/27:

- School-wide technology programming through complementary course selection that utilize the computer lab and other technology.
- Continued professional learning to help teachers continue to effectively integrate technology to enhance the ***Universal Design for Learning*** in their classrooms.
- Locally-developed scope & sequence for CBE's Digital Citizenship Competencies
- Guest Speaker(s) on topics of digital citizenship
- Staff PD on new changes to FOIP and POPA Legislation and AI integration in places of learning.
- Acquisition of additional devices in order to increase student access to technology in the building