The Lovett School Digital Citizenship Statement (June 2017)

As members of The Lovett School, our Character Pledge guides our actions both in the classroom and in our greater local, national, and global communities. As students become honest, respectful, responsible, and compassionate citizens, The Lovett School seeks to:

- Help students combine their digital and nondigital lives into an integrated approach to identity;
- Encourage that as they use technology, information resources, and media as a means to employment, learning, and personal development, students also examine these resources critically and reflectively with regard to the impacts on themselves, their society, and their environment;
- Nurture students’ character development and their ability to contribute effectively and positively to the local, global, and digital communities of which they are a part;
- Encourage students to balance their digital lives with opportunities for face-to-face interactions and unplugged reflection.

In each division, Lovett employs these guiding principles in the development of curriculum designed to foster not only digital citizenship in the student body, but also the overall citizenship of all students as they learn and grow into people of good character. The Lovett School utilizes the standards created by the International Society for Technology in Education as a foundation for the development of relevant skills and principles in each division. A list of these standards can be found here. (ISTE, 2016)

**Lower School:**

In the Lower School, Lovett seeks to expose students to digital technology and media in structured, age-appropriate methods. Students develop skills associated with the Character Pledge and Mission Statement through the formal guidance of teachers, librarians, and academic technologists. The skills developed in the Lower School are intended to prepare students to use technology in safe, responsible, and respectful ways both within and outside of the classroom. Specifically, Lower School students:

- Recognize the rights, responsibilities, and opportunities that come with living and learning in an interconnected digital world and learn to act in ways that are safe, legal, and ethical;
- Gain an understanding of the safe and careful use of technology, practiced through teacher-guided lessons and activities;
- Learn the role online identity plays when interacting with others and of the permanence of their online actions;
- Learn about ownership and how to respect the work of others with the help of teachers, librarians, and academic technology specialists;
- Gain an understanding of their own personal information and data and how to protect their information from others.
Middle School:

During their time in the Middle School, students are exposed to an increasingly rigorous curriculum that regularly uses technology in academic areas. Building upon the foundation of knowledge gained in the Lower School, Middle School students are expected to take on greater ownership of their own citizenship. Specifically, Middle School students:

- Practice the appropriate and responsible use of technology both within and outside of the classroom through integrated lessons in classes, advisory, and assemblies;
- Expand their understanding of identity and the role it plays when interacting with others online. Students manage their digital identities such that they align with school policy;
- Students understand the permanence of their actions online and learn that once published, certain content is never fully erasable;
- Recognize the illusion and impossibility of separating their digital and non-digital lives when interacting with others online and learn both the positive effects and the negative real-world consequences of their actions;
- Gain an understanding of their own personal information and data and how to protect their information from others;
- Are exposed to and utilize a variety of information and media resources and demonstrate an understanding of the importance of intellectual property including copyright, permission, and fair use;
- Apply appropriate citation practices when using print and digital media resources to develop an understanding of the critical nature of intellectual property. These research skills are practiced across Middle School curricula and reinforced with collaborative input from librarians and academic technologists.

Upper School:

Students in the Upper School build upon the skills developed in the Lower and Middle Schools as a foundation of knowledge and apply these skills to daily practices. Specifically, Upper School students:

- Expand and build upon their knowledge and literacy of digital technologies, online resources, software, and digital interfaces and manage their use of such media in safe, responsible, and respectful ways to create, communicate, and collaborate;
- Develop an understanding of the permanence of their actions online, practice the honest, respectful, responsible, and compassionate use of digital technology, and recognize the ethical and legal implications of their actions in online communities;
- Are exposed to and expand their understanding of ownership and intellectual property, apply appropriate citation practices when utilizing various print and digital media to conduct research, and think critically and reflectively when validating source material to identify bias and rationale of authors;
- Grow and curate their online presence as a way to network and market their assets for future educational and vocational pursuits.