



Ted Harrison School

School Digital Citizenship Plan 2025-2026

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:

- * Diverse student population benefits from using technology for varied ways to demonstrate learning
- * Many students have access to personal devices and are living within new rules surrounding personal electronic devices (Government of Alberta)
- * With SDP centred around literacy, technology can be a valuable tool for teachers and students to improve their literacy levels.

Relevant evidence and data that informs your Digital Citizenship Plan:

- Student Survey 2023-24 Results:
 - "I understand what digital citizenship means at my school"
 - Grade 5 – **78.57%**, Grade 6 – **61.67%**, Grade 7 – **100%**, Grade 8 – **68.38%**, Grade 9 – **75.70%**
 - Which of the following do you need the most support with at school (choose one):
 - Using respectful words and actions when I'm online – **26.24%**
 - Learning how to be safe online and how to protect my personal information - **23.35%**
 - Checking that the information I access online is reliable – **14.88%**
 - Understanding when and how often I should use technology – **14.67%**

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
Students will learn how to use technology appropriately.	Safe, Informed, Responsible	Students will understand how technology use falls within the student code of conduct.	Students will follow classroom, school and CBE rules outlining	-Discussions in class surrounding technology use - Time to use technology in appropriate manners	-Students ability to use technology appropriately. This will be through anecdotal teacher observation			

		Students will understand how inappropriate technology use impacts themselves and others.	proper technology use. Students will use technology and social media in ways that respects themselves, their peers and their school.	-Digital citizenship resources - Work with CBE AR's and Government of Alberta resources surrounding acceptable personal electronic use.	as well as through the amount of technology related issues coming through the office. -Student survey results regarding safety in school, at home and online -Anecdotal data of the number of referrals dealing with cyberbullying.			
Students will discover how technology can help their learning	Involved, Responsible and Informed	Students will use technology in ways that will make their learning easier, more enjoyable and more efficient.	Students will become more comfortable using a variety of educational technology.	<ul style="list-style-type: none"> - Our technology footprint will be maximized for student use while at school - CTF classes added in Communication Technology, Design Studies and others, which have technology focusses - Teacher-created lessons that rely on multiple uses of technology softwares (Adobe, Microsoft platform, Canva, Wix etc.) 	<ul style="list-style-type: none"> - Quality of student work - Anecdotal feedback from students and teachers - Use of technology carts (how often they are being used) 			

Next Steps & Focuses for the Coming School Year

- Are students more comfortable with technology in the school? Can we push them towards more challenging course offerings and should we invest in further software/tech?
- Are students respecting the Electronic Use Policy consistently? What areas are they struggling with? Do we need more or less boundaries or structures

