Digital Citizenship Plan | 2026-2027

Ted Harrison School

Digital citizenship is about using technology and participating in digital environments. It is key to helping our students learn to use available technology responsibly in the classroom and beyond. This Digital Citizenship Plan addresses how we work to build a community where we live and work together as digital citizens.

Relevant contextual information about our 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 our Digital Citizenship Plan:

- Student Survey 2025-26 Results:
  - “I understand what digital citizenship means at my school” - Overall: 70.18%
    - Grade 5 – 60.2%, Grade 6 – 73.8%, Grade 7 – 100%, Grade 8 – 75.3%, Grade 9 – 71.3%
  - Which of the following do you need the most support with at school (choose one):
    - Using respectful words and actions when I'm online – 27.6%
    - Checking that the information I access online is reliable – 17.4%
    - Using technology to create and collaborate with my peers – 10.9%
    - Understanding when and how often I should use technology – 11.4%
    - Learning how to be safe online and how to protect my personal information – 18.6%
    - Understanding my online presence, making responsible decisions – 14.2%
- Teacher perception survey on Digital Citizenship needs:
  - Many teachers identified “Informed: Validating the accuracy of digital information and resources” as an area of need for students

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures
Long term goal #1 **Students will critically evaluate digital information, identify misinformation, and use digital tools ethically and responsibly.**	Informed: I validate the accuracy of digital information and resources	Short term goal #1 Students will use a common process to evaluate the credibility of online information and sources.	Students can explain why a source is trustworthy or questionable. Students use at least two sources to verify information. Teachers consistently model source evaluation strategies.	MediaSmarts and Common Sense Education lessons on authenticating information. Teachers will co-create with students a common process to evaluate credibility of online sources. Teacher modelling use of the co-created process to evaluate credibility of online sources.	Student work samples demonstrate use of a common source-evaluation process. Student survey data indicates increased confidence in determining source credibility. Teacher observations show students independently evaluating sources during research tasks.
		Short term goal #2 Students will recognize that not all online information is accurate and will begin to identify misinformation and bias.	Students can distinguish between fact, opinion, and misinformation. Students can identify examples of bias or missing perspectives.	MediaSmarts and Common Sense Education lessons on fact, opinion, misinformation and bias. Teacher modelling and classroom discussions on evaluating fact, opinion, misinformation and bias connected to curriculum.	Students accurately distinguish fact, opinion, and misinformation in classroom tasks. Student survey data indicates increased awareness of misinformation and bias. Student work and classroom discussions demonstrate consideration of multiple perspectives and verification of information.

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures
Long term goal #2 **Students will demonstrate caring, respectful behaviour while using digital tools**	Respectful: I am respectful and inclusive in my words and actions	Short term goal #1 Students will recognize how their online words and actions impact themselves and others.	Students can identify examples of respectful and disrespectful online interactions. Students can explain how digital communication affects others.	Classroom discussions on potential impacts and consequences of online interactions. Opportunities to explore how posts, comments, and online activities contribute to digital identity, and analyze examples of empathy, inclusion, and respectful communication in texts and media. MediaSmarts and Common Sense Education lessons on respectful online behaviour.	Students can identify examples of respectful and disrespectful online interactions. Students can explain how digital communication affects others. Students can identify the characteristics of a positive online community.
		Short term goal #2 Students will develop strategies for caring and respectful practices online	Students will have a common understanding of care and respect in online contexts as well as strategies to use in challenging situations	Teachers will co-create with students a shared set of strategies for positive digital interactions. Role-play opportunities to practice responding to disagreements, misunderstandings, and hurtful comments.	Students can identify strategies for respectful communication in online spaces. Students can describe how to respond appropriately to disagreements or conflicts online. Students can identify actions that contribute to positive and inclusive digital communities.