

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:

- We have a student population with diverse learning needs who greatly benefit from the use of technology to demonstrate and enhance their learning.
- We have a range of students from limited/no access to technology to those who have regular access to technology.
- Students are developing a sense of digital citizenship regarding responsible use of technology.

Relevant evidence and data that informs your Digital Citizenship Plan:

- Teachers wonder if by shifting the focus to helping students understand their strengths and find their own connections based on these strengths in the school if students will gain personal confidence and respect for the self, make stronger connections with the school community and take more agency in solving their own problems.
- Students and teachers will — Use IRIS to develop individual learning plans with students that include self-identified strengths, strategies, supports and sparks related to their learning.
- Additionally, we have students that use technology to enhance their learning in all subject areas. Anecdotally, teachers have found that students continue to require direct instruction and opportunities to use software programs to enhance their learning, specifically with reading and writing programs.
- Our SDP Literacy Goal will improve in English Language Arts as teachers plan to engage in professional learning to deepen knowledge around how to use technology to advance this goal.

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
Learners will select and utilize software that enhance their research and communications skills.	Involved I leverage digital tools to learn, express my creativity and collaborate with others.	Students will learn how to Read & Write for Google Chrome and when it is appropriate to utilize as a support in their literacy tasks.	Students will implement the use of Read & Write for Google Chrome and independently utilize it to communicate their	Direct teaching of Read & Write for Google Chrome Students will have the access to technology as	An increase in student advocacy to use technology when it is needed and appropriate.			

			ideas in a coherent manner.	needed and when available.				
		Students will have the opportunity to use Read & Write for Google Chrome to support revision strategies.	Students will use Read & Write for Google Chrome to support when revising the fluency, grammar and coherence of their ideas.	Modelling of how to use Read & Write for Google Chrome while revising writing. Direct teaching of Read & Write for Google Chrome to use when researching or completing school tasks on D2L or google classroom.	An increase in students using digital tools to enhance on their ideas through writing.			
		Staff will facilitate discussions regarding CHAT GPT with the students to address appropriate and inappropriate uses while at school.	Teachers will establish general guidelines with the use of CHAT GPT for the students.	Review with Teaching staff on how to use the application. Alberta curriculum and program of studies.	Teachers will demonstrate consistency and facilitate discussions regarding the use of the program throughout their lessons as needed.			
Learners will learn and self-monitor their actions while engaging and participating in online spaces.	Safe I know how to be safe online and create safe spaces for others in online communities. I know how to protect my personal information online.	Students will create school and classroom norms and expectations outlining proper technology use and etiquette with the teachers, as well as the emotional impact of safe/unsafe spaces in online communities.	Students will follow school and classroom norms and expectations outlining proper technology use and etiquette independently and with their peers Students will reflect on the effectiveness of the norms with teacher support, and adjust	School Code of Conduct regarding digital citizenship Teachers to have discussions with students about reasonable technology etiquette at school, as well as outside of school, incorporating student voice	Students are able to reflect and articulate their well-being related to their technology use			

			expectations as needed					
		Students will understand the impact of digital safety and demonstrate an understanding of how they can keep their personal information secure.	Students will reflect on positive things that they doing to maintain a safe, personal, digital presence	Teachers will discuss ways to be safe with personal information when online. Review resources on Digital Citizenship Insite Pages	Students are able to articulate ways that they are able to keep their personal information secure when they are online.			

Next Steps & Focuses for the Coming School Year

- How technology (i.e. google translate) can be used to support learning within our LEAD program.
 - Setting up technology in the classroom to make google translate accessible to LP1 and LP2 students

