



# Battalion Park 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:

- K-6 school with a diverse population (English as an Additional Language, Students with specific learning needs)
- Implementation of the new Alberta Curriculum - ELAL & Mathematics – Gr K-6, Science Gr K-6
- School Development Plan – Writing Focus

### Relevant evidence and data that informs your Digital Citizenship Plan:

- As early learners, students are new to using digital tools for learning
- Teachers are developing their understanding of the tools available in order to embed technology into the classroom for students to represent their understanding in a variety of ways.

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
<b>Long term goal #1</b> Learners will understand the importance of protecting personal information online and apply appropriate strategies	<b>Safety</b> 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 an age-appropriate unique password to access CBE network / technology	Students will use an age-appropriate unique password to access CBE network / technology	Grade 1-6 students will have technology classes from September – January  Students will learn the CBE Digital Citizenship Competencies within classroom	All students in grade 2-6 will have a unique, secure password to access CBE network / technology  By the end of June 2026, kindergarten & grade 1 students			

				<p>CBE Digital Citizenship Competencies will be shared with students in September</p> <p>Students will have targeted lessons on creating strong passwords – share CBE best practice for creating strong passwords flatsheet with teachers</p> <p>Use resources on Digital Citizenship CBE Insite Pages</p> <p>Students in Grades 1-6 will sign the Admirable Use Policy</p>	will have a unique, secure password.			
		Students will understand the importance of keeping their password secure and private	Students will keep their password private and secure	<p>Use resources on Digital Citizenship CBE Insite Pages</p> <p>Students will learn how to reset passwords using the Student Account Tool</p>	All students will keep their passwords private and will know how to reset their password as needed and with support as needed.			

				<p>Support from BPS Technology Learning Leader</p> <p>Students will learn the CBE Digital Citizenship Competencies within classroom</p> <p>Support from the Teaching and Learning with Technology Specialists as needed</p>				
<p><b>Long term goal #2</b> Learners will develop skills using digital tools to support and enhance learning</p>	<p><b>Involved</b> I leverage digital tools to learn, express my creativity and collaborate with others</p>	<p>Students will use a variety of learning tools on a laptop / iPad in order to represent their learning in multiple ways</p>	<p>Students will familiarize themselves with a variety of tools on laptops / iPad</p> <p>Increase in student use of Google tools (including Read&amp;Write Chrome Extension as needed) to demonstrate their learning</p>	<p>Students will have direct teaching of specific apps and the purpose of the apps (coding, keyboarding, word processing, presentation, etc.)</p> <p>Students in Grades 3-6 will have access to 4-8 devices throughout the day through having technology assigned to their classroom</p>	<p>Increased student advocacy to use technology to represent their learning in a variety of ways.</p> <p>Increase in student use of Google tools to demonstrate their learning</p>			
		<p>Teachers will support students to represent their</p>	<p>Teachers will create learning tasks that allow for</p>	<p>Access apps / programs through the CBE Software</p>	<p>Increased opportunity for students to use</p>			

		learning in a variety of ways through the use of apps and programs on technology	technology to be embedded	<p>Asset Management System Support from</p> <p>Teachers will have access to Professional Learning Opportunities as needed. Exposure of various apps during professional learning sessions.</p> <p>BPS Technology Learning Leader</p> <p>Students will learn the CBE Digital Citizenship Competencies within classroom and technology class</p> <p>Support from the Teaching and Learning with Technology Specialists as needed</p> <p>Teachers will be familiar with the Administrative Regulations:</p>	technology to represent their learning within learning tasks.			
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				AR1061 - Responsible Care and Security of Information AR1062 - Responsible Use of Electronic Information Resources AR1063 - Calgary Board of Education Internet Web Presence AR1064 - Public Sharing of Student Information AR1067 - Use of Social Media AR6005 - Student Code of Conduct AR6006 - Progressive Student Discipline				
<b>Long term goal #3</b> Students will learn about balance and understand times when it is appropriate to use technology.	<b>Balance</b> I balance time online and offline to promote positive mental, emotional and physical well-being I understand appropriate times and situations to use technology	Students will brainstorm when technology is appropriate and a class discussion about balance.  Teachers will purposefully integrate technology in balance with other learning tools	Students will develop healthy, balanced habits with technology by learning when and how it supports their learning, and by seeing teachers model purposeful use of digital and non-digital tools.	<b>Potential Activities and Resources:</b>  <b>Grades 1–3</b> <ul style="list-style-type: none"> <li>• <b>Tech vs. No-Tech Sort:</b> Give students cards with activities (e.g., “drawing a picture,”</li> </ul>	Teaching Practice – evidence of a mix of technology-based and non-technology-based activities in classroom lessons  Student Learning & Health – classroom			

		to support student learning.		<p>“Googling information,”  “reading a book,”  “watching a video”).  Students sort into <i>technology</i> and <i>non-technology</i> categories and discuss when each is helpful.</p> <ul style="list-style-type: none"> <li>• <b>Daily Balance Tracker:</b>  Students track their screen time and non-screen activities (playing outside, reading, board games) for a day. Reflect as a class.</li> <li>• <b>Scenario Role-Play:</b>  Pose simple scenarios (e.g., “You have 10 minutes before</li> </ul>	discussion / sharing – teachers note how students justify choices about tech use.			
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				<p>dinner—do you watch a show or help set the table?”).</p> <p>Discuss choices.</p> <ul style="list-style-type: none"> <li>• <b>Classroom “Tech Helper” Job:</b> Rotate responsibility for safe, balanced use of classroom devices.</li> </ul> <p><b>Grades 4–6</b></p> <ul style="list-style-type: none"> <li>• <b>Pros &amp; Cons Debate:</b> “Should we always use technology for schoolwork?” Have students argue both sides, then connect to balance.</li> <li>• <b>Create a Balanced Day Plan:</b> Students design a schedule showing a</li> </ul>				
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				<p>healthy mix of tech (schoolwork, fun) and offline activities (sports, reading, family).</p> <ul style="list-style-type: none"> <li>• <b>Tech Traffic Light:</b> Students evaluate scenarios and decide: Good to use tech, Maybe—depends, Not appropriate.</li> <li>• <b>Digital Well-Being Journals:</b> Reflect on how they feel after different types of screen use (games, social media, research).</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Common Sense Education (Digital</b></li> </ul>				
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				<p><b>Citizenship Curriculum):</b> Free lessons for K–12, including balance, media literacy, and online safety. commonsense.org/education</p> <ul style="list-style-type: none"> <li>• <b>Google’s Be Internet Awesome:</b> Interactive lessons + online game <i>Interland</i> for Grades 3–6. Focuses on balance, safety, kindness online. beinternetawesome.withgoogle.com</li> <li>• <b>MediaSmarts (Canada):</b> Lessons, activities, and tip sheets on digital balance and online safety.</li> </ul>				
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				<p>mediasmarts.c a</p> <ul style="list-style-type: none"> <li>• <b>Books for Younger Students:</b></li> <li>• <i>Unplugged</i> by Steve Antony – about discovering fun without screens.</li> <li>• <i>Tek: The Modern Cave Boy</i> by Patrick McDonnell – a funny story about too much screen time.</li> <li>• <i>When Charlie McButton Lost Power</i> by Suzanne Collins – about balancing tech and imagination.</li> <li>•</li> </ul>				
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**Next Steps & Focuses for the Coming School Year**  
**Possible Measures**

### Teacher Practice

- **Lesson Plans/Observations:** Evidence of a mix of technology-based and non-technology-based activities in classroom lessons.
- **Teacher Reflection Logs:** Short monthly check-in where teachers describe how they integrated tech purposefully.
- **Peer/Administrator Walkthroughs:** Look-fors such as “students engaged in both digital and non-digital learning tools.”

### Student Learning & Habits

- **Student Self-Reflections:** Journals, exit tickets, or surveys where students reflect on when they use technology vs. when they don't.
- **Scenario Responses:** Students explain what they would do in situations (e.g., “Is this a good time to use a device?”).
- **Classroom Discussions/Sharing:** Teachers note how students justify choices about tech use.
- **Artifacts of Learning:** Student-created posters, schedules, or “tech traffic lights” showing understanding of balance.

### School-Wide

- **Digital Citizenship Week Activities:** Track student participation and reflections.
- **Family Feedback:** Short surveys to parents asking if children are showing awareness of balance at home.
- **Student Digital Use Logs:** Age-appropriate tracking of time on devices in class vs. other tools.

Measure :

Teaching Practice – evidence of a mix of technology-based and non-technology-based activities in classroom lessons

Student Learning & Health – classroom discussion / sharing – teachers note how students justify choices about tech use.