



Ernest Morrow 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:

- 575 students from grades 7-9
- SDP goal one focuses on improving decoding skills in reading and procedural fluency in numeracy
- SDP goal two focuses on improving student regulation and teachers ability to explicitly teach regulation skills

Relevant evidence and data that informs your Digital Citizenship Plan:

- Students rely heavily on their phones for social relationships
- At times, there are concerns with unethical use of cell phones
- Past SDP goals have focused on cell phone use

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
Long term goal #1 Students will develop the ability to intentionally balance online and offline activities by learning, practicing, and reflecting on healthy screen use strategies that support their mental, emotional,	Balanced: I balance time online and offline to promote positive mental, emotional and physical well-being	Students will begin to recognize their personal online habits by identifying when and how they use technology and how it makes them feel emotionally and physically.	Students will be able to: <ul style="list-style-type: none"> • Identify common ways they use technology at school and at home • Describe how different types of screen use affect their 	CBE Resources Common planned DC lessons that align with our SDP wellbeing goals	Reduced log entries / Progressive Discipline for cell phones Student survey data Teacher survey data			

and physical well-being.			<p>mood, focus, and energy</p> <ul style="list-style-type: none"> Participate in discussions or reflections about healthy and unhealthy digital habits <p>Evidence may include: self-reflections, class discussions, check-ins, learning journals</p>				
	Students will practice balancing online and offline time by setting and using at least one personal strategy (e.g., screen breaks, device-free times, active alternatives) to support their well-being.	<p>Students will be able to:</p> <ul style="list-style-type: none"> Set a personal goal to balance online and offline time Use at least one strategy to manage screen time (e.g., breaks, device-free times, movement) Explain how their strategy supports their mental, emotional, or physical well-being <p>Evidence may include: goal-</p>	<p>CBE Resources Common planned DC lessons that align with our SDP wellbeing goals</p>	<p>Reduced log entries / Progressive Discipline for cell phones Student survey data Teacher survey data</p>			

			setting sheets, strategy tracking, student reflections, teacher observation					
		<i>Students will independently demonstrate balanced digital habits by making intentional choices about technology use and reflecting on how those choices support their mental, emotional, and physical well-being.</i>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Independently make intentional choices about technology use Demonstrate balanced use of digital tools in learning and daily routines Reflect on how balanced digital habits positively impact their overall well-being <p>Evidence may include: summative reflections, self-assessment, conferencing, wellness plans</p>	CBE Resources Common planned DC lessons that align with our SDP wellbeing goals	Reduced log entries / Progressive Discipline for cell phones Student survey data Teacher survey data			
Long term goal #2 Students will consistently demonstrate respectful, inclusive, and empathetic behaviour in digital spaces by using appropriate language, valuing	Respectful: While online: I am respectful and inclusive in my words and actions, I am open to multiple viewpoints and perspectives, I am empathetic towards others	Students will begin to understand what respectful and inclusive online behaviour looks like by identifying respectful language, recognizing the impact of words and actions, and exploring different	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify examples of respectful and disrespectful language and behaviour online 	CBE Resources Common planned DC lessons that align with our SDP wellbeing goals	Reduced log entries / Progressive Discipline for cell phones Student survey data Teacher survey data			

diverse perspectives, and responding thoughtfully to others in ways that contribute to safe and positive online communities.	viewpoints in digital spaces.	<ul style="list-style-type: none"> • Explain how words and actions can affect others in digital spaces • Recognize that people may have different perspectives and experiences <p>Evidence may include: class discussions, scenario responses, reflections, anchor charts</p>					
	Students will practice respectful and empathetic online interactions by applying inclusive language, considering multiple perspectives, and responding thoughtfully during digital learning activities.	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use respectful and inclusive language during online or digital learning activities • Respond appropriately to differing viewpoints with openness and empathy • Demonstrate empathy by considering how others might feel in online interactions 	CBE Resources Common planned DC lessons that align with our SDP wellbeing goals	Reduced log entries / Progressive Discipline for cell phones Student survey data Teacher survey data			

			<p>Evidence may include: teacher observation, discussion posts, peer feedback, role-play scenarios</p>					
		<p>Students will independently and consistently demonstrate respectful, inclusive, and empathetic behaviour in online environments by engaging positively with others, valuing diverse perspectives, and contributing to safe digital communities.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Independently engage in respectful, inclusive, and empathetic online interactions Consistently demonstrate openness to multiple viewpoints Contribute positively to safe, supportive digital learning environments <p>Evidence may include: self-assessment, conferencing, summative reflections, digital participation records</p>	<p>CBE Resources Common planned DC lessons that align with our SDP wellbeing goals</p>	<p>Reduced log entries / Progressive Discipline for cell phones Student survey data Teacher survey data</p>			

Next Steps & Focuses for the Coming School Year

- Monitor data to set future goals

- Intentional planning and learning for digital citizenship are embedded in teacher practice
- Student wellbeing will be monitored for planning in the next school year