

Harold Panabaker School

School Digital Citizenship Plan 2025-26

Relevant contextual information about your school and School Development Plan:

- Diverse school with Regular Community Program, ALP, L&L, and Mandarin Bilingual.
- Students in L&L have 1-1 technology for reading and writing support. Many of our other students use technology to accommodate them in reading and writing assignments, using listening for testing and similar.

Relevant evidence and data that informs your Digital Citizenship Plan:

- Teaching and Learning with Technology: CBE School Survey 2024-25: I have access to technology to meet my learning needs at school. Overall agreement was 85.98%. CBE School Survey 2024-25: I learn new ways to learn technology at school. Overall agreement was 63.94%.
- Well-Being Regulation: CBE School Survey 2024-25: I take care of myself by making sure I don't have too much screen time. Overall agreement was at 43.96%.
- Our School Development Plan Goal (2025-26) is: Through intentional design and application of research-informed literacy teaching practices, students will improve in literacy across all subjects.

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 understand that learning supports using technology, such as text-to-speech, can support them in meeting their long-term learning goals. Students will self-advocate for supports that extend their learning and inspire their creativity.	I use digital tools to identify problems and take actions to find solutions. I leverage digital tools to learn, express my creativity and collaborate with others.	Students will experiment with different ways to use technology for learning. They will advocate for themselves to use this technology when possible.	Students will be more comfortable accessing technology supports which work for them as individuals. Students will be more aware of different types of supports available using technology.	Universal support and teaching of reading and writing software. Professional development on literacy which includes how to use technology to support reading and writing for staff in all subject areas. Normalizing the use of technology for learning so that students feel	Increased confidence in ability to improve reading and writing as evidenced by the CBE Student Survey question: I know what to do next to improve my reading skills.	Teachers have met in PLCs to discuss different technological supports which can be used universally to support students. Teachers have been using assistive technology in testing and classroom activities, reflecting on the successes of this		

				comfortable and confident in using it.		with students, and including assistive in student IPPs when appropriate.		
		Students will use a variety of technological platforms to share ideas, express their learning creatively, and celebrate their achievements.	Students will use a variety of digital platforms to create and share ideas through text, video, and audio. Students will collaborate on shared projects using technology, with multiple entry points to ensure student success.	Teachers will learn about new technological tools and share their learning with students, modelling lifelong learning and creativity. Participation in coding challenges and creative design application in CTF Computer Science and CTF Design Studies options (Gr. 7-9). Opportunities to express learning using tools learned in CTF classes in core classes (ex. making a webpage about the structure of the Canadian government).	Improved student engagement as shown in the CBE School Survey question: I learn new ways to learn technology at school.	Students in the CTF Computer Science and CTF Design Studies Options have learned to use a variety of software for programming, website development, digital images, and 3D modelling.		
Students will self-monitor their technology use to promote balance and support their	I balance time online and offline to promote positive mental, emotional and	Students will follow the Alberta Government Personal Mobile Devices policy	Students will be more connected with each other in-person and look to non-screen	Student devices will be stored in lockers during the school day. Students will use	Reduced disciplinary issues related to inappropriate cell-phone use.	All students reviewed the Personal Mobile Devices policy. Students with		

<p>overall well-being. Teachers will promote off-screen social-emotional learning activities to develop more connections for students.</p>	<p>physical well-being. I understand appropriate times and situations to use technology.</p>	<p>guidelines and create a cell-phone free pause during the school day.</p>	<p>based activities, such as participation in lunch clubs, games with friends, and physical activity to promote increased sense of balance.</p>	<p>this pause time to engage with students off-screen.</p>	<p>Improved focus in class time.</p>	<p>exemptions have permission forms completed by families. Students and families have completed the Admirable Use Policy paperwork.</p>		
		<p>Through explicit teaching and learning activities, students will understand the role technology plays in their personal and social well-being.</p>	<p>Students will develop a more holistic sense of the different ways to connect with other students and with themselves independent of technology.</p>	<p>Teachers in core subject areas, PE and Wellness, and Health, will teach lessons grounded in Social-Emotional Learning (SEL) such as Self-Regulated Strategy Development. The Student Well-Being Committee, supported by the CBE Well-Being Framework will provide opportunities for students to build increased connections and community within the school.</p>	<p>Students will report better SEL outcomes on CBE Student Survey.</p>	<p>Homeroom and health classes have been working on SEL activities and ways to connect with other students. The Student Well-Being Committee has addressed school culture and connections as the key priority and is meeting regularly to collect student voice and plan events. The OURSchool survey has been completed, and this data is being used to inform the decision made by the Well-Being Committee.</p>		

Next Steps & Focuses for the Coming School Year

- Review spring survey questions for next steps.