

West Ridge School

School Digital Citizenship Plan 2025-2026

Relevant contextual information about your school and School Development Plan:

- We are a middle school, grade 5-9 and roughly 860 students
- Diverse student population benefits from using technology to support them with learning and also to demonstrate this learning
- Students have access to a technology at the school and we have improved this access by providing more computers in carts, and also adding computers directly to classrooms.

Relevant evidence and data that informs your Digital Citizenship Plan:

- CBE Student Survey indicates:
 - 31% of students thought that “Checking that the information I access online is reliable,” was one of the things they need the most support with at school.
 - 58% of students surveyed feel that they are able “to take care of themselves by making sure they don’t have too much screen time”

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 be able to effectively and efficiently determine the information they are accessing online is reliable.	I validate the accuracy of digital information and resources	Teachers will provide direct instruction on skills associated with web-based information searches. Students will practice evaluating sources using structured criteria (e.g., author, date, bias). Students will learn to cross-reference information across multiple sources.	Students become more confident in finding information online and determining whether it comes from a reliable source. Students demonstrate the ability to apply evaluation criteria independently during research tasks. Students articulate why a source is credible or not.	Activities: Teacher-led lessons on source evaluation and fact-checking. Guided practice on reliable vs. unreliable sources. Students demonstrate the ability to apply evaluation criteria independently during research tasks. Students articulate why a source is credible or not. Resources: CBE Digital Citizenship resources.	Teacher observation and anecdotal notes during research activities. Rubric-based evaluation of research assignments requiring credible sources.			

				<p>Checklists or rubrics for evaluating sources.</p> <p>Online tools like FactCheck.org, Snopes, and Google's "About this result" feature.</p>				
Students will self-monitor technology use considering respect of others and personal well-being.	I balance time online and offline to promote positive mental, emotional and physical well-being.	<p>Students will understand the physical and emotional effects of long-term technology overuse.</p> <p>Students will identify physical and mental signs and symptoms that necessitate a break from technology.</p>	<p>Students demonstrate awareness of how technology impacts their mental and physical health.</p> <p>Students independently take breaks when needed and articulate why balance is important.</p> <p>Students show improved ability to self-regulate technology use during class activities.</p>	<p>Activities:</p> <p>Wellness lessons focused on technology use and its effects on health.</p> <p>Classroom discussions about healthy habits and digital balance.</p> <p>Resources:</p> <p>CBE wellness and digital citizenship materials.</p> <p>Posters or visual reminders about healthy tech habits.</p>	<p>Increased number of students requesting breaks during tech use.</p> <p>Teacher observations and anecdotal notes on student behaviour and engagement.</p> <p>Surveys on technology habits and well-being.</p>			

Next Steps & Focuses for the Coming School Year

- TBD after June review