Digital Citizenship Plan | 2026-2027

Christine Meikle School

Calgary Board of Education

Digital citizenship is about using technology and participating in digital environments. It is key to helping our students learn to use available technology responsibly in the classroom and beyond. This Digital Citizenship Plan addresses how we work to build a community where we live and work together as digital citizens.

Relevant contextual information about our school and School Development Plan:

- Christine Meikle School provides educational programming for students in Grades 6–12 with moderate to severe developmental disabilities and complex learning needs.
- We have a diverse student population that benefits from and requires technology for communication, learning, regulation, and participation. Many students use personal devices as AAC systems.
- Our School Development Plan focuses on strengthening Augmentative and Alternative Communication (AAC) practices to increase student voice, communication, independence, and regulation.
- Technology provides students with accessible and varied ways to communicate, demonstrate learning, make choices, and participate in their school community.

Relevant evidence and data that informs our Digital Citizenship Plan:

- Communication Matrix data demonstrates a wide range of communication abilities across the school and identifies communicating wants and needs as an area of relative strength, while social communication and interaction remain areas for growth.
- Student Perception Survey data indicates that many students feel able to communicate what they want, while communication and interaction with friends and peers remain areas for growth.
- Many students rely on personal devices and AAC applications for communication, making safe, responsible, and increasingly independent technology use essential to student voice and participation.
- Students regularly use technology for regulation and leisure, including videos, music, sensory activities, and preferred apps.
- Students demonstrate a wide range of independence with technology, from supported switch access to independent use of devices and online environments.

Long Term Goal	Competency	Short Term Goal	Outcomes	Activities & Resources	Measures
Long term goal #1 **Students will use accessible digital tools with increasing independence to communicate, interact with others, and demonstrate their learning.**	**Involved** - I leverage digital tools to learn, express my creativity and collaborate with others.	Students will increase their use of digital tools to communicate and interact with others.	Students will express ideas, interests, needs and feelings and engage with adults and peers using digital tools.	- AAC modelling - Consistent access to communication devices - Peer communication opportunities - Use of email where appropriate	- Communication Matrix data - Student Perception Survey - Level of prompting required - Observation evidence of increased communication and social interaction
		Students will increase their use of digital tools to participate in learning and demonstrate their understanding.	Students will respond, make choices, and demonstrate their learning using accessible digital tools.	- Consistent access to communication devices - SMART Boards - Accessible literacy and learning apps - Comprehensive literacy instruction	- Teacher observation of student work and participation - Level of prompting required - Evidence of use of digital tools
Long term goal #2 **Students will develop greater independence in making choices about how and when they use technology for communication, learning, regulation, and leisure.**	Balanced - 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 increase their ability to communicate choices and preferences related to technology use.	Students will use their communication systems to request, decline, or finish activities and make choices between digital and non-digital options.	- Consistent access to communication devices - Modelling using AAC devices - Providing choice of digital and non-digital activities	- Communication Matrix data - Level of prompting required - Observation of students communicating choices related to technology
		Students will increase their ability to use technology appropriately for regulation and leisure.	Students will engage in and transition between digital and non-digital activities with increasing independence.	- Digital music, videos, preferred apps and sensory activities - Other sensory and movement activities - Visual schedules and timers - Planned technology routines	- Student IPPs and crisis cycles - Observations during transitions - Evidence of increased variety and balance in regulation and leisure choices

Next Steps and Focuses for the Coming School Year

- Continue to increase student independence in using digital tools for communication, participation, and learning.
- Increase opportunities for students to use AAC and digital tools for social communication and interaction with peers.
- Support students in making choices and developing greater independence around technology use for learning, regulation, and leisure.