Digital Citizenship Plan | 2026-2027

Dr. Gordon Townsend 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:

- This is a specialized setting with a focus on supporting students with complex mental health and learning needs.
- Short-term and long-term programs with some students working on self-paced learning goals.
- Students require support in understanding how to use technology for learning.

Relevant evidence and data that informs our Digital Citizenship Plan:

- Students are referred to our site from CBE as well as other school divisions. Referral is for those students who struggle with mental wellness and/or self regulation.
- Students are working to on developing skills to support executive functioning in learning and social environments
- Transitioning from a laptop or iPad requires support with impulse inhibition, emotional control and flexibility

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures
Long term goal #1 Learners will self- monitor technology use considering respect for others and personal well-being	**SAFE** I know how to be safe online and create safe spaces for others in the online community	**Short term goal #1** I can recognize when I am creating a safe space for others in the online community.	▪ Students follow co-created classroom norms outlining appropriate technology use for learning. ▪ Students identify behaviours that contribute to safe and positive online communities.	Teachers will review the CBE Digital Citizenship Competencies with their class Teachers to have discussions with students about reasonable technology use and online behaviours.	▪ Student participation in discussions and norm creation. ▪ Observation of student behaviour during technology use. ▪ Regular reflection journals or exit slips about online behaviour.

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures
			▪ Students demonstrate kindness, empathy, and support during online interactions.	▪ Students co-create classroom technology norms and display them in the classroom. ▪ Analyze real-life or age-appropriate online scenarios and determine safe responses. ▪ Use restorative conversations to discuss digital conflicts and problem-solving strategies.	▪ Student self-assessment using digital citizenship success criteria.
		Short Term Goal #2 I can identify online situations that may be unsafe and know how to respond appropriately.	▪ Students recognize unsafe online interactions, inappropriate content, and potential risks. ▪ Students identify trusted adults and reporting processes.	▪ Review examples of safe and unsafe online situations. ▪ Create classroom anchor charts outlining "Stop, Block, Report, and Tell." ▪ Role-play digital safety scenarios.	▪ Student responses during scenarios and discussions. ▪ Completion of safety response activities. ▪ Ability to identify trusted adults and reporting strategies.
Long term goal #2 Learners will understand the importance and impact of their words in online communities.	**RESPECTFUL** I am respectful and inclusive with my words.	**Short term goal #1** I recognize what it means to be respectful and inclusive with my words.	Students will co-create a list of respectful and inclusive language to help guide online interactions. ▪ Students understand how words impact	Teachers will help students create a respectful and inclusive word list to help guide conversations in the classroom and online. ▪ Teachers facilitate discussions about	Students will co-create respectful and inclusive word list and display in classroom. ▪ Teacher observations during classroom discussions.

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures
			others both online and offline.	empathy, perspective-taking, and inclusion. ▪ Students analyze examples of positive and negative online communication. ▪ Age-appropriate literature connections exploring kindness, diversity, and belonging.	▪ Student reflections on respectful communication.
		Short Term Goal #2 I can communicate respectfully online, even when I disagree with others.	▪ Students practice constructive digital communication. ▪ Students develop strategies for responding appropriately when disagreements occur.	▪ Practice sentence stems for respectful responses. ▪ Digital/D2L discussion boards with teacher-guided feedback. ▪ Role-playing online conversations involving differing viewpoints.	▪ Observation of online discussions and collaborative activities. ▪ Student self-reflection on communication skills. ▪ Peer feedback using classroom rubrics.
Long term goal #3 Learners will demonstrate an understanding of risks and responsibilities of online activity and balance with real world experience.	**Responsible** I understand how to make responsible decisions online.	Short term goal #1 I can identify how my digital choices affect myself and others.	▪ Students understand that online actions have consequences. ▪ Students recognize the permanence of digital footprints.	▪ Learning activities focused on digital footprints. ▪ Discussions about posting, sharing, and commenting responsibly. ▪ Analyze examples of positive and negative digital footprints.	▪ Completion of reflection activities. ▪ Student ability to explain digital footprint concepts. ▪ Teacher observations during discussions.

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures
		Short term goal #2 I can make responsible decisions about when and how I use technology.	▪ Students demonstrate balanced technology use. ▪ Students identify healthy screen-time habits and self-regulation strategies.	▪ Track technology use and reflect on personal habits. ▪ Brainstorm healthy alternatives and balance strategies. ▪ Discuss the relationship between technology use, well-being, and learning.	▪ Student goal-setting and reflection journals. ▪ Self-assessment of technology habits. ▪ Evidence of appropriate technology use during learning.
		Short term goal #3 I can evaluate information and make responsible choices when using digital content.	▪ Students recognize reliable and unreliable information sources. ▪ Students understand the importance of giving credit to others' work. ▪ Students practice ethical use of digital resources.	▪ Lessons on identifying trustworthy websites and sources. ▪ Introduce age-appropriate fact-checking strategies. ▪ Model proper citation, attribution, and copyright awareness. ▪ Evaluate websites using a simple credibility checklist.	▪ Student completion of source evaluation activities. ▪ Demonstration of proper attribution when creating projects. ▪ Teacher observations of responsible digital research practices.

Next Steps and Focuses for the Coming School Year

- Review IPP Executive Functioning goal and the Behaviour Mental Health Inventory. (self awareness and self management)
- Continue to track progress through Student Learning Team Meetings and Professional Learning Community Meetings.

- Look-fors in each classroom indicating norms for proper use of technology and respectful and inclusive language prompts