Digital Citizenship Plan | 2026-2027

Panorama Hills School

Calgary Board of Education

Relevant contextual information about our school and School Development Plan:

- Panorama Hills School is a K-5 school with a diverse population.
- Our school includes three EES (Enhanced Education Support) classes.
- SDP School Goal: Students' achievement in Literacy will improve.

Relevant evidence and data that informs our Digital Citizenship Plan:

- As a school with a diverse range of learners, students are adapting and learning how to safety use and access digital tools for learning.
- Students have varying levels of experience accessing digital tools, finding information online and using technology to communicate their learning.
- Our previous three-year plan focused on passwords and account security. This plan will maintain those routines while expanding to include purposeful technology use, information reliability, respectful communication and digital footprints.

Long Term Goal (e.g. spanning 8-10 months)	**Competency** (chosen from CBE DC Competencies)	**Short Term Goals** (in support of the long term goal)	**Outcomes**	**Activities & Resources** (e.g., students, staff, parents)	**Measures** **Google Forms Check-Ins:** **Staff, K-2, Gr. 3-5**
By June 2027, students will use digital tools thoughtfully to access and evaluate information, express ideas and enhance their learning.	**Involved and Informed** I leverage digital tools to learn, express my creativity and collaborate with others. ▪ I validate the accuracy of digital	Short term goal #1 Students will develop skills with digital tools and accessibility features that support their learning.	Students will use appropriate tools to access texts, communicate ideas, create and collaborate. With guidance, students will select or indicate a tool that meets their learning needs.	Model CBE-supported tools and relevant features, such as text-to-speech, speech-to-text, audio recording and visual supports (e.g. Google Read&Write, Google Translate, Helperbird, Orbitnote). Integrate these tools into literacy and other curriculum tasks. Relevant information regarding these tools (i.e. PD, learning	Informal observations by teachers. By January 2027, students will expand on the use of an appropriate digital tool that supports their learning, with the level of assistance being suited to their personal learner needs (i.e. text-to-speech and Google Translate for EAL learners).

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	information and resources. ▪ I understand the consequences of spreading misinformation.			sessions) will be shared with staff – Tech in Schools Toolkit.	
		Short term goal #2 Students will develop age-appropriate strategies to find relevant information and evaluate its reliability.	Students will recognize that online information is not always accurate. Younger learners will ask questions and seek adult guidance. Older learners will identify the source, consider its purpose and compare information with another trustworthy resource.	Model guided searches and resource selection using videos and lessons from Digital Skills for a Global Society. Use Common Sense Education's *Using Tech to Learn New Things.* and Break the Fake: What's Real Online. Practice checking information using teacher-selected websites, texts and images. Staff will share strategies for selecting and evaluating classroom resources (i.e. LearnAlberta Resource Selection Guide).	Through discussions, guided research and brief scenarios, students will demonstrate a strategy for checking information or seeking help. Teachers will review evidence in November, January and June.
		Short term goal #3 Students will develop an age-appropriate understanding of AI-generated content and the importance of checking information before using or sharing it.	Students will understand that AI-generated text and images can contain mistakes or misleading information. With support, students will question examples and compare claims with reliable sources.	Use teacher-selected examples of accurate and inaccurate content (Lessons from Digital Skills for a Global Society). Model checking claims rather than relying on appearance or confident wording. Staff will review CBE AI guidance and selected PD, such as Common Sense Education AI professional learning or Google's AI for Educators. Student learning can occur through discussion and examples **without** individual AI accounts – AI Literacy Lessons (All Grades) and Media Smarts AI Lessons for students. Parents can explore the AI Literacy Toolkit for Families.	By June 2027, students will explain or indicate why an online or AI-generated claim may need checking and demonstrate an appropriate checking strategy, with support as needed.

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Long term goal #2 **By June 2027, learners will contribute to safe, caring and respectful digital communities and understand how their choices shape their digital footprint.**	**Respectful, Responsible and Safe** • I am respectful and inclusive in my words and actions. • I am empathetic towards others. • I understand that anything I access, produce and post contributes to my digital presence. • I know how to protect my personal information online.	Short term goal #1 Students will practise kind, caring and inclusive communication in digital learning environments.	Students will use respectful language, give constructive feedback and consider how their words affect others. Students will identify ways to seek help and support someone experiencing hurtful online behaviour.	Co-create classroom expectations for digital communication (Posters/Visuals from Common Sense Media). Use role-play, pretend messages and shared learning tasks to practise caring responses. Choosing Kindness: early-years scenarios about taking turns, helping friends and sharing devices. M.E.N.D.ing Friendships: repairing trust after online hurt. The Super Digital Citizen page links to updated friendship and upstander lessons with video activities. Staff will explore relevant digital literacy PD and adapt activities collaboratively – Common Sense has multiple self-paced PD courses: for example, Teaching Digital Literacy and Well-Being, AI Basics for K-12 Educators, Modelling Healthy Digital Habitats, AI and Student Well-Being	Teachers will observe communication during digital tasks and collect scenario responses. By June 2027, students will demonstrate a caring response and identify a trusted adult who can help with hurtful online interactions.
		Short term goal #2 Students will understand digital footprints and make thoughtful decisions before posting, commenting or sharing.	Students will recognize that digital actions leave a record and that shared content may be saved or passed on. Students will consider how their choices affect themselves and others and identify ways to	Use Common Sense Education's *Digital Trails*. Discuss sample messages, photographs and shared work. Practise a "pause before sharing" routine: Is it kind? Is it accurate? Is it private? Do I have permission? Connect digital choices to classroom expectations for caring and respect. Staff can use Digital Footprint & Identity resource collection to teach about	By June 2027, students will explain or indicate what a digital footprint is and make a thoughtful sharing decision in an age-appropriate scenario. Evidence may include drawings, discussions, role-play or practical demonstrations.

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			contribute positively online.	digital trails, identity and the effects of sharing information online and the read-alouds focused on Digital Citizenship.	
		Short term goal #3 Students will practise safe account routines and protect personal information when using digital tools.	Students will keep passwords private from peers, log out of shared devices and seek help with account access. Students will recognize private information and ask permission before sharing another person's image or work. Grades 4–5 students will maintain passwords and security information that meet CBE requirements.	Reinforce existing login and password routines. Provide targeted support with the Student Password Hub as needed. Use visual reminders and privacy scenarios. Use Common Sense's current curriculum to select Privacy & Safety lessons (E.g. Is it OK to share?"). Reinforce these with teacher-modelled login/logout routines, private-information sorts and permission scenarios. Parents can use The Smart Talk Guide to support family conversations and agreements about online safety, privacy and responsible technology use.	By June 2027, students will demonstrate safe account routines with appropriate support and identify information that should remain private.

Next Steps and Focuses for the Coming School Year

- Use classroom evidence and student feedback to identify areas requiring continued instruction.
- Continue developing purposeful use of digital tools and accessibility features.
- Build on students' understanding of information reliability, AI-generated content, caring communication and digital footprints.