



Escuela Eugene Coste

School Digital Citizenship Plan 2025-2026

Relevant contextual information about your school and School Development Plan:

- Our school is a K–5 Spanish Bilingual program with a strong emphasis on land-based learning and inclusive practices that honour diverse learning styles
- Students benefit from a variety of ways to demonstrate their understanding, including the purposeful use of technology
- Students regularly use digital tools to collaborate, deepen their understanding, and engage in literacy and numeracy in meaningful and intellectually rich ways.
- Our School Development Plan (SDP) focuses on improving bilingual literacy and mathematics achievement

Relevant evidence and data that informs your Digital Citizenship Plan:

- Students' perception surveys
- Teacher observations and assessment data provide insights into students' digital skills, safe online behaviours, and effective use of technology during learning tasks. As young learners, students are still developing the foundational skills needed to use digital tools responsibly, safely, and effectively. Evidence shows that students benefit from explicit instruction, modelling, and guided practice to support responsible digital engagement.

School Digital Citizenship Plan					
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
Long term goal #1 Learners will develop skills to use digital tools to enhance creativity, critical thinking, problem-solving and collaboration.	Involved -I leverage digital tools to learn, express my creativity and collaborate with others -I use digital tools to identify problems and take actions	Short term goal #1 Learners will use digital tools to express their ideas creatively.	-Students will create digital products (e.g., videos, slides, drawings) that represent their thinking or learning. Students will confidently select digital tools that match the purpose of their task.	-Use Google Slides or any other approved software to design a bilingual mini-book or visual story. -Create a short video or audio reflection using camera tools or any other approved software. Use drawing apps or digital posters (e.g., Canva for Education) to represent science or land-based learning observations.	-Student-created digital artifacts showing creativity and understanding. -Teacher rubrics assessing clarity, creativity, and expression. -Increased student self-reports of confidence using creative digital tools. --Increase in student use of Read & Write, and speech to text to support learning -Increased ability to write a text using Speech to text

			<p>Students will incorporate images, voice, or text to clearly communicate ideas.</p>	<p>-Teachers will review the resources available on Read & Write on the CBE Insite page</p> <p>https://insite.cbe.ab.ca/quicklinks-apps/inclusive-technologies/Pages/default.aspx</p> <p>-Teachers will review “The Learning Technologies: Information for Teachers” to strengthen their understanding on the importance of leveraging technology to support the diverse learning needs.</p> <p>https://www.learningtechnologiesab.com/</p>	
		<p>Short term goal #2 Learners will use digital tools to collaborate and share thinking.</p>	<p>-Students will work with peers to co-create digital tasks or projects.</p> <p>-Students will use collaborative platforms to contribute ideas respectfully and meaningfully.</p>	<p>-Co-create a shared Google Doc or a to solve a math problem or build vocabulary.</p> <p>-Partner research tasks using shared folders or Slides.</p> <p>-Use Google Classroom comments to ask questions, share ideas, or</p>	<p>-Evidence of contributions in shared digital spaces (Docs, Slides).</p> <p>-Teacher observations of appropriate collaborative behaviours.</p> <p>-Student reflection on how digital tools helped them collaborate.</p>

			-Students will demonstrate responsible online interaction.	give constructive feedback.	
Long term goal #2 Learners will understand what it means to be a respectful and responsible digital citizens	Respectful -I am respectful and inclusive in my words and actions -I am open to multiple viewpoints and perspectives -I am empathetic towards others Responsible -I understand and adhere to copyright and creative commons Licensing -I understand that anything I access, produce and post contributes to my digital presence -I understand how to make responsible decisions in the digital	Short term goal #1 Learners will use digital tools responsibly and with purpose.	-Students can explain the purpose of the tools they are using. -Students follow class expectations for device use (charging, carrying, appropriate websites). -Students demonstrate independence in logging in, managing files, and staying on task.	-Lessons on “Using technology as a tool, not a toy” with real classroom examples. -Digital task choice boards where students select appropriate tools for learning. -“Right tool for the task” challenges: Which tool is best for recording? For drawing? For writing?	-Students remain on task and use digital tools for learning purposes. -Work samples showing appropriate tool selection. -Teacher checklists for digital routines and responsible use behaviours.
		Short term goal #2 Learners will demonstrate respectful online communication.	-Students use kind and appropriate language when commenting or collaborating online.	-Create a class “Digital Communication Charter” (e.g., Think Before You Type: Is it Kind? Helpful? Necessary?). -Use shared Docs or Slides to practice giving	-Evidence of respectful comments in shared digital spaces. -Teacher observations of students collaborating positively.

	economy		<ul style="list-style-type: none"> -Students understand how their digital behaviour affects others. -Students follow classroom norms for online discussions and shared documents. 	<ul style="list-style-type: none"> positive, constructive feedback. -Model and practice commenting: one compliment + one helpful suggestion. -Teachers will have discussions with their students about reasonable and acceptable use of technology. As a classroom, a co-created set of rules will be developed involving students' voice. -Review of the student friendly code of conduct: https://insite.cbe.ab.ca/school/school-policies/progressive-discipline/Documents/code-of-conduct-student-friendly.pdf 	<ul style="list-style-type: none"> -Improved student vocabulary for giving feedback and communicating kindly. --Staff collected data showing the improvement of the use of technology -Classroom rules are co-created and valued by students
<p>Long term goal #3 Learners will understand the importance of balancing the use of technology for personal well-being</p>	<p>Balanced -I understand appropriate times and situations to use technology to enhance my learning and promote emotional</p>	<p>Short term goal 1 Learners will practice balanced use of digital and non-digital activities throughout the day.</p>	<ul style="list-style-type: none"> -Students transition smoothly between digital and hands-on learning tasks. -Students show understanding that technology is one 	<ul style="list-style-type: none"> -Class "Balance Challenge": Students track their digital and non-digital tasks in one day. -Choice boards mixing tech-based and non-tech activities. 	<ul style="list-style-type: none"> -Students choose non-digital options during learning centres. -Increased student engagement during hands-on or land-based learning tasks. -Teacher checklists showing balanced participation.

	<p>and physical well-being</p> <p>-I know how to be safe online and create safe spaces for others in online communities</p>		<p>of many tools for learning.</p> <p>-Students engage willingly in non-digital activities such as reading, outdoor learning, and manipulatives.</p>	<p>-Land-based learning lessons connected to science/social studies without technology.</p> <p>--Using the EverFi Ignition Digital Citizenship Teacher Toolkit to develop lessons about the importance of balancing the use of technology</p> <p>https://insite.cbe.ab.ca/teaching/learningresources/Everfi-Ignition-DigCit-Toolkit-Can2020.pdf</p>	
		<p>Short term goal 2 Learners will recognize how technology use affects their bodies and minds.</p>	<p>-Students can identify signs of screen fatigue (tired eyes, irritability, difficulty focusing).</p> <p>-Students understand that excessive screen time can impact their mood, energy, and attention.</p> <p>-Students can name healthy habits that support</p>	<p>-Class discussion: "How does your body feel after too much screen time?"</p> <p>-Movement break charts (e.g., "Every 20 minutes, take a 2-minute break").</p> <p>-Create a T-chart: "Healthy Tech Use / Unhealthy Tech Use."</p> <p>--Teaching of wellness lessons connected to technology</p>	<p>- Students verbalize how tech affects their well-being.</p> <p>-Teacher observations of students using movement breaks or rest breaks independently.</p> <p>-Student reflections (pictures, statements, journals).</p> <p>--Students are able to self-reflect and discuss their well-being related to technology use</p>

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