Digital Citizenship Plan | 2026-2027

Olympic Heights 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:

- Olympic Heights School is a K-6 school with a diverse population of approximately 440 students. The 2026-2027 School Development Plan (SDP) continues to focus on learning intentions and success criteria to support written output.
- SDP Outcome: *Students will apply learning intentions and co-created success criteria to set writing goals, revise work, and track progress over time.*

Relevant evidence and data that informs our Digital Citizenship Plan:

- As our students range in familiarity from early learners and adopters to experienced, digitally savvy users, we require a thoughtful consideration of readiness and outcomes.

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures
Long term goal #1 Learners will identify ways to protect their personal information and make responsible choices when engaging online.	I know how to protect my personal information online	**Short term goal #1** Recognise personal information and understand why it must be protected.	Students can identify personal information (e.g., full name, address, passwords, school, location and photographs) and distinguish between information that is safe to share and information that should remain private	Review resources on Digital Citizenship Insite Pages Targeted lessons on what personal information is and how it is collected Support from the Teaching and Learning with Technology Specialists as needed	Students correctly identify examples of personal information. Students can explain at least one reason for keeping personal information private.
		Short term goal #2 Demonstrate safe and responsible decision-making when engaging online.	Students can recognise potential online risks, protect account information, identify suspicious messages or links, and seek help from	Use age-appropriate scenarios involving unknown contacts, suspicious links, passwords and online games. Practise the routine: Stop, Think, Check, Ask. Discuss strong passwords, privacy settings and the importance of not sharing login credentials.	Students select appropriate responses to online safety scenarios. Students demonstrate strategies for protecting accounts and personal information.

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			a trusted adult when uncertain.	Resources: MediaSmarts online safety materials; Common Sense Education lessons on privacy and security.	Teachers observe students applying safety routines during guided digital learning activities.
Long term goal #2 Learners will strengthen their ability to select and use digital tools that enhance their learning.	I leverage digital tools to learn, express my creativity and collaborate with others	**Short term goal #1** Learners will select appropriate digital tools to support specific learning goals.	Students can identify and choose digital tools that help them research, practise skills, organise information, solve problems, and demonstrate their learning. Students increasingly understand that the tool should match the learning task.	Explicitly teach students how to select tools based on their purpose (e.g., writing, creating presentations, researching, practising skills or recording ideas). Provide opportunities to complete a task using different tools and reflect on which was most effective. Model how to use CBE-approved digital platforms and applications. Resources: CBE-approved digital tools; Google Workspace for Education; curricular digital learning resources; teacher-created tool-selection guides.	Students can explain why a particular digital tool supports their learning task. Teachers observe students selecting appropriate tools during learning activities. Student reflections or work samples demonstrate an increasingly purposeful selection of digital tools.
		Short term goal #2 Learners will use digital tools effectively and responsibly to create, communicate, collaborate, and demonstrate learning.	Students can use digital tools with increasing independence to complete learning tasks, communicate ideas, collaborate with others, and produce evidence of learning. Students demonstrate appropriate digital skills and use technology to improve the quality of their work.	Embed digital tools into authentic curricular tasks (e.g., creating digital stories, collaborating on shared documents, recording oral responses, or presenting research). Teach and model essential skills such as file management, accessing shared resources, giving appropriate feedback, and troubleshooting basic problems. Build in opportunities for students to reflect on how digital tools supported their learning. Resources: CBE-approved applications; Google Docs, Slides and Forms; accessibility and assistive technology tools; teacher modelling and peer support.	Students demonstrate increasing independence when using digital tools to complete tasks. Teachers assess digital products using curricular success criteria and observe students' effective use of technology. Student reflections identify how a digital tool supported their learning and what they might do differently next time.

Next Steps and Focuses for the Coming School Year