# Digital Citizenship Plan | 2026-2027

A.E. Cross School

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:

- Technology will be intentionally integrated into learning environments to enhance student engagement, remove barriers to learning, and provide inclusive and equitable opportunities for our diverse student population to develop and demonstrate their understanding.
- Many students have access to personal devices and are living within new rules surrounding personal electronic devices (Government of Alberta).

## Relevant evidence and data that informs our Digital Citizenship Plan:

- CBE Well-Being Survey Fall 2026: 82.17% of students reported treating others with the same respect online as face-to-face, providing baseline data for respectful digital interactions.
- A.E. Cross Student Digital Citizenship Survey 2026**:** Students identified Respectful as their greatest area for growth, emphasizing kindness, inclusion, and the impact of online behaviour on others. Students also identified Informed as a strength, although responses highlighted continued interest in identifying misinformation and using AI responsibly.
- A.E. Cross Staff Digital Citizenship Survey 2026: Staff identified Respectful as a priority, highlighting the need for consistent expectations, positive online interactions, and greater awareness of digital consequences. Staff identified Informed as an area for growth, emphasizing the importance of evaluating credible sources, recognizing misinformation, and understanding the appropriate use of AI.
- While 82.17% of students reported treating others respectfully online in the CBE Well-Being Survey, both staff and students identified Respectful Digital Citizenship as a priority for growth in our school-based surveys. This highlights an opportunity to strengthen shared expectations, empathy, and positive online interactions across our school community.

| Long Term Goal | Competency | Short Term Goals | Outcomes | Activities & Resources | Measures |
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| **Long term goal #1**<br>**Students will develop and demonstrate respectful, inclusive, and empathetic** | **Respectful:**<br>- I am respectful and inclusive in my words and actions | Short term goal #1:<br>Students will develop an understanding of respectful digital behaviour and recognize how online | Students will recognize respectful online behaviour and understand how their actions impact others. | Introduce short, school-wide mini digital citizenship lessons during Colts' Connection. Using MediaSmarts and Common | Student responses and reflections from scenarios and discussions. |

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| **behaviour in digital environments, understanding how their online actions impact themselves and others.** | - I am open to multiple viewpoints and perspectives<br>- I am empathetic towards others | interactions can impact themselves and others. | | Sense Education lessons on respectful online behaviour.<br><br>Use realistic middle-school scenarios and case studies to encourage discussion and reflection.<br><br>CTF classes can develop common visuals and messaging around respectful online behaviour. | Completion of introductory digital citizenship lessons.<br><br>Baseline student survey results to compare with future responses. |
| | | Short term goal #2<br><br>Students will apply respectful digital citizenship skills when navigating online interactions, disagreements, and digital communication. | Students will make respectful choices when communicating and interacting online. | Continue Colts' Connection mini lessons using real-world scenarios involving online conflict, group chats, and social media.<br><br>Provide opportunities for students to collaborate, discuss, and practise positive digital communication.<br><br>Reinforce common expectations through classroom discussions and teacher modelling. | Student responses to scenarios demonstrating appropriate digital decision-making.<br><br>Teacher observations of respectful digital interactions.<br><br>Student reflections on how they would respond to online situations. |
| | | Short term goal #3<br><br>Students will demonstrate increased independence and responsibility in maintaining | Students will independently demonstrate respectful and inclusive behaviour in digital environments. | Engage students in creating positive digital citizenship messaging, posters, or awareness activities. | Follow-up student survey to identify changes in understanding and confidence. |

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| | | respectful and inclusive digital environments. | | Reinforce digital citizenship expectations across classrooms and school activities.<br><br>Revisit digital citizenship competencies through student reflection and discussion. | Comparison of student responses and reflections from the beginning and end of the year.<br><br>Review trends in reported digital citizenship concerns, where appropriate. |
| **Long term goal #2**<br><br>**Students will strengthen their ability to critically evaluate digital information, recognize misinformation, and use digital tools, including AI, responsibly to support learning.** | **Informed:**<br>- I validate the accuracy of digital information and resources<br>- I understand the consequences of spreading misinformation | Short term goal #1<br><br>Students will learn to identify reliable online information and recognize misinformation. | Students will check the accuracy and reliability of online information before using or sharing it. | MediaSmarts and Common Sense Education lessons on authenticating information.<br><br>Staff professional learning on how to check for credibility of sources.<br><br>Teachers will collaborate with students to develop a consistent, school-wide process for evaluating the credibility and reliability of online sources.<br><br>Use real-world examples to compare trustworthy and misleading information.<br><br>Teachers model checking sources during regular classroom activities. | Student responses to a short scenario or source-checking activity.<br><br>Teacher observations of students evaluating online information. |
| | | Short term goal #2<br><br>Students will develop an understanding of how to use | Students will recognize when AI is helpful, identify its limitations, and use it without replacing their own thinking. | Collaborate with CBE's Technology team to provide professional learning for staff on the responsible and effective use of AI in | Student reflections or responses to AI-use scenarios. |

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| | | AI tools appropriately to support their learning. | | education. This will support teachers in understanding AI tools, their limitations, and how to model appropriate use to enhance student learning.<br><br>Colts' Connection lesson on appropriate AI use.<br><br>Compare AI-generated responses with reliable sources.<br><br>Teachers model appropriate AI use and reinforce expectations during assignments. | Teacher observations of appropriate AI use in classroom tasks. |

## Next Steps and Focuses for the Coming School Year

- Build Consistency: Develop common school-wide expectations and language around respectful digital citizenship, reinforced through Colts' Connection and classroom learning.
- Support Staff Learning: Provide professional learning and ready-to-use resources focused on evaluating digital information and the responsible use of AI.
- Engage Students: Use relevant, real-world scenarios and activities to help students practise respectful online behaviour and make informed digital decisions.