



## Glenmeadows School

### School Digital Citizenship Plan 2025-2026

#### Relevant contextual information about the school and School Development Plan:

- K-6 Spanish bilingual STEM school with diverse backgrounds and learning styles that benefits from using technology for varied ways to demonstrate learning.
- The school is actively involved in using technology to intellectually engage students in literacy, numeracy, Spanish and wellness.
- Technology is regularly used by students for collaboration and demonstrating understanding in different forms.
- SDP Literacy Goal-Students will improve their ability to generate ideas and organize their writing
- Well-being goal-Students will respect themselves and others.
- Teachers integrate Digital Citizenship to continue to strengthen their teaching and assessment practices.

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

- As our learners are becoming more complex, it becomes important to leverage technology to facilitate learning experiences that are personalized to the unique needs, strengths, interests and identities of our students.
- As young learners, students are developing skills to effectively use digital tools to enhance learning
- It has been noted, through classroom observations and conversations with students, that students need to acquire tools to demonstrate a responsible and respectful with digital tools.
- Students are beginning to become familiar with digital tools such as speech-to-text and read and write Google extension to support equity.

School Digital Citizenship Plan						Progress		
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	November	January	June
<b>Long term goal #1</b>  Learners will develop digital citizenship skills by responsibly and effectively using technology to enhance creativity,	<b>Involved</b>  <b>I can</b> use technology safely and respectfully to collaborate and share ideas in ways that include	<b>Short Term Goal #1:</b>  Students will use Google tools, CBE approved educational software and	-Students will understand how to use Google tools and other educational software.	-Teachers will familiarize themselves with the Google tools, robotics and software available, and make an	-Increase in student use of a variety of Google tools and educational software to demonstrate			

<p>critical thinking, problem-solving, and collaboration in safe, respectful, and inclusive learning environments.</p>	<p>and support everyone.</p> <p><b>I can</b> use digital tools responsibly to create original work, solve problems, and give credit when I use someone else's ideas.</p>	<p>robotics. They will follow design thinking processes to support and enhance their learning through creativity, problem-solving, and innovation.</p>	<p>-They will select the tools or software that best suit their needs</p> <p>-Students will engage in the Design thinking process to provide suitable solutions.</p>	<p>informed decision on which tools and software will be best suitable for their tasks and learners.</p> <p>-Tasks will be designed to incorporate Google Tools and/or educational software as much as possible when appropriate.</p> <p>-Teachers will participate in professional development to learn and familiarize themselves with the Google tools and/or any new educational software</p>	<p>their learning in different contexts</p> <p>-Increase in student use of technology that aligns with the task and learning needs, and advance students learning</p> <p>-Increase intellectual engagement of students</p> <p>(Keep these)</p>			
		<p><b>Short Term Goal #2:</b> To support equity and inclusion, students will use speech-to-text tools, including Google Speech-to-Text and the Read &amp; Write Google extension, to support and enhance their literacy learning.</p>	<p>Students will understand how speech to text and Read and Write Google extension and Speech-to-text tool will increase their skills in writing and strengthen their reading abilities.</p>	<p>-Teachers will review the resources available on Read &amp; Write on the CBE Insite page</p> <p><a href="https://insite.cbe.ab.ca/quicklinks-apps/inclusive-technologies/Pages/default.aspx">https://insite.cbe.ab.ca/quicklinks-apps/inclusive-technologies/Pages/default.aspx</a></p>	<p>-Increase in student use of Read &amp; Write, and speech to text to support learning</p> <p>-Increased ability to write a text through the use of Speech to text.</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><a href="https://www.learningtechnologiesab.com/">https://www.learningtechnologiesab.com/</a></p> <p>-Teachers will participate in Professional Development on Read &amp; Write and Speech to text to better understand how to effectively implement it in their classroom.</p>				
<p><b>Long term goal #2</b></p> <p>Learners will demonstrate appropriate digital citizenship conduct while using digital tools in ways that support their diverse linguistic,</p>	<p><b>Respectful Responsible</b></p> <p><b>-I can use technology in respectful and inclusive ways with my words and actions.</b> I use kind words, include others,</p>	<p><b>Short Term Goal #1:</b></p> <p>- Students will develop classroom rules outlining proper technology use, and the consequences for misuse.</p>	<p>-Students will follow classroom rules outlining proper technology use following CBE guideline principles.</p> <p>-Students will self-reflect on the effectiveness of</p>	<p>-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.</p>	<p>-Classroom rules are co-created and valued by students</p> <p>-Students feel a sense of ownership and belonging in the rules created</p>			

cultural, and academic needs.	<p>and help everyone feel welcome when we work and learn online.</p> <p><b>-I can</b> give credit when I use someone else's picture, idea, or work, and I only use things that I'm allowed to use.</p> <p><b>-I can</b> understand that anything I access, produce, and post contributes to my digital presence. I think before I click or share because what I do online becomes part of my digital footprint.</p> <p><b>-I can</b> be empathetic toward others. I try to understand how others feel and treat people</p>	<p>We work together to make class rules about how to use technology safely and respectfully, and we understand what happens if we don't follow them.</p>	<p>the rules. Through whole classroom discussions and teacher support, adjustments to the rules will be made to better suit the needs of the classroom.</p>	<p>-As a staff, creating a list of common language and vocabulary as well as rules to ensure consistency across the school.</p>	<p>-Monthly check-ins to evaluate the effectiveness of the rules.</p> <p>-Reduced number of Power Teacher Log entries, will show the improvement of the use of technology</p>			
	<p><b>Short Term Goal #2:</b></p> <p>Students will investigate and discuss real-life scenarios of positive and negative conduct while using technology. We explore real examples of good and not-so-good choices online, and we talk about what we can do to make safe and responsible decisions.</p>	<p>-Students will analyze and evaluate the impact of responsible and irresponsible online choices, comparing how each influences personal well-being, relationships, and digital reputation.</p> <p>-Students will create a personal commitment using a teacher created template to demonstrate</p>	<p>-Teachers provide scenarios in line with the CBE Digital Citizenship pillars that demonstrate positive and negative conduct while using the technology.</p> <p>-Teacher will model through positive feedback, how to be accountable between peers while using digital tools</p>	<p>-Alignment between commitment and actions demonstrating responsible and respectful conduct while using technology</p> <p>-Track whether students follow digital citizenship guidelines during technology-based tasks by using a checklist that</p>				

	<p>online the way I want to be treated.</p> <p><b>-I can</b> understand appropriate times and situations to use technology</p>		<p>responsible and respectful behavior while using technology</p>		<p>measures respectful communication, on-task conduct, and adherence to privacy and safety rules.</p>			
<p><b>Long term goal #3</b></p> <p>Learners use technology to learn and maintain or increase levels of well-being (physically, emotionally and mentally) balancing their online and offline time and knowing when to use it wisely.</p>	<p><b>Balanced</b></p> <p><b>-I can</b> understand appropriate times and situations to use technology to enhance my learning and promote emotional and physical well-being</p> <p><b>-I can</b> know how to be safe online and create safe spaces for others in online communities</p>	<p><b>Short Term Goal #1:</b></p> <p>-Students will understand how technology and its overuse affect their physical and emotional well-being.</p>	<p>-Students will recognize indicators of digital fatigue and understand when taking a healthy break from technology supports well-being and balanced online engagement</p>	<p>-Teaching of wellness lessons connected to technology</p> <p>-Consistent reviewing of the digital citizenship competencies, especially the balanced competency</p> <p><a href="https://insite.cbe.ab.ca/teaching/layouts/15/WopiFrame.aspx?sourcedoc={dd8820d6-f7b5-439d-ac73-775e6f115b43}&amp;action=default">https://insite.cbe.ab.ca/teaching/layouts/15/WopiFrame.aspx?sourcedoc={dd8820d6-f7b5-439d-ac73-775e6f115b43}&amp;action=default</a></p> <p><a href="https://insite.cbe.ab.ca/teaching/learningresources/Digital-Citizenship-Teaching-Resources-by-Competencies.pdf">https://insite.cbe.ab.ca/teaching/learningresources/Digital-Citizenship-Teaching-Resources-by-Competencies.pdf</a></p>	<p>-Students will engage in self-reflection and conversations about how their technology use affects their overall well-being, identifying strategies for maintaining a healthy digital balance</p>			

				<p>-Using the EverFi Ignition Digital Citizenship Teacher Toolkit to develop lessons about the importance of balancing the use of technology</p> <p><a href="https://insite.cbe.ab.ca/teaching/learningresources/Everfi-Ignition-DigCit-Toolkit-Can2020.pdf">https://insite.cbe.ab.ca/teaching/learningresources/Everfi-Ignition-DigCit-Toolkit-Can2020.pdf</a></p>				
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