Digital Citizenship Plan | 2026-2027

Nickle School

Calgary Board of Education

- Follow the instructions Documents | Updating Reports in Insite to share a public version of your School Digital Citizenship Plan with parents/students on your school's website.

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:

- Each classroom is equipped with a Smartboard to support instruction
- Nickle School houses two system classes—**L&L (2 classes) and Bridges (1 class)**—with technology provided by the system and supplemented by the school
- Diverse Student population who benefits from using technology in a variety of ways to engage in and demonstrate learning
- Some students have access to personal mobile devices for **English as an additional language** exemptions, **Individual Program Plan** or **medical** use
- We continue to adhere to the Ministerial Order **"Away for the Day"** regarding personal mobile devices
- The majority of students have their own personal mobile devices
- Nickle School is an overflow school for Lakeshore School; therefore, a large portion of our population is bused to school

Relevant evidence and data that informs our Digital Citizenship Plan:

- Current classroom observations and learning data indicate that students are regularly using digital tools, including AI, to support learning, communication, and assessment tasks. While students are developing greater awareness of responsible and purposeful technology use, they continue to benefit from explicit instruction, modelling, and guided practice to use digital and AI tools ethically, appropriately, and effectively. This includes understanding when AI use is appropriate, maintaining academic integrity, acknowledging sources, and recognizing the importance of their own thinking and original work.
- Students are also continuing to develop the skills needed to participate respectfully and responsibly in digital and online communities. Ongoing reinforcement is needed to support respectful digital communication, responsible device use, and positive online interactions. Classroom observations also indicate that students benefit from structured opportunities to strengthen digital literacy, including managing online distractions, evaluating the reliability and accuracy of information, identifying limitations and potential bias in AI-generated content, and using technology purposefully to support and enhance their learning.
- As students become increasingly familiar with digital and AI tools, continued opportunities to develop critical thinking, digital citizenship, and responsible technology use will support them in making informed choices and becoming increasingly independent and capable digital learners.

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures
Long-term goal #1 **Learners will self-monitor their use of technology and make responsible choices that support respectful interactions, learning, and personal well-being.**	*I balance my time online and offline to support my mental, emotional, and physical well-being.* *I understand when technology supports my learning and when I need to step away, take a break, or seek support.* *I use digital tools, including AI, responsibly, respectfully, and with academic integrity.*	**Short-term goal #1** Students will develop and apply shared expectations for responsible and respectful technology use.	**Students will:** • contribute to the development and ongoing review of classroom and school expectations for technology use; • demonstrate respectful and responsible digital communication; • use school technology for its intended learning purpose; • recognize and manage distractions associated with devices, apps, and online platforms; • demonstrate an understanding of appropriate and responsible AI use, including maintaining ownership of their	**Strategies / Actions** • Co-create and revisit classroom expectations for responsible technology and AI use. • Incorporate student voice when discussing technology use, digital citizenship, and online behaviour. • Provide explicit instruction around digital citizenship, academic integrity, responsible AI use, and respectful online communication. • Use CBE Digital Citizenship resources and Teaching and Learning with Technology supports.	**Indicators of Success** • Students can explain and apply shared expectations for responsible technology use. • Students demonstrate increased ability to recognize when technology is supporting learning and when it is becoming a distraction. • Students demonstrate respectful online and digital communication. • Students can identify appropriate and inappropriate uses of AI in their learning. • Students report a sense of ownership and responsibility for the technology

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			learning and original work; • reflect on their technology choices and make adjustments when needed.	• Engage specialists and additional supports as needed.	expectations within their learning environments.
		Short-term goal #2 Students will develop the ability to recognize and respond to the physical, emotional, and learning impacts of technology use.	**Students will:** • identify signs that they may need a break from technology; • recognize how extended or inappropriate technology use can affect their physical and emotional well-being; • identify strategies for managing screen time, online distractions, and technology-related stress;	**Strategies / Actions** • Provide direct instruction and opportunities for discussion related to healthy technology habits, personal mobile devices, social media, and online well-being. • Build opportunities for movement, screen breaks, and offline learning into classroom routines. • Teach students strategies for managing notifications,	**Strategies / Actions** • Provide direct instruction and opportunities for discussion related to healthy technology habits, personal mobile devices, social media, and online well-being. • Build opportunities for movement, screen breaks, and offline learning into classroom routines. • Teach students strategies for managing notifications,

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			• advocate for breaks or changes in technology use when appropriate; • reflect on how their technology choices affect their learning and well-being.	distractions, multitasking, and online interruptions. • Provide opportunities for students to reflect on their own technology habits and identify strategies that support their well-being. • Use CBE Digital Citizenship resources and Teaching and Learning with Technology supports. • Engage specialists as needed.	distractions, multitasking, and online interruptions. • Provide opportunities for students to reflect on their own technology habits and identify strategies that support their well-being. • Use CBE Digital Citizenship resources and Teaching and Learning with Technology supports. • Engage specialists as needed.
Long term goal #2 **Students will develop the knowledge, skills, and responsibility needed to use digital tools—including AI—safely, ethically, critically, and effectively to support their learning. Through explicit**	*I understand that what I access, create, and share online contributes to my digital footprint.* *I use digital tools and AI responsibly, ethically, and appropriately for the learning task.*	Short term goal #1 When students use AI for explanations, ideas, or factual information, they will critically evaluate and verify the information using teacher-approved, credible sources before incorporating it into their learning.	**Students will:** • identify that AI-generated information may be inaccurate, incomplete, or misleading; • distinguish between verified and	**Strategies / Actions** • Teachers will explicitly teach and model strategies for fact-checking AI-generated information. • Teachers will model comparing AI	**Indicators of Success** • Student work demonstrates greater accuracy when digital or AI tools have been used. • Students can explain how they verified

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instruction, modelling, and guided practice, students will learn to evaluate digital and AI-generated information, protect their digital footprint, manage online distractions, communicate respectfully, and make responsible choices that support academic integrity and their own learning.	*I understand that AI can support my learning, but it does not replace my own thinking, creativity, or learning.* *I critically evaluate information from digital and AI sources and verify information before using it.* *I follow copyright, source acknowledgement, and academic honesty expectations.*		unverified information; • verify key information using class notes, textbooks, teacher-approved websites, or other credible sources; • identify when information requires further investigation; • acknowledge the use of AI when required by the teacher or assignment expectations.	responses with class notes, textbooks, Britannica School, or other teacher-approved credible sources. • Teachers will introduce and consistently use a simple **Fact-Checking Checklist**. • Teachers will model asking AI for sources while emphasizing that AI-provided sources must also be checked for accuracy and credibility. • Students will be provided with opportunities to practice identifying inaccurate or questionable AI-generated information.	information before using it. • Students increasingly use credible sources to confirm information rather than relying solely on AI. • Students appropriately acknowledge AI use when required. • Students demonstrate increased confidence in questioning and evaluating information generated by AI.

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		Short-term goal #2 Before using AI to support a learning task, students will demonstrate their own thinking through a draft, outline, notes, rough sketch, ideas, or other evidence of their learning. Students will use AI appropriately to refine, organize, clarify, or extend their thinking rather than replace the learning process.	**Students will:** • begin learning tasks with their own ideas, thinking, notes, or planning; • use AI only for purposes that are appropriate to the learning task and permitted by the teacher; • maintain their own voice, ideas, and understanding when using AI; • identify and explain how AI contributed to their learning; • recognize when using AI to generate an entire assignment would undermine the purpose of the learning task; • demonstrate academic honesty when using AI.	**Strategies / Actions** • Teachers will provide planning tools such as graphic organizers, brainstorming templates, rough drafts, or handwritten planning when appropriate. • Teachers will explicitly model appropriate uses of AI, such as grammar support, vocabulary clarification, generating questions, idea expansion, feedback, or refining an existing draft. • Teachers will model examples of appropriate and inappropriate AI use for different learning tasks. • Students will be encouraged to	**Indicators of Success** • Student work demonstrates personal voice, understanding, and original thinking. • Students can explain how AI supported their learning rather than simply providing their final product. • Students provide evidence of their thinking or planning when required. • Students increasingly make appropriate decisions about when and how to use AI. • Teachers observe fewer assignments that rely primarily on AI-generated content. • Students demonstrate greater consistency in following academic

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				identify how AI supported their learning or revision. • Teachers will clearly communicate when AI is permitted, limited, or not permitted for an assessment task.	honesty and AI-use expectations.

Next Steps and Focuses for the Coming School Year

- The school will track the number of damaged devices and identify common causes of damage to inform preventative strategies and responsible use expectations.
- Staff will also provide input on current device usage and emerging technology needs to support effective teaching and learning.
- Staff will come AI use and emerging trends to help guide the Digital Plan moving forward.