

Digital Citizenship Plan | 2026-2027

School Name: Balmoral 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:

- Student achievement in literacy and mathematics will improve.
- Primary Outcome: Students will improve their reading comprehension across all subject areas.
- Student well-being will improve through universal supports that address relationships, growth mindset, regulation and executive functioning.

Relevant evidence and data that informs our Digital Citizenship Plan:

- CBE Student Survey (Spring 2026) and Alberta Assurance Survey (Spring 2026) indicate students require support with regulation
- Maze Comprehension Screener and Core Vocabulary Screener assessments indicate students requiring support to improve their reading skills

Long Term Goal	Competency	Short Term Goals	Outcomes Students will be able to:	Activities & Resources	Measures
Long term goal #1 Students will develop and apply close-reading strategies to analyze, interpret, and evaluate texts, deepen comprehension, and support critical thinking across learning contexts,	Informed: I validate the accuracy of digital information and resources. I understand the consequences of spreading misinformation.	Short term goal #1 Students will apply close-reading strategies to identify key ideas, make inferences, interpret meaning, and support their understanding of digital texts with textual evidence	Identify main ideas, relevant details, and the author's purpose. Make inferences and draw conclusions using evidence from a text. Annotate digital texts and support their interpretations with specific textual evidence. Recognize how word choice, tone, and	ReadWriteThink — Free literacy lessons, comprehension strategies, and close-reading activities. CommonLit.org Free core resources: Offers short stories, informational texts, poems, and paired passages with guiding questions and comprehension assessments. Useful for practising inference, author's purpose,	<ul style="list-style-type: none">• Collect and review student work samples, including annotated digital texts and written responses, to assess students’ ability to identify key ideas, make inferences, and cite textual evidence.• Use common comprehension tasks or rubrics to monitor student

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including digital environments.			perspective influence meaning.	character motivation, and citing textual evidence.	progress in interpreting digital texts.
		Short term goal #2 Students will evaluate the credibility, accuracy, purpose, and potential bias of digital texts by examining evidence and comparing information across reliable sources.	Identify indicators of credible and unreliable online information. Distinguish fact, opinion, misinformation, and unsupported claims. Recognize bias, persuasive language, and the purpose of digital content. Cross-check claims using multiple sources before accepting or sharing information. Explain how evaluating digital information supports informed decision-making and responsible digital citizenship.	<ul style="list-style-type: none">• Common Sense Education: Finding Credible News — A lesson for Grade 6 on evaluating credibility and recognizing misinformation, including family resources.• Common Sense Education: Hoaxes and Fakes — A Grade 9 lesson on lateral reading, corroboration, and verifying questionable online content.• MediaSmarts — Canadian digital and media literacy resources for educators and families.	<ul style="list-style-type: none">• Review completed source-evaluation checklists and student research assignments to assess their ability to evaluate credibility, recognize bias, and distinguish fact from opinion and misinformation.• Use digital information scenarios to assess students’ ability to verify claims by comparing multiple sources.
Long term goal #2 Students will develop and apply digital citizenship skills, including self-regulation, executive	Respectful: While online I am respectful and inclusive in my words and actions.	Short term goal #1 Students will identify how digital environments, online interactions, and technology habits influence their	Recognize emotional and physical responses to online interactions and digital content.	Common Sense Education — Digital Literacy & Well-Being : Free lessons on media balance, digital distractions, healthy habits, and online pressures. Particularly useful	<ul style="list-style-type: none">• Use student self-assessments and digital habits reflections to assess students’ awareness of how technology affects their attention,

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functioning, and growth mindset strategies, to navigate digital environments responsibly, build positive online relationships, and support their personal well-being.	I am open to multiple viewpoints and perspectives. I am empathetic toward others.	emotions, attention, behaviour, and well-being, and recognize strategies that support self-regulation and responsible technology use.	Identify how notifications, screen time, and digital distractions can affect attention, focus, and learning. Recognize situations that may trigger impulsive online responses and identify strategies to pause and respond thoughtfully. Identify healthy digital habits and strategies for balancing online and offline activities.	are Digital Life 101 (Grade 6) and The Pressure to Stay Connected (Grade 8). School Mental Health Ontario — Everyday Mental Health Classroom Resource : Free classroom strategies supporting executive functioning, focus, metacognition, planning, and self-regulation. Conscious Discipline — Executive Skill Lending Library : Free practical strategies for impulse control, emotional regulation, attention, and goal persistence that can be adapted to digital situations.	emotions, behaviour, and well-being. <ul style="list-style-type: none">• Review student responses to digital scenarios to determine whether they can identify emotional triggers and select appropriate self-regulation strategies.• Collect student reflections and goal-setting activities to monitor students’ ability to identify and apply healthy digital habits.
		Short term goal #2 Students will apply executive functioning, growth mindset, and relationship-building strategies to make responsible digital choices, respond constructively to online challenges, and	Apply planning, prioritization, and impulse-control strategies when using digital tools. Demonstrate respectful communication, empathy, and inclusion in online interactions.	Common Sense Education — Relationships & Communication : Free lessons on empathy, online relationships, conflict resolution, digital drama, and respectful communication. Common Sense Education — Digital Literacy & Well-	<ul style="list-style-type: none">• Use teacher observations and scenario-based assessments to evaluate students’ ability to demonstrate respectful communication, empathy, and responsible decision-making in digital contexts.

Long Term Goal	Competency	Short Term Goals	Outcomes Students will be able to:	Activities & Resources	Measures
		engage in respectful, inclusive, and empathetic online interactions.	<p>Respond constructively to online conflict, feedback, mistakes, and challenging situations.</p> <p>Reflect on digital choices and identify opportunities to repair harm, learn from experiences, and strengthen online relationships.</p>	<p>Being: Free lessons addressing cyberbullying, online communication, digital responsibility, and healthy relationships.</p> <p>The Navigator Toolkit: Free, evidence-informed activities and protocols for developing growth mindset, belonging, and learning-oriented habits.</p> <p>School Mental Health Ontario — Secondary Classroom Resource: Free strategies for goal setting, organization, metacognition, and problem-solving.</p>	<ul style="list-style-type: none">• Review student reflections on online conflicts, mistakes, and feedback to assess their ability to recognize consequences, take responsibility, and identify opportunities for growth.• Assess student use of planning, prioritization, and impulse-control strategies during digital learning activities.