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Calgary Board of Education

Rundle School
School Digital Citizenship Plan 2026 - 2027

Relevant contextual information about your school and School Development Plan:

- 541 Students
- Kindergarten to Grade 6 Standard Program
- SDP
  - Literacy - Students will improve foundational skills in reading comprehension.
  - Wellness - Students will have an improved sense of belonging at school.

Digital Citizenship Expectations:

- Only accessing CBE or personal technology when given permission.
- Treating CBE and personally owned technology with care and respect.
- Never recording anyone, on CBE or personal devices, without their permission.
- Use of a student's own account only to access the CBE network.
- Never assuming the identity of another person.
- Accessing, posting, sending or downloading appropriate material only.
- Using respectful language and being honest and kind in digital communications.
- Respecting other students' work on any device. Refraining from copying, changing or removing another student's work from a device, school network, or the internet.
- Giving credit to authors or sources when using information or ideas that are not the student's own (including the use of Artificial Intelligence) - failure to properly cite sources of information is called plagiarism and is a form of cheating.
- Asking permission to post, publish, circulate, record, or distribute someone's personal information (images, work, etc.).

Relevant evidence and data that informs your Digital Citizenship Plan:

- Students have exposure to social media such as TikTok, Instagram, Snapchat, Discord, Etc.
- We have students in standard programming.
- Mac and Acer platforms (Chromebooks, iPads)
- Students use Google Classroom both in school and at home to access learning as well as access to other sites that support their education.
- New Alberta K-6 Curriculum includes "Safety" as an outcome for Physical Education and Wellness that can be directly related to digital citizenship and online safety.
- Data from CBE Survey (20205-2026)
  - 82.8% respect others online as they would face-to-face

- 23.5% of students felt they needed support in how to be safe online
- 63.0% of students felt they do not have too much screen time
- 23.5% of students felt they needed support on how to protect their personal information

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**
Improve student capacity to access online learning platforms and to engage with learning tasks and with peers online in a safe manner that directly connect to new curriculum. Throughout the school year, students will consistently identify safe versus unsafe online scenarios with growing confidence and apply appropriate responses. Students will monitor and refine their digital wellness practices, particularly regarding balanced screen time and taking regular breaks. Over the course of the school year, students will consistently demonstrate ethical	INVOLVE: I leverage digital tools to learn, express my creativity, and collaborate with others I use digital tools to identify problems and take action to find solutions SAFE: I know how to be safe online and create safe spaces for others in online communities. I know how to protect my personal information online. RESPONSIBLE: I understand that anything I access, produce and post contributes to my digital presence.	Students will develop awareness of high-quality digital resources to supplement their learning. Students will make direct connections between digital citizenship and the new curriculum. See “outcomes”. Students can explain what personal information is and why it must be protected. Students learn strategies to monitor and self-regulate screen time. Students receive direct instruction and modelling on positive online communication, including tone, commenting, and collaboration.	Students will critically assess information accessed using a variety of technologies. Grade Specific Outcomes: K: Indicate permission verbally in a variety of contexts such as a digital environment. Grade 1: Describe differences between safe situations and unsafe or uncomfortable situations in a digital context Grade 2: Discuss ways to respond in unsafe or uncomfortable situations in a digital context Grade 3: Practise permission and refusal skills in a variety of contexts such as digital. Grade 4: Examine how responsibility can impact safety in a variety of situations such as a digital environment Grade 5: Practise digital citizenship by being considerate of others. Grade 6: Assess safety and vulnerability risks associated with use of digital technology. Identify potential harms from online and social media use. Explain how to deal with unwanted attention, communication, or images.	CBE Curated Lessons Technology Committee Learning Leader Support New K-6 Curriculum	Teacher assessment of student work School administered student surveys Track improvements in: - % of students who feel safe online - % who know how to protect privacy - % who report respectful online interactions - % who practise screen-time balance % of students demonstrating high-level achievement on quarterly scenario-based checks (e.g., exit slips or digital citizenship quizzes) where they must correctly identify safe vs. unsafe recording situations and explain the			

digital citizenship habits by recognizing personal privacy boundaries, seeking explicit consent before recording or sharing media of others, and advocating for positive online safety in all school technology tasks.					proper way to ask for permission.			
		Develop common language about appropriate actions online and how to be a good digital citizen. Students will demonstrate understanding of digital consent by identifying scenarios where permission is required before recording or taking photos of others, achieving 100% compliance during all classroom tech activities.	Students and teachers will be able to use common vocabulary to discuss digital citizenship	Direct instruction in the safe use of collaborative online learning tools Visibility of Digital Citizenship as an area of growth and learning (Posters on Laptop Carts highlighting positive elements of digital citizenship)	Teacher assessment of student work School administered teacher and student surveys			