

Digital Citizenship Plan | 2026–2027

Marion Carson 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:

- K-6 school with a diverse population offering both a K-6 Community English Program and a K-4 Mandarin Bilingual Program.
- The School Development Plan includes a focus on Oral Language Development. Digital tools can support this priority by providing purposeful opportunities for students to communicate ideas, explain thinking, listen and respond, collaborate, and represent learning.
- Digital citizenship instruction will be embedded within authentic learning experiences so that students learn to use technology safely, respectfully, responsibly, critically, collaboratively, and purposefully.

Relevant evidence and data that informs our Digital Citizenship Plan:

- Students are developing learners of digital tools, with regular access to technology to support classroom learning and reinforce learning concepts at home.
- Students increasingly use digital tools for communication, collaboration, research, creation, and representation of learning. Explicit, developmentally appropriate instruction is needed in privacy and safety, respectful communication, information reliability, digital responsibility, balanced use, and emerging technologies including AI.
- Student voice, classroom observations, teacher professional judgment, and relevant CBE Student Survey questions will be used to identify areas requiring additional support and to refine digital citizenship instruction.

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 (e.g., students, staff, parents)	Measures
Long Term Goal 1: Learners will use digital tools to communicate ideas, collaborate, create, and represent learning in respectful and purposeful ways.	Respectful – Using respectful words and actions when online. Involved – Using technology to create and collaborate with peers.	1. Students will develop age-appropriate expectations for respectful digital communication and collaboration. 2. Students will use digital tools to explain thinking, share ideas, create, and collaborate in ways that support curricular learning. 3. Teachers will intentionally connect technology-supported communication with the school's Oral Language Development focus.	• Students use respectful language and appropriate online behaviours when communicating or collaborating. • Students use digital tools to explain ideas, respond to others, and represent learning in increasingly independent ways. • Students select or use a digital tool because it supports the learning purpose, not simply because technology is available.	• Co-create classroom expectations for respectful online communication and collaboration. • Use CBE-approved collaborative and creation tools for shared writing, presentations, audio/video explanations, and curricular projects. • Build opportunities for students to rehearse, record, explain, listen, respond, and revise as part of oral language and curricular learning. • Grade-team sharing of effective digital tools and examples of technology-supported learning.	Increase in student ability to communicate and collaborate respectfully using digital tools. Evidence of technology-supported oral language, explanation, creation, and collaboration across grade levels. Increase in student ability to identify how a chosen digital tool supports the curricular task and learning goal.

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 (e.g., students, staff, parents)	Measures
Long Term Goal 2: Learners will critically evaluate digital information and make safe, responsible, and ethical choices when using digital and AI-supported tools.	Informed – Checking that information accessed online is reliable. Safe – Learning how to be safe online and protect personal information. Responsible – Understanding online presence and making responsible decisions.	1. Students will learn age-appropriate strategies to protect personal information, passwords, and digital identity. 2. Students will learn to question the reliability, purpose, and source of online information. 3. Students will develop age-appropriate understanding of AI, including what it can do, its limitations, and expectations for responsible use. 4. Staff will follow CBE requirements for approved tools, privacy, parent notification, and student information.	• K-3 students recognize personal information and know when to seek adult help before sharing information online. • Grade 2-6 students use unique, secure passwords for CBE network/technology access as developmentally appropriate. • Older elementary students increasingly check source, author, evidence, date, and purpose when evaluating digital information. • Students understand that AI-generated information can be inaccurate and that AI use does not replace their own thinking or demonstration of learning. • Students understand that personal information and student work should not be entered into unapproved AI tools.	• Direct instruction and scenarios about privacy, passwords, phishing/oversharing, digital footprint, and seeking adult help. • Age-appropriate lessons comparing reliable and unreliable online information. • Teacher-modelled AI examples to discuss strengths, errors, bias/limitations, and responsible use without requiring age-inappropriate student accounts. • Co-create expectations for when and how AI may support learning. • Check SAM for approved tools and age limits; notify parents as required; staff do not input internal, sensitive, or personal data into AI tools.	All Grade 2-6 students will have a unique, secure password to access CBE network/technology. Students can identify examples of personal information and describe appropriate actions when it is requested. Students demonstrate increasing ability to explain why a digital source may or may not be reliable. Teachers can articulate and apply school/CBE expectations for approved technology and AI use, privacy, and student information.

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 (e.g., students, staff, parents)	Measures
Long Term Goal 3: Learners will make increasingly independent decisions about when, why, and how technology supports their learning and well-being.	Balanced – Understanding when and how often technology should be used. Involved – Using technology purposefully to create and collaborate.	1. Students will recognize that technology is one of many tools for learning and will consider whether digital or non-digital approaches best fit a task. 2. Students will recognize signs of digital fatigue and practise strategies for healthy technology use. 3. Students will reflect on how technology choices affect attention, learning, relationships, physical activity, and well-being.	• Students identify when technology helps a learning task and when an offline tool or activity may be more effective. • Students use classroom routines that include movement, conversation, hands-on learning, print, and screen-based learning. • Students can identify simple strategies for responding to digital fatigue or distraction. • Older students demonstrate increasing independence in making purposeful technology choices.	• Teacher modelling and class discussion: 'Do we need technology for this task? Why or why not?' • Purposeful balance of screen-based, oral, hands-on, movement, collaborative, and print learning experiences. • Digital wellness check-ins and age-appropriate reflection on attention, posture, breaks, and device habits. • Student reflection after projects on whether the digital tool improved communication, creativity, collaboration, or understanding.	Increase in student ability to explain when technology supports learning and when another tool may be more appropriate. Student reflections and teacher observations show growing awareness of healthy and purposeful technology use. School/classroom evidence demonstrates balanced use of digital and non-digital learning experiences.

Next Steps and Focuses for the Coming School Year

- Review the Digital Citizenship Plan with staff and make explicit connections to the Marion Carson School Development Plan, particularly Oral Language Development.
- Use CBE Digital Citizenship Competencies and relevant student voice/survey questions to identify school-wide and grade-specific areas for growth.
- Continue to develop the Digital Citizenship & Technology Scope and Sequence so that technical skills are taught alongside communication, information literacy, privacy and safety, responsibility, digital wellness, and AI literacy.
- Support staff in selecting CBE-approved technology and AI tools, understanding SAM/age requirements, protecting student information, and communicating technology use to families.
- Collect examples of effective technology-supported learning and teacher/student reflections to inform the 2027-2028 plan.

Digital Citizenship & Technology Scope & Sequence

Legend: I = Introduced, R = Reinforced, A = Applied

Skills	Suggested Application / Tool	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Foundational Technology Skills								
Recognize icons and navigate a device	iPads, Chromebooks, Google Drive	I	R	A	A	A	A	A
Control with mouse, trackpad, or touch screen	iPads, Chromebooks	I	R	A	A	A	A	A
Take photos / videos	iPad Camera	I	R	A	A	A	A	A
Draw and create images	Approved drawing/creation tools	I	R	R	A	A	A	A
Save, locate, and submit work	Google Drive / Classroom	I	R	R	A	A	A	A
Communication & Collaboration								
Use respectful language and actions in digital spaces	CBE-approved communication/collaboration tools	I	R	R	A	A	A	A
Use digital tools to explain or represent thinking	Audio/video, Slides, Docs, creation tools	I	R	R	A	A	A	A
Collaborate on shared digital work	Google Docs, Slides, Classroom		I	R	A	A	A	A
Give and respond to digital feedback	Comments / teacher-approved feedback tools		I	R	A	A	A	A
Information Literacy								
Recognize that online information may not always be accurate	Teacher-selected digital sources	I	R	R	A	A	A	A
Identify basic source information (who/where/when)	Websites, digital texts, search results		I	R	R	A	A	A
Evaluate reliability, evidence, purpose, and currency	Teacher-guided web research			I	R	R	A	A
Privacy, Safety & Security								

Skills	Suggested Application / Tool	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Recognize personal/private information	Digital citizenship lessons and scenarios	I	R	R	A	A	A	A
Know when to ask an adult before sharing information	Digital citizenship lessons and scenarios	I	R	R	A	A	A	A
Create and manage a unique secure password	CBE account / network		I	R	A	A	A	A
Understand digital footprint / online presence	Teacher-selected digital citizenship resources		I	R	R	A	A	A
Digital Responsibility								
Understand that digital work belongs to its creator	Classroom-created digital work	I	R	R	A	A	A	A
Use images, information, and media responsibly	Teacher-selected sources / citation routines		I	R	R	A	A	A
Understand classroom expectations for appropriate technology use	Classroom / school digital citizenship expectations	I	R	R	A	A	A	A
Digital Wellness & Balance								
Recognize digital fatigue or distraction	Teacher-guided wellness check-ins	I	I	R	A	A	A	A
Use breaks, movement, posture, and offline alternatives	Classroom routines	I	R	R	A	A	A	A
Decide whether a digital or non-digital tool best fits a task	Classroom learning tasks		I	R	R	A	A	A
AI Literacy								
Recognize that AI can generate text, images, or other content	Teacher-modelled, CBE-approved examples		I	R	R	A	A	A
Understand that AI output can be inaccurate or incomplete	Teacher-modelled examples / comparison tasks			I	R	R	A	A
Understand that personal information should not be entered into AI tools	Teacher-guided privacy instruction		I	R	R	A	A	A
Understand classroom expectations for when/how AI may support learning	Co-created expectations; teacher-modelled use			I	R	R	A	A

Skills	Suggested Application / Tool	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Use AI-supported tools only when approved and developmentally appropriate	SAM-approved tools / teacher-directed use				I	R	R	A
Content Creation & Data								
Respond to / fill out forms	Google Forms, approved response tools	I	R	R	A	A	A	A
Create presentations	Google Slides, PowerPoint		I	R	A	A	A	A
Word processing	Google Docs, MS Word		I	R	A	A	A	A
Create and edit audio/video	Approved media creation tools		I	R	A	A	A	A
Create tables, charts, and graphs	Google Sheets, MS Excel				I	R	A	A
Use simple formulas	Google Sheets, MS Excel					I	R	A