

Digital Citizenship Plan | 2026-2027

Penbrooke Meadows

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:

Students at Penbrooke Meadows have access to multiple formats of technology including iPads and Chromebooks for learning in a digital environment. Students are expected to work on common school-wide goals when using technology within our learning environment. Some of the main competencies we are focusing on this year are being safe, being respectful, communicating effectively and being wise consumers of technology. Our intention is that these lessons learned in school will develop skills that will transfer when accessing technology outside of the school. Digital citizenship outcomes are embedded across the curriculum and are taught in meaningful ways. We will continue to pursue professional learning opportunities that support staff in using these tools effectively. Our goal is to ensure that our technology resources remain functional, relevant, and integrated into learning experiences that enhance student achievement across subject areas.

Relevant evidence and data that informs our Digital Citizenship Plan:

- Student surveys about online safety, digital responsibility, and technology use
- Classroom observations of technology use
- Student work samples demonstrating responsible technology use
- Evidence of appropriate online communication and collaboration
- Student participation in digital citizenship lessons and activities
- Teacher observations regarding student digital citizenship competencies

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures
To develop safe practices when accessing online resources.	I know how to protect my personal information online.	To develop a unique and private password that they can remember. Login to Google Classroom using a personal student card (Grades 3-6). Learn how to change their passwords.	Students will login into an application using their username and private password. Students will be able to memorize their username, password and access Google Classroom, Gmail and other linked sites (e.g. Epic Books). Students will be able to change their own password using the CBE Student Password Hub.	i.e.: accessing literacy and math online tools, and Google classroom etc. Teaching how to access and use the CBE Password Hub.	Passwords needing resetting will decrease. Students will be able to explain the importance of keeping their passwords private. Students will be accessing Google Classroom at a higher rate and using it independently without support to remember their password. Students will be able to access and change their passwords using the CBE Student Password Hub.
		Students will understand that it is important to keep their password private by not sharing it with others.	Students will be able to explain why it is important to keep their passwords memorable and private. (Grades 3-6)	Online resources about the importance of privacy and not sharing information with others. Outline safety implications of sharing their personal information with others. Admirable Use policy discussed with students (Grade 3-6)	Student passwords will be individual and unique.

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures
		(Grades 1-2): Not sharing any information online without direct adult support and approval. (Grades 3-6): Being aware of what information you are sharing and what you are signing up for.	(Grades 1-2): Understanding that it is important to get adult permission to access online resources. (Grades 3-6): Understanding what information should always be kept private and the safety implications of sharing personal information.	Class discussions and direct teaching of what and how to access safe, teacher approved websites and applications. (for example, utilizing resources such as Everfi to teach digital awareness and safety) (Grades 3-6).	Students are safely accessing online resources and students can explain why it is important to protect their personal information.
To develop appropriate communication skills with peers and teachers online. (I.e. Stream in Google classroom)	I am respectful and inclusive in my words and actions.	To memorize their CBE Gmail address (Div. II) and communicate respectfully in discussion forums such as our discussion stream in Google classroom. (Grades 3-6)	Students will be thoughtful when communicating online. (Grades 3-6)	Google classroom access and discussion about respectful communication. Being provided exemplars. Practising their digital communication skills. (Grades 3-6)	Increase in the use of appropriate communication using online platforms. Fewer student incidents reported about inappropriate online communication. (Grades 3-6)
		To understand the permanence of information and things posted online.	Students will understand what is appropriate to post and not to post. (Grades 3-6)	Creating online communication opportunities for students. (for example: Question of the week and discussion or comments in Google Classroom) (Grades 3-6)	Increase in thoughtful posting and positive feedback. (Grades 3-6)
		Knowing what to do when others are not communicating	Students will feel confident about who to report to when	Teaching the students the steps on how to identify and	Question in the wellbeing survey indicating increased awareness about what to do

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		appropriately. (for example – within the Google Classroom environment)	dealing with inappropriate communication.	report inappropriate communication.	when someone is being inappropriate online. Being able to share strategies on how to deal with inappropriate situations.
To determine what information is fact versus fiction (too good to be true?).	I validate the accuracy of information and resources. (Grades 3-6)	To become familiar with safe sites that will have accurate information and images. (I.e., National Geographic versus Wikipedia/ YouTube etc.)	Students will be able to identify 3 -5 websites that are accurate sources of information and images.	Accessing resources to assist in teaching basic skills on determining whether a site has accurate information and images with teacher modelling of using “safe” sites.	Students can identify 3-5 accurate markers that help identify safe and accurate sources of information. Students are able to access images beyond Google images. Students scan identify that Youtube cannot be used as an independent source of information.
		To learn how to validate sources of information to determine accuracy (I.e., check three before you agree)	Students will identify ways to evaluate a website (author, date, font use, etc.)	Teaching basic copyright rules and how to properly site digital resources.	Students will be able to share their strategy to verify a fact by siting three safe sources.
		To discuss the importance of accuracy of information and the damage that can be	Students will be able to share the importance of determining fact versus fiction.	Examples and opportunities to discuss issues that are arising or could be an issue will be discussed. Workable	Students will be able to verbalize why sharing accurate information is important and why spreading

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		caused by sharing or spreading misinformation.		solutions can also be discussed.	misinformation could be damaging. Students will be able to list sites that share accurate information versus inaccurate or fake information.

Next Steps and Focuses for the Coming School Year

- Continuing to explicitly teach digital citizenship concepts across all grade levels.
- Strengthening student understanding of online safety, privacy, and responsible digital behaviour.
- Helping students develop critical thinking skills when accessing, evaluating, and sharing online information.
- Supporting students in becoming responsible digital creators and consumers.
- Providing ongoing professional learning opportunities for staff to support effective technology integration.