Calgary Board of Education

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School Digital Citizenship Plan 2025-2026

Relevant contextual information about your school and School Development Plan:
- 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 device for EAL exemptions, IPP or medical use
- Majority of students have their own device

Relevant evidence and data that informs your Digital Citizenship Plan:
- Students are learning about responsible use of technology
- Students are learning about how to engage in online communities respectfully and responsibly
- They are using AI in their learning and assignments and need support to learn appropriate use
- They need more opportunities to learn how to effectively use technology in learning
- Students are learning how to manage online distractions when learning

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**
Long term goal #1 Students will learn to check that the information they access online is reliable	**Informed** I validate the accuracy of digital information and resources	Short term goal 1 Students will check for relevant information regarding the creation of a digital source (ie. Author, date, purpose) to assess whether a digital source is sufficiently reliable for academic use	Students will locate and correctly identify the author/organization, publication or update date, and purpose of a digital source Students will explain whether the author appears credible (expertise,	Using printed versions of online sources, students will highlight the author and date, and identify and record the purpose of the source Teachers will lead conversations discussing online reliability while projecting	Students will be given two sources on the same topic and asked to choose which one is more reliable Students evaluate a provided source and write 1-3 sentences explaining who, when, and why it was created, and whether or not it is			

			affiliation, reputation) Students will determine whether the date makes the source current enough for the task Students will determine how the purpose (inform, persuade, sell, entertain, etc.) may affect reliability	websites for the class to see	reliable for academic use		
		Short term goal 2 Students will compare information from multiple sources to determine consistency and identify potential inaccuracies	Students will recognize details that appear across multiple credible sources Students will synthesize consistent information from multiple sources into a summary or explanation	Students read 2-3 short sources on the same topic and complete a Venn diagram indicating information all sources agree on, information some sources agree on, and mutually exclusive information Teachers will demonstrate expert thinking by comparing and contrasting digital sources on a topic	During research tasks, students list multiple sources with consistent information		

				during a class discussion			
Long term goal #2

Students will utilize artificial intelligence tools effectively and ethically in their work | **Involved**

I leverage digital tools to learn, express my creativity and collaborate with others | Short term goal 1

Students will use AI to explore solutions or strategies for a problem and will evaluate which AI-generated approaches are most effective or relevant | Students will prompt an AI tool to produce several possible solutions or strategies to a defined problem

Students will recognize when AI suggestions are impractical, incorrect, off-topic, or missing key details

Students will refine and adapt AI suggestions to create an improved or more realistic solution | Students will ask an AI tool to provide them with three different ways to solve a problem, then identify the strengths and weaknesses of each one

Teachers provide students with three possible solutions to a problem: one accurate AI suggestion, one vague AI suggestion, and one incorrect AI suggestion. Students identify which is best, what is wrong about the others, and how to improve the other suggestions | When observing students interactions with AI tools, teachers look for students asking follow-up questions to improve responses | | |
| | | Short term goal 2

Students will revise and refine AI prompts based on initial outputs | Students will identify weaknesses in AI-generated responses | Teachers will provide students with a flawed prompt. Students will refine the prompt using | Teachers evaluate prompts written by students using a checklist to evaluate if the | | |

		to improve accuracy, clarity, or usefulness	Students will use the CRAFT (Context, Role, Ask, Format, Test/constraints) Framework when creating initial prompts Students will demonstrate persistence in refining and improving prompts to AI tools rather than consistently accepting the first output	CRAFT, and predict how the improved prompt will change the AI's output Teachers will provide small groups with two AI responses: one from a weak prompt, and one from a well-crafted prompt. Students highlight the differences, and predict how the input was changed to create the stronger response	prompt follows the CRAFT Framework			

Next Steps & Focuses for the Coming School Year
- Notes to refer to when creating your next DC Plan
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