# Digital Citizenship Plan | 2026-2027

North Trail High School

Calgary Board of Education

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:

- North Trail High School is a diverse learning community committed to supporting student achievement, well-being, and belonging through equitable and inclusive learning environments. As a growing high school, North Trail serves students from a wide range of cultural, linguistic, and educational backgrounds, including a significant population of English Language Learners and students requiring specialized supports.
- The North Trail School Development Plan identifies two primary goals:
  - Improving student academic achievement through fair, transparent, and equitable assessment practices that build student agency and ownership of learning.
  - Increasing students' sense of belonging and desire to contribute positively to the school community by ensuring students feel welcomed, cared for, safe, and connected.
- The school's Digital Citizenship Plan supports these priorities by helping students develop the knowledge, skills, and dispositions necessary to navigate digital environments responsibly, safely, and ethically. The plan aligns with the CBE Digital Citizenship Competencies and supports students in becoming informed consumers of digital information, respectful participants in online communities, balanced users of technology, and positive contributors to both school and broader communities. Digital citizenship learning will be embedded through Trail Time, classroom instruction, student leadership opportunities, and school-wide initiatives that promote student voice, cultural awareness, well-being, and responsible technology use.
- Furthermore, the plan supports North Trail's focus on increasing student agency, self-management, and engagement by helping students develop skills related to media literacy, critical thinking, ethical use of artificial intelligence, online safety, and healthy technology habits.

## Relevant evidence and data that informs our Digital Citizenship Plan:

Several sources of school and student data highlight the importance of strengthening digital citizenship competencies at North Trail High School.

- Student belonging remains a key school priority. While 93.15% of students reported positive relationships within the school, earlier survey results indicated only 57% of students felt valued and accepted by peers, highlighting the importance of fostering respectful and inclusive interactions both in-person and online.
- Student anxiety continues to be an area of concern. OurSchool survey results showed overall anxiety levels increased from 32% to 33%, remaining above the Canadian norm of 31%. Digital citizenship education can support student well-being through balanced technology use, healthy online habits, and awareness of the impact of digital environments on mental health.

- Cultural awareness of others declined from 80% to 75% between October 2024 and May 2025, indicating a need for increased opportunities for students to engage with diverse perspectives, demonstrate empathy, and participate respectfully in both physical and digital communities.
- North Trail has identified student ownership of learning and engagement as ongoing areas for growth. The development of skills related to critical evaluation of digital information, responsible use of AI tools, academic integrity, and effective digital learning practices supports this work.
- Weekly Trail Time programming, Student Well-Being Action Committee initiatives, Diversity and Inclusion work, and Collaborative Response processes provide existing structures through which digital citizenship learning can be implemented and monitored.
- Increased use of digital technologies, social media platforms, artificial intelligence tools, and online learning environments highlights the need for intentional instruction in digital literacy, online safety, privacy, respectful communication, and ethical participation in digital spaces. This aligns with the CBE Digital Citizenship Competencies of being Informed, Responsible, Respectful, Safe, Balanced, and Involved.
- Student voice data and school improvement efforts demonstrate a continued need to strengthen student agency, positive citizenship, and community contribution. Digital citizenship learning provides opportunities for students to use technology to collaborate, advocate for positive change, demonstrate leadership, and contribute positively to the North Trail community.

This evidence suggests that a comprehensive digital citizenship plan can simultaneously support student achievement, well-being, belonging, inclusion, and responsible participation in an increasingly digital world.

| Long Term Goal | Competency | Short Term Goals | Outcomes | Activities & Resources | Measures |
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| **Long term goal #1**<br><br>**Learners will become informed and responsible digital citizens who critically evaluate information, use AI and digital tools ethically, and contribute positively to their digital presence.** | **Informed & Responsible**<br>• I validate the accuracy of digital information and resources.<br>• I understand the consequences of spreading misinformation.<br>• I understand that anything I access, produce and post | Short term goal #1<br><br>**Students will develop skills for evaluating the credibility and reliability of online information.** | • Students identify indicators of credible and non-credible sources.<br>• Students recognize misinformation, bias and manipulated content.<br>• Students apply verification strategies when researching. | • Trail Time lessons on fact-checking and media literacy.<br>• Analysis of current news and social media examples.<br>• Source verification checklists and classroom discussions. | • Student surveys.<br>• Assessment of research tasks.<br>• Student reflections demonstrating source validation strategies. |

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| | contributes to my digital presence.<br>• I understand and adhere to copyright and creative commons licensing. | Short term goal #2<br>**Students will learn to use AI tools ethically and appropriately to support learning.** | • Students understand appropriate and inappropriate uses of AI.<br>• Students can explain how AI assisted their learning.<br>• Students demonstrate academic integrity when using AI tools. | • Classroom AI case studies.<br>• Teacher-created exemplars of ethical AI use.<br>• AI prompt-development activities.<br>• Discussions of CBE expectations and course-specific guidelines. | • Student reflections on AI-supported learning.<br>• Teacher observation of AI use in assignments.<br>• Collection of student AI exemplars. |
| | | Short term goal #3<br>**Students will examine and strengthen their digital footprint and online presence.** | • Students understand that online actions contribute to a lasting digital presence.<br>• Students identify strategies for maintaining a positive digital reputation.<br>• Students make responsible decisions when creating or sharing content. | • Digital footprint activities.<br>• Social media scenario discussions.<br>• Creation of personal digital citizenship commitments. | • Student self-assessments.<br>• Reflection journals/notes.<br>• Digital citizenship commitment completion rates. |

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| **Long term goal #2**<br><br>**Learners will develop balanced and healthy technology habits that support academic achievement, positive relationships, and personal well-being.** | **Balanced**<br><br>• I balance time online and offline to promote positive mental, emotional and physical well-being.<br>• I understand appropriate times and situations to use technology | Short term goal #1<br><br>**Students will recognize how technology use affects learning, well-being and relationships.** | • Students identify benefits and challenges of technology use.<br>• Students recognize distractions and their impact on learning.<br>• Students reflect on their own technology habits. | • Trail Time wellness lessons.<br>• Technology-use self-assessments.<br>• Class discussions regarding attention, focus and relationships. | • Student surveys.<br>• Self-reflection activities.<br>• Teacher observations. |
| | | Short term goal #2<br><br>**Students will establish personal goals for healthy technology use.** | • Students create realistic plans for balancing online and offline activities.<br>• Students monitor their progress toward healthy technology habits.<br>• Students adjust habits as needed. | • Goal-setting activities.<br>• Personal technology-use plans.<br>• Scheduled reflection opportunities. | • Completed action plans.<br>• Student reflections.<br>• Follow-up progress checks. |
| | | Short term goal #3<br><br>**Students will demonstrate appropriate technology use in learning environments.** | • Students use devices purposefully during class.<br>• Students understand expectations regarding personal mobile devices. | • Classroom discussions of device expectations.<br>• Teacher modelling of purposeful technology use. | • Classroom observation data.<br>• Student self-assessments.<br>• Attendance and engagement indicators. |

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| | | | • Students demonstrate increased engagement during learning activities. | • Student-led reflections on engagement and productivity. | |
| **Long term goal #3**<br>**Learners will use digital tools to create respectful, safe, and inclusive learning communities while contributing positively to the school and broader community.** | **Respectful, Safe & Involved**<br>• I am respectful and inclusive in my words and actions.<br>• I am open to multiple viewpoints and perspectives.<br>• I know how to be safe online and create safe spaces for others.<br>• I leverage digital tools to learn, express creativity and collaborate with others. | Short term goal #1<br>**Students will demonstrate respectful and inclusive communication in digital spaces.** | • Students engage respectfully in online discussions.<br>• Students consider diverse perspectives.<br>• Students recognize strategies for addressing harmful online behaviour. | • Digital communication lessons.<br>• Scenario-based discussions.<br>• Collaborative classroom agreements for online participation. | • Teacher observations.<br>• Student reflections.<br>• Participation in digital learning platforms. |
| | | Short term goal #2<br>**Students will learn strategies for protecting themselves and others online.** | • Students understand online safety practices.<br>• Students protect personal information.<br>• Students recognize and respond appropriately to online risks. | • Online safety awareness lessons.<br>• Privacy and security workshops.<br>• Case study analysis. | • Student safety quizzes.<br>• Reflection activities.<br>• Demonstration of safe online practices. |

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| | • I enact positive change in my community through digital tools. | Short term goal #3<br>**Students will use digital tools to contribute positively to the North Trail community.** | • Students collaborate to identify community needs.<br>• Students create digital content that promotes positive school culture.<br>• Students demonstrate citizenship through digital action projects. | • Homeroom or Trail Time digital citizenship campaign.<br>• Student-created videos, posters, social media content, or announcements.<br>• Collaboration with leadership and student voice groups. | • Completion of student projects.<br>• Peer and teacher feedback.<br>• Student survey data related to belonging and citizenship. |

Next Steps and Focuses for the Coming School Year

- During the 2026-2027 school year, North Trail High School will focus on embedding digital citizenship learning into existing school structures, including Trail Time programming, classroom instruction, student leadership opportunities, and well-being initiatives. The school will prioritize the development of student competencies related to being **Informed, Responsible, Respectful, Safe, Balanced, and Involved** digital citizens.
- Key areas of focus will include:
  - Strengthening students' ability to critically evaluate online information, recognize misinformation, and use digital and AI tools ethically to support learning and academic integrity.
  - Supporting healthy and balanced technology habits by helping students understand the impact of technology use on learning, well-being, relationships, and personal productivity.
  - Promoting respectful, inclusive, and culturally responsive communication in digital spaces while fostering empathy and appreciation for diverse perspectives.
  - Increasing student awareness of online safety, privacy, security, and responsible participation in digital environments.
  - Creating opportunities for students to use digital tools to demonstrate leadership, amplify student voice, contribute to positive school culture, and support community engagement.
  - Supporting staff understanding of the CBE Digital Citizenship Competencies through ongoing professional learning, collaborative planning, and integration of digital citizenship outcomes into classroom practice.

    - Leveraging existing school structures, including Trail Time, Student Well-Being Action Committee initiatives, Diversity and Inclusion work, and Collaborative Response processes, to monitor progress and reinforce digital citizenship learning throughout the year.

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