**Calgary Board of Education**

# Falconridge School

School Digital Citizenship Plan 2025-2026

**Relevant contextual information about your school and School Development Plan:**

- Falconridge School is a K to 6 elementary school with a diverse population (54% of students are identified as EAL, 17% of students have a special education code, and 7% of students self-identify as Indigenous)
- Technology is integrated into the design of learning tasks and students may access Google Classroom, educational websites, apps, and inclusive technology (speech to text and text to speech) to demonstrate their understanding of concepts across the curriculum.
- Our School Development Plan has a task-design goal focused on improving student engagement and, as such, teachers and students are using a variety of digital learning apps and websites to engage students with voice and choice.

**Relevant evidence and data that informs your Digital Citizenship Plan:**

- Alberta Education Assurance Survey results for grade 4
- Within the CBE Student Survey for grade 5 and 6, 60% of Falconridge Students identified that they take care of themselves by making sure to not have too much screen time. While this is a positive increase of 17% from the previous year, this is still significant.

| 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 | Measures | January | June |
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| Students at Falconridge School are expected to be responsible digital citizens who demonstrate care for self, others, and this place through an understanding of | **Responsible** I understand that anything I access, produce and post contributes to my digital presence | **Showing Care for Self** • I will keep my CBE account passwords and other personal information confidential. • I will practice responsible conduct and | Students will adhere to the CBE Student Code of Conduct and Falconridge School Admirable Use Policy while engaging in all digital environments and platforms. | Observations, conversations, and Admirable Use Policy. | | |

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| personal and civic responsibility. | | digital etiquette when using electronic information resources.<br>• I will inform my teacher if something on an electronic device makes me feel uncomfortable or is inappropriate.<br>• I will use electronic information resources in a responsible manner that supports learning and demonstrates excellent character. | Teachers will review Admirable Use Policy with each class | | | |
| | | **Showing Care for Others**<br>• I will use appropriate language and communicate respectfully while using electronic devices.<br>• I will respect the property and the | Teachers will monitor the use of technology at school for learning purposes. | Observations, conversations, and Admirable Use Policy. | | |

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| | | creative work of others.<br>• I will protect and respect personal information of others.<br>• I will not take any pictures or photographs of anyone at school for personal reasons or for social networking. | | | |
| | | **Showing Care for This Place**<br>• I will use all electronic resources in a responsible manner that does not damage equipment, data or networks.<br>• I will leave the school equipment so that it is ready to be used by others.<br>• I will use electronic equipment in the classroom environment to | Teachers will monitor the use of technology at school for learning purposes and review the Falconridge School Admirable Use Policy with students. | Observations, conversations, and Admirable Use Policy. | |

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| | | support learning under the supervision of my teacher. | | | |
| Students will develop the skills to use digital tools and platforms to enhance their learning. | **Involved** I leverage digital tools to learn, express my creativity and collaborate with others. | Short term goal 1 | Students can access devices such as Chromebooks and iPads to support learning and utilize inclusive technology (speech to text and text to speech) to complete learning tasks. | Observations that students are actively engaged with school technology and accessing inclusive technology to support learning. | |
| | | Short term goal 2 | Staff ensure students know how to login to school devices and use inclusive technology to effectively complete learning tasks.

Teachers will explicitly introduce new apps and websites that are being used to support student learning. | Observations and conversations | |

| | | Short term goal 3 | Parents are aware of the technology being accessed by students to support learning. | Observations and conversations | | |
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