



# Forest Lawn High School

## School Digital Citizenship Plan 2025-2026

### Relevant contextual information about your school and

#### School Development Plan:

- Technology regularly used by students for collaboration and demonstrating understanding
- Technology regularly used by students for as accommodations in their learning process

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

- Students citing where their online information comes from (Question: “If I use information I find online, I note where it came from.”)
- Discrepancy between behaviour in person and online (Question: “I communicate online the same way I do face-to-face.”)
- Students are reluctant to try new technology (Question: “When I learn about a new way to use school technology, I want to try it.”)



**School Digital Citizenship Plan**

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	Progress		
						November	January	June
<b>Long Term Goal #1:</b> Learners will learn strategies and practices to help them use digital tools responsibly.	<b>Responsible</b> I understand how to make responsible decisions in the digital economy	<b>Short Term Goal 1:</b> Students will learn appropriate ways to use digital tools to enhance their learning.	Students will gain a common understanding of what it means to use digital tools responsibly.	Lessons in CTS & CALM, & Humanities classes about how to use AI responsibly.  Students to use AI as a tool to enhance understanding.  Demonstrations of appropriate vs. inappropriate AI usage.	Anecdotal reporting of student AI usage in their assignments.  Pre-and-post surveys of student understanding of AI's usage and implications.			



**Short Term Goal 2:**

I understand that anything I access, produce and post contributes to my digital presence.

Students will learn how to conduct themselves appropriately while online.

Students will gain a common understanding of what a digital footprint is.

Lessons in CTS & CALM classes about people’s digital presence.

Pre-and-post surveys of student understandings of digital presence.

Students will gain an understanding of the impact the digital world has on the physical world.

“The Internet is written in permanent marker” – discussions about the permanence of one’s digital creations.

Assessment of student understanding regarding the implications of online posts.

**Long Term Goal #2:**

**Informed**

**Short Term Goal 1:**

Learners will use digital tools to acquire and evaluate information from a variety of sources

I validate the accuracy of digital information and resources.

Students will learn strategies to evaluate the source and accuracy of the digital information they encounter

Students will gain a common understanding of what constitutes reliable online information.

Lessons in CTS, CALM, and Social Studies classes about evaluating online sources.

Student perception of the data they encounter.

Students will gain experience in discerning between trustworthy and untrustworthy online information.

[CBE Bullying Framework](#)

Review resources on [Digital Citizenship Insite Page](#)

Pre-and-post surveys of student understandings of misinformation.



### Short Term Goal 2:

I understand the consequences of spreading misinformation.

Students will learn what constitutes misinformation and how it is spread in digital environments.

Students will gain a common understanding of misinformation.

Students will gain an understanding of the personal harms that can come from misinformation.

Lessons in CTS & CALM courses about digital presence and the impact our social media posts can have on other people.

Academically-appropriate online tutorials, such as [GCFGlobal](#)

### Next Steps & Focuses for the Coming School Year

- Building (semester 1) & Piloting (semester 2) a formal *Digital Citizenship* module for CALM courses that can be implemented into all sections (SY 2025-2026).
- Continued focus on appropriate AI usage.
- Can we combine the lessons on digital presence (**Responsible**) and misinformation (**Informed**) as they are related?
- What trends are we seeing coming out of the classroom that need to be addressed?
- What trends are we seeing coming out of informal student settings (ie: guidance, anecdotal conversations) that need to be addressed?