

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:

- Kindergarten to Grade 6
- 403 students
- SDP goals focus on Task Design and Assessment through reading, and well-being

Relevant evidence and data that informs our Digital Citizenship Plan:

- Our students are introduced to technology beginning in kindergarten with the use of iPads.
- Our iPads, MacBooks and Chrome Books are used throughout the grades in a variety of subject areas.
- A large percentage of our students report spending time at home using a number of different forms of technology

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures
Long term goal #1 Students will develop the skills and understanding to use digital spaces and tools safely, respectfully and responsibly.	Respectful • I am respectful and inclusive in my words and actions. • I am open to multiple viewpoints and perspectives.	Short term goal #1 Students will understand that their online communication and behaviour should reflect the same respect, kindness and responsibility expected in face-to-face interactions.	• Demonstrate respectful and inclusive communication when using digital tools. • Consider the feelings and perspectives of others before posting, commenting or sharing.	• Grade-appropriate lessons on respectful digital communication and online safety. • Classroom scenarios involving kindness, empathy, inclusion and digital decision-making.	• Students demonstrate respectful and appropriate communication when using digital tools.

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	- I am empathetic towards others. Safe - I know how to be safe online and create safe spaces for others in online communities. - I know how to protect my personal information online. Responsible - I understand and adhere to copyright and Creative Commons licensing. - I understand that anything I access, produce and post contributes to my digital presence.	Short term goal #2 Students will develop strategies for protecting their personal information and maintaining safe and positive digital spaces.	- Know when and how to seek help from a trusted adult when something online makes them uncomfortable or concerned. - Protect personal information and use appropriate security practices.	- Review of expectations for appropriate use of CBE technology and digital platforms. - Explicit instruction around protecting personal information and maintaining secure accounts.	- Students can identify strategies for staying safe online and protecting personal information. - Students know when to seek adult support regarding online concerns.
		Short term goal #3 Students will understand that the content they access, create and share contributes to their digital presence and can have lasting consequences.	- Understand that their digital actions contribute to their digital presence. - Recognize that online images, videos, music and information may belong to someone else	- Lessons and discussions about digital footprints/digital presence. - Grade-appropriate instruction around copyright, Creative Commons and giving credit. - Incorporation of digital citizenship into regular classroom technology use rather than limiting it to stand-alone lessons.	- Students can explain what a digital presence/digital footprint is and how their choices contribute to it. - Teachers observe students making increasingly responsible choices when using digital tools.

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Long term goal #2 Students will develop the skills to use digital tools purposefully to support learning, evaluate information and promote their well-being.	Informed • I validate the accuracy of digital information and resources. • I understand the consequences of spreading misinformation. Involved • I leverage digital tools to learn, express my creativity and collaborate with others. • I use digital tools to identify problems and take action to find solutions. • I enact positive change in my community through digital tools. Balanced • I balance time online and offline to promote positive mental,	Short term goal #1 Students will make purposeful choices about which digital tools best support their learning, creativity and collaboration.	• Select appropriate digital tools to support a learning task. • Use digital tools to create, communicate and collaborate with others.	• Incorporate digital citizenship into research and inquiry projects.	• Students demonstrate increased independence in selecting digital tools appropriate for learning tasks. • Student work demonstrates purposeful use of digital tools for creating, communicating and collaborating. • Students demonstrate appropriate and purposeful technology use during classroom learning. Students are also aware of what they are sharing through group sharing platforms.
		Short term goal #2 Students will understand that not everything they see or hear online is accurate and that sharing misinformation can have consequences.	• Ask questions about the accuracy and reliability of digital information. • Identify basic characteristics of reliable	• Explicit instruction on evaluating digital information and identifying reliable sources.	• Students can identify basic indicators of reliable and unreliable information. • Students demonstrate an increased willingness to

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	emotional and physical well-being. I understand appropriate times and situations to use technology.		and unreliable online information. - Understand that digital information can be inaccurate, misleading or incomplete. - Consider the potential impact of sharing information with others. - Recognize the importance of balancing technology use with physical activity, social interaction, creativity and other offline experiences. - Make purposeful choices about when and how technology is used.	- Classroom discussions around misinformation and responsible sharing. - Teach students to ask questions such as: - Who created this? - Why was it created? - Is there evidence? - Can I confirm this information somewhere else? - Provide opportunities for students to use Google tools and other digital resources to create, collaborate and demonstrate learning.	question and verify digital information. Students can explain why information should be checked before it is shared.
		Short term goal #3 Students will develop healthy and balanced technology habits and understand when technology supports learning	Recognize the importance of balancing technology use with physical activity, social interaction, creativity and	- Classroom discussions about healthy technology habits and digital wellness. - Build opportunities for movement, collaboration	Students can explain the importance of balancing online and offline activities.

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		and when it is appropriate to disconnect.	other offline experiences.	and offline learning into technology-rich activities. • Staff model purposeful and balanced technology use.	

Next Steps and Focuses for the Coming School Year

- Notes to refer to when creating our next DC Plan
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