

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:

- Early French Immersion School
- Elementary School | Kindergarten to Grade 6
- SDP Focus on students improving French literacy and relationship skills

Relevant evidence and data that informs our Digital Citizenship Plan:

- Students in Div I do not access technology often. In Grade 3, students begin to use Chromebooks for writing assignments.
- Div II students tend to access online translators rather than appropriate language reference tools for writing assignments.

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures
Long term goal #1 By the end of Division I, students will develop the knowledge, skills and behaviours needed to use digital tools safely, respectfully and responsibly, demonstrating positive relationship skills in both	Respectful, Safe, Responsible, Balanced	Short term goal #1 Students will develop respectful and empathetic digital communication skills.	Students will Identify how their words, images and actions can affect others and demonstrate respectful responses when communicating digitally. Students will apply strategies for resolving disagreements	Use age-appropriate digital citizenship scenarios : “ <i>What would you do?</i> ” Role-play responding to a digital conflict or unkind message. Connect digital communication to existing	Student work/teacher observation -students are demonstrating respectful communication when responding to age-appropriate scenarios

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online and face-to-face interactions.			or responding appropriately to unkind or inappropriate digital communication.	relationship skills/SEL lessons • Everfi • MediaSmarts • Digital Citizenship on Insite	
Long term goal #2 By the end of Division II, students will use digital tools thoughtfully and responsibly to access, evaluate, create and communicate information, demonstrating critical thinking and effective reading and writing skills.	Informed, Involved, Responsible, Respectful, Balanced	Short term goal #1 Students will critically evaluate digital information and recognize misinformation.	Evaluate digital information by considering the source, purpose, accuracy and evidence before accepting or sharing information. Recognize potential misinformation and identify strategies for verifying information using reliable sources.	Develop a common Division II “Evaluating a Digital Source” checklist/rubric for Grades 4–6 Real or Fake? – Students examine age-appropriate online information and determine whether it is trustworthy. Compare two websites/articles on the same topic. Create a class “Before I Share...” checklist. • EverFi • MediaSmarts	Student work/teacher observation -effectiveness of evaluating the credibility and reliability of digital sources using a set of criteria -demonstrate the ability to identify reliable sources, distinguish fact from opinion/misinformation and support their conclusions with evidence

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		Short term goal #2 Students will use digital tools to communicate, create and collaborate responsibly.	Create and communicate digital content for authentic purposes using appropriate language, organization and conventions. Demonstrate responsible digital practices, including respecting others' ideas and work, appropriately acknowledging sources	Use digital tools to draft, revise and publish writing, connecting directly to the school's French literacy goal. Collaborative digital writing projects where students provide respectful peer feedback. Have students create something that makes a positive contribution to their school/community, connecting to the <i>Involved</i> competency. MediaSmarts Teacher-created digital literacy exemplars	Student work/teacher observation -use of digital tools to collaborate and complete projects in a respectful way -creation of projects contributing to a positive school community

Next Steps and Focuses for the Coming School Year

- Develop and implement a grade-level progression of digital citizenship learning
- Establish baseline data and monitor student growth
- Collaborate and share effective practices