

École Tuscany School

School Digital Citizenship Plan 2025-26

This template is provided as an option for schools to use to create their Digital Citizenship Plan by October 31 of each current school year. Refer to the [Digital Citizenship Plan insite page](#) for support and resources. You can modify and use this template or create your plan in a different format as needed to support the needs of your school. School leaders use collaborative consultation to determine 2-3 long term goals for the school year and build upon them for long-term impact.

Please share a relevant version of your School Digital Citizenship Plan with parents and students on your school’s website.

Relevant contextual information about your school and School Development Plan:

- Our literacy goal is to improve phonological awareness and decoding for all students
- Our math goal is to improve procedural fluency through a focus on mental math strategies through number sense
- K-6 school with English, French immersion and EES programs

Relevant evidence and data that informs your Digital Citizenship Plan:

- OurSchool data indicates that students need to develop skills to improve self-awareness and self-management. Only 60% of students said they were able to remain calm even when things don’t go their way
- Students need to practice problem solving strategies when they hit a roadblock that support social emotional learning
- Only 65% of students agreed with the statement that they “take care of themselves by making sure I don’t have too much screen time”

School Digital Citizenship Plan						Progress		
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	November	January	June
Students will be able to balance the time they need to be online on a computer or other digital device with offline time to collaborate with partner/group,	Balance – I balance time online and offline to promote positive mental, emotional and physical well-being	Students will be able to distinguish between three types of activities: active, learning and screen and categorize things in their own lives into one of these three	Students will understand the different types of activities and how many of each they have in their own lives.	Finding Balance in our Digital Lives lesson plan, balance your time handout	CBE Student survey – “I have access to technology to meet my learning needs at school” “I learn new ways to use technology at school.”			

seek feedback from the teacher, collect information from other sources when working on a project		Students will be able to reflect on the time they spend online and offline and build an understanding of how too much screen time affects their well-being	Students can determine if they spend too much time online. Students understand how too much time online can have negative consequences.					
Students will demonstrate an understanding that there are many viewpoints and perspectives shared online and that it is important to be open to them but also to be discerning, respectful and inclusive in their words and actions	Respectful – While online I am respectful and inclusive in my words and actions. I am open to multiple viewpoints and perspectives. I am empathetic towards others.	<p>Division 1 students will have the opportunity to understand that different viewpoints exist online and offline.</p> <p>Division 2 Students will have the opportunity to examine various viewpoints in current events or related to the social studies curriculum</p>	Students will be open to learning about varied perspectives and viewpoints online and understand that accepting that there are varied perspectives and viewpoints creates a sense of belonging for all.	<p>Division 1 students will engage in activities where they share their ideas about different topics and create graphs, online votes or visuals to represent the views of the class. For example, celebrations your family takes part in.</p> <p>Division 2 students will engage in research, discussions, talking circles to identify various viewpoints, share their own viewpoint, and</p>	Results on the OurSchool survey question, “values cultural learning through friends from different cultures” will be higher than 84% and “enjoys connecting with those who belong to different cultures” will be higher than 86%			

				reflect on how they are different.				

Next Steps & Focuses for the Coming School Year

- Plan for opportunities for teachers to reflect on progress of goals
Ensure equitable access to digital devices to practice skills and work toward goals

