



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:

- In our School Development Plan, our literacy goal is that all students will improve phonological awareness and decoding skills.
- In our School, Development Plan, our math goal is that all students will improve procedural fluency through a focus on mental math strategies and number sense.
- In our school we have a regular K-5 program, an Early French Immersion Program and an EES 1-6 program with 588 students.
- Our school has implemented a weekly, school wide literacy lesson in which all students are engaged in stories and topics to support our School Development Plan, Truth and Reconciliation Commitment, Well-Being and Digital Citizenship.

Relevant evidence and data that informs our Digital Citizenship Plan:

- 97.3% of students in our CBE Student Survey identified they feel responsible for themselves and their actions. This gives us a strong percentage to scaffold online responsibility with students.
- 69.57% of students felt they can take care of themselves when they feel they have had too much screen time.
- Through conversations and data collected in Professional Learning Community and Collaborative Response, teachers have identified students are continuing to build their skills to identify unkind behaviour online and seek adult support in reporting behaviours. Students continue to seek the confidence to be an upstander in situations that require adult support in problem solving and reporting.
- Tuscany School Council, alongside other schools in our community host cyber safety information sessions for parents to ensure entire school community understanding of digital citizenship and how families can work in partnership with Tuscany School to support online safety and digital citizenship.

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures
Long term goal #1	Balance	Short term goal #1: Students will identify signs	Students will recognize the relationship between digital	All Staff are aware of and understand the Student and	Student pre- and post-reflections on digital habits

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Students will develop the skills to make intentional choices about their use of digital technology, recognizing how their online and offline activities affect their mental, emotional, social and physical well-being. Focus: Balance, well-being and self-regulation	I balance time online and offline to promote positive mental, emotional and physical well-being I understand appropriate times and situations to use technology	that technology use may be affecting their well-being, including sleep, mood, attention, physical activity and relationships with peers.	habits and their well-being. They will be able to identify when they need a break from technology and choose strategies that support healthy routines, emotional regulation and positive relationships.	Staff Well-Being Framework to encourage positive well being. Through school wide Tuscany Reads literacy lessons, teachers will promote conversations and activities such as: K–2: Sort activities into online and offline choices; discuss how different activities make us feel; create a class list of ways to recharge. Grades 3–5: Complete a digital habits reflection; explore scenarios involving gaming, social media, sleep and screen time; create a personal digital wellness plan.	and well-being; classroom exit tickets identifying healthy digital strategies; CBE student survey results related to technology use, well-being and access to learning technology.
		Short term goal #2: Students will practise strategies for managing screen time, communicating when they need to take a breaks, regulating emotions and choosing offline activities	Students will be able to self identify when they need support to encourage positive well being and reduce their screen time at school and at home.	School-wide: Promote screen-free recess and daily activity options, outdoor play, reading and face-to-face connections. Teachers will model screen-less lessons, allowing them the opportunity to build	

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		that promote physical and mental well being.		connections with students without the use of smart boards and technology.	
		Short term goal #3: Students will reflect on their digital habits and develop a personal strategy for maintaining balance.	Students will be able to communicate with their teachers and adults their strategy to promote their own mental and physical wellbeing through sharing circles and discuss strategies that encourage others to reduce screen time.	Tuscany School Council hosting Read-A-Thon and Bike to School events that promote healthy wellbeing without the use of technology. School Wide sharing circle space, used to encourage positive conversations around positive well being.	Participation in events that promote healthy living for the mind, body, spirit and soul through the school and school community.
Long term goal #2: Students will develop an understanding of responsible digital citizenship by respecting copyright and Creative Commons licensing, recognizing how their online activities contribute to their digital presence, and making responsible decisions when accessing, creating, sharing and using digital content including the use of social media.	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 I understand how to make responsible decisions in the digital economy	Short term goal #1- Division 2: Students will learn to recognize the importance of giving credit to creators and respecting copyright when using images, videos, music and other digital resources.	Students will demonstrate an understanding that digital content belongs to its creators, and that permission, licensing and attribution must be considered when using others' work.	Division 2: Examine copyright and Creative Commons resources; practise finding and attributing appropriately licensed images and information; explore digital footprints through scenarios; discuss responsible choices when accessing online content, making purchases or interacting with digital services. School-wide: Integrate responsible use of digital resources into research	Student pre- and post-assessments using age-appropriate scenarios related to copyright, attribution, digital footprints and social media decisions. Students will demonstrate an understanding of digital ownership by identifying creators of images, stories and videos and practicing giving appropriate credit to authors and illustrators through their weekly newsletters.

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				projects, presentations and digital assignments. Teachers model ownership through assemblies and read aloud stories.	
		Short term goal #2: Students will explore how the information, comments, images and content they access, create and share contribute to their digital presence.	Students will recognize that their digital activities contribute to their digital presence and will develop the skills to make thoughtful, ethical and responsible decisions when accessing, creating and sharing digital content.	Division 1 (K–Grade 3): Pause, think and ask. Students learn about privacy, kindness, ownership, trusted adults and asking permission before sharing. Division 2 (Grades 4–5): Think before you post. Students explore digital footprints, social media age restrictions, consent, group chats, online reputation, copyright and the consequences of sharing or reposting content.	Teacher observations of students appropriately crediting digital resources; student reflections demonstrating an understanding of privacy, consent and responsible online communication; review of student work for appropriate attribution and responsible use of digital content.
		Short term goal #3: Students will practise making responsible decisions when using digital resources, and considering the potential consequences of online choices on themselves and their peers.	Students will understand the impact of their choices when using social media apps and the effects of the messages they send and images they share.	Teachers will use social stories to encourage conversations around the harms of negative social media presence. Division 1: Explore the concept of ownership through age-appropriate activities; identify creators of	Teachers will observe and document student participation in discussions and social stories about the impact of negative social media presence, including online comments, sharing images without permission,

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				images, stories and videos; practise giving credit to creators such as authors and illustrators; discuss what information is appropriate to share online.	and the importance of respectful online interactions. Students will respond to age-appropriate scenarios to identify what information is safe to share online and when they should seek support from a trusted adult. Student reflections, exit tickets or class discussions will demonstrate increased understanding of how online choices affect their digital presence, relationships and well-being.
Long term goal #3: Students will demonstrate digital empathy by communicating respectfully, recognizing the impact of their online words and actions, responding appropriately to cyberbullying and contributing to safe, inclusive and positive digital communities.	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. Empathy: I consider how my online actions may affect	Short term goal #1: Students will distinguish between respectful and harmful online communication.	Students will understand the importance of protecting personal information and respecting the privacy of themselves and others online. Students will identify appropriate strategies for responding to unsafe, inappropriate or hurtful online interactions, including seeking support from a	Division 1: Participate in age-appropriate activities sorting information into safe and unsafe sharing categories; identify trusted adults who can help with online concerns; practice asking permission before sharing information or images of others. Division 2: Explore fictional social media scenarios involving cyberbullying,	Student responses to age-appropriate scenarios and demonstrate an ability to identify unsafe online situations and select appropriate responses. Teacher observations of student participation in discussions about privacy, consent, social media age restrictions and responsible online behavior.

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	others and respond with kindness and understanding.		trusted adult at school and/or at home. Students will understand the importance of age restrictions and making responsible, age-appropriate choices when using digital platforms including social media.	inappropriate messages, requests for personal information and pressure to share content. Discuss social media age requirements, privacy settings, consent and responsible decision-making. Teachers will use social stories, scenario cards and classroom discussions to encourage students to think critically about their online choices and identify strategies for seeking help when needed.	Student reflections or exit tickets identifying strategies for protecting personal information, responding to inappropriate online interactions and seeking support from a trusted adult.
		Short term goal #2: Students will explore the impact of exclusion, hurtful comments, sharing images without permission and cyberbullying	Students will understand how online behaviours can affect others’ emotions, relationships, sense of belonging and well-being. Students will recognize the importance of consent, kindness and respect when communicating and sharing content online. Students will identify strategies for responding to cyberbullying and online	Division 1: Teachers will use age-appropriate social stories to encourage conversations about exclusion, hurtful comments, sharing images without permission and cyberbullying. Students will discuss how characters might feel and identify kind, inclusive choices they could make.	Teachers will document student participation and understanding during social story discussions and classroom activities. Students will respond to fictional scenarios by identifying the impact of harmful online behaviors and suggesting respectful, inclusive alternatives. Student reflections or exit tickets will demonstrate an

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			exclusion, including seeking support from a trusted adult.	Division 2: Students will explore fictional social media posts, group chat scenarios and examples of online exclusion. Through guided discussions and role-play, students will examine the impact of online behaviour, practise respectful responses and identify when and how to seek help. School-wide: Connect digital citizenship to Tuscany’s focus on the Seven Sacred Teachings and kindness, respect, courage and belonging, reinforcing that our school values apply to both online and face-to-face interactions.	understanding of how to respond to online exclusion, respect others’ privacy and seek help when cyberbullying occurs.
		Short term goal #3: Students will practise responding to online conflict by showing empathy, seeking adult support, reporting harmful behaviour and contributing to positive interactions.	Students will demonstrate an understanding of how empathy, kindness and respectful communication can help resolve online conflict. Students will identify appropriate strategies for	Division 1: Teachers will use age-appropriate social stories and fictional scenarios to explore online disagreements, unkind messages and exclusion. Students will identify how characters might feel and practise choosing kind	

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			responding to harmful online behaviour, including seeking support from a trusted adult and reporting inappropriate content or interactions. Students will demonstrate an understanding of how their choices can contribute to safe, inclusive and positive online communities.	responses and asking a trusted adult for help. Division 2: Students will examine fictional social media posts and group chat scenarios involving online conflict and cyberbullying. Through guided discussions and role-play, students will practice responding with empathy, identifying when to disengage, reporting harmful behavior and seeking adult support. School-wide: Reinforce strategies for being an upstander and contributing to positive interactions both online and in person.	

Next Steps and Focuses for the Coming School Year

- Analyzing student survey data, and student voice to determine impact of strategies on students and their well being.
- Analyze professional learning community data to understand what professional learning teachers would like to or need to continue with to ensure positive understanding of di well-being.
- Continuing to highlight Digital Citizenship through stories in our school wide literacy lessons to support our SDP and Digital Citizenship Plan.
- Connecting Digital Citizenship with our Truth and Reconciliation Commitment and holistic well-being goals in honouring self through respect and understanding.