

Captain Nichola Goddard School

School Digital Citizenship Plan 2024-2025

Relevant contextual information about your school and School Development Plan:

- Student well-being is a critical aspect of the School Development Plan
- A new personal device policy has been implemented province-wide

Relevant evidence and data that informs your Digital Citizenship Plan:

- 36% of students responded affirmatively to the CBE Student Survey prompt: I take care of myself 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 develop their ability to self-monitor and limit technology use	I balance time online and offline to promote positive mental, emotional and physical well-being	Students will be able to articulate the physical and emotional effects of overusing technology	Students will identify mental and physical symptoms of overuse of technology in their life	Classroom discussions to identify reasonable technology time	An increase in students advocating for breaks in technology use			
		Students will identify appropriate strategies to balance online and offline time	Students will articulate appropriate personal limits on technology use	Opportunities to engage in lunchtime and afterschool clubs promoting healthy activities	Students are able to reflect and articulate alternative activities to replace time using technology			
Students will identify and utilize digital tools appropriate for learning tasks	I leverage digital tools to learn, express my creativity and collaborate with others	Students will identify drawbacks and benefits of technology tools	Students will use appropriate technology tools to complete learning tasks	Classroom discussions on effective and meaningful ways to demonstrate understanding	Students are able to identify a variety of technology tools and their efficacy			

		for specific learning tasks		with and without technology	in the context of learning tasks			
		Students will identify appropriate alternatives to technology tools for specific learning tasks	Students will submit completed learning tasks in both digital and physical formats as appropriate for the assignment	Tasks designed to use non-technological approaches to demonstrate understanding				
Students will identify and implement appropriate conduct in digital spaces	While I am online, I am respectful and inclusive in my actions	Students will identify positive behaviours to use when online	Students will describe positive online behaviour	Classroom discussions to discuss appropriate behaviour	Students are able to identify appropriate online conduct			
		Students will identify strategies for addressing inappropriate conduct	Students will effectively address inappropriate conduct when it occurs	Classroom discussions to identify positive conflict resolution strategies and online conduct	Students are able to articulate effective steps to address or avoid negative online behaviour			

