

Digital Citizenship Plan | 2067-2027

Hugh A. Bennett School



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 4 school, with two EES classes
- School Development Plan focus on increasing language comprehension (reading and listening)
- Majority of students are learning English as an Additional Language

Relevant evidence and data that informs our Digital Citizenship Plan:

- Students have access to digital devices, including Chromebooks and iPads, for learning.
- Many students are still developing the skills and knowledge needed to use technology safely, responsibly, and effectively.
- Many students are still developing the skills and knowledge needed to access and use digital tools purposefully to support their learning.

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 (e.g., students, staff, parents)	Measures
Long term goal #1 Students in Kindergarten to Grade 4 will develop the skills to communicate	Respectful: While online: I am respectful and inclusive in my words and actions	Short term goal #1 Students will recognize respectful and disrespectful behaviour.	Students will identify examples of respectful and disrespectful words and	-Staff will review resources on the Digital Citizenship Insite Page.	- Teacher observations of students recognizing and describing respectful choices.

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respectfully, include others, and demonstrate empathy in their words and actions, both in person and when using technology.	I am open to multiple viewpoints and perspectives I am empathetic towards others		actions in the classroom, and online environments.	<ul style="list-style-type: none">- Read-alouds focused on kindness, respect, and inclusion.- Class discussions about what respectful and disrespectful behaviour looks and sounds like.- Create a classroom anchor chart or visual journal page showing what respect looks like and sounds like.	<ul style="list-style-type: none">- Student responses through drawings, verbal explanations, or written reflections.
		Short term goal #2 Students will communicate respectfully in person and when using technology.	Students will identify and practice appropriate digital behaviours, including using kind language, respecting others' privacy, and making responsible choices when communicating online.	<ul style="list-style-type: none">- Create classroom agreements about how students will treat one another (technology contract)- Use collaborative learning activities that encourage teamwork and inclusion.	<ul style="list-style-type: none">- Teacher observations of students using kind language and including others.- Students demonstrate respectful communication during partner and group work.- Students reflect on how they contribute to a welcoming classroom community.

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		Short term goal #3 Students will respond appropriately to disrespectful behaviour.	Students will identify strategies for responding to hurtful words or exclusion, including speaking up respectfully, supporting others, and seeking help from a trusted adult when needed.	<ul style="list-style-type: none">- Read and discuss stories by identifying characters' feelings, perspectives, and choices.- Use emotion visuals and discussion prompts to explore how different situations might make people feel.- Practice responding to situations by asking, “How might this person feel?” and “What could I do to help?”	<ul style="list-style-type: none">- Teacher observations-Students will demonstrate their understanding by identifying appropriate strategies for responding to hurtful words or exclusion through class discussions, role-play scenarios, or written reflections. They will explain how to speak up respectfully, support others, and seek help from a trusted adult when needed.
Long term goal #2 Students in Kindergarten to Grade 4 will develop the skills to use digital tools to support their learning, express their creativity, share ideas, and collaborate with others in meaningful and responsible ways.	Involved: I leverage digital tools to learn, express my creativity and collaborate with others	Short term goal #1 Teachers will build their capacity to integrate digital tools purposefully to support student learning, creativity, and collaboration.	<ul style="list-style-type: none">-Teachers will develop their understanding of digital tools, such as Read&Write for Chrome and built-in iPad features & apps to support student learning needs.-Teachers will collaborate to design learning tasks that provide students with opportunities to access and use digital tools to support	<ul style="list-style-type: none">- The Tech Team will lead professional development sessions to build teachers confidence and capacity in using digital tools to support student learning.-Teachers will have time to collaborate and work with their grade teams.	<ul style="list-style-type: none">-Teachers will collaboratively identify and implement digital tools that purposefully support student learning, creativity, and collaboration.- Teachers will share examples of classroom activities or student work using digital tools.

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			their learning, creativity, and collaboration.		
		Short term goal #2 Students will develop the skills to use digital tools to support their learning, build understanding, and demonstrate their knowledge.	Students will develop skills in using digital tools and features, such as Read&Write for Chrome and built-in iPad accessibility features & apps to support their learning.	-Teachers will explicitly teach students how to explore and use digital tools and accessibility features to support their learning, such as using text-to-speech to listen to digital texts, speech-to-text to record their ideas, picture dictionaries to build vocabulary, dictation to support writing, iPad accessibility features to adjust text size or have text read aloud and different apps to create or collaborate with others.	-Students will demonstrate an understanding of how to access and navigate digital tools and features. - Students will demonstrate increased confidence and independence when using digital tools.
		Short term goal #3 Students will use digital tools to support their learning, express their creativity, and collaborate with others.	-Students will use digital tools to demonstrate their learning in a variety of ways, such as written work, audio recordings, speech-to-text, presentations, and visual creations.	- Teachers will provide students with opportunities to use digital tools to demonstrate their learning in different ways, such as creating presentations using Google Slides, recording audio or video responses, using speech-to-text to write	-Teacher observations of students using digital tools during classroom activities. -Examples of student work demonstrating how they use digital tools to support their learning, express creativity,

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				their ideas, creating digital posters or illustrations, sharing written work through Google Docs and different apps to create or collaborate with others. Resources include Chromebooks, iPads, Google Workspace, Read&Write for Chrome, and teacher-created examples and templates.	share ideas and collaborate with others.

Next Steps and Focuses for the Coming School Year