

Captain Nichola Goddard School

School Digital Citizenship Plan 2025-2026

Relevant contextual information about your school and School Development Plan:

- Student well-being and sense of belonging are key focus areas in the School Development Plan (SDP).
- The province-wide Personal Device Policy requires reinforcing responsible and balanced use of technology during the school day.

Relevant evidence and data that informs your Digital Citizenship Plan:

- The CBE Student Survey data indicates a critical need for improvement in the Citizenship Assurance Measure (currently 71.1%, evaluated as an Issue) and a decline in student perceptions of acceptance and safety.
- Only 36% of students affirmed they limit their screen time (CBE Student Survey data).
- This plan directly addresses the school's weakest link—the Citizenship Assurance Measure—by prioritizing Respectful/Safe behaviors and using clear, measurable goals aligned with school data and the CBE Digital Citizenship Framework.

School Digital Citizenship Plan					
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
Students will demonstrate empathy and inclusive behaviors in digital and in-person interactions, resulting in a stronger sense of acceptance and belonging within the school community.	Respectful: "While online: I am respectful and inclusive in my words and actions; I am empathetic towards others."	By January, students will be able to articulate the connection between their digital behavior (posts, messages, online tone) and the real-world impact on peer relationships and school culture.	Students will describe how the permanence and scale of digital interactions affect well-being. Students will use specific, non-escalatory language to address conflict.	1. Empathy Scenarios: Use high-leverage digital citizenship scenarios (e.g., from Common Sense Education or Media Smarts) focusing on identity, inclusion, and digital bias for structured, safe classroom discussions (Dr. Kristen Mattson's approach). 2. "Pause Before You Post" Campaign: Use short, weekly reminders (e.g., morning announcements, digital signage) to reinforce the link between the Respectful Competency and the SDP's inclusion goals. 3. Cyberbullying Resources: Utilize the CBE Cyberbullying Resources for targeted lessons on retaliation and "jokes" to address gender-specific conflict dynamics.	CBE Assurance Measure: Increase the Citizenship Assurance Measure score from 71.1% to a target of 73.0%. 2. Internal Data: Increase the percentage of students reporting they feel "accepted" and perceive a "safe and accessible" environment (addressing the noted decline in the SDP).
		By June, students will consistently apply conflict resolution strategies to proactively intervene in or			

		report digital issues (e.g., cyberbullying, exclusionary behavior).			
Students will integrate strategies to balance their time online and offline, fostering positive mental, emotional, and physical well-being.	Balanced: "I balance time online and offline to promote positive mental, emotional and physical well-being; I understand appropriate times and situations to use technology."	By January, students will demonstrate understanding and compliance with the new Personal Device Policy, knowing when and where devices are appropriate for learning versus personal use.	Students will be able to articulate the mental and physical symptoms of tech overuse. Students will adhere to school rules regarding device use during non-instructional time.	Mindfulness & Well-being Integration: Integrate short mindfulness breaks and discussions on the impact of sleep and social media on well-being during homeroom or advisory periods. - Device Policy Education: Dedicated sessions at the start of the year explaining the why behind the new Personal Device Policy (linking it to the Balanced Competency). - Tech Trackers: Provide opportunities for students to track their non-school related screen time for a week and reflect on how it impacts their energy, focus, and mood.	CBE Student Survey: Increase the percentage of students responding affirmatively to the prompt: "I take care of myself by making sure I don't have too much screen time" from 36% to a target of 45%. Internal Data: Decrease the number of non-compliance instances related to the Personal Device Policy across the school.
Students will responsibly leverage digital tools to enhance their learning, express creativity, and contribute positively to digital communities.	Involved: "I leverage digital tools to learn, express my creativity and collaborate with others; I use digital tools to identify problems and take action to find solutions."	By January, students will be able to identify the drawbacks and benefits of at least three different technology tools for specific learning tasks (e.g., choosing a presentation tool vs. a video editing tool).	Students will justify their choice of technology or non-technology tools for a given assignment. Students will correctly cite or attribute external digital resources in their work.	Digital Creation Projects: Design learning tasks that explicitly require using digital tools for authentic creation (e.g., podcast, video, digital poster) rather than consumption.	Teacher Observation: Increase the percentage of students who can justify their tool choice when submitting a project that involves technology.

		<p>By June, students will create and collaborate on learning tasks using digital tools, demonstrating ethical application of content (e.g., proper citation, Creative Commons licensing).</p>		<p>Digital Literacy Lessons: Dedicated lessons on understanding copyright, Creative Commons, and fair use (linked to the Responsible competency).</p>	<p>Work Samples: 80% of submitted student work that incorporates digital media includes proper citation or acknowledgment of sources.</p>
<p>Tool Comparison: Classroom activities where students compare and contrast how different tools (e.g., paper/pen vs. a collaborative document) change the learning process and outcome.</p>					