

Alexander Ferguson

School Digital Citizenship Plan 2024-2025

Relevant contextual information about your school and School Development Plan:

- K-6 school with a diverse population.
- Our learning excellence goal is focused on building teacher capacity for teaching literacy skills which will be supported by having teachers and students use relevant technology in age-appropriate ways.
- We continue to work on supporting all students in improving their sense of safety, connection, and belonging in the school.
- Our students have access to Chromebooks and iPads. Each classroom is equipped with a SMART Display.

Relevant evidence and data that informs your Digital Citizenship Plan:

- Last year, our school community engaged in a digital safety presentation from Paul Davis. This increased awareness in online safety for parents and students at Alexander Ferguson.
- Our survey results from the CBE student survey indicate that learning new ways to use technology is an area of growth along with helping students have a better understanding of what digital citizenship is and how they can be safe online.
- This is the third year of our “Away for the Day” policy for cell phones and the first year with the new CBE Personal Mobile Device Policy based on the provincial government mandate.

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 skills to use digital tools to support their learning.	Involved I leverage digital tools to learn, express my creativity and collaborate with others. Balanced I understand appropriate times and situations to use technology.	Students will learn to access and use age-appropriate digital tools (ie. Google Classroom, Google Documents, translation, Scratch, Garageband etc.) to support their learning.	Students will understand when and how to access and use appropriate digital tools and make decisions about which tools suit their learning needs in age-appropriate ways.	Teachers will familiarize and utilize age-appropriate digital tools (such as Google Classroom) to support their learning environment. Teachers will design tasks that incorporate digital tools when they fit in their curriculum and task design. This may particularly apply to Computer Science outcomes in the new Science curriculum.	Increase in students use of digital tools to support learning. Increase in student’s ability to advocate for using the right tool at the right time 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	Measures	November	January	June
Students will increase their understanding of how to be respectful, inclusive, and empathetic when using digital devices and tools. Students and staff will develop consistent vocabulary and expectations through the use of our internal “Pillars of Care” commitment to well-being through Social Thinking.	Respectful I am respectful and inclusive in my words and actions. I am open to multiple viewpoints and perspectives. I am empathetic towards others. Safe I know how to be safe online and create safe spaces for others in online communities.	Students will learn about digital citizenship through fostering safe, caring, welcoming, respectful, and inclusive environments for others at school and in their behavior online.	Students will have a common understanding of digital citizenship and of safe, caring, welcoming, respectful, and inclusive environments in their behaviour online and in class through the use of consistent language through the school’s “Pillars of Care” and Social Thinking lessons.	Lessons on fostering digital citizenship through safe, caring, welcoming, respectful, and inclusive environments and how online behaviour seems anonymous, but has the same impact as being in person. Use of common language and lessons focusing on the school’s “Pillars of Care” and Social Thinking.	Increased perception of safety and positive interactions in class and online. Increase in student perception of belonging and safety as shown through the OURSchool Well-Being Survey. Increase in student understanding of Digital Citizenship as shown on the CBE Student Survey.			
		Students will study age-appropriate case studies/examples of peer relationships, including relationships online (both positive and negative).	Students will understand the consequences of their words and actions online. Students will grow in their ability to demonstrate respectful and kind behaviour, including their online behaviour.	Teacher-supported investigation of cases/examples of positive and negative behaviour in-person and online. CBE Bullying Awareness and Prevention Framework. Well-Being Framework. Indigenous Holistic Lifelong Learning Framework.	Increased commitment to safety and positive behaviour online and in class. Sense of belonging and safety as shown through the OURSchool Well-Being Survey. Decrease in student perception of the need for learning how to be safe online as shown through the CBE Student Survey.			