

CBe-learn - Digital Citizenship Plan 2024-2025

At CBe-learn, students from Grades 1-12 complete their courses in a fully online learning environment, developing essential digital skills. Our Digital Citizenship Plan aims to develop students' skills in both **responsible technology use** and **balanced digital engagement**. These combined goals are tailored to meet the developmental needs of learners at each level:

- **Elementary (Grades 1-6):** Students will practice **safe, kind, and balanced technology use**, learning how digital tools can support both their learning and well-being. They will begin to demonstrate responsible online behavior by using appropriate tools to complete assignments and understanding the importance of **digital safety and respectful communication**.
- **Junior High (Grades 7-9):** Learners will focus on building **time management and collaboration skills** in an online environment while using technology responsibly. They will demonstrate growing independence in their work by following **academic integrity practices**, such as citing sources correctly, and avoiding plagiarism, all while maintaining **positive relationships** with peers.
- **Senior High (Grades 10-12):** Students will develop advanced digital literacy, applying **critical thinking** to their technology use across academic and personal contexts. They will demonstrate **ethical engagement** with digital tools by completing assessments that reflect responsible, independent work. Additionally, they will balance their online presence with self-care, preparing for lifelong learning and responsible citizenship beyond school.

Relevant contextual information about your school and School Development Plan:

- Students complete their CBe-learn courses in a fully online learning environment
- Students desire more positive relationships while working in an online environment (SDP-Wellness)

Relevant evidence and data that informs your Digital Citizenship Plan:

- A need to increase our focus on academic integrity within an online learning environment
- A need to increase support to students for balanced use of technology (Student Survey Question)

- **Goal #1:** Learners will demonstrate a holistic approach to technology usage while learning online.
- **Goal #2:** Learners will demonstrate their knowledge of responsible technology and digital tool use in submitted online assessments

CBe-learn 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	January *Meeting	June * Meeting
Long term goal #1 Learners will demonstrate a holistic approach to technology usage while learning online.	Balanced I balance time online and offline to promote positive mental, emotional and physical well-being	Short term goal 1 Students will increase their understanding of balanced time online.	- Students will be able to define what constitutes time spent “online” and “offline” and identify if both are balanced within presented case study scenarios.	Specific content & examples related to balance has been added to the Essentials to Online Learning introductory course and will be emphasized through teacher/student conversation during homeroom [JH, SH]	Student post-completion survey data taken from the “Essentials to Online Learning” course or through teacher/student conversation during homeroom [JH,SH]		
		Short term goal 2 Students will be able to identify the common physical and emotional effects of long-term technology overuse.	- Students will be able to identify signs and symptoms of technology overuse. - Students will be able to identify strategies for overcoming technology fatigue.	- Specific workflow and time management templates has been added to the Essentials to Online Learning introductory course and will be emphasized through teacher/student conversation during homeroom. [JH, SH] - Add reminders to School News Widget, Announcements, GC Stream [Elem, JH, SH]	- Students will apply knowledge of technology overuse and how to overcome it in their ‘Essentials for Online Learning’ time management assignment or through teacher/student conversation during homeroom. [JH, SH] - Private discussions/emails where necessary/appropriate [Elem, JH, SH]		
		Short term goal 3 Students will identify strategies for communicating their online time concerns with their teacher.	- Using newly developed strategies, students will feel more confident expressing their online time concerns to their teacher.	- Subject specific teachers lead class conversations about balanced technology usage. Sharing personal connections and tips/strategies for balance. This will help foster positive relationships among teacher and student. - Suggesting strategies Announcements/ Stream and Private discussions [Elem, JH, SH]	-Teacher tracking of students’ posting questions/concern about online time in Private Discussions, emails, course surveys and through teacher/student conversations. [Elem, JH, SH]		

Long term goal #2 Learners will demonstrate their knowledge of responsible technology and digital tool use in submitted online assessments	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	Short term goal 1 Students will increase their understanding of digital copyright compliance and academic integrity.	- Students will have a stronger understanding of copyright compliance and having academic integrity.	- In Brightspace, teachers will use Copyleaks as a tool to monitor academic integrity. [JH, SH] - Conversations with students about Academic Integrity through PDs, email, and assignment feedback [Elem, JH, SH] - Encourage ethical/ appropriate use of AI through announcements, PDs, emails and other forms of communication [Elem, JH, SH]	- Teacher feedback/communication of students' questions/concerns about copyright and academic integrity in conversation and course surveys. Helping to foster strong online relationships. - Use data from Copyleaks to measure academic integrity [JH,SH] - School survey data where appropriate [Elem, JH, SH]		
		Short term goal 2 Teachers and students will analyze digital tools to help them make proactive, informed decisions about the work they complete online.	- Student submitted assessments will align with CBE academic integrity guidelines and approved resources. - Teachers will ensure they are preparing instructional resources that are copyright compliant.	- Specific digital tools (Copyleaks AI tool, Originality Reports, Chegg, Fair Dealing Decision Tool, Google Meet) will be highlighted in resources for staff and students. [Elem, JH, SH] - AI policy has been published to our school-website as one way to educate the CBe-learn community on AI use within our school and school board. [Elem, JH, SH]	- Teacher conversation and tracking (Copyleaks Reports) of copyright/ academic integrity compliance in submitted assessments using digital tools. [Elem, JH, SH]		

Next Steps & Focuses for the Coming School Year

- Continued monitoring of student understanding of **Balanced** time online/offline
- Continued teacher modelling of **Responsible** technology/digital tool usage and copyright compliance
- Continued monitoring of **Responsible** student technology/digital tool usage and copyright compliance