

# WILLOW PARK

## School Digital Citizenship Plan 2025-26

**Relevant contextual information about your school and School Development Plan:**

- Diverse student population (591) with 250+ students on an IPP who benefit from using technology for varied ways to demonstrate their learning
- Staff may utilize student devices as needed. We are an “away for the day” school so all cell phones must be used for educational purposes or Health/IPP.
- We have just completed a one-year SDP and will be looking to build on that one for 2025/26. We are now moving in the direction of writing and self-regulation

**Relevant evidence and data that informs your Digital Citizenship Plan:**

- Literacy SDP Goal | Instructional Action | With staff, students will be provided meaningful reading and writing tasks that span all content area.  
Students be able to distinguish between fact and opinion of different multiple sources (digital validity).
- Wellness SDP Goal | Instructional Action | With staff, students will learn to build their resiliency and self-regulation capacity to apply in all class settings. Specifically, knowing their triggers that are related to on-line digital interactions, including the personal use of social media

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 be able to distinguish between fact and opinion of different multiple sources (digital validity) when writing non-fiction	INFORMED: I validate the accuracy of digital information and resources	Students will be able to analyze multiple sources of digital information to decipher accuracy and validity  Students will understand how social media can influence readers from fiction to non-fiction	Students will be able to source accurate on-line tools (websites, social media etc.) to use for future references	Core lessons on sourcing websites and social media for accuracy  Review resources on Digital Citizenship Insite Pages  Support from the Teaching and Learning with Technology Specialists	Students will report an increase in accuracy of information to use for research purposes. Students will be able to identify misinformation more accurately when engaged in social media Writing pieces will be more			

					accurate with valid information			
Students need support in navigating their social media presence (including reactions to situations) to promote a more balanced and healthier lifestyle.	<p><b>BALANCED &amp; RESPECTFUL:</b> I balance time online and offline to promote positive mental, emotional and physical wellbeing.</p> <p>I am respectful and inclusive in my words and actions, including being open to multiple viewpoints and perspectives.</p>	<p>Students will understand the physical and emotional effects of long-term technology overuse</p> <p>Students will learn strategies to manage their on-line presence</p> <p>Students will learn strategies to address stress causing situations dealing with social media (i.e. negative posts, inappropriate comments and content, harassment and bullying)</p>	<p>Students will identify physical and mental signs/symptoms that necessitate a break from technology</p> <p>Students will recognize and be able to speak about the mental health signs and symptoms that demonstrate a more balanced lifestyle.</p> <p>Students will learn to navigate stress-inducing on-line situations/conflict to ensure a more balanced technological influence</p>	<p>Direct teaching of lessons related to technology and health on our monthly Wellness Wednesday’s afternoon sessions</p> <p>Review resources on Digital Citizenship Insite Pages</p> <p>Support from the Teaching and Learning with Technology Specialists as needed</p>	<p>Students are able to reflect and articulate their well-being related to technology use (OurSchool Survey pre/post)</p> <p>Students can identify a range of learning tools beyond digital technology</p>			

