Nickle School

School Digital Citizenship Plan 2025-26

Relevant contextual information about your school and School Development Plan:

- Each classroom is equipped with a Smartboard to support instruction
- Nickle School houses two system classes—**L&L and Bridges**—with technology provided by the system and supplemented by the school
- Diverse Student population who benefits from using technology in a variety of ways to engage in and demonstrate learning
- Some students have access to personal mobile device for **English as an additional language** exemptions, **Individual Program Plan** or **medical** use
- We continue to adhere to the Ministerial Order **"Away for the Day"** regarding personal mobile devices
- Majority of students have their own personal mobile devices

Relevant evidence and data that informs your Digital Citizenship Plan:

Current classroom observations and learning data indicate that students are increasingly using digital tools, including AI, as part of their learning and assessment tasks. While students are developing an understanding of responsible technology use, they continue to require explicit instruction and guided practice to ensure ethical, appropriate, and effective use of digital tools—particularly in relation to AI-supported learning.

Students are learning how to participate respectfully and responsibly in online communities; however, ongoing reinforcement is needed to support positive digital communication, academic integrity, and respectful online interactions. Additionally, evidence shows that students benefit from structured opportunities to build digital literacy skills, including managing online distractions, evaluating the reliability of digital and AI-generated information, and using technology purposefully to enhance learning outcomes.

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**
Long term goal #1 Learners will self-monitor technology use considering respect of others	**Balanced** I balance time online and offline to promote positive mental,	Short term goal 1 Students will create school and classroom norms outlining proper	Students will follow school and classroom norms outlining proper technology use etiquette	Teachers to have discussions with students about reasonable technology etiquette at	School and classroom norms are co-created and valued by students. Students feel a			

and personal wellbeing	emotional and physical wellbeing I understand appropriate times and situations to use technology	technology use etiquette	Students will reflect on the effectiveness of the norms with teacher support, and adjust as needed	school, incorporating student voice Review resources on Digital Citizenship Insite Pages Support from the Teaching and Learning with Technology Specialists as needed	sense of ownership and voice in these norms (Pre- and post -surveys for students and staff).			
		Short term goal 2 Students will understand the physical and emotional effects of long -term technology overuse	Students will identify physical and mental signs/symptoms that necessitate a break from technology	Direct teaching of wellness lessons related to technology Personal Mobile Devices and social media in Schools Review resources on Digital Citizenship Insite Pages Support from the Teaching and Learning with Technology Specialists as needed An increase in students advocating for breaks in technology use	An increase in students advocating for breaks in technology use Students are able to reflect and articulate their well -being related to their technology use			

				Students can reflect and articulate their well -being related to their technology use				
Long term goal #2 Students will develop the knowledge, skills, and responsibility needed to use digital tools—including AI—safely, ethically, and effectively for learning. Through explicit instruction and guided practice, students will learn to engage respectfully in online spaces, manage digital distractions, evaluate information critically, and use technology purposefully to support academic integrity and meaningful learning.	**Responsible** I understand that anything I access, produce, or share online adds to my digital footprint. I follow copyright and academic honesty expectations and use AI as a tool. AI is not a replacement for my own learning. I recognize that AI can be incorrect in its information, so it should not be my first resource when trying to research or work through a learning task.	Short term goal 1 When students use AI for explanations, ideas, or facts, they will verify at least one key piece of information with a second, reliable source (notes, textbook, teacher-approved websites).	Students will use AI-generated information safely, responsibly, and acknowledge in their work when they have used it. Student work will contain accurate content and reflect their own learning. Students can explain the difference between verified, information, and unverified AI responses.	Teachers will teach and demonstrate how to fact-check information using textbook, class notes, or Britannica School (or other teacher-approved, credible sites) against results AI generates. Teachers will make and model how to use a "Fact Checking Checklist" before submitting work. Teachers will show students how to ask AI to show the sources it used, then compare with the other credible resources.	Student work includes a brief citation or reference to what information was pulled from AI, along with including the citations for credible sources. Student can orally explain how they confirmed accuracy of the information they used. Teacher observes fewer factual errors in assignments that used AI and more student voice.			

| | | Short term goal 2

Before using AI, students will create their own draft, outline, notes, or rough sketch. Then, students will use AI only to refine, organize, or clarify their ideas. They will not produce entire assignments with AI unless that was their teacher's instruction. Both the planning work and final product are submitted. | Student writing reflects their personal voice, style, and understanding. AI becomes a tool for improvement and revision, not replacement for learning.

Students demonstrate academic honesty and responsible digital decision-making. | Teachers will provide planning graphic organizers and/or will have students complete a draft by hand first before AI use.

Students will highlight or explain where AI helped them (e.g., "AI helped me reword this sentence, so it demonstrated greater imagery.")

Teachers will model what are approved AI tasks such as: grammar checks, sentence starters, idea expansion, vocabulary clarification, or producing a visual when you have a rough sketch and clear notes about what the image needs to contain. | Students submit both their clear notes, outline, or draft completed before AI use, and their final product are submitted for assessment.

Student complete self-reflection where they explicitly described how AI supported their work.

Teacher notices more consistent student voice and fewer AI-generated assignments. | | | |
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Next Steps & Focuses for the Coming School Year
The school will track the number of damaged devices and identify common causes of damage to inform preventative strategies and responsible use expectations. Staff will also provide input on current device usage and emerging technology needs to support effective teaching and learning.