Calgary Board of Education

Manmeet Singh Bhullar School

School Digital Citizenship Plan 2025-2026

This template is provided as an option for schools to use to create their Digital Citizenship Plan by October 31 of each current school year. Refer to the Digital Citizenship Plan insite page for support and resources. You can modify and use this template or create your plan in a different format as needed to support the needs of your school. School leaders use collaborative consultation to determine 2-3 long term goals for the school year and build upon them for long-term impact.

Please share a relevant version of your School Digital Citizenship Plan with parents and students on your school's website.

Relevant contextual information about your school and School Development Plan:

- K-6 school with diverse population
- High population of EAL learners
- School Goal: Student learning will move forward with responsive feedback from teachers
- School Goal: Student sense of connection and belonging will increase

Relevant evidence and data that informs your Digital Citizenship Plan:

- K-6 students are using digital tools for learning
- Staff have identified safe and responsible as top priorities for a second year

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**	**December**	**March**	**June**
Students will understand how to protect their personal information and navigate digital spaces safely and responsibly.	**Safe** I know how to be safe online and create safe spaces for others in online communities	Students will learn how to protect personal information online	K-3: Students can name examples of personal information (name, address, school, password). Students understand that they should **never**	**Classroom devices (**Chromebooks/ iPads) **Login practice** with a focus on privacy (covering passwords, not	School Wide Admirable use policy consent form Evidence of password safety during classroom practice.			

		share this information with strangers online. Students log in and out independently without sharing passwords. 4-6: Students can explain why personal data is valuable and how it can be used inappropriately. Students create strong passwords and keep them private. Students independently manage logins and security settings.	saying them out loud). **Storybooks** about online safety **Safe/Not Safe picture sort** (e.g., "sharing your password," "telling an adult"). **Password-strength workshop** (students build strong passwords using safe patterns). **Case study** on phishing emails or scam messages. **Digital safety scavenger hunt**: students identify secure websites, privacy settings, etc.	Teacher Pre-Post survey Student reflections and teacher observations. Alignment of safe online behaviours in Google Classroom environment, and other digital technologies.			
	Students will learn to recognize online dangers	K-3: Students identify unsafe online situations: strangers asking for info, pop-ups, unkind messages. Students practice the rule: **Stop →**	**Role-play scenarios** **Age-appropriate safety videos** **Teacher-led discussions** about games they play	Common understanding of positive, online language across grade teams Alignment of words and actions displayed in Google Classroom and			

			Leave the site → Tell an adult. Students understand that some things online may not be true. 4-6: Students identify types of online risks: catfishing, scams, misinformation, cyberbullying. Students explain appropriate responses: blocking, reporting, screenshotting, telling an adult. Students begin to evaluate online sources for reliability.	and what to do if approached by an unknown player **"Real or Fake?" media comparison** activity. **Decision-making flowchart**: What to do if confronted with risky content. **Small-group role-plays** (chat-room bullying, suspicious friend requests, scam pop-ups).	other digital learning environments. PLC Learning Cycle data for Wellness Alignment of interactions between peers and lessons taught. Student and teacher reflections on words and actions in a digital environment. OurSchool Survey Questions CBE Student Survey Questions		

Students will communicate with kindness and empathy online, understanding the impact of their digital behaviour on others.	**Respectful** I am respectful and demonstrate belonging in my words and actions online.	Use kind and appropriate digital language; communicate with empathy and respect online	K-3: Students use friendly, simple language when commenting online (e.g., "I like your idea!"). Students recognize when words could hurt someone's feelings. Students understand that being respectful online is the same as being respectful in person. 4-6: Students use constructive, empathetic feedback in online spaces. Students identify cyberbullying behaviours and explain how to respond. Students understand how online disrespect affects individuals and communities.	Google Classroom Sentence-starter posters Books like *Have You Filled a Bucket Today?* **Commenting workshop**: teach critique skills ("Two Stars and a Wish"). **Discussion circles** about real cases of cyberbullying (fictionalized). **Online–offline respect comparison chart**.				

		Think before posting; understand digital footprints and online permanence	K-3: Students understand that online posts can be seen by many people. Students practice asking: "Is it kind? Is it okay to share?" Students differentiate between private vs. shareable content. 4-6: Students explain that online content lasts and can be shared widely. Students revise posts before sharing, using a checklist. Students identify examples of harmful vs. responsible posts.	**Digital Footprint Art**: each student creates a footprint showing what is okay to share. **THINK poster introduction** (True, Helpful, Inspiring, Necessary, Kind). **Whole-class check-ins** before posting: thumbs-up if it's kind/safe. **Digital Footprint Walk**: investigate fictional student profiles for safe vs. unsafe choices. **THINK revision checklist** applied to class assignments. **Mock social media posts**: students analyze and improve examples.				

Next Steps & Focuses for the Coming School Year
- Notes to refer to when creating your next DC Plan
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BE SAFE ONLINE

K–3 Version

BE SAFE ONLINE:
✓ Keep your password private
✓ Don't share your name, school, or pictures
✓ If something feels wrong → STOP, LEAVE, TELL an adult
✓ Only talk to people you know
✓ Think before you click!

Grades 4–6 Version

BE SAFE ONLINE:
✓ Protect your personal info (name, age, location, passwords)
✓ Use strong passwords and don't share them
✓ Watch out for scams, fake messages, and strangers
✓ Block, report, and tell an adult if something is unsafe
✓ Check if websites are real or reliable

BE RESPECTFUL ONLINE

K–3 Version

BE RESPECTFUL ONLINE:
✓ Use kind words
✓ Think about how others feel
✓ Treat others online the way you do in class
✓ Ask before you post or share
✓ THINK before you type (is it kind?)

Grades 4–6 Version

BE RESPECTFUL ONLINE:
✓ Communicate with kindness and empathy
✓ Give positive, helpful feedback
✓ No teasing, excluding, or posting hurtful messages
✓ What you post can last forever
✓ THINK: Is it True? Helpful? Inspiring? Necessary? Kind?