



# 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.	<b>Safe</b> 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 <b>never</b>	<b>Classroom devices</b> (Chromebooks/ iPads)  <b>Login practice</b> with a focus on privacy (covering passwords, not	School Wide Admirable use policy consent form  Evidence of password safety during classroom practice.	Students are in the early stages of developing awareness around protecting personal information online.  Many require reminders not to	Students have shown clear progress in protecting personal information, including keeping passwords private, independently logging in, and demonstrating safer choices online (e.g.,	



		<p>share this information with strangers online.</p> <p>Students log in and out independently without sharing passwords.</p> <p>4-6: Students can explain why personal data is valuable and how it can be used inappropriately.</p> <p>Students create strong passwords and keep them private.</p> <p>Students independently manage logins and security settings.</p>	<p>saying them out loud).</p> <p><b>Storybooks</b> about online safety</p> <p><b>Safe/Not Safe picture sort</b> (e.g., “sharing your password,” “telling an adult”).</p> <p><b>Password-strength workshop</b> (students build strong passwords using safe patterns).</p> <p><b>Case study</b> on phishing emails or scam messages.</p> <p><b>Digital safety scavenger hunt:</b> students identify secure websites, privacy settings, etc.</p>	<p>Teacher Pre-Post survey</p> <p>Student reflections and teacher observations.</p> <p>Alignment of safe online behaviours in Google Classroom environment, and other digital technologies.</p>	<p>share passwords or say them aloud, and login routines often need adult support.</p> <p>While some students can identify basic personal information, they are still learning why it should be kept private and how to make safe choices online.</p> <p>Initial instruction focused on introducing key concepts such as safe vs. unsafe sharing, recognizing trusted adults, and practicing guided logins.</p>	<p>avoiding unknown links and inappropriate interactions).</p> <p>Many can now identify personal information and explain why it should not be shared.</p> <p>Next steps include strengthening password creation and storage, deepening understanding of consequences (cause and effect), providing more structured login practice, and expanding instruction on privacy settings, secure websites, and safe technology use at home and school.</p>	
	<p>Students will learn to recognize online dangers</p>	<p>K-3: Students identify unsafe online situations: strangers asking for info, pop-ups, unkind messages.</p>	<p><b>Role-play scenarios</b></p> <p><b>Age-appropriate safety videos</b></p> <p><b>Teacher-led discussions</b> about</p>	<p>Common understanding of positive, online language across grade teams</p> <p>Alignment of words and actions displayed in Google</p>	<p>Students are developing initial awareness of online dangers through guided role play, safety videos, and teacher-led</p>	<p>Students have shown increased awareness and confidence in recognizing online dangers through role play, safety videos, media comparison</p>	

			<p>Students practice the rule: <b>Stop</b> → <b>Leave the site</b> → <b>Tell an adult.</b></p> <p>Students understand that some things online may not be true.</p> <p>4-6:</p> <p>Students identify types of online risks: catfishing, scams, misinformation, cyberbullying.</p> <p>Students explain appropriate responses: blocking, reporting, screenshotting, telling an adult.</p> <p>Students begin to evaluate online sources for reliability.</p>	<p>games they play and what to do if approached by an unknown player</p> <p><b>“Real or Fake?” media comparison activity.</b></p> <p><b>Decision-making flowchart:</b> What to do if confronted with risky content.</p> <p><b>Small-group role-plays</b> (chat-room bullying, suspicious friend requests, scam pop-ups).</p>	<p>Classroom and other digital learning environments.</p> <p>PLC Learning Cycle data for Wellness</p> <p>Alignment of interactions between peers and lessons taught.</p> <p>Student and teacher reflections on words and actions in a digital environment.</p> <p>OurSchool Survey Questions</p> <p>CBE Student Survey Questions</p>	<p>discussions about online games and experiences.</p> <p>Many do not yet recognize obvious unsafe situations with support but needed prompts to apply strategies</p> <p>Older students were introduced to concepts such as scams, cyberbullying, and unreliable information, but still rely on teacher guidance to identify and respond to risks.</p> <p>Early instruction focused on building foundational understanding through modeled examples and structured conversations.</p>	<p>activities, and discussions about real gaming experiences.</p> <p>Many can identify unsafe situations (e.g., unfamiliar links, pop-ups, scams, or unkind messages) and apply strategies such as stopping, seeking help, or avoiding risky interactions (e.g., not accepting unknown friend requests).</p> <p>Older students are beginning to evaluate the reliability of sources and recognize misinformation, while also demonstrating improved understanding of respectful online behaviour and cyberbullying.</p>	
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<p><b>Students will communicate with kindness and empathy online, understanding the impact of their digital behaviour on others.</b></p>	<p><b>Respectful</b> I am respectful and demonstrate belonging in my words and actions online.</p> 	<p>Use kind and appropriate digital language; communicate with empathy and respect online</p>	<p><b>K-3:</b> Students use friendly, simple language when commenting online (e.g., “I like your idea!”).</p> <p>Students recognize when words could hurt someone’s feelings.</p> <p>Students understand that being respectful online is the same as being respectful in person.</p> <p><b>4-6:</b> Students use constructive, empathetic feedback in online spaces.</p> <p>Students identify cyberbullying behaviours and explain how to respond.</p> <p>Students understand how online disrespect affects individuals and communities.</p>	<p>Google Classroom Sentence-starter posters</p> <p>Books like <i>Have You Filled a Bucket Today?</i></p> <p><b>Commenting workshop:</b> teach critique skills (“Two Stars and a Wish”).</p> <p><b>Discussion circles</b> about real cases of cyberbullying (fictionalized).</p> <p><b>Online–offline respect comparison chart.</b></p>	<p>Student and teacher reflections on words and actions in a digital environment.</p> <p>OurSchool Survey Questions</p> <p>CBE Student Survey Questions</p>	<p>Students are developing foundational understanding of kindness and respect, primarily through storybooks, discussions, and guided activities about how words affect others.</p> <p>K–3, students are learning to recognize kind vs. unkind language and beginning to connect in-person behaviour to online interactions.</p> <p>In Grades 4–6, students have been introduced to concepts such as respectful communication and cyberbullying but relied on teacher modeling and structured supports (e.g., sentence</p>	<p>Students have shown steady growth in using kind and respectful language, supported through storybooks, commenting workshops, sentence starters, and class discussions comparing online and offline behaviour.</p> <p>Many students can now identify when language may be hurtful and are increasingly demonstrating empathy and constructive communication, particularly in structured environments like Google Classroom. Older students understand the impact of online disrespect and can identify cyberbullying behaviours, with some beginning to apply strategies such as</p>	
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						<p>starters) to apply these skills.</p> <p>Early instruction focused on building awareness of empathy and appropriate language through social-emotional learning</p>	<p>constructive feedback and positive online interactions.</p>	
		<p>Think before posting; understand digital footprints and</p>	<p>K-3: Students understand that online posts can be</p>	<p><b>Digital Footprint Art:</b> each student creates a footprint</p>	<p>Student and teacher reflections on words and actions in a digital environment.</p>	<p>Students are at an early stage of understanding</p>	<p>Students are developing increased awareness of digital</p>	

		<p>online permanence</p>	<p>seen by many people.</p> <p>Students practice asking: "Is it kind? Is it okay to share?"</p> <p>Students differentiate between private vs. shareable content.</p> <p>4-6:</p> <p>Students explain that online content lasts and can be shared widely.</p> <p>Students revise posts before sharing, using a checklist.</p> <p>Students identify examples of harmful vs. responsible posts.</p>	<p>showing what is okay to share.</p> <p><b>THINK poster introduction</b> (True, Helpful, Inspiring, Necessary, Kind).</p> <p><b>Whole-class check-ins</b> before posting: thumbs-up if it's kind/safe.</p> <p><b>Digital Footprint Walk:</b> investigate fictional student profiles for safe vs. unsafe choices.</p> <p><b>THINK revision checklist</b> applied to class assignments.</p> <p><b>Mock social media posts:</b> students analyze and improve examples.</p>	<p>OurSchool Survey Questions</p> <p>CBE Student Survey Questions</p>	<p>digital footprints and online permanence. Instruction focused on introducing basic ideas through THINK posters, class discussions, and guided check-ins about whether content is kind or appropriate to share.</p> <p>Many students needed support to recognize that online posts could be widely seen or last over time, and rely on teacher guidance to evaluate what should be shared. Early learning emphasized building awareness of how words and actions online can impact others.</p>	<p>footprints and the importance of thinking before posting through THINK model activities, class discussions, check-ins before posting, and analysis of sample or mock posts.</p> <p>Many students can now identify kind vs. unkind or safe vs. unsafe content and understand that online posts can be seen by others and may last over time.</p> <p>Older students are beginning to distinguish between responsible and harmful posts and demonstrate more positive communication on platforms like Google Classroom.</p>	
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**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

### **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!
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## Grades 4–6

### **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

### **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?)
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## Grades 4–6

### **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?
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