

# Cappy Smart 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 – 5 School with a diverse population of learners
- Literacy Goal: Student ability to comprehend and manage information across curricular areas will improve.
- Math Goal: Student ability to explain mathematical thinking will improve.

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

- Early learners are at the initial stages of using digital tools, requiring explicit instruction in basic digital skills, safe use, and responsible behaviour.
- Older learners are progressively developing the skills needed to use digital tools to support and enhance their learning, including research, collaboration, and content creation (ex. slide decks/presentations).
- Older learners are increasingly accessing digital platforms (ex. Google Classroom) beyond the school environment, highlighting the need for guidance in responsible, safe, and independent digital engagement at home.

School Digital Citizenship Plan						Progress		
Long Term Goal (ex. 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 understand the importance of	Safe: - I know how to protect my personal information online.	Goal #1: - Students will understand why it is important to have a	K-3: - Students will have a password that is easy for	- Review digital citizenship - Targeted lessons on creating	- All students in the school will work towards having a unique password to access the CBE	N/A		

<p>protecting personal information online and apply appropriate strategies.</p>	<ul style="list-style-type: none"> <li>- I will be aware of what is safe and appropriate when using digital technology.</li> </ul>	<p>password and to keep it secure and private.</p>	<p>them to remember.</p> <p>4-6:</p> <ul style="list-style-type: none"> <li>- Students will be able to create an age-appropriate password that is unique to access the CBE network/technology.</li> </ul> <p>EES:</p> <ul style="list-style-type: none"> <li>- Students will show an awareness that they need a password to access the CBE network/technology.</li> </ul>	<p>passwords that are strong and unique</p> <ul style="list-style-type: none"> <li>- Support from Technology Specialists as needed</li> </ul>	<p>network/technology</p>		
	<p>Goal #2:</p> <ul style="list-style-type: none"> <li>- Students will be able to talk about how they are safe online both independently and with support.</li> </ul>		<p>K-3:</p> <ul style="list-style-type: none"> <li>- Students can recognize safe vs. unsafe online behaviours using simple examples or visuals.</li> </ul>	<ul style="list-style-type: none"> <li>- Targeted lessons on creating passwords that are strong and unique</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers observe students during digital learning activities to assess their ability to follow online safety rules, seek help appropriately, and</li> </ul>	<p>N/A</p>	

			<p>4-6:</p> <ul style="list-style-type: none"> <li>- Students can explain what to do if they encounter unsafe situations online (ex. cyberbullying, suspicious messages).</li> </ul> <p>EES:</p> <ul style="list-style-type: none"> <li>▪ With consistent support, students express when something online feels unsafe using preferred communication methods.</li> </ul>	<p>All-Stars Program (Includes online safety)</p> <ul style="list-style-type: none"> <li>▪ Teacher and/or students model situations via role-play (ex. pop-ups, messages from strangers). Students practice saying what they would do.</li> <li>- Printable safety posters posted around the school and classroom</li> <li>- Personalized stories explaining safe online behaviour step-by-step and repeated regularly for consistency.</li> </ul>	<p>demonstrate safe behaviour, noting the level of independence or support required.</p> <ul style="list-style-type: none"> <li>- Students demonstrate understanding of online safety through age-appropriate reflection, communicated verbally, in writing, digitally, or with supported tools, with emphasis on growing awareness.</li> </ul>		
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Long term goal #2  Learners will demonstrate respectful, inclusive, and empathetic behaviour in online environments by communicating thoughtfully and considering multiple perspectives.	Respectful: <ul style="list-style-type: none"><li>▪ I am respectful and inclusive in my words and actions</li><li>▪ I am open to multiple viewpoints and perspectives</li><li>▪ I am empathetic towards others</li></ul>	Goal #1: <ul style="list-style-type: none"><li>- Students will identify and practice respectful and inclusive language when communicating online.</li></ul>	K–3: <ul style="list-style-type: none"><li>▪ Learners use kind, respectful language during supervised online interactions and can identify respectful versus unkind words with support.</li></ul> 4–6: <ul style="list-style-type: none"><li>▪ Students consistently use respectful language in online communication and understand how their words impact others.</li></ul>	<ul style="list-style-type: none"><li>- Students sort examples of online messages into “respectful” and “not respectful,” using words, images, or symbols.</li><li>- Teachers model respectful online comments, followed by guided student practice during class digital activities.</li><li>- Classes co-create simple expectations for respectful online communication and refer to them regularly.</li><li>- Students practice choosing</li></ul>	<ul style="list-style-type: none"><li>- Observation of student language during digital activities, noting use of respectful words and tone with or without support.</li><li>- Student responses to age-appropriate online communication scenarios (verbal, written, visual, or AAC devices).</li><li>- Teacher checklists or anecdotal records documenting consistency and level of independence.</li></ul>	N/A		

			<p>EES:</p> <ul style="list-style-type: none"> <li>▪ Learners demonstrate respectful online communication using preferred methods, with modeling and support.</li> </ul>	<p>respectful words in common online scenarios.</p>				
<p><b>Goal #2:</b></p> <ul style="list-style-type: none"> <li>- Students will recognize and consider different viewpoints and feelings when interacting with others in digital spaces.</li> </ul>		<p>K–3:</p> <ul style="list-style-type: none"> <li>▪ Learners identify how others may feel in simple online situations and seek adult support when interactions are challenging.</li> </ul>	<ul style="list-style-type: none"> <li>- Students discuss or identify how characters in online situations might feel and why.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers ask guided questions such as, “How might the other person feel?” or “What could</li> </ul>	<p>Student responses to scenarios or discussions that require identifying feelings or perspectives of others.</p>			

			<p>4–6:</p> <ul style="list-style-type: none"> <li>▪ Students acknowledge different perspectives and emotions online and respond to disagreement using respectful strategies.</li> </ul> <p>EES:</p> <ul style="list-style-type: none"> <li>▪ Learners demonstrate awareness of others' feelings or express discomfort during online interactions with consistent support.</li> </ul>	<p>you say instead?"</p> <ul style="list-style-type: none"> <li>- Use repeated, predictable stories to model empathy and appropriate online responses.</li> <li>- Students reflect orally, visually, or in writing on how their online actions affect others.</li> <li>- Telus &amp; Calgary Stampeders #EndBullying All-Stars Program (Includes online emotions and feelings)</li> </ul>			
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### **Next Steps & Focuses for the Coming School Year**

- Establish consistent language and expectations for respectful, safe, and empathetic online behaviour across all grade levels and support programs.
- Embed digital citizenship instruction into regular classroom and digital learning activities rather than treating it as a standalone topic.
- Explicitly model and practice respectful online communication, using shared scenarios and examples appropriate to each grade group.
- Engage families by sharing expectations and resources to support respectful and safe digital behaviour at home.

