

# Banting and Best

## 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:**

- Banting and Best is a K-3 school with a total of 176 students.
- Technology available: Chromebooks, MacBook Airs, iPads, Sphero Indi Robots, Tale-Bot Pro, Dot and Dash Robots.
- Focus is on literacy

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

- Teachers have observed and expressed concern that students need support to balance technology use with offline learning, physical activity, and social interactions.
- Students have reported that others may have accessed their digital tools or work without permission, sometimes changing or deleting information.
- Students have been observed not consistently handling school devices carefully, including improper use, rough handling, or not returning them properly.

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
Long term goal #1 Students will develop responsible digital habits by making safe, respectful, and purposeful choices about what they access, produce, and	Responsible: I understand that anything I access, produce and post contributes to my digital presence.	Short term goal 1 Students will demonstrate responsible access by using only appropriate apps, website, and digital resources, and by respecting other	Students ask permission before accessing others’ work and do not delete or alter peers’ projects  Students choose apps or websites that are safe and	Role-play responsible choices when encountering others’ accounts/projects. Post visuals “My Account, My Work, My responsibility” or	Fewer logs of unauthorized login/ project deletion and unauthorized searches on the internet.  Teacher observations of			

share online, building a positive digital presence.		people's digital work.	<p>related to learning.</p> <p>Show respect for shared technology by using it for learning purposes only.</p> <p>Incidents of using the internet search engine inappropriately decreases.</p> <p>Students recognize inappropriate content and know to stop and ask an adult.</p>	<p>"Safe and Learning-focused"</p> <p>Explicit lessons on respectful use of digital programs (Epic, Kodable, Google classroom, Scratch Jr, iPad video and camera function).</p> <p>Assign device numbers or iPad stations.</p> <p>Guided practice with teacher- approved apps or websites.</p> <p>Resources:</p> <p>CBE Digital Citizenship guidelines</p> <p>Scratch Jr Educator resources</p> <p>Common Sense Education: Privacy &amp; Security Lessons (free K-3</p>	<p>student behavior in digital tasks.</p> <p>Student Reflection Journals or Exit slips explaining respect for digital work.</p> <p>Behavior Checklist: -I only worked in my own app or project -I asked permission before viewing someone else's work. -I did not change or delete anyone else's work.</p> <p>Spot – checks of student devices reviewing recent activity or browsing history to see if only approved resources were accessed.</p>			
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				<p>digital citizenship lessons)</p> <p>MediaSmarts (Canadian digital literacy lessons and videos)</p> <p>Google Be Internet Awesome</p> <p>Canva for making resources like presentations and poster development</p> <p>Book connections: “Chicken Clicking” by Jeanne Willis</p> <p>“Once Upon a Time Online” by David Bedford</p> <p>“But I Read It on the Internet” by Toni Buzzeo</p>				
		<p>Short term goal 2 Students will produce and share digital content responsibly by ensuring it is purposeful,</p>	<p>Students plan what they will create before recording, photographing, or posting.</p>	<p>Mini-lessons on “think before you produce/post” with examples. Teach about digital footprint.</p>	<p>Teacher observation of students planning and sharing content.</p>			

		respectful, and connected to learning goals.	<p>Students check if their content is safe and respectful.</p> <p>Students understand how their shared work contributes to their digital presence.</p>	<p>Graphic organizers to plan digital projects before creating.</p> <p>Model creating and sharing content aligned with learning goals.</p>	<p>Student reflection or discussion: “Why did I create this? How does it show me positively online?”</p> <p>Teacher-Student Conferences: check-ins where the student explains why they created the content and how it contributes to their digital presence.</p>			
		Short term goal 3 Students will demonstrate proper care and use of school devices to ensure everyone can access, produce, and share content responsibly.	<p>Identify and follow routines for safely handling and storing school devices (iPads, Chromebooks, headphones)</p> <p>Communicate with a teacher if a device is not working properly or is damaged.</p> <p>Understand that taking care of digital tools show respect for the</p>	<p>Activities: Device Care Demonstration &amp; Practice.</p> <p>Tech Rules Co-Creation anchor chart.</p> <p>Digital Responsibility Routine (create classroom job such as Tech Helper or Cord Manager, cleanerx)</p> <p>Scenario Cards</p>	<p>Teacher Observation:</p> <p>Devices are consistently returned tech carts and plugged in.</p> <p>Classroom Rubric or Checklist: -“I use two hands to carry my iPad/Chromebook.” -“I plug my Chromebook in carefully.” - “ I use devices for learning only.”</p>			

			<p>school community.</p> <p>Incidents of damage, rough handling, or misplacement decrease.</p>	<p>Device Check Challenge</p> <p>Resources:</p> <p>Device labels and charging carts</p> <p>Common Sense Education: Device Care &amp; Responsibility lessons for Grade K-3</p> <p>School-Developed Visual Posters on Technology carts.</p> <p>CBE Digital Citizenship Framework</p> <p>Picture Books “Unplugged” by Steve Antony</p> <p>“If You Give a Mouse an iPhone” by Ann Droyd</p>	<p>Peer or Group accountability (students remind and model proper care for classmates)</p> <p>Reduction in device incidents.</p>			
Long term goal #2 Students will make thoughtful choices about when and how to use technology, balancing online	Balanced: I balance time online and offline to promote positive mental, emotional and	Short term goal 1 Students will practice taking intentional breaks from screens by engaging in movement,	Describe why it's important to balance time on screens with offline activities.	Activities:  Brain/Body Breaks (Incorporate 5-10 minute “offline	Surveys or questionnaires on students' awareness of balanced technology use.			

activities with offline learning, play, and physical activity to support their mental, emotional, and physical well-being.	physical well-being	mindfulness, or offline learning.	<p>Identify different activities that support learning, play, and physical health at school and at home if applicable)</p> <p>Understand that too much screen time can affect their well-being and learning.</p> <p>Participate in offline collaborative and physical activities with peers.</p> <p>Students transition more smoothly between online and offline tasks.</p> <p>Classroom regulation improves during technology periods</p>	<p>breaks” for stretching, movement, or mindfulness.</p> <p>Class Discussion &amp; Sorting (present scenarios)</p> <p>Tech-Free Challenges for at school and at home.</p> <p>Encourage students to set personal reminders for breaks at home and school.</p> <p>Resources: Common Sense Education: Balance &amp; Digital Wellness lessons for K-3</p> <p>Fitness Challenge Poster</p> <p>Picture Books “Goodbye, iPad” by Lori Haskins Houran</p>	<p>Classroom discussions or journals reflecting on screen habits.</p> <p>Teacher check-ins on adherence to screen – free challenges.</p> <p>Observation of students’ participation in non-screen activities</p>			
		Short term goal 2	Identify and differentiate	Screen Time Chart (track	Completed tracking sheets or			

		<p>Students will plan and track their technology use to ensure a healthy balance between screen time, physical activity, and offline learning.</p>	<p>between educational and non-educational technology use.</p> <p>Plan monthly routines that include a mix of screen time and offline activities.</p> <p>Reflect on their technology habits and identify areas for improvement.</p> <p>Reflect on how balancing screen and offline activities affects learning, focus, and well-being.</p> <p>Collaborate with peers to suggest fun offline activities or games.</p>	<p>screen time and offline activities during the month).</p> <p>Class discussions about how different activities make them feel.</p> <p>Visual timers or cues to remind students to take breaks from screens.</p> <p>Reflection prompts: “Did I spend too much time on screens today?” “What could I do differently tomorrow?” “Did you do something fun away from the screen today?”</p> <p>Offline challenges or Rotations (small group activities: reading art, movement, or games that don’t involve screens)</p>	<p>journals (student reflections on mood and energy after balanced activities)</p> <p>Observation of students implementing changes in their routine.</p> <p>Teacher observations of transition between online and offline tasks.</p>			
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				<div>School-wide campaigns (posters, announcements) promoting balanced tech use</div> <div>Goal-Setting Workshop: (set realistic daily limits and goals for educational vs. recreational technology use.</div>				
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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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