

Digital citizenship is the ability to engage safely, responsibly, and respectfully in digital environments. It includes understanding digital identity, online interactions, digital learning, rights and responsibilities, safety and security, and ethical participation in the digital world. It is key to helping our students learn to use available technology responsibly in the classroom and beyond.

At Dr. Roberta Bondar School, we focus on the purposeful and effective use of technology to enhance learning, communication, and creativity. We teach students how to use digital tools responsibly while promoting empathy, respect, and accountability. Through explicit instruction and ongoing practice, students develop the skills to make positive choices online, navigate conflict appropriately, and contribute meaningfully to digital communities. This Digital Citizenship Plan addresses how we work to build a community where we live and work together as digital citizens.

Relevant contextual information about our school and School Development Plan:

- Dr. Roberta Bondar School is a Kindergarten to Grade 6 school serving 548 students in a diverse and inclusive learning community. Our student population includes 33% English as an Additional Language learners, 16% of students with identified complex learning needs, and 1.5% Indigenous students. We recognize that each learner brings unique experiences, strengths, and perspectives that contribute to the richness of our school community. Guided by a commitment to inclusion, belonging, and student success, we create learning environments where every child feels welcomed, valued, and supported. Through strong relationships and high expectations, we encourage students to be respectful, responsible, and compassionate members of both our school and the broader community.
- Dr. Roberta Bondar School's 2026-27 School Development Plan focuses on strengthening student comprehension across all curriculum areas. Students will develop the ability to make meaningful connections, apply effective comprehension strategies, and construct deeper understanding within and across disciplines. Through this work, students will move beyond surface-level learning toward rich, transferable knowledge that supports critical thinking, problem-solving, and lifelong learning.

Relevant evidence and data that informs our Digital Citizenship Plan:

According to our 2025-26 Spring CBE Student Survey, students at Dr. Roberta Bondar School reported the following:

- 75% of students reported that they understand what Digital Citizenship means at their school
- 94% of students reported that they treat people with the same respect online as they would face-to-face
- 98% of students reported that they are careful about what they share online
- 85% of students report that they learn new ways to use technology at school

- 87% of students report that when they are reading information online, they can tell if it is true or made up.

When asked what they need the most support with at school, the highest percentage of students reported:

- checking that the information they access online is reliable (20.72%)
- learning how to be safe online and how to protect their personal information (23.42%)
- Using respectful words and actions when I'm online (23.42%)

During the 2026-27 school year, Dr. Roberta Bondar School will focus on developing students as informed, safe, responsible, and respectful digital citizens. Through explicit instruction and authentic learning experiences, students will strengthen their ability to evaluate the reliability of online information, protect personal information and maintain online safety, and engage respectfully and responsibly in digital environments. This work will build upon the strengths identified in the 2025-26 CBE Student Survey while addressing student-identified areas for growth.

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures
Long term goal #1 Students will become more informed digital citizens by critically evaluating the reliability, accuracy, and credibility of online information.	Informed Students will learn to identify basic indicators of credible sources (author, date, purpose, evidence).	Short term goal #1 Students will learn age-appropriate strategies for determining whether online information is trustworthy. Students will learn to identify basic indicators of credible sources (author, date, purpose, evidence).	Outcome Students can identify characteristics of reliable and unreliable online sources. Students can explain why some online information may be misleading or inaccurate. Students can use questions such as "Who created this?", "When was it published?", and "What evidence supports this claim?" when evaluating information. Students use common criteria when evaluating online information.	Activities Analyze two websites on the same topic and determine which is more trustworthy. "Real or Fake?" weekly examples using age-appropriate news stories, videos, images, and advertisements. Teach the SIFT strategy (Stop, Investigate the Source, Find Better Coverage, Trace Information). Create anchor charts identifying characteristics of reliable sources. Resources CBE Digital Citizenship Competencies and Resources	Measure 1: Student Survey Data Percentage of students who report they can tell if online information is true or made up; percentage of students who identify evaluating online information as an area requiring support. Measure 2: Student Learning Evidence Research projects, Visual journals, Source evaluation checklists Measure 3: Teacher Observations

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				Common Sense Media Digital Citizenship Lessons MediaSmarts Canada Resources Google Be Internet Awesome CBC Kids News National Geographic Kids Scholastic News	
		Short term goal #2 Students will apply factchecking and source evaluation strategies during learning tasks. Students will compare multiple sources and identify potential misinformation.	Outcome Students compare information from multiple sources before accepting it as accurate. Students independently use fact-checking strategies when conducting research and verify information before using it. Students demonstrate increased confidence in identifying misinformation and bias online.	Activities Fact-check claims from websites during research projects. Compare information from multiple online sources. Small-group investigations where students verify online claims. Resources CBE Digital Citizenship Competencies and Resources MediaSmarts "Break the Fake" Common Sense Education Media Literacy Units Google Fact Check Explorer CBE Library Learning Commons Resources	Measure 1: Student Survey Data Percentage of students who report they can tell if online information is true or made up; percentage of students who identify evaluating online information as an area requiring support. Measure 2: Student Learning Evidence Research projects, Visual journals, Source evaluation checklists Measure 3: Teacher Observations
		Short term goal #3 Students independently evaluate online information and explain why a source is reliable or unreliable.	Outcome Students independently determine source reliability and can explain why	Activities Students create presentations defending which source is most reliable.	Measure 1: Student Survey Data Percentage of students who report they can tell if online information is true or made up; percentage of students who identify evaluating

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		The percentage of students identifying this as an area requiring support will decrease from the current 20.72%.	a source is credible, partially credible, or unreliable. Students use evidence to support their evaluation of digital content. More students report confidence in determining whether online information is true or made up. Students demonstrate transfer of skills across subjects.	Inquiry projects requiring source justification. Exit slips explaining why students trust a source. Resources Source evaluation rubrics Research note templates Teacher-created exemplars	online information as an area requiring support. Measure 2: Student Learning Evidence Research projects, Visual journals, Source evaluation checklists Measure 3: Teacher Observations
Long term goal #2 Students will become safer and more responsible digital citizens by understanding how to protect themselves and others in online environments.	Safe To know how to be safe online, create safe spaces for others in online communities, and protect their personal information. Responsible To understand and adhere to copyright and licencing, understand that anything they access,	Short term goal #1 Students will recognize personal information and understand the importance of protecting it online. Classes will establish age-appropriate digital safety expectations.	Outcome Students can identify personal information that should not be shared online. Students understand the risks associated with oversharing personal information and can explain why information should be protected. Students demonstrate knowledge of basic online privacy practices.	Activities "Personal Information or Not?" sorting activity. Create classroom privacy posters. Role-playing safe and unsafe sharing situations. Digital footprint lessons. Resources Common Sense Media Privacy Lessons Be Internet Awesome - Share with Care CBE Digital Citizenship Materials	Measure 1: Student Survey Data Percentage of students identifying online safety as an area requiring support; percentage of students reporting they are careful about what they share online. Measure 2: Student Learning Evidence Student reflections, classroom discussions Measure 3: School-Based Data Incident reports involving digital citizenship and/or inappropriate online conduct, number of technology-related behaviour referrals

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	produce, and/or post contributes to their digital presence, and how to make responsible decisions in the digital economy. Informed To validate the accuracy of digital information and resources, and understand the consequences of spreading misinformation.	Short term goal #2 Students will learn strategies to stay safe and protect themselves in digital environments, and demonstrate strategies for protecting passwords, personal information, and digital accounts. Students will recognize common online safety risks and know how to seek help.	Outcome Students can identify potential online risks and unsafe situations. Students know how and when to seek help from trusted adults. Students demonstrate safe practices when using digital tools and platforms.	Activities Scenario-based discussions. Cyber safety week. Creating strong passwords. Practising how to report concerns and seek help. Resources MediaSmarts Online Safety Resources CyberSafe Kids Resources Be Internet Awesome Safety Modules	Measure 1: Student Survey Data Percentage of students identifying online safety as an area requiring support; percentage of students reporting they are careful about what they share online. Measure 2: Student Learning Evidence Student reflections, classroom discussions Measure 3: School-Based Data Incident reports involving digital citizenship and/or inappropriate online conduct, number of technology-related behaviour referrals
		Short term goal #3 Students will make responsible decisions that contribute positively to their digital footprint. Students can make informed decisions about what they share online and describe strategies for maintaining a positive digital footprint. The percentage of students identifying this as an area requiring support will decrease from the current 23.42%.	Outcome Students understand that online actions have lasting consequences and can explain how digital actions affect future opportunities. Students can describe how digital choices contribute to their personal digital footprint. Students demonstrate responsible sharing, posting, and communication practices.	Activities Digital footprint timeline activity. Analyze sample social media posts. Create a "positive digital citizen" profile. Discussions around AI use and ethical technology use. Resources Common Sense Media Digital Footprint Lessons MediaSmarts Digital Literacy Resources	Measure 1: Student Survey Data Percentage of students identifying online safety as an area requiring support; percentage of students reporting they are careful about what they share online. Measure 2: Student Learning Evidence Student reflections, classroom discussions Measure 3: School-Based Data Incident reports involving digital citizenship and/or inappropriate online conduct, number of technology-related behaviour referrals

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Long term goal #3 Students will become more respectful digital citizens by demonstrating empathy, kindness, and responsible communication in digital spaces.	Respectful Respectful and inclusive in their words and actions, open to multiple viewpoints, and empathetic towards others. Responsible To understand and adhere to copyright and licencing, understand that anything they access, produce, and/or post contributes to their digital presence, and how to make responsible decisions in the digital economy.	Short term goal #1 Students will identify what respectful digital interactions look and sound like. Classes establish shared expectations for respectful digital communication.	Outcome Students can distinguish between respectful and disrespectful online communication. Students contribute to classroom agreements for respectful technology use. Students demonstrate understanding of empathy in digital environments and the impact of words online. Students contribute to shared expectations.	Activities Develop classroom digital agreements. Compare respectful and disrespectful online messages. Use think-alouds around online interactions. Connect to school expectations and values. Resources Common Sense Media Relationships and Communication Lessons Pink Shirt Day Resources CBE Well-Being Resources	Measure 1: Student Survey Data Percentage of students reporting they treat others with respect online; percentage of students identifying respectful online communication as an area requiring support. Measure 2: Student Learning Evidence Student reflections, classroom discussions Measure 3: Measure 3: Teacher Observations
		Short term goal #2 Students will learn and practise strategies for respectful communication and responding to conflict, disagreement, or unkind behaviour online. Students will demonstrate empathy and consideration for diverse perspectives in digital interactions.	Outcome Students use respectful language when interacting through digital tools. Students demonstrate strategies for responding to disagreement and conflict appropriately. Students consider multiple perspectives during online discussions and collaborations	Activities Role-play online conflict scenarios. Restorative circles based on digital dilemmas. Collaborative digital projects requiring respectful communication. "What would you do?" digital citizenship discussions. Resources Second Step CBE Well-Being Framework	Measure 1: Student Survey Data Percentage of students reporting they treat others with respect online; percentage of students identifying respectful online communication as an area requiring support. Measure 2: Student Learning Evidence Student reflections, classroom discussions Measure 3: Measure 3: Teacher Observations

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				Common Sense Digital Communication Lessons	
		Short term goal #3 Students will consistently demonstrate respectful and inclusive behaviours online. The percentage of students identifying respectful online interactions as an area needing support decreases from the current 23.42%. The current strength of 94% of students reporting respectful online behaviour is maintained or improved.	Outcome Students communicate respectfully and responsibly in digital environments, consistently using respectful language and actions when interacting online. Students support peers in creating positive and inclusive online spaces. Students report increased confidence in navigating online interactions respectfully.	Activities Student-created digital citizenship campaigns. Recognition for positive digital citizenship. Peer mentoring activities. Creating videos promoting respectful online behaviour. Resources Student leadership teams School-wide digital citizenship assemblies Common Sense Media Student Projects	Measure 1: Student Survey Data Percentage of students reporting they treat others with respect online; percentage of students identifying respectful online communication as an area requiring support. Measure 2: Student Learning Evidence Student reflections, classroom discussions Measure 3: Measure 3: Teacher Observations

Next Steps and Focuses for the Coming School Year

Developing informed citizens

We Want Students To Be Able To:

- Question information before accepting it as true.
- Verify information using multiple sources.
- Identify misinformation, bias, and persuasive techniques.
- Think critically about digital content.

Strengthening Online Safety and Privacy

We Want Students To Be Able To:

- Protect personal information.
- Recognize online risks.
- Know when and how to seek help.
- Make safe decisions in digital environments.

Building Respectful and Empathetic Online Communities

We Want Students To Be Able To:

- Communicate respectfully online.
- Demonstrate empathy in digital interactions.
- Navigate conflict appropriately.
- Contribute positively to online communities.