

Valley View School

School Digital Citizenship Plan 2025-2026

Relevant contextual information about your school and School Development Plan:

- Valley View is a dual program school- Community and Science programs
- Valley View is a K-5 school with 580+ students
- Valley View has a high number of students with ELL profiles and a significant transient population.

Relevant evidence and data that informs your Digital Citizenship Plan:

- Baseline Survey regarding screen time before bed (at least one hour before sleeping) a need for growth.
- Previous survey has shown a high percentage of students that are able to log in independently from last year, necessitating a shift to a new long term goal
- Grade 5/6 CBE Student Survey indicated a need for support with being respectful and safe online, as well as issues regarding social media and online safety last year

School Digital Citizenship Plan						Progress	
Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures	November	January
Long term goal #1 Div I-II Students recognize the importance of balancing their screen time at home with other activities, so they are prepared for learning at school	Balance I balance time online and offline to promote positive mental, emotional and physical well-being	Students will brainstorm non-screen time activities that they can participate in at home	Students can identify daily routines that involve screens and name other healthy activities they can do instead.	Talking Circle : Guided discussion with the classroom using resources like CommonSense Media. Poster Creation: Creating posters to demonstrate other activities that can fill their days at home other than screen-time	Baseline Survey done in December and in May Student responses to the following question on the CBE Student Survey;		

					(Grade 5-6) I take care of myself by making sure I don't have too much screen time		
		Students will record when they take intentional breaks from screens using a checklist or journal.	Students can recognize when they need a break from screens and choose healthy alternatives.	<p>Screen-Time Reflection Chart: Students keep a simple chart or journal for a day/week noting how long they've been using screens and how they feel (tired, restless, focused).</p> <p>Mindfulness and Movement Breaks: Guided short exercises like stretching, yoga, or breathing exercises after screen sessions.</p> <p>Students practice choosing to do these breaks independently.</p>	<p>Baseline Survey done in December and in May</p> <p>Student responses to the following question on the CBE Student Survey; (Grade 5-6)</p> <p>I take care of myself by making sure I don't have too much screen time</p>		
		Students will create a simple daily or weekly plan that includes screen	Students can create and follow a simple plan that includes a balance of screen and non-screen activities.	App Sorting Activity: Provide students with pictures/icons of apps (both safe and unsafe). Have them	Baseline Survey done in December and in May		

		time and non-screen activities		<p>sort into “Safe for Learning” and “Not Safe for Learning.”</p> <p>Class Discussion: Talk about why certain apps are safe and how they support learning.</p> <p>App Exploration: Guided sessions where students explore teacher-approved apps (like Seesaw, Book Creator, ScratchJr).</p>	<p>Student responses to the following question on the CBE Student Survey; (Grade 5-6)</p> <p>I take care of myself by making sure I don't have too much screen time</p>		
<p>Long term goal #2 Div I</p> <p>Division I students can recognize safe apps to use on devices (i.e. iPads) and familiarize themselves when it is appropriate to use it for their learning.</p>	<p>Balance</p> <p>I understand appropriate times and situations to use technology</p>	<p>Students will learn to name and recognize 2–3 school-approved by icon, purpose, and teacher expectations.</p>	<p>Students demonstrate awareness of apps approved by the school for educational purposes.</p>	<p>Checking Software Asset Management: view the approved iPad Apps with CBE.</p> <p>Printable app sorting cards: for offline activities to demonstrate knowledge of apps</p>	<p>Baseline Survey done in December and in May</p>		
		<p>Students will learn when it is appropriate to use each app during class routines (e.g., literacy time, centers, writing workshop).</p>	<p>Students will make choices about using devices that support learning rather than distraction.</p>	<p>Device Schedule Chart: Students create a daily schedule showing when it's appropriate to use devices for learning vs. free time.</p>	<p>Baseline Survey done in December and in May</p>		

		Students will practice safe and responsible behavior when using apps, including asking a teacher before downloading new apps or sharing personal information.	Students will consistently demonstrate safe online habits aligned with CBE Digital Citizenship competencies.	Accessing resources available online such as: <i>BrainPOP Jr.</i> Digital Citizenship videos. <i>Common Sense Media</i> lesson plans for Division I. Printable classroom posters about digital safety and rules.	Baseline Survey done in December and in May		
Long term goal #3 Div II Division II students understand the importance of using respectful words and actions when online to keep themselves and others safe	Respect I am respectful and inclusive in my words and actions I am empathetic towards others	Students will identify examples of respectful and disrespectful language and actions in online contexts (e.g., comments, messages, posts).	Students can distinguish between kind, helpful communication and hurtful, unsafe communication online.	Class Discussion: Discuss why certain behaviors are harmful and the impact on others. Digital Role-Play: Students act out online scenarios to identify respectful responses. Police Interpretative Centre: Resources and Free Field Studies available regarding social media Videos: from Common Sense Education about online respect.	Baseline Survey done in December and in May Student responses to the following question on the CBE Student Survey (Grade 5&6s); Which of the following do you need the most support with at School?		

					Using respectful words and actions when I'm online		
		Students will learn strategies for responding safely to unkind or unsafe online interactions, including reporting concerns to a trusted adult.	Students demonstrate awareness of steps to maintain personal and peer safety online	<p>“What Would You Do?” Discussions: Present students with scenarios of unkind online messages and discuss safe responses.</p> <p>Class Poster Creation: Students create posters showing steps for staying safe online when encountering negative behavior.</p>	<p>Baseline Survey done in December and in May</p> <p>Student responses to the following question on the CBE Student Survey (Grade 5&6s); Which of the following do you need the most support with at School? Using respectful words and actions when I'm online</p>		
		Students will reflect on their	Students can communicate	Visual Journaling: Students write or draw	Baseline Survey		

		own online behavior and make plans to improve or maintain respectful communication.	personal strategies for being a responsible and respectful digital citizen and spread awareness to their peers.	about times they were respectful online and how it made others feel. Goal Setting: Students: set one goal each week to improve their online communication.	done in December and in May Student responses to the following question on the CBE Student Survey (Grade 5&6s); Which of the following do you need the most support with at School? Using respectful words and actions when I'm online		
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Next Steps & Focuses for the Coming School Year

- Sharing resources that are curriculum-based to discuss Admirable Use policies and Boundaries.
- Reaching out to arrange a date for guest speaker Paul Davis to come and speak about Online Safety

- **Creating baseline data questions to gather data tailored to the 2025-2026 DC plan to inform the plan for the upcoming year**