

Digital Citizenship & Online Safety

SECTION 1 · SET UP AND ASSESS

DIGITAL SAFETY MONITORING

INVENTORY

Digital Safety Skills Inventory

Seven named digital-safety skills, one rating code per skill. Every other page in this file points back to this list.

STUDENT

GRADE / CLASS

OBSERVED BY

RATING CODES, USED ON THIS PAGE, THE CLASSROOM SNAPSHOT AND THE MONTHLY PROFILE

E Emerging (needs support most of the time) D Developing (needs occasional support) C Consistent (rarely needs support) I Independent (applies without being reminded)

#	DIGITAL SAFETY SKILL	RATING (CODE)	DATE OBSERVED	NOTES
1	Creating and protecting a strong password			
2	Recognizing a phishing attempt			
3	Understanding and using privacy settings			
4	Identifying cyberbullying			
5	Using appropriate language online			
6	Awareness of one's own digital footprint			
7	Fact-checking information found online			

WHAT THIS PAGE DOES NOT DO

A rating describes what has been directly observed, not a finding about the student and not a score on a test. Leave a skill blank until it has actually been observed rather than guessing at a code.

WHEN TO REDO THIS PAGE

Once at the start of the year or the plan, then again at the end of each grading period. Between those dates, use the classroom snapshot (page 8) for a quick look and the weekly log (page 11) to record real practice as it happens.

Digital Citizenship and Online Safety Awareness Progress Monitoring Editable

Page 7 of 21

BRIGHT PATH SPED

DIGITAL SAFETY MONITORING

Scenario-Based Reflection

...m, and no right answer recorded here — only what the student says, so it can be talked

DATE

ADULT PRESENT

ht answer recorded on this page. Write down what the student actually says, in
through together afterward — the conversation is the point, not the answer.

u won a prize. It asks you to click a link and type in your password. What would

about you or a friend online. What would you do?

etail online that shares more than you meant to. What would you do?

ily came up, or a fourth hypothetical that fits your group.

Monitoring Editable

Page 12 of 21

BRIGHT PATH SPED

BRIGHT PATH SPED

What Is Inside, and Where

21 pages: three sections, a worked example and a back page. Nothing here decides what counts as an incident or what your school must do about one; that is a blank you fill in from your own district policy.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Set Up and Assess

PAGES 6–9



**Binder Cover and
Divider Tabs**
SETUP

6



**Digital Safety
Skills Inventory**
INVENTORY

7



**Classroom Digital
Safety Skills
Snapshot**
ROSTER

8



**Digital Citizenship
Lesson Tracker**
LOG

9

02 Practice and Observe

PAGES 11–14



**Weekly Skill-
Practice Log**
LOG

11



**Scenario-Based
Reflection**
NOTES

12



**Cyberbullying
Awareness
Checklist**
CHECKLIST

13



**Family Online
Safety Practice
Log**
LOG

14

03 Roll Up and Communicate

PAGES 16–20



**Monthly Digital
Safety Profile**
TRACKER

16



**Quarterly
Progress Graph**
TRACKER

17



**Digital Safety
Family Update**
NOTES

18



**Digital Safety
Phrase Bank**
REFERENCE

19



**A Month of Digital
Safety Data, Filled
In**
EXAMPLE

20

Reading the tags: **Setup** is typed once at the start of the year; **Inventory** and **Roster** are the seven-skill baseline, for one student and for the whole class; **Log** is written in every week it is used; **Checklist** is marked as items come up; **Tracker** rolls the month or the quarter onto one page; **Notes** is ready to send, read back, or write in with the student; **Reference** is a bank of language to pull from; **Example** is the worked, invented sample.



START HERE

Start Here — Three Steps

Ninety seconds of reading. Type the inventory once per student; the weekly rows themselves are faster with a pen.



1

Set up once

Type the seven-skill inventory (page 7) for a student, or the classroom snapshot (page 8) for a whole group.

Print the binder cover and tabs (page 6) if this file lives in a binder rather than on a device.



2

Practice and observe every week

Log real applied practice on the weekly log (page 11), and use the scenario reflection (page 12) when a discussion comes up — there is no score to record, only what the student says.

Mark the cyberbullying checklist (page 13) as items are actually observed, not all at once.



3

Roll up and share

Copy the month's ratings onto the monthly profile (page 16) and plot the quarterly graph (page 17) once a week.

The family update (page 18) and the family practice log (page 14) are ready to send as soon as a week of data exists.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not score the scenario reflection or calculate a percentage for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

WHAT THIS IS, AND WHAT IT IS NOT THE SAME AS

Not the **School Counselor and Social Work Session Data Sheets** pack — individual and group counseling session data, coping-strategy and consultation logs for a whole caseload — and it does not replace it; use that file for a session note. Also not **Student Self-Monitoring Checklists and Goal Sheets Editable**, an in-the-moment behavior tool checked against what a teacher just saw. This file has one narrower job: seven named digital-safety skills, tracked with an inventory, a weekly log, a scenario reflection and a cyberbullying checklist.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Not a curriculum, not a lesson script, and not a rule about what counts as an incident or what a school must do about one. Nothing here sets a district's reporting policy; write your own policy in on page 13 and follow it.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. Opened in something that fills fields but does not save them — use Acrobat Reader and Save As.

I need more rows than a log holds. Print that page again and number the sheets.

Anything else — the **Ask a Question** tab; a fix to the file is a free update.

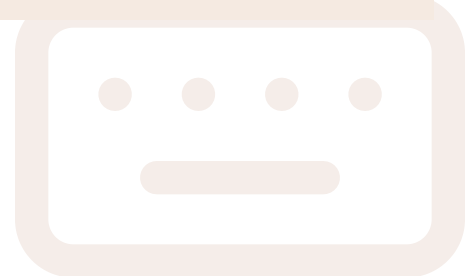
02

Practice and Observe

A weekly log of real applied practice, a scenario-based reflection with no score attached, a twelve-item cyberbullying-awareness checklist, and the family's own version for home.

IN THIS SECTION

Weekly Skill-Practice Log	11
Scenario-Based Reflection	12
Cyberbullying Awareness Checklist	13
Family Online Safety Practice Log	14



INVENTORY

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GRADE / CLASS

OBSERVED BY

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 **NOTES**

Scenario-Based Reflection

Not a test. No score, no norm, and no right answer recorded here — only what the student says, so it can be talked through.

STUDENT	DATE	ADULT PRESENT
.....		

NOT A TEST

There is no score and no right answer recorded on this page. Write down what the student actually says, in their own words, then talk it through together afterward — the conversation is the point, not the answer.

SCENARIO 1 — AN EMAIL

You get an email that says you won a prize. It asks you to click a link and type in your password. What would you do?

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.....

.....

SCENARIO 2 — A MEAN COMMENT

Someone posts a mean comment about you or a friend online. What would you do?

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SCENARIO 3 — OVERSHARING

You are about to post a photo or a detail online that shares more than you meant to. What would you do?

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.....

.....

.....

A SCENARIO OF YOUR OWN (OPTIONAL)

Use this space for a situation that actually came up, or a fourth hypothetical that fits your group.

.....

.....

.....

.....

 TRACKER

Quarterly Progress Graph

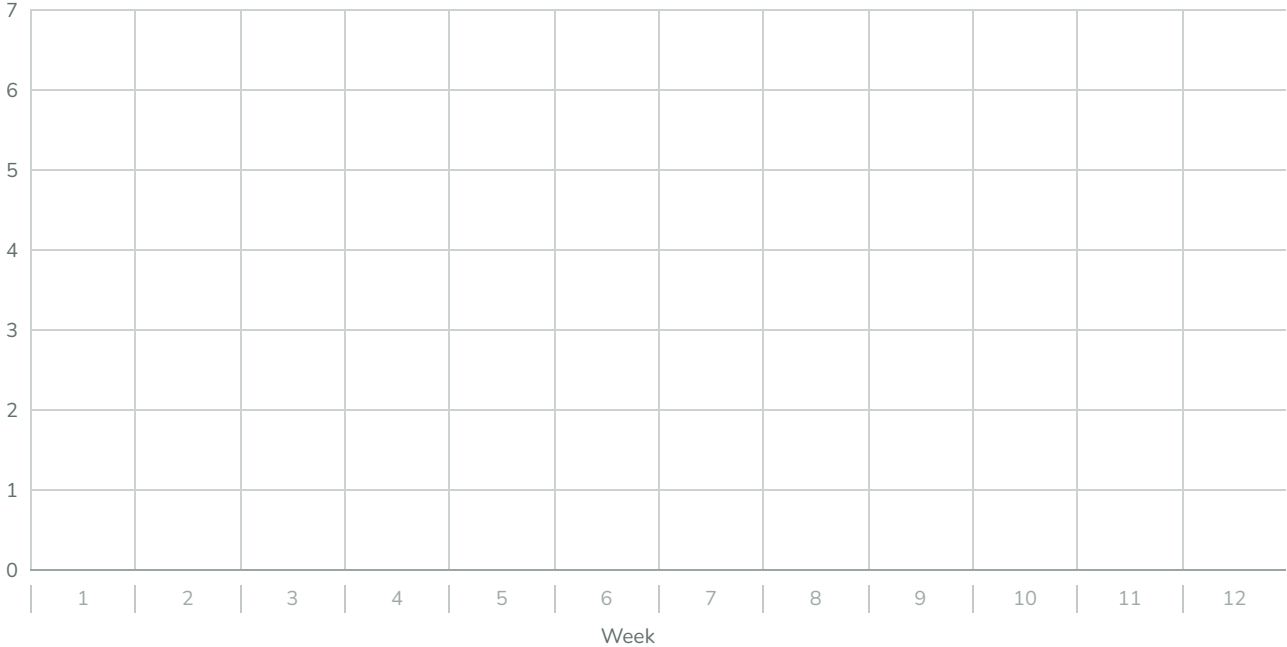
Plot the count of skills rated Independent, once a week, across a quarter.

STUDENT

SKILL FOCUS (OPTIONAL)

QUARTER / SCHOOL YEAR

SKILLS RATED INDEPENDENT, OUT OF 7



PLOTTING IT

Once a week, count the “I” codes on the classroom snapshot (page 8) or the individual inventory (page 7) and place one dot. A line that only moves up and to the right across a full quarter is worth naming at a team check-in; a flat line for three weeks running is a reason to look at the lesson tracker (page 9) for a gap.

READING A DIP

A single week that drops is usually a new skill entering the inventory, not lost ground — a skill freshly added at “E” lowers the count even while every other skill holds steady. Look at the monthly profile before treating one dot as a problem.

QUARTER CHECKPOINTS (WEEKS 4, 8, 12)

#	CHECKPOINT WEEK	SKILLS INDEPENDENT (OF 7)	NOTES
1			
2			
3			

EXAMPLE

A Month of Digital Safety Data, Filled In

SAMPLE · INVENTED STUDENT

Amara is invented, and so is every mark on this page. Every number in the summary can be re-counted from the rows above it.

AMARA J., SIXTH GRADE (INVENTED) — DIGITAL SAFETY SKILLS INVENTORY (PAGE 7)

#	DIGITAL SAFETY SKILL	START OF MONTH	END OF MONTH
1	Creating and protecting a strong password	C	I
2	Recognizing a phishing attempt	D	C
3	Understanding and using privacy settings	D	D
4	Identifying cyberbullying	C	I
5	Using appropriate language online	D	I
6	Awareness of one's own digital footprint	D	D
7	Fact-checking information found online	D	C

WEEKLY LOG, FOUR OF FIVE ENTRIES (PAGE 11)

#	DATE	SKILL	INDEPENDENT / PROMPTED
1	9/8 Mon	PH	Independent — spotted a suspicious link before clicking.
2	9/9 Tue	PR	1 cue — checked privacy settings on a practice profile.
3	9/11 Thu	FC	Independent — found a second source to check a claim.
4	9/15 Mon	CB	Independent — named a mean comment as cyberbullying.

CYBERBULLYING CHECKLIST, FOUR OF TWELVE ITEMS (PAGE 13)

#	AREA	ITEM	MARK
1	Recognize	A private photo shared without permission	Y
2	Report	Use the platform's own report or block feature	N
3	Respond	Not reply in anger, or not reply at all	Y
4	Recognize	Someone pretending to be another person online	Y

SCENARIO REFLECTION, IN AMARA'S OWN WORDS (PAGE 12)

Phishing email — “I would not click the link. I would tell a teacher and check the sender's email address first.”

Mean comment — “I would not answer right away. I would screenshot it and tell my counselor.”

Oversharing — “I would stop and ask a parent if it is okay before I post it.”

MONTHLY DIGITAL SAFETY PROFILE SUMMARY (PAGE 16)

SKILLS RATED INDEPENDENT (OF 7):
3

SKILLS THAT MOVED UP A CODE: 5 OF 7

SKILL TO FOCUS ON NEXT MONTH:
PRIVACY SETTINGS

WHY THESE NUMBERS HOLD UP

Three of 7 skills read “I” at month's end (PW, CB, LANG), matching the summary line. Five rows changed code from start to end (PW, PH, CB, LANG, FC); two did not (PR, FP), and privacy settings is named as next month's focus. Three of the four weekly rows shown are independent, one prompted. Three of the four checklist items shown are Y, one N.