Digital Citizenship Plan | 2026-2027

Piitoayis Family School

Digital citizenship is about using technology and participating in digital environments. It is key to helping our students learn to use available technology responsibly in the classroom and beyond. 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:

At Piitoayis Family School, we recognize that digital citizenship is not a checklist, but a daily practice. It is an action that empowers our students (pookaiks) to connect to local, global, and digital communities with responsibility, creativity, and care. Through Indigenous ways of knowing, being, doing, and belonging, we frame digital learning as an opportunity to enact Kakyosin (awareness), Aksistoiypaittapiisinni (independence), and Kimmapiiypitsinni (kindness) in both physical and virtual spaces.

Relevant evidence and data that informs our Digital Citizenship Plan:

- **Empowerment**: building student voice, choice, and agency online.
- **Opportunity**: leveraging technology to learn, create, and lead.
- **Connection**: fostering community, respect, and empathy across all platforms.
- **Balance**: ensuring healthy use of technology that supports holistic well-being.

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures
GOAL 1: Responsible & Informed Decisions **Students apply Kakyosin (awareness) and Aksistoiypaittapiisinni (independence) when choosing and evaluating digital tools and information.**	**Responsible & Informed** I understand how to make responsible decisions in the digital economy.	**Division 1 | K–3** With guidance, use teacher-selected sites and apps safely to explore an identified literacy, numeracy, or inquiry outcome.	Students can show what they learned and explain, in words or pictures, why a particular tool was used.	Model a clear learning purpose; use approved literacy/numeracy apps, audio recordings, and guided digital inquiry alongside classroom tasks.	By June, students demonstrate purposeful use in two curriculum-linked tasks (teacher observation/checklist).
		Division 2 | Grades 4–6 Question the accuracy, authorship, and relevance of online information before using it in curriculum-based inquiries.	Students identify trustworthy information, explain a source choice, and acknowledge information they use.	Compare two sources on the same curriculum question; model author, date, evidence, and source-checking routines.	By June, students will demonstrate ability to distinguish credible from non-credible sources.

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		K–6 | Consistent practice Ask: “What am I learning? Why this tool? How do I know the information is useful and appropriate?”	Students increasingly pause, question, and make considered decisions instead of clicking or sharing automatically.	Use a schoolwide, age-appropriate “pause–purpose–check” routine in lessons and classroom conversations.	By June, every class documents use of the decision routine in at least one learning task.
GOAL 2: Safe & Respectful **Students protect personal information and practise Kimmapiiypitsinni (kindness) in digital spaces.**	**Safe & Respectful** I know how to be safe online and create safe spaces for others in online communities.	**Division 1 | K–3** Use login information with support; recognize private information; practise asking a trusted adult for help.	Students follow simple safety routines, keep personal details private, and demonstrate kindness in shared digital spaces.	Model safe logins; use picture-based scenarios, guided role-play, class agreements, and conversations about kind words.	By June, students identify two examples of private information and a trusted adult they can ask for help.
		Division 2 | Grades 4–6 Manage account privacy; recognize suspicious content, unsafe requests, and digital footprints; communicate respectfully.	Students respond appropriately to unsafe situations and consider how online actions affect themselves and others.	Teach phishing/scam examples, privacy settings and reporting; practise respectful responses to realistic online scenarios.	By June, at least 80% of students explain a safe response to two online-risk or respectful-communication scenarios.
		K–6 | Community agreements Revisit safe, inclusive, and respectful routines whenever digital communication or collaboration is used.	Students know whom to tell about concerns; classrooms use consistent expectations for care and respectful participation.	Co-create classroom digital agreements; revisit them midyear; share a concise family-facing digital-safety reminder.	All classes establish agreements by January and revisit them by June; teachers record a brief reflection.
GOAL 3: Purposeful & Balanced Learning **Students use technology for curriculum outcomes alongside hands-on and screen-free learning.**	**Involved & Balanced** I can leverage digital tools to learn and express my understanding while making healthy, intentional choices.	**Division 1 | K–3** Explore digital tools in brief, guided, curriculum-linked experiences paired with active, hands-on and screen-free learning.	Students demonstrate learning in multiple ways and begin to recognize when a device helps and when real-world materials are better.	For example: count manipulatives before/after a numeracy app; observe outdoors and draw before taking photos; read, talk, and retell beyond the Smartboard.	By June, each K–3 class shares two documented learning sequences that include a curricular goal, purposeful digital use, and non-digital learning.
		Division 2 | Grades 4–6 Choose and justify when a digital or non-digital approach best supports researching, creating, problem-solving, or explaining curriculum learning.	Students explain what technology adds to a task and select screen-free options when these better support thinking, collaboration, or well-being.	Pair research, data tools, and digital creations with print reading, discussion, writing, making/building, art, outdoor observation, and hands-on inquiry.	By June, at least 80% of students identify one task suited to technology and one better learned without a device, with reasons.
		K–6 | Instructional planning Plan technology use only when it	Teachers can describe the purpose, added value, and non-digital	Use three planning prompts: “Which outcome? What does technology	By June, each classroom provides two planning samples showing an

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		meaningfully advances a curriculum outcome; protect regular device-free learning.	complement for selected learning activities.	add? What worthwhile learning happens without it?” Review examples in teams.	explicit outcome and balanced digital/non-digital approaches.

Next Steps and Focuses for the Coming School Year

- Gather classroom examples and student voice about when technology improves learning and when hands-on, screen-free approaches work better.
- Review evidence in January and June, including teacher planning samples, student reflections, and digital-safety learning checks; adjust supports as needed.
- Develop shared K–6 planning prompts and family communication that explain purposeful digital use, privacy, and healthy balance.