

Technology For Learning Plan

Updated: October 2017

| School District Mission | School District Vision |
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| We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community. | Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations |

| Tech for Learning Mission | Tech For Learning Vision |
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| To provide our learning community with the | An equitable and inclusive learning |

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| necessary technological competencies for an ever-changing world. | environment which provides opportunities and supports for each member of our learning community. |
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| Summary of Goals and Main Strategies | |
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| Goal #1 | Increase equity of access to technology for all learners. |
| | <p>Strategies</p> <p>1.1 Provide equitable access to technology for learning across schools. 1.2 Provide equitable access to up-to-date multimedia programs and courses in our high school media labs. 1.3 Provide assistive technology solutions that support inclusive learning practices. 1.4 Provide equitable access to grade-specific coding opportunities for students. 1.5 Provide equitable access to software for teaching and learning, with support across all schools.</p> |
| Goal #2 | Increase the network of support for adoption and integration of technology for learning for staff. |
| | <p>Strategies</p> <p>2.1 Promote distributed leadership across schools within a technology for learning network. 2.2 Promote staff learning through school based collaboration. 2.3 Support Teacher Librarians within a technology for learning network for each school.</p> |
| Goal #3 | Promote responsible student use of technology for learning. |
| | <p>Strategies</p> <p>3.1 Develop comprehensive digital citizenship guidelines for district and schools that support students and staff in a positive digital culture. 3.2 Develop grade-level digital competencies as a framework to accompany the revised curriculum.</p> |
| Goal #4 | Communicate and collaborate using technology to facilitate one learning community. |
| | <p>Strategies</p> <p>4.1 Design district guidelines for student digital portfolios and provide more opportunities for students to communicate their learning. 4.2 Communicate and collaborate across schools through the use of digital spaces. 4.3 Engage school communities, including parents, through the use of online spaces.</p> |

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| Goal #5 | Ensure exemplary technology operations and governance. |
| | Strategies 5.1 Create a digital business strategy for district and school operations. 5.2 Ensure technology-related policies, regulations and administrative procedures support all aspects of the technology plan. |

Goal 1: Increase equity of access to technology for all learners.**Goal 1: Summary of Strategies and Associated Action Plan****Strategies****1.1 Provide equitable access to technology for learning across schools.**

- Inventory existing school hardware to determine baseline levels of mounted projectors, educator laptops, Chromebooks and iPads for EAs, and student mobile technology ([The Technology for Learning Strategy](#))
 - Consult with educators on system requirements for mounted projectors and educator laptops
 - Deploy an equitable student ratio of 4:1 for iPads in K-3, 4:1 ratio of Chromebooks for grade 4-8, and 6:1 ratio of Chromebooks in Grade 9-12

1.2 Provide equitable access to up-to-date multimedia programs and courses in our high school media labs.

- Inventory existing student lab technology across high schools, conduct needs assessment with schools to determine the unique requirements for media programs.
- Evaluate requested software for equitable distribution across schools.
- Use collaborative digital spaces to support teachers with program design and implementation.

1.3 Provide assistive technology solutions that support inclusive learning practices

- Inventory and evaluate current hardware/software solutions to inform all schools.
- Collaborate with Inclusive Learning Team to integrate technologies that best support a universal design for learning.
- Develop an IEP-based criterion to determine 1:1 technology requirements

1.4 Provide equitable access to grade-specific coding opportunities for students.

- Facilitate pro-d opportunities for teachers to increase their knowledge and understanding around computational thinking and coding practices that integrate within their existing curriculum
- Create leveled coding support resources on the Technology for Learning page.
- Design and build bookable coding toolkits that can augment classroom experiences.
- Design a district coding showcase to promote student coding success stories.

1.5 Provide equity of access to software for teaching and learning, with support across all schools.

- Inventory, evaluate, and select software offered to educators and students.
 - Develop a working group that includes members from district teams
 - Develop a process and criteria to evaluate equitable software distribution
 - Develop a coordinated purchase plan for software
- Design process for evaluating software for teaching and learning in schools.
 - A process where the district ensures that they are maximizing the value of standardized software applications and software systems for students, teachers and staff
- Maintain an ongoing review process to ensure current software offerings are up-to-date and relevant for teaching and learning

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1.1 Provide equitable access to technology for learning across schools.

- Inventory existing school hardware to determine baseline levels of mounted projectors, educator laptops, Chromebooks and iPads for EAs, and student mobile technology ([The Technology for Learning Strategy](#))
 - Consult with educators on system requirements for mounted projectors and educator laptops
 - Deploy an equitable student ratio of 4:1 for iPads in K-3, 4:1 ratio of Chromebooks for grade 4-8, and 6:1 ratio of Chromebooks in Grade 9-12

1.1 Timeline

(what amount of time is required for the strategy)

- June 2018

1.1 Resources

(What is required to fulfill the strategy?)

- Mounted TEC packages in enrolling classrooms that don't already have existing mounted projectors
- Eligible teacher receive a laptop and EA a Chromebook
- Student iPads and Chromebooks based upon equitable ratio distribution
- Support for teachers using technology for learning network (see strategy 2.1)
- Upgraded network infrastructure to enhance mobile technology in classroom

1.1 Reporting

(What information is collected and how will it be collected?)

(What information is collected and how will it be collected?)

What?

- Number of classrooms equipped with mounted technology compared to TEC packages each school received.
- Data traffic from district provided mobile technology
- Teacher laptop requests
- Chromebooks and iPads purchased for schools

How?

- SD61 inventory app for TEC packages
- Network traffic measurement tool
- Educator laptop request report
- Purchase records and deployment numbers

1.1 Evidence and Targets

(what can be measured to validate success of the strategy?)

- Equity of access - the difference between the number of classrooms with existing technology and all classroom newly equipped
- The difference in activity on the network infrastructure

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- The increase of teachers with laptops and equity of opportunity

1.1 Outcomes

(What outcomes can be expected as a result of the strategy)?

- Equital hardware access and opportunity across schools for staff and students
- Adoption and transition from computer lab models to more flexible learning environments

1.2 Provide equitable access to up-to-date multimedia programs and courses in our high school media labs.

- Inventory existing student lab technology across high schools, conduct needs assessment with schools to determine the unique requirements for media programs and provision appropriate hardware.
- Evaluate requested software for equitable distribution across schools.
- Use collaborative digital spaces to support teachers with program design and implementation.

1.2 Timeline

- June 2018

1.2 Resources

- Multi-media computer and screen equitably distributed across our high schools
- Bundled software that is required for the media labs

1.2 Reporting

What?

- Ratio of accessible up-to-date desktops for students in high schools
- Current use of multimedia software
- Number of up-to-date monitors
- Number of student enrolled in multimedia programs in high schools
- Student learning artifacts

How?

- IT inventory
- Input and feedback from multi-media program teachers
- MyEd reports
- Collaborative digital sharing of student and showcase student work

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1.2 Evidence and Targets (what can be measured to validate success of the strategy?)

- Increase accessibility and opportunity for high school students to engage in contemporary multi-media programs through baseline standards for media lab hardware and software.

1.2 Outcomes

- All high schools will have hardware equity to enable the use of contemporary multimedia applications.
- All high school students will have equal opportunities to develop marketable digital skills

1.3 Provide assistive technology solutions that support inclusive learning practices.

- Inventory and evaluate current hardware/software solutions to inform all schools.
- Collaborate with Inclusive Learning Team to integrate technologies that best support a universal design for learning.
- Develop an IEP-based criteria to determine 1:1 technology requirements

1.3 Timeline

Oct 2017 to June 2019

1.3 Resources

- Update inventory of hardware and software currently available and share it with schools
- Funding new and evaluated hardware and software for schools
- Funding to provide every vulnerable learner that meets defined criteria with appropriate assistive technology

1.3 Reporting

Data Collected

- Number of software applications and licences available to our learners
- Inventory of current available hardware
- Number of learners using software (ie-

How?

- IT report of available packaged software
- Catalogue and organization of
- Feedback survey of use, going to

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| Read and Write, Kurzweil, etc) | students and teachers |
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1.3 Evidence and Targets (what can be measured to validate success of the strategy?)

- Every learner has access to technology in an universal design for learning framework
- Identify gaps in need between between the learner and classroom access and hardware/software options
- Increased use of district wide licensed programs such as Read & Write

1.3 Outcomes

- Increase access to inclusive, differentiated technology mediated learning in classrooms
- Quick evaluation of standards and adoption of new tools for classroom
- Universal supportive technology that is accessible for all learners

1.4 Provide equitable access to grade-specific coding opportunities for all students.

- Facilitate professional development opportunities for teachers to increase their knowledge and understanding around computational thinking and coding practices that integrate within their existing curriculum
- Create leveled coding support resources on the Technology for Learning page.
- Design and build bookable coding toolkits that can augment classroom experiences.
- Design a district coding showcase to promote student coding success stories.

1.4 Timeline

Oct 2017 to June 2019

1.4 Resources

- Technology support teachers
- Lighthouse Labs - Train the Trainer 2 workshops
- Coding support pages on the Technology for Learning site
- Continued outreach with Coding Quest
- Books and hands-on coding tools
- Coding toolkits for schools

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1.4 Reporting

Data Collected

- Total number of coding support requests
- Requests to book coding kits
- Students involved in showcasing projects
- Teacher needs assessment

How?

- Fill and train technology support teacher roles
- Develop effective, grade-level specific coding resources on Tech for learning site
- Develop and create a baseline of coding tools that are scalable across multiple grade levels
- Purchase and inventory items for bookable coding toolkits

1.4 Evidence and Targets

(what can be measured to validate success of the strategy?)

- All teachers will be able to access grade level specific coding resources
- Teachers will be able to book coding toolkits and coding support teachers for training
- Teachers will be able to access coding training through pro-d opportunities

1.4 Outcomes

- June 2018: Develop a universal understanding around computational thinking concepts and how they relate to existing curriculum
- June 2019: Meet or exceed curricular competencies for ADST coding across all K-9 classrooms.

1.5 Provide equitable access to software for teaching and learning, with support across all schools.

- Inventory, evaluate, and select software offered to educators and students.
 - Develop a working group that includes members from district teams
 - Develop a process and criteria to evaluate equitable software distribution
 - Develop a coordinated purchase plan for software
- Design process for evaluating software for teaching and learning in schools.
 - A process where the district ensures that they are maximizing the value of standardized software applications and software systems for students, teachers and staff

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- Maintain an ongoing review process to ensure current software offerings are up-to-date and relevant for teaching and learning

1.5 Timeline

- June 2018

1.5 Resources

- IT support team
- A database for all software currently in use in the district
- Monthly software spotlight page on the Tech for Learning site

1.5 Reporting

(What information is collected and how will it be collected?)

- | | |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Full inventory of all district software <input type="checkbox"/> Software request page with guidelines and more information for applicants | <ul style="list-style-type: none"> <input type="checkbox"/> Collaboration with IT support |
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1.5 Evidence

- Increased access and transparency in all district approved software

1.5 Outcomes

- Easier determinations of value-gained from approved software
- Software is purchased at the best price (scale-based pricing)
- Staff are aware of standardized software offerings and availability
- Benefits of standardization are obtained (broad support)

Goal 2: Increase the network of support for adoption and integration of technology for learning.

Goal 2: Summary of Strategies and Associated Action Plan

Strategies

2.1 Promote distributed leadership across schools within a collaborative technology for learning network.

- Facilitate professional learning and a culture of contribution across schools through collaboration, workshops, conferences and release time.
- Design and fill district technology support teacher positions to target school levels.
- Support professional learning opportunities that can be integrated with district teams and school based professional learning funding.
- Connect school learning cultures to each other for inspiration and support
- Support schools in the transition from computer lab learning to technology-integrated classroom learning with student iPads or Chromebooks

2.2 Promote staff learning through school-based collaboration.

- Equip schools with the resources to respond to staff voice and choice for professional development.
- Provide release time for staff to foster a culture of contribution through supported exploration, sharing, and mentorship opportunities.
- Promote teacher leaders in classrooms to collaborate with colleague for ongoing professional development.

2.3 Support Teacher Librarians within a technology for learning network for each school.

- Design and hire a district teacher librarian to support the transition from libraries to a personalized learning commons hub model in each school.
- Equip Teacher Librarians with a technology for learning network within and across schools.
- Evaluate each school's requirements for a transition to a learning commons, including furniture and layout, technology, online space, and role of the TL in a school.
- Facilitate the equitable access to online resources and software for schools.

2.1 Promote distributed leadership across schools within a technology for learning network.

- Facilitate professional learning and a culture of contribution across schools through collaboration, workshops, conferences and release time.
- Design and fill district technology support teacher positions to target school levels.
- Support professional learning opportunities that can be integrated with district teams and school based professional learning funding.
- Connect school learning cultures to each other for inspiration and support
- Support schools in the transition from computer lab learning to technology-integrated classroom learning with student iPads or Chromebooks

2.1 Timeline

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June 2019

2.1 Resources

- Funding to support the technology for learning network
 - Funding for FTE position, release time, and supporting professional development resources

2.1 Reporting

(What information is collected and how will it be collected?)

Data Collected

- Qualitative data through school based feedback
- Teachers active within a technology for learning network
- Engage teachers to attend and present at professional development opportunities
- Monitor support requests for technology in the classroom
- GSuite user adoption - teachers and students

How?

- Share and discuss input and feedback from schools
- School focused needs assessments
- Pro-D registration numbers
- Help Desk ticket assessments
- Compare G-Suite data to MyEd

2.1 Evidence and Targets

(what can be measured to validate success of the strategy?)

- Awareness of the Tech for Learning support network for every teacher
- Support any interested teachers to attend high quality professional development opportunities (ie. Google Summit, iPad conferences, etc)
- Responsive interactions to Help Desk requests and school tech
- Increase support capacity by tracking most common help requests and integrate these into FAQs and broader support systems
- Increased number of school-based teacher leaders who self-identify to be comfortable and confident using technology

2.1 Outcomes

- Develop a network and culture of contribution to support teachers using technology for teaching and learning
- Empower teacher leaders in the support of other teachers' technology for learning adoption

2.2 Promote staff learning through school based collaboration.

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- Equip schools with the resources to respond to staff voice and choice for professional development.
- Provide release time for staff to foster a culture of contribution through supported exploration, sharing, and mentorship opportunities.
- Promote teacher leaders in classrooms to collaborate with colleague for ongoing professional development.

2.2 Timeline

- October 2016 to June 2018

2.2 Resources

- Professional Learning Support Funds - .1 FTE or equivalent to elementary/Middle, .144 FTE or equivalent to high
- District team support for in-school collaboration time
- Principal/vice-principal support on how to best foster collaboration in schools

2.2 Reporting

(What information is collected and how will it be collected?)

Data Collected

- Number of school who choose FTE or release time
- How much release time is used and for what reason
- How much is carried over in school accounts
- Qualitative school based discussions and observations. "Is this working?"

How?

- Finance and HR reports
- Informal conversations, staff meetings, and facilitated collaboration time for input and feedback on directions
- School based Professional development day feedback

2.2 Evidence

Support and facilitate local leadership within schools
Strengthen the culture of collaboration and contribution within schools

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2.2 Outcomes

The targeted use of professional learning release time that is in line with district and school plans and directions.

2.3 Support Teacher Librarians within a technology for learning network for each school.

- Design and hire a district teacher librarian to support the transition from libraries to a personalized learning commons hub model in each school.
- Equip Teacher Librarians with a technology for learning network within and across schools.
- Evaluate each school's requirements for a transition to a learning commons, including furniture and layout, technology, online space, and role of the TL in a school.
- Facilitate the equitable access to online resources and software for schools.

2.3 Timeline

October 2016 to June 2018

2.3 Resources

- New district teacher librarian support teacher
- TL release time for collaboration and needs assessment

2.3 Reporting

(What information is collected and how will it be collected?)

Data Collected

- Number of times Teacher librarians connect with each other across schools
- Role and space
- Use of ERAC sites
- Use and design of destiny sites
- Qualitative school based observations and conversations

How?

- HR reports
- ERAC report
- Follett Destiny sites

2.3 Evidence and Targets

(what can be measured to validate success of the strategy?)

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- School library websites will all offer well-organized digital resources for students
- Students and teachers can access school library websites with greater purpose
- Increased use of ERAC resources

2.3 Outcomes

- Improved equity across all school library websites
- Improved TL support consistency across all schools
- Support for TLs with the transition to a learning commons model

Goal 3: Promote responsible student use of technology for learning.

Goal 3: Summary of Strategies and Associated Action Plan

Strategies

3.1 Develop comprehensive digital citizenship guidelines for district and schools that support student and staff in a positive digital culture.

- Provide schools with the necessary guidelines and supports for integrating both district and student own devices into classroom learning.
- Co-create with staff a working definition of Digital Citizenship as a competency that weaves throughout the curriculum.
- Development of digital literacy and digital citizenship curriculum that supports technology use in schools.
- Develop guidelines as recommended by the Technology Stewardship Ad Hoc Committee for physical use of wireless devices.
- Develop appropriate BYOD strategy as recommended by the Technology Stewardship Ad Hoc Committee that supports students using their own computing devices

3.2 Develop grade-level digital competencies as a framework to accompany the revised curriculum.

- Ensuring that students can appropriately and effectively use technology for learning.
- Align with BC digital literacy standards and International Society for Technology in Education (ISTE) student standards for frameworks for technology for learning use.

3.1 Develop comprehensive digital citizenship guidelines for district and schools that support student and staff in a positive digital culture.

- Provide schools with the necessary guidelines and supports for integrating both district and student owned devices into classroom learning.
- Co-create with staff a working definition of Digital Citizenship as a competency that weaves throughout the curriculum.
- Development of digital literacy and digital citizenship curriculum that supports

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technology use in schools.

- Develop guidelines as recommended by the Technology Stewardship Ad Hoc Committee for physical use of wireless devices.
- Develop appropriate BYOD strategy as recommended by the Technology Stewardship Ad Hoc Committee that supports students using their own computing devices.

3.1 Timeline

- September 2018

3.1 Resources

(What is required to fulfill the strategies)

- Time with teachers to co-create guidelines
- Learning team, IT department, technology for learning network involvement

3.1 Reporting

(What information is collected and how will it be collected?)

Data Collected

- Number of schools/classrooms adopting and welcoming a Bring Your Own Device (BYOD) culture.
- Anecdotal evidence from schools on the BYOD experience.
- Student to technology ratio at various levels
- Schools shared definition of digital citizenship
- The number and type of devices connected to district technology resources.

How?

- School surveys and staff involvement on conversations
- School conversations with staffs on progress and culture of a positive digital culture.
- Student survey on impacts of technology on the brain and body, interactions, and staying safe online.
- Infrastructure reports, site traffic, and device activity across the school day

3.1 Evidence and Targets

(what can be measured to validate success of the strategy?)

- A common understanding of respectful and appropriate behavior in person and online when using technology for learning.
- Staff and students engage in active self-regulation with technology for learning.
- Understanding of how technology can affect our minds and bodies
- Understand the impacts of decisions for presenting our best online self.

3.1 Outcomes

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- Students will be self-aware of the impacts on their behavior when using technology and understand the impacts of their decisions online
- Students will be able to learn in new collaborative ways.
- Teachers will have access to reliable technology in their classrooms.
- Students and staff can explain the benefits of a balanced approach to using technology for learning.

3.2 Develop grade-level digital competencies as a framework to accompany the revised curriculum.

- Ensuring that students can appropriately and effectively use technology for learning.
- Align with BC digital literacy standards and International Society for Technology in Education (ISTE) student standards for frameworks for technology for learning use.

3.2 Timeline

- June 2018

3.2 Resources

(What is required to fulfill the strategies)

- Information Technology Dept., Learning Team, and Technology for learning network

3.2 Reporting

(What information is collected and how will it be collected?)

Data Collected

- Needs assessment from teachers on supports needed for digital safety/citizenship and technology use

How?

- Survey teachers, students and parents
- Collect anecdotal evidence

3.2 Evidence

- Grade level specific digital competencies will help teachers better understand what key technology skills should be targeted for their specific grade
- Establish technology competency for students to assist in school level transitions
- Schools will have easier access to district-wide strategies to support technology use and digital safety / citizenship

3.2 Outcomes

- Students and staff will be able to effectively use their own devices for learning and teaching while connected to district technology resources
- Teachers will have quick access to appropriate support documents for their grade level
- Students will be better prepared for transition,

Goal 4: Communicate and collaborate using technology to facilitate one learning community.

Summary of Strategies and Associated Action Plan

Strategies

4.1 Design district guidelines for student digital portfolios and provide more opportunities for students to communicate their learning.

- Use of CSL, FreshGrade, and Google Sites to document and share learning and assessment.
- Consult with teachers to design district guidelines that best support learners, teachers, and parents to engage with these tools effectively.
- Develop district frameworks to promote high quality assessment within digital portfolios that is connected to the revised curriculum and reporting order.
- Create more opportunities for students to communicate their learning.
- Design grade-level appropriate self-assessment criteria to support the new curriculum reporting order for the core competencies.

4.2 Communicate and collaborate across schools through the use of digital spaces.

- Create a safe and transparent digital space to share exemplary teaching and learning
- Redevelop the Learning Hub into a digital commons that facilitates a broad culture of contribution and collaboration
- Increase the use of video to share stories and highlight exceptional teaching and learning
- Design grade-level appropriate self-reflection & assessment criteria support the requirements of the new curriculum reporting order for the core competencies.

4.3 Engage school communities, including parents, through the use of online spaces.

- Develop shared digital communication standards for schools that are in line with the District Communication Strategy.
- Evaluate and streamline the district website for increased clarity and access to information for school communities.
- Increase consistency regarding website standards, social media engagement, and school mobile app use within school communities.
- Develop more digital communication and service opportunities for parents.

4.1 Design district guidelines for student digital portfolios and provide more opportunities for students to communicate their learning.

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- Use of CSL, FreshGrade, and Google Sites to document and share student learning and assessment.
- Consult with teachers to design district guidelines that best support learners, teachers, and parents to engage with these tools effectively.
- Develop district frameworks to promote high quality assessment within digital portfolios that is connected to the revised curriculum and reporting order.
- Design grade-level appropriate self-assessment criteria to support the new curriculum reporting order for the core competencies.

4.1 Timeline

June 2019

4.1 Resources

(What is required to fulfill the strategies)

- District communication strategy
- Increased access to teacher e-portfolio pro-d

4.1 Reporting

(What information is collected and how will it be collected?)

Data Collected

- Increase parent satisfaction in how communication about student learning is being shared
- Increase meaningful conversation with parents/students about their learning
- Deepen their understanding about their child's learning and how to best support this at home.

How?

- Parent survey(s)
- Redesign parent portals
- Parent support documents to improve e-portfolio engagement

4.1 Evidence

- Equal access to hardware and software across schools for staff and students
- Increased digital literacy for staff and students
- Deployed technology is used regularly and effectively
- Increase in inclusive and differentiated learning in classrooms
- Successful transitions from computer lab models to more flexible learning environments

4.1 Outcomes

- Students have support using various options for communicating and sharing learning

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- Parents have access to provide descriptive ongoing feedback that supports student success.
- Parents are supported to create more meaningful and purposeful comments that support and reinforce student learning.

4.2 Communicate and collaborate across schools through the use of digital spaces.

- Create a safe and transparent digital space to share exemplary teaching and learning
- Redevelop the Learning Hub into a digital commons that facilitates a broad culture of contribution and collaboration
- Increase the use of video to share stories and highlight exceptional teaching and learning
- Design grade-level appropriate self-reflection & assessment criteria support the requirements of the new curriculum reporting order for the core competencies.

4.2 Timeline

- June 2018

4.2 Resources

(What is required to fulfill the strategies)

- Redesigned Learning Hub that includes collaborative spaces and a showcase to highlight exemplary teaching and learning
- More prominent inclusion of video across the website
- Accessible frameworks and templates for all K-9 grades that support student self-assessment

4.2 Reporting

(What information is collected and how will it be collected?)

Data Collected

- Number of teachers using digital spaces
- Website data traffic statistics
- Video views data
- Total number of schools engaged in sound student self-assessment practices

How?

- Face to face feedback in schools
- Work with IT to get website stats
- Monitor video data
- Survey schools regarding core competency assessment readiness (Spring 2017)

4.2 Evidence

- More actively used Learn site.
- Increased use of video as a district communications medium.
- Increased standardization with student self-assessment practices

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4.2 Outcomes

- Increasing accessibility of frameworks and networks to support teacher and student learning and collaboration
- Reinforced “culture of contribution” framework via a well-designed educator hub
- A more uniform understanding and application of core competency self-assessment models in all schools.

4.3 Engage school communities, including parents, through the use of online spaces.

- Develop shared digital communication standards for schools that are in line with the District Communication Strategy.
- Evaluate and streamline the district website for increased clarity and access to information for school communities.
- Increase consistency regarding website standards, social media engagement, and school mobile app use within school communities.
- Develop more digital communication and service opportunities for parents.

4.3 Timeline

June 2019

4.3 Resources

(What is required to fulfill the strategies)

- District communication strategy
- IT department and communications liaison
- Learn site to showcase exemplars of social media engagement, apps, etc.

4.3 Reporting

(What information is collected and how will it be collected?)

Data Collected

- School website profiles
- Total number of social media accounts
- Website focus group(s) with various stakeholders

How?

- Website audits
- Stakeholder feedback

4.3 Evidence

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- Improved school web presences
- More engaged digital school communities
- Improved efficiency of school communication

4.3 Outcomes

- Increased engagement and awareness within school communities
- Streamlined, easier to navigate district website
- Improved school website presence and effective use of social media

Goal 5: Ensure exemplary technology operations and governance.

Goal 5: Summary of Strategies and Associated Action Plan

Strategies

5.1 Create a digital business strategy for district and school operations.

- Assess current district and school business operational environments and determine opportunities and priorities for digital transformation.
- Develop a digital business strategy.

5.2 Ensure technology-related policies, regulations and administrative procedures support all aspects of the technology plan.

- Assess current policies and regulations and update accordingly.
- Develop administrative procedures where necessary.

5.1 Create a digital business strategy for district and school operations.

- Assess current district and school business operational environments and determine opportunities and priorities for digital transformation.
- Develop a digital business strategy.

5.1 Timeline

- June 2018

5.1 Resources

(What is required to fulfill the strategies)

- Key stakeholders including senior leadership, school and district administrative officers, directors, managers and program leads.
- District & school based documentation on existing business processes.

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| 5.1 Reporting (What information is collected and how will it be collected?) | |
| <input type="checkbox"/> Existing business processes. | <input type="checkbox"/> Qualitative discussions with key stakeholders |

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| 5.1 Evidence |
| <input type="checkbox"/> The development of a digital business strategy that enables new methods of engagement and service delivery that is supported by a robust and accessible digital infrastructure. |

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| 5.1 Outcomes |
| <input type="checkbox"/> Increasing the School District's digital maturity for operations across all business areas. <input type="checkbox"/> An established road map that enhances stakeholder engagement and service delivery through existing infrastructure and technology assets. <input type="checkbox"/> The development of a digital workforce. <input type="checkbox"/> The elimination of paper-based and labour intensive business processes and inefficient workflow. |

5.2 Ensure technology-related policies, regulations and administrative procedures support all aspects of the technology plan.

- Assess current policies and regulations and update accordingly.
- Develop administrative procedures where necessary.
- Engage with the Board of Education on all adjustments, amendments, and re-writes of the policy and regulations through the policy subcommittee.

5.2 Timeline

December 2017

5.2 Resources (What is required to fulfill the strategies)

- Information Technology Department and Secretary Treasurer's Office.
- Existing technology-related policies and regulations,

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5.2 Reporting (What information is collected and how will it be collected?)

Data Collected

- Collecting data related to IT policy creation and technology best practices in K-12 education
- Existing SD61 IT-related policies and regulations

How?

- Literacy review
- SD61 Policy and regulation review

5.2 Evidence

- Review IT-related incidents and ensure that the policies and regulations are meeting the needs of district stakeholders

5.2 Outcomes

- Updated policy and regulations
- Development of new administrative procedures
- Ensure that district stakeholders are aware of updated policy as it related to them

| Technology Plan Timelines | |
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| 2015 - 2017 Phase One | 1.1 Provide equitable access to technology for learning across schools. |
| | 2.2 Promote staff learning through school based collaboration. |
| 2017 - 2018 Phase Two | 1.2 Provide equitable access to up-to-date multimedia programs and courses in our high school media labs. |
| | 1.5 Provide equitable access to software for teaching and learning, with support across all schools. |
| | 2.1 Promote distributed leadership across schools within a technology for learning network. |
| | 2.3 Support Teacher Librarians within a technology for learning network for each school. |
| | 3.1 Develop comprehensive digital citizenship guidelines for district and schools that support student and staff in a positive digital culture. |
| | 3.2 Develop grade-level digital competencies as a framework to accompany the revised curriculum. |
| | 4.1 Design district guidelines for student digital portfolios and provide more opportunities for students to communicate their learning. |
| | 5.1 Create a digital business strategy for district and school operations. |
| | 5.2 Ensure technology-related policies, regulations and administrative procedures support all aspects of the technology plan. |
| | 2018 - 2019 Phase Three |
| 1.4 Provide equitable access to grade-specific coding opportunities for all students. | |
| 4.2 Communicate and collaborate across schools through the use of digital spaces. | |
| 4.3 Engage school communities through the use of online spaces. | |