



The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee

AGENDA

Monday, June 1, 2020, 7:00 p.m.

Broadcasted via YouTube

<https://www.youtube.com/channel/UCRtyy8Uak0IVS-wxlwPewXw/featured>

Chairperson: Trustee Duncan

Pages

A. COMMENCEMENT OF MEETING

A.1 Acknowledgement of Traditional Territories

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

A.2 Approval of the Agenda

Recommended Motion:
That the June 1, 2020 Education Policy and Planning Committee meeting agenda be approved.

A.3 Approval of the Minutes

Recommended Motion:
That the March 2, 2020 Combined Education Policy and Operations Policy Meeting (Education Policy portion) minutes be approved.

A.4 Business arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

C. NEW BUSINESS

C.1 Introduction of Student Representative

Hannah O'Shea, Zoe Jennings, and Sienna Nargang White of Victoria High School.

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C.2	Inclusion Survey Summary - Deb Whitten	8
C.3	Grade 4/5 Performance Standards - Deb Whitten	14
C.4	District Team's March to May Recap - Louise Sheffer	16
C.5	Ad Hoc Committee Recommendation - Trustee McNally	

Recommendation

That the Board of Education of School District No. 61 (Greater Victoria) instruct the Superintendent to ensure that the Ad Hoc Committee Meeting Minutes pages includes current minutes and reports to the Board as required from all functioning Ad Hoc Committee, beginning immediately.

D. NOTICE OF MOTION

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

Recommended Motion:

That the meeting adjourn.

Note: This meeting is being audio and video recorded. The video can be viewed on the District website.



Combined Education Policy and Directions Committee & Operations Policy and Planning Committee Meeting

REGULAR MINUTES

March 2, 2020, 7:00 p.m.

Trustees Present: Nicole Duncan, Elaine Leonard, Rob Paynter, Angie Hentze, Ann Whiteaker, Jordan Watters, Tom Ferris, Ryan Painter

Trustee Regrets: Diane McNally

Administration: Shelley Green, Superintendent of Schools, Deb Whitten, Deputy Superintendent, Kim Morris, Secretary-Treasurer, Colin Roberts, Associate Superintendent, Greg Kitchen, Associate Superintendent, Katrina Stride, Associate Secretary-Treasurer, Jim Soles, Associate Director of Facilities, Harold Caldwell, Director of District Team, Andy Canty, Director of IT for Learning, Lisa McPhail, Communications and Community Engagement Officer, Sean McCartney, District Principal, Shelly Niemi, District Administrator of Indigenous Education, Craig Schellenberg, District Principal of Indigenous Education, Leonie Ebert, Student Representative, Kristil Hammer, VCPAC Vice-President Representative, Connor McCoy, VPVPA Representative, Cindy Graf, GVTA Representative, Angela Leong, CUPE 947 Representative, Andree Porter, Executive Assistant (Recorder)

1. COMMENCEMENT OF MEETING

The meeting was called to order at 7:06 pm

March 2, 2020/Combined Education & Operations Committee Meeting

1.1 Acknowledgement of Traditional Territories

Chair Duncan recognized and acknowledged the Esquimalt and Songhees Nation, on whose traditional territories we live, we learn and we do our work.

1.2 Approval of the Combined Education Policy and Directions Committee & Operations Policy and Planning Committee Meeting Agenda

Moved by Ann Whiteaker

That the March 2, 2020 Combined Education Policy and Directions Committee/Operations Policy and Planning Committee meeting agenda be approved with the following amendments:

Remove Item B.4.c Ad Hoc Committees – Trustee McNally

Add item C.6.b - Budget 2020-2021: Talking Tables Report

Move items C.3.a and C.3.b to B.3.b and B.3.c

Motion Carried Unanimously

2. EDUCATION POLICY AND DIRECTIONS COMMITTEE - Trustee Duncan, Chair

2.1 Approval of the Minutes

- a. Approval of the February 3, 2020 Education Policy and Directions Committee meeting minutes

Moved by Tom Ferris

That the February 3, 2020 Education Policy and Directions Committee meeting minutes be approved.

Motion Carried Unanimously

2.2 Business arising from Minutes

2.3 Presentations to the Committee

- a. French Immersion/International Bacculaureate Programs - Evelyn Funk

Ms. Funk outlined her concerns relative to space for students to enroll in the French Immersion/International Bacculaureate programs.

2.4 New Business

- a. Introduction of Student Representative - Shelley Green

Superintendent Green introduced and welcomed Student Representative, Leonie Ebert of Lambrick Park Secondary School.

- b. District Team Update - Harold Caldwell

Mr. Caldwell, Director of the District Team, reported on the District Team's learning opportunities for February 2020, reviewing the work being done in literacy, numeracy, mental health, student engagement and early years. Questions of clarification were asked.

- c. Aboriginal Education Annual Report - Shelly Niemi & Craig Schellenberg

Craig Schellenberg, District Principal of Indigenous Education and Shelly Niemi, District Administrator of Indigenous Education, reported on Indigenous student demographics and graduation rates within the district, and provided a walk-through of targeted goals and coordinated efforts being made to improve achievement rates for indigenous students. Ms. Niemi noted that more indigenous participation is being seen via opportunities offered through the district, such as the Pathways & Partnerships department. Mr. Schellenberg highlighted the work being done to support literacy at Craigflower School, as well as the work with the Teacher Librarian Local Specialist Association in the decolonizing of libraries. A handout related to the Indigenous Learning Leadership Series was provided to attendees. Ms. Niemi and Mr. Schellenberg thanked the Board of Education and District Staff for the ongoing support. Questions of clarification were asked.

- d. Privacy Update - Andy Canty

Director of Information Technology for Learning Canty, provided an update on the work being done in the district relative to privacy and security, including highlighting privacy related initiatives and privacy

projects that are currently underway. Mr. Canty outlined the relationship between privacy and security, noting that the overall goal is to better equip staff, students and parents with information on how to protect personal data. Questions of clarification were asked.

2.5 Notice of Motion

2.6 General Announcements

3. OPERATIONS POLICY AND PLANNING COMMITTEE - Trustee Leonard, Chair

3.1 Approval of the Minutes

- a. Approval of the February 10, 2020 Operation Policy and Planning Committee meeting minutes

Moved by Ann Whiteaker

That the March 2, 2020 Operations Policy and Planning Committee meeting minutes be approved.

Motion Carried Unanimously

3.2 Business Arising from Minutes

3.3 Presentations

- a. STAR Project - Audrey Smith
- b. STAR Project - Colin Kronchite

Ms. Smith and Mr. Kronchite presented on the proposed Spectrum Turf and Rink Project (STAR), and provided an update on their findings since the last presentation to the Operations Policy & Planning Committee in June 2019. The group requested the following: 1. That the Board of Education for SD No. 61 formally ask the Municipality of Saanich to consider the STAR Project in their feasibility study for an additional rink in Saanich. 2. That the STAR Committee receive permission to gather feedback from Burnside neighbours, and 3. Permission to begin formalizing turf partnerships. Questions of clarification were asked.

3.4 Superintendent's Report

3.5 Personnel Items

March 2, 2020/Combined Education & Operations Committee Meeting

3.6 Finance and Legal Affairs

a. Policy Sub-Committee Report

Trustee Loenard presented a list of policies recommended to the Board of Education for abandonment or reclassification as administrative procedures. Questions of clarification were asked.

Moved by Angie Hentze

That the Board of Education of School District No. 61 (Greater Victoria) abandon Policies 4117, 4122, 4210.1, 4302, 5118.4, 5119.5, 5125, 5125.1;

AND FURTHER

That the Board refer Policy 5118.3 to the Superintendent for administration manual consideration.

Carried Unanimously

b. Budget 2020-2021: Talking Tables Report

Secretary-Treasurer Morris presented a handout reporting on the Budget 2020-2021 Talking Tables event which took place on February 20th 2020. The report was received for information purposes and will be posted on the district website.

3.7 Facilities Planning

a. Climate Action Report: Information Technology for Learning – Andy Canty & Greg Kitchen

Director of Information Technology for Learning Canty, presented the "IT for Learning Department - Climate Action Report" which outlined a number of initiatives currently underway within the ITL Department and District to help reduce our carbon footprint. Some of the initiatives are the managed print services which reduces the number of unused printed documents, application development which digitizes paper workflows, and computer energy management, which helps reduce the amount of energy being used to power computers and other devices across the district. Mr. Canty highlighted next steps and made note of the ITL Monthly Updates hand-out which was circulated to the committee and will be uploaded to the district website.

b. 2019 Seismic Risk Re-Assessment

Secretary-Treasurer Morris provided an overview of the Seismic Re-Assessment report noting the importance of this information for the Board of Education's upcoming Capital Planning session. Ms. Morris introduced Jim Soles, Associate Director of Facilities Services, who noted that the new Seismic Retrofit Guidelines had a significant impact on Vancouver Island, and Victoria specifically.

c. Monthly Operations Update

Secretary-Treasurer Morris presented the Monthly Operations Update and made note of two items. The first item is in relation to the current work being done by district custodians to mitigate the risk of infection due to concerns related to the coronavirus. These concerns have created a need to revise the daily work procedures. The current state of daily work and the proposed daily work of custodians were discussed. Ms. Morris also made note of the recent decision to choose gas heating as the energy source for Victoria High School. Mr. Soles provided the rationale for this decision. Questions of clarification were asked.

d. Inclusion for Learning Strategy Update - Sean McCartney

District Principal, Sean McCartney, provided a brief overview of the Inclusion for Learning Strategy, created in May 2018, which aims to ensure that appropriate infrastructure and supplies are available so that each school within the district can offer an Inclusive Learning environment, and he provided an update on the status of capital, operations and equipment. Mr. McCartney presented a grid within the report which outlines completed work to date and the progress that is being made across the district. Questions of clarification were asked.

e. Capital Planning Cycle

Secretary-Treasurer Morris brought forward the Capital Planning Cycle report for information, encouraging the Board and Committee members to review the information presented as it can help provide a clear understanding of the sources of funding, and ways in which projects can be paid for within the capital budget. The 5 year capital plan will be put forward for Board approval in June 2020.

3.8 New Business

March 2, 2020/Combined Education & Operations Committee Meeting

3.9 Notice of Motion

Trustee Whiteaker stated her intention to put forward a notice of motion to the March 9, 2020 Board meeting relative to the Spectrum Turf and Rink project.

3.10 General Announcements

4. ADJOURNMENT

The meeting adjourned at 9:38 pm.

Moved by Angie Hentze

That the meeting adjourn.

Motion Carried Unanimously

Chair

Secretary-Treasurer

DRAFT

TO: The Education Policy and Directions Committee
FROM: Deb Whitten
RE: Inclusion Survey feedback
DATE: Monday, June 1, 2020

Background

In February 2020 the District Team created a survey as per the motion passed at the Education Policy and Directions Committee Meeting on March 4, 2019.

“That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to produce surveys for the purpose of gathering feedback on the District’s Learning Support Operational Plan’s goals. The purpose of the first survey will be to gather feedback from all staff regarding Goal 1: Provide meaningful and purposeful educational opportunities for vulnerable students with diverse learning needs while considering the physical, social-emotional and academic domains. The purpose of the second survey will be to gather feedback from parents and students on their experience of inclusive learning in our district....”

Summary and Analysis of Input:

Questions 1 – 5: Demographics

The anonymous survey received 2,356 responses which included: 1531 parents or guardians, 408 teachers, 158 CUPE, 76 Staff(other), 75 other, 56 students, 51 community members, and 1 Trustee.

The grade level that was most represented was Elementary at 65.4% of the total respondents, followed by Middle at 31.7%, Secondary at 28.31%, 'Other' at 2.84% and Continuing Education at 1.91%.

Question #6: What words first come to mind when you think about the ideal inclusive learning environment for the Greater Victoria?

This question generated 1465 responses. Some of the overarching themes to capture inclusion were:

- Caring/Kindness
- Respect

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- Welcoming, accepting, belonging, supportive
- More support required, funding, training, resources
- Flexibility, dynamic, adaptable, accessible
- Diversity
- Equity
- Work in progress
- Opportunity
- Community

Question #7: Do you think you or your child currently receive the necessary physical, social-emotional or academic supports?

- Almost never – 12%
- Once in a while – 18%
- Sometimes – 31%
- Frequently – 25%
- Almost all the time – 14 %

Question #8: Do you or your child currently receive the necessary physical, social-emotional or academic supports? Please tell us why or why not.

The open ended feedback provided detailed descriptions of student experiences. This portion of the survey captured various perspectives of families stemming from their personal journeys. It is notable that a child's experience varies from school to school, from classroom to classroom, and from the level of support they receive outside of the school.

Some participants expressed gratitude towards staff and positive experiences (390/ 1319 comments), while others shared ideas, concerns, and suggestions for areas of improvement (1231/ 1319).

As the school district encouraged families to share their thoughts, there were no limitations on the amount of feedback a participant could provide. This resulted in some lengthy comments, which fell into various categories when theming survey results.

Some of the key themes that emerged were:

- **More supports and resources are required** (desire for more educational assistants, counsellors and specialists required; more time to plan collaboratively to build programs for students; more social-emotional programs);
- A request for additional **staff training**;

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- Observations about **behavioral challenges**;
- Expressions of how **integration is not inclusion**, unless you have the proper supports;
- More consistency in communication and supports across the schools required to provide smooth transitions for students; **support experiences are not consistent across schools**;
- The desire for quicker, more accurate **diagnosis, designations and interventions**;
- A range of experiences involving **independent education plans**;
- More **equipment and spaces** required for students, regulation and counselling;
- Lack of **multi-cultural supports**; comments about more Indigenous focused supports;
- More **ESL/ ELL immigrant support**;
- Families sharing experiences where they felt their child was not safe or bullied;
- Additional supports for those struggling with **gender identity and expression**;
- Provide more **options for students who are excelling academically**;
- Kindergarten classes would benefit from the support of an educational assistant;
- Concerns over shortages of educational assistants;
- Waitlists too long for speech therapists and counsellors;
- Class sizes still remain too large.

Question #9: The Greater Victoria School District believes all of the following identified areas are important. From your experience which of these areas require additional support in order to improve success for you, your child, or your student?

ANSWER CHOICES RESPONSES

Individualized and personalized planning	50.66%
Accessible spaces	22.97%
Accessible extra curricular opportunities	23.15%
Time to collaborate and consult with teachers and/or case managers	45.82%
Age appropriate and developmentally appropriate resources	37.11%
Work and/or community experiences	19.27%
Transition planning (grade to grade and after high school)	24.34%
Human supports(e.g. Specialist, Teacher, Indigenous Elder, SOGI Advocate, Educational Assistant)	62.71%
Prompt and accurate formal assessment of students	31.62%
Comprehensive and meaningful communication on student progress	35.38%
Schools and classrooms that are welcoming and provide inclusive learning environments	36.40%
Professional learning opportunities and/or specialized training for staff	37.29%
Accessible technology	17.18%
Specialized programming for diverse learners	56.09%

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Question #10: Please rank your top five areas selected with #1 being the highest and #5 being the lowest.

The top 8 selected areas were: Human supports, Individualized and personalized planning, Prompt and accurate formal assessments of students, Schools and classrooms are welcoming and provide inclusive learning environments, Specialized programming for diverse learners, Accessible spaces, Time to Collaborate.

Question #11: Do you feel there are additional considerations?

There were 748 responses which included the following themes:

- Specialized programming is required for students with and without designations; this includes additional support for social-emotional programs
- Staff require more supports and training (including trauma informed practice training), and additional resources such as planning time and one on one supports to assist learners in the classroom;
- Requests for additional funding to support ‘true’ inclusion in the public school system; more funding for gender equality, SOGI supports, mental health;
- We need to ensure classrooms and playgrounds are safe spaces for all;
- Schools need to be more accessible; more gender inclusive washrooms and sensory spaces;
- Request for quicker assessments done earlier on (LD, ADD, ADHD, anxiety, vision, hearing);
- Experiences continue to vary from school to school, classroom to classroom;
- Some participants expressed ‘pull out programming’ is much better than a ‘push-in’ model;
- Inclusion works in theory but only works in practice with the proper supports;
- There needs to be greater understanding and education for students, staff and community about what inclusion is and how we can set students up for success;
- Opportunities for students to engage peers so they understand and respect diversity/build bridges between diverse peers.

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Question #12: The Greater Victoria School District’s Definition of inclusion states “Inclusion is a way of thinking and acting, grounded in the belief that, with the right supports, every learner can be successful in their classrooms and school. All students have an authentic sense of belonging in their school community and are supported to develop their full potential in the academic, social-emotional and physical domains”. Do you believe that this definition serves students with diverse needs?

Yes	78.85%
No	21.15%

Question #13: What changes would you make to this definition?

Feedback from respondents regarding the definition varied, but the key themes included:

- Traditional classroom settings do not always work for students with sensory or processing challenges
- We need more support in classrooms
- Inclusion is important, but without the adequate human and resource supports it is a struggle for both the students and adults working in classrooms
- Inclusion is not 100% of the day; small group and individual 1:1 time for portions of the day is critical

Question #14: How would you like the District to share information, or include you in conversations, as it continues its work in creating inclusive learning environments?

ANSWER CHOICES

In person	27.13%
Email	79.73%
District Website	39.26%
Social Media	24.84%
Telephone	6.23%
Other	6.73%

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Office of the Superintendent

Deb Whitten – Deputy Superintendent

Next Steps:

The survey was one of several sources of feedback the District Team/Learning and Learning Support Team received this year. The team has also collected feedback at Learning Support Teachers' Learning Series, Counsellor Collaboration, Diversity and Inclusion Forum, and District Learning Series. Throughout the feedback we have heard clearly that we need to provide additional human resources, an increase in professional learning opportunities for all staff in the areas of ADHD, behaviour support, Autism, ELL and mental health and appropriate programming for students with disabilities and diverse abilities (with their age-appropriate peers and cognitively appropriate peers). All of the feedback has been reviewed and utilized in the initial planning for the 2020-2021 school year. We will continue to use all of the sources of feedback as we build the Operational Plans to support the Strategic Plan.

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TO: The Education Policy and Directions Committee
FROM: Deb Whitten
RE: Moving to Proficiency Scales for Grade 4 and 5 Reporting
DATE: Monday, June 1, 2020

Background and Moving Forward:

Currently our elementary schools follow the standard Student Reporting Policy (July 2019) which includes providing proficiency scales for K – 3 and letter grades for students in grades 4 and 5, with the exception of the South Park Family School.

In moving forward, the District Team along with Elementary School staff is exploring a more responsive, flexible process of reporting at Grade 4 & 5 that will use proficiency scales as an alternative to letter grades for all students in K – 5. The goal is to enhance and improve the reporting process so that parents have a clear picture of their child as a learner.

Expectations regarding Yearly Reporting Process:

- Parents will continue to receive timely feedback about their child's learning throughout the year.
- Communication shall be made at least 5 times during the year to communicate progress in each area.
- A final written summative report shall be provided at the end of the school year.
- The final written summative report will communicate progress in each area of learning using the proficiency scale, a student self-assessment of the Core Competencies and descriptive feedback on student engagement and behaviour.
- Letter grades would be provided to parents on request.

Example of the Proficiency Scale

The redesigned curriculum has provided the opportunity to rethink how we assess and communicate student learning. The intention is to use the Provincial Proficiency Scale to indicate where a child's level of understanding is in each of the curriculum areas.

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A four-point proficiency scale will be used to communicate progress in each area of learning K-5.

Proficiency Scale	→			
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Next Steps:

In the fall the District Team and school administration will undergo a thorough consultation process with all partner groups regarding the move from letter grades to proficiency scales for students in grades 4 and 5. At the conclusion of the consultation process a summary report will be provided at an Education Policy and Directions Committee meeting.

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OFFICE OF THE DIRECTOR DISTRICT TEAM

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8
Phone (250) 475-4157 Fax (250) 475-4238

TO: The Education Policy and Directions Committee
FROM: Louise Sheffer, Director of District Team, Elementary
RE: District Team Summary March 2020 to May 2020
DATE: Monday, June 1, 2020

Background and Moving Forward:

Our District K-12 Team has been very busy supporting all schools since our return after spring break. Our main focus has been developing guidelines and supporting documentation during Stage 5 and Stage 3 of the K-12 Education Restart Plan from the Ministry of Education. We have had to rethink how we provide students and families with supports and purposeful learning opportunities.

Our team has collaborated across all district departments to design, guide and inform the work at Elementary, Middle and Secondary levels. Our work reflects the combined work of Learning, Learning Support, Mental Health, French Immersion, English Language Learning, Indigenous Education, Pathways and Partnerships and IT 4 Learning.

District Team K-12

The following resources and materials have been developed by our District Team.

- Continuity of Learning Guidelines for parents and teachers
- Reporting Guidelines for K-12 June 2020
- Remote learning resources -District Hub development and coordination
- Supports for digital learning resources on school-based library websites
- Sharing of online resources for French Immersion K-12
- Sharing of online resources for K-12 English Language Learners
- Pandemic Response Team- multi department team
- June 1st Return to School K-12 survey

Supports specific to Levels:

Secondary

- Virtual Pro D: Math, Science and Physical Health Education
- Digital Graduation development and logistical supports
- Organization and communication of 2020-2021 calendar dates
- Administration working group: September Planning
- Online Secondary students consent document for digital graduation data collection

Middle

- Middle Years Learning from Home- Google classrooms for Grade 6-8 students not currently connected to a Home School
- Supporting transition for students with diverse needs
- 'Spring UP'- Middle year transition program
- Consultation & collaboration with Child and Youth Mental Health
- Webinar: Fostering Connections with Students during Remote Learning
- Engaging All Learners in Middle Years- Learning Series 3 of 3

Elementary

- Essential Service Worker supports, school set-up, schedules, resources
- Welcome to Kindergarten : support documents for all new families and transition supports for students with complex needs
- Liaising with schools to support Grade 5 transition to middle
- Creation of Facebook Groups for 6 StrongStart centres to maintain connections with community families
- Strengthening Early Years to Kindergarten- stakeholders initiatives and summary report for Ministry of Education

Supports Specific to Areas of Need

Learning Support

- Learning Support and English Language Learner weekly newsletters
- Liaise with Child and Youth Mental Health and Ministry of Children and Families to support families who required additional supports
- Ongoing connections with community agencies- resource lists updated
- IBI file reviews and process established for 2020-2021
- Development of COVID safety plans
- Development of new COVID reporting for English Language Learners
- Connections with Intercultural Ass. and Settlement workers in schools to support vulnerable immigrants and remote learners

COVID 19 Mental Health Initiatives

- Weekly Snapshots K-12
- Coordination of Food Hubs- upwards of 10,000 meals per week
- Weekly counsellor connections K-12: meetings/newsletters
- Tri District meetings for COVID and Critical Incidence response
- Ansbomb, Child and Youth Mental Health & Police partners collaboration
- Development of levelled safety protocol posters for all schools
- Development of vulnerable student lists with School based Teams
- Monitoring and supports for students identified through VTRA process

Indigenous Education

- Weekly meetings with local Nations to plan response for key issues: technology, food distribution, security and social/emotional supports
- Ongoing consultation with Metis Nation
- Staff deployment into community in addition to in-school supports
- Collaboration with District IT to develop Indigenous IT strategy
- Online learning resources materials and links for schools
- Craigflower, Shoreline and Esquimalt Sec. provided with platform to connect directly with Songhees and Esquimalt Education teams.

Pathways and Partnerships

- Dual credit courses and district program transition to remote learning
- Guidance for 2020-2021 dual credit program, post-secondary and work transitions
- Supporting school-based Career Centres
- District Team ESW Boat Project in 15 elementary schools

- Collaboration with student apprentices and employers to guarantee safety in the workplace
- Networking with future employers for student apprentices
- Coordination of Sumer Seed the City Program (Lifecycles)
- Purchasing and outfitting Trades trailer initiative
- TEDEd connections with Middle and Secondary
- Development of Career Ed Elementary school project with Indigenous Ed.
- Policy development with Ministry of Education, BC Island Career Ed Societies and Industry Training Authority that supports graduated students

Technology 4 Learning IT Department

- Webinar Series : Navigating Digital Resources and Tools K-12
- Principles of Remote Learning document
- Video Conferencing Guidelines
- Privacy Process and Digital Tool Prioritization