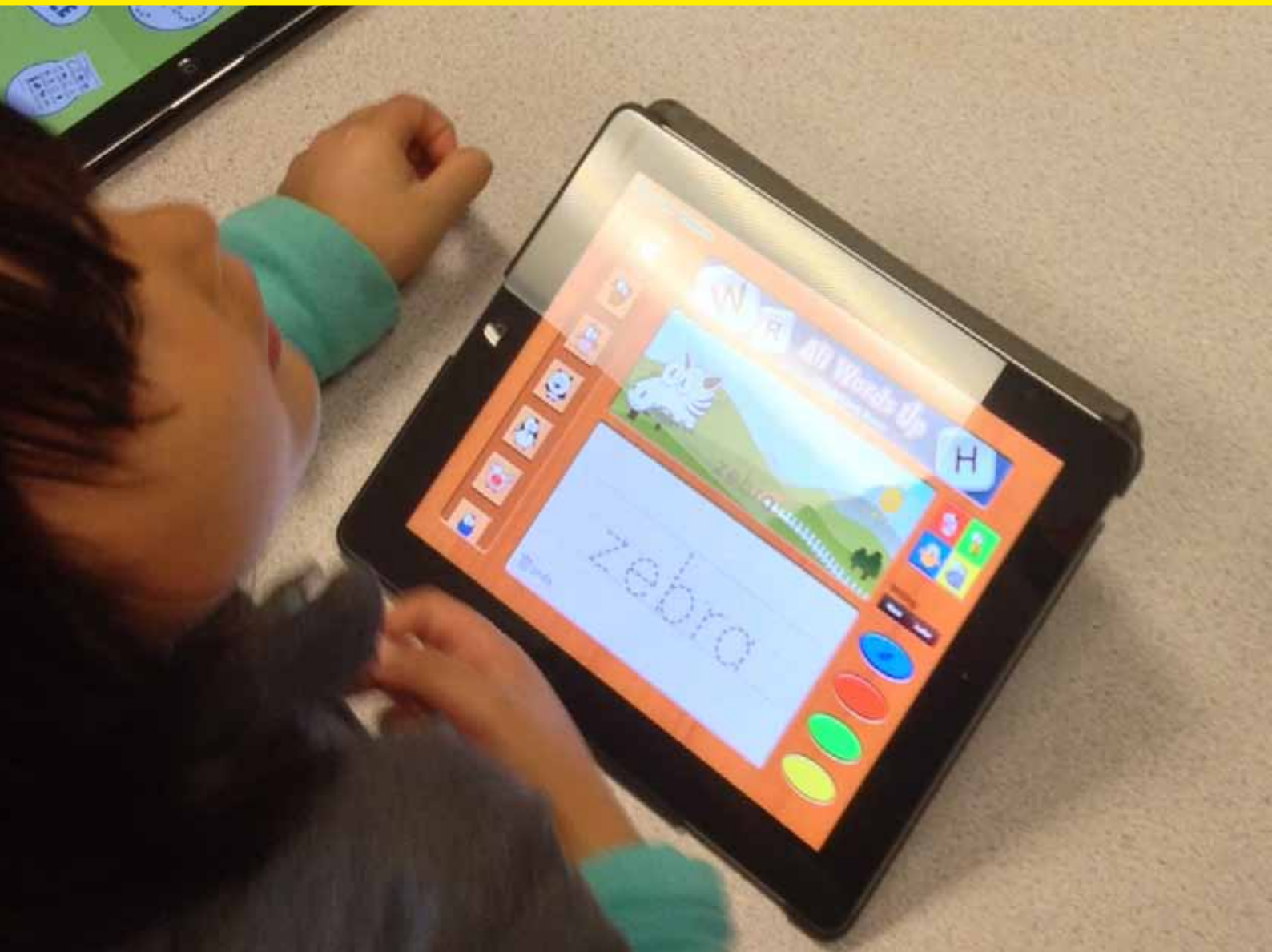


# Technology Plan



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# This Technology Plan

is an important part of the Pathways to Learning Education Plan. The Strategic Component outlines the intentions of the Technology Plan under the categories of Understanding, Skills, Access, and Measurement and Reporting. The Operational Component outlines the work that has been completed as the new Plan was being developed (Year Zero) and the work that will occur in Years One through Five and beyond.

## Strategic Component

As stated in the Pathways to Learning Education Plan, "Technology is a Pathway to Education that enables students to access, use, communicate and produce information. It also allows students to archive, track, and present out their learning over time."

## Understanding (How and Why We Use Technology in our Schools)

Technology can help our students learn, think critically, collaborate, create and innovate, and contribute in the following ways:

### To help students Learn (Self/Disciplined Mind), technology will:

- assist with the development of core skills (such as literacy and communication) through differentiation, adaptation, and application.
- enhance student choice and empowerment.
- grow opportunities for personalization and self-regulation.
- allow students to track their work and reflect on their progress.

### To help students Create and Innovate (Physical/Creative Mind), technology will:

- increase opportunities to produce and publish in new ways.
- give all students, no matter what their learning style, an opportunity to excel.
- close the achievement gap between students by providing greater means to show what they know and what they can do.

### To help students Think Critically (Intellectual / Synthesizing Mind), technology will:

- create opportunities for students to collect, sort, connect, and synthesize ideas.
- provide more means for students to show what they can do beyond what might be available in a traditional learning environment.

### To help students Contribute (Spiritual/Ethical Mind), technology will:

- support and enrich understanding of local and global issues, allow students to contribute in authentic, meaningful ways, and reach a broader audience with their ideas.

### To help students Collaborate (Emotional/ Respectful Mind), technology will:

- generate more opportunities for the presenting and sharing, and improve access to ideas that inform and inspire.
- provide access to local and global perspectives.

## Skills (Professional Learning to Support the Use of Technology)

To better enable our students to learn, think critically, collaborate, create and innovate, and contribute in our classroom environments, we will further develop our educational staff to be information literate learners who can use the equipment and software in a way that enhances those abilities. Development opportunities will include:

- a technology deployment program that puts mobile devices in the hands of staff and encourages them to grow their skills in ways that enhance instructional practice and learning.
- introductory and ongoing workshops for staff to build their knowledge in device usage, email communication and file sharing, classroom strategies that enhance learning, educational applications and resources, and efficient use of school bandwidth.
- professional development and collaboration led by teachers to build and grow learning networks within our system.
- sharing at staff meetings, modelling by school and district leadership, and the accessing of student expertise.
- targeted professional development for technical staff to maximize their ability to support learning across the district through the creation and maintenance of a stable digital environment.

## Access (Promoting Equity across our District)

To better enable our students to learn, think critically, collaborate, create and innovate, and contribute in a reliable, safe, and FIPPA legal digital environment, we will require current and functioning resources, including:

- an adequate number of computing devices for all members of the learning community. At minimum, this will be one device per teacher, one device per EA where appropriate, and at minimum one device available per three students in every school across the district.
- a district-wide transition from static to dynamic learning environments. This means moving away from desktops located in labs, tow desktops, laptops, and tablets utilized in a variety of environments, and from synchronous learning inside the regular school day to blended learning occurring in a variety of times and places.
- district-wide infrastructure, such as computer equipment, communications equipment, software, servers, portals, e-mail, Internet and WIFI access, an active directory on a single domain, adequate bandwidth and e-storage, as well as access to redundant centralized backup systems, all managed with a standardized set of practices.
- consistent and accessible support through a variety of user-friendly structures, with educational and non-educational staff deployed centrally in an equitable manner to troubleshoot and correct both hardware and software issues.
- reliable, user-friendly communication tools to connect educators with parents and each other.

## Measurement and Reporting (How are We Doing?)

We expect to have 100% of teachers engaged in technology use, collaborating, and trying new things, which will lead to increased intellectual engagement in our students, and improved achievement in our schools. The impact of technology on the Five Competencies will be assessed by:

- measuring achievement through all provincial, district and classroom metrics.
- surveying teachers and students on technology use, engagement, and parent reporting on student use.
- anecdotal observation.

# Operational Component

## Specific Deliverables in "Year Zero" (2012-13)

### Understanding

November 2012-May 2013

- Technology Committee, Tech Working Group, CRT Meeting, iPad Contact Meeting

April 2013

- Pathways Educational Plan completed

May-June 2013

- Director of Instruction (Technology and Innovation) oversees the Tech Department
- Strategic Plan and one year Operational Plan for Technology completed

### Skills

**November 2012**

- Website training session for principals and secretarial staff

**February-May 2013**

- 3 professional day sessions focused on technology

**March-June 2013**

- 12 "Tech Tuesday" mobile device sessions across the district

**May 2013**

- Publication of best practices for iPad deployment

### Access

**Sept 2011-September 2013**

- Aruba enterprise level WIFI operational in 15 schools
- New website operational for district and for 12 of 15 schools (plus French) that are current, inclusive, user-friendly, and centrally editable

**November 2012-June 2014**

- Whistler-Blackcomb Foundation Funds secured and matched by schools

**January-June 2013**

- 10 mobile labs with 270 laptops deployed in schools
- 3 carts with 115 iPads deployed in schools
- 59 document cameras deployed in schools
- 57 projectors deployed in schools
- 80 laptops and 80 iPads deployed to teachers through the Teacher Tech Plan

**June 2013**

- Independent review of our infrastructure robustness with recommendations for upgrade
- Purchase and installation of new servers, switches, and disk storage

### Measurement and Reporting

**May 2013**

- Teacher Tech Survey for teachers who have received a device

# Operational Component

## Specific Deliverables in Year One (2013-14)

### Understanding

#### *October 2013-June 2014*

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- Acceptable Use Policy and updated computer and FOIPPA release forms
- Technology Committee, Tech Working Group, CRT Meetings, iPad Contact Meetings
- Communication of Technology rationale: Understanding, Skills, Access, and Reporting

#### *May 2014*

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- Five Year Operational Plan for Technology and Infrastructure with priorities and costs

### Skills

#### *September 2013-June 2014*

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- Technology focused professional development sessions for education staff at every professional day and in the Summer Symposium
- Continuation of the Tech Tuesday/Thursday structure for new technology recipients
- Educational and basic troubleshooting learning sessions for CRT's
- Targeted professional development to upgrade technician skills

### Access

#### *July-September 2013*

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- Restructure of the Tech Department to a central system designed to meet the support needs of the district as a whole using standardized practices
- Purchase of desktop box reserves to increase support efficiency

#### *October 2013-January 2014*

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- Conversion to Microsoft Exchange and Outlook from First Class
- Deployment of a further 50 iPads and 20 laptops to teachers and EA's through the Teacher Technology program
- Exploration of a refresh cycle for Teacher Tech mobile devices  
February-April 2014

#### *February - June 2014*

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- School purchase and deployment of 120 laptops and 110 iPads for student use
- Access to Sharepoint for Trustees and Admin Council
- District purchase and deployment of a district-wide library system on central servers
- District vehicle purchase for technician efficiency
- Mobile laptop carts purchased to support the collapse of 4 computer labs, with serviceable boxes redeployed in classrooms and flex spaces where possible
- Donated computers deployed in 3 schools to balance equity of technology access
- Exploration of a move from BCeSIS to a new student information system

### Measurement and Reporting

#### *August 2013-June 2014*

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- Measure and report on achievement through all provincial, district and classroom metrics.
- Survey and report out on teacher and student reported use, in addition to parent reports of student use (*postponed*).
- Report out on anecdotal observations (*postponed*).
- Create, use, and report out with a district engagement tool with technology-specific questions (*postponed*).

# Operational Component

## Specific Deliverables for Years Two through Five (2014-19)

### Understanding

- Technology Committee, Tech Working Group, CRT Meetings, iPad Contact Meetings
- Publication of BYOD best practices in schools, bandwidth management, and FOIPPA
- Communication of revised Technology Plan and MyEducationBC implementation May 2014

### Skills

- MyEducationBC training for teachers, counsellors, and secretaries, and extra training for principals and CRTs
- Technology focused professional development sessions for education staff at every professional day and in the Summer Symposium
- Tech Tuesday/Thursday learning sessions for new technology recipients
- Educational and basic troubleshooting learning sessions for CRT's
- Targeted professional development to upgrade technician skills

### Access

- Implementation of BCeSIS replacement MyEducationBC in all District schools, including phased in use of portals for teachers, students, and parents
- Upgrade to existing infrastructure in readiness for transition from PLNET to NGN
- Implementation of inter-school video conferencing to extend course access
- Conversion to a centralized redundant information backup system across the district
- Creation to an active directory on a single domain across the district
- Transition to school server purchasing being centralized and standardized with a refresh cycle
- Introduction of a refresh cycle for Teacher Tech mobile devices, and further deployment for teachers and EA's where appropriate
- Introduction of a 3-1 student to educational device minimum ratio at every school across the District with the goal of 60% of devices being mobile
- Implementation of a full refresh plan for all mobile and desktops devices across the District with clear criteria for maximum useful lifespans
- Further deployment of donated computers in schools to balance equity of technology access
- Exploration of a District license for Kurzweil
- Exploration of an employee purchase program
- Exploration of a Purchase/Lease/Share device program across the district
- Exploration of Microsoft 365 and additional student portals using single authentication
- Exploration of expanded Sharepoint use across the district
- Exploration of a move to VOIP telephony from traditional PBX across the district

### Measurement and Reporting

- Measure and report on achievement through all provincial, district and classroom metrics
- Survey and report out on teacher and student reported use, in addition to parent reports of student use
- Report out on anecdotal observations
- Create, use, and report out with a district engagement tool with technology-specific questions