Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

Report

Date: May 9, 2022

To: Board of Trustees

From: Director of Education

Subject: Learning Innovation and IT Governance Board Report

Type of Report:

☐ Decision-Making
X Monitoring
☐ Incidental Information concerning day-to-day operations

Type of Information:

☐ Information for Board of Trustees Decision-Making
☐ Monitoring Information of Board Policy **XX XXX**
X Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

Education Act Section 169.(1) Every Board shall:, (a) promote student achievement and well-being; (b) ensure effective stewardship of the board's resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils.

Policy Statement and/or Education Act/other Legislation citations:

Ontario Ministry of Education Curriculum and Resources Website:
- The Role of Information and Communications Technology
- Experiential Learning
- Transferable Skills
- Cross-curricular and integrated learning

Ontario Ministry of Education Kindergarten Program
Ontario Ministry of Education Curriculum Documents
Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12
Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools, 2016
Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020
Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12
Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being
Policy/Program Memorandum 164 - Requirements for Remote Learning (PPM164)
Policy/Program Memorandum 167 - Online Learning Graduation Requirement (PPM167)
WCDSB Responsible Use of Information Technology and Electronic Data - APS017 (staff) and APC012 (student)
WCDSB Electronic Mail and Social Media Use Guidelines - APS035
WCDSB Procedure for the Purchase of All Electronic Computing Devices - APS015
Ontario Broadband Modernization Project (BMP)
Waterloo Region Education Public Network (WREPNet) https://www.wrepnet.on.ca/

Alignment to the MYSP:

Nurturing Our Catholic Community

- Promote a culture of belonging and respect that supports success for all
    - Equitable access to learning opportunities

Student Engagement, Achievement & Innovation

- Nurture a Culture of Innovation:
    - Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success
    - Continue to seek and support reciprocal partnerships with community and educational partners and leverage the mutual learning
- Foster maximum opportunity for success for all
    - Increased opportunity for experiential learning

Building Capacity to Lead, Learn & Live Authentically

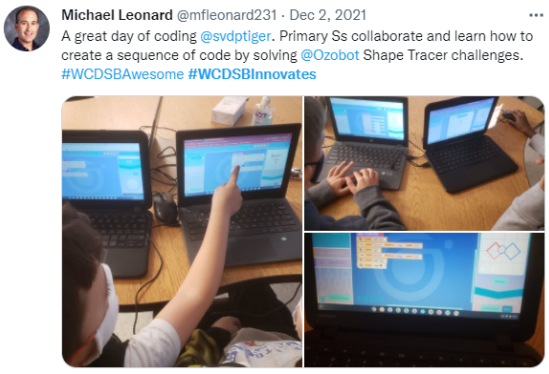
- Investment in global competency development and leading technologies
    - Increased awareness of and responsible implementation of Digital Citizenship
    - Increase in precise student programming and use of New Pedagogies for Deep Learning (NPDL)
    - Ensure technology is current and relevant to optimal teaching and learning practices

Background/Comments:

Innovation, strategic information technology (IT) planning and accelerated technological progress have precipitated a strong culture shift at the Waterloo Catholic District school board to become one known for its keen focus on student centered design, collaboration and one that inspires all to stretch their thinking, to not only demonstrate their learning, but to work collectively towards continued achievement and personal efficacy . While the 2021/22 school year has continued to present novel challenges, we have maintained a strong lens of adaptability while continuing to ensure that strong pedagogical practices are targeted and focused, yet flexible, to meet the needs of all students, families, and staff. Our commitment to equity, diversity, and inclusion ensures all decisions are made with intentionality as we focus on our underserved students recognizing that students' identities and circumstances outside of school shape their learning needs. Our advancements in Innovation and IT governance have directed our strategic planning to ensure our ever-changing digital landscape is cloaked with attention to digital citizenship, cyber-awareness and a commitment to ensuring safe learning environments virtually and otherwise for all students, staff and families. We are promoters of new and innovative practices and foster opportunities for new ideas to flourish regardless of their source. We are proud of the continued agility and demonstrated commitment to innovation as will be evidenced within the following report.

Strategic Direction One

Guiding Question: How might we leverage our partnerships with families, parishes, and community partners to fulfill our mission with our Catholic Graduate Expectations?



Digital Citizenship Programming (MYSP 3.a.i and 2.a.i)

Digital Citizenship Programming continues to be an important strategy for supporting students, families, and staff in continuously developing skills related to media balance and well-being; privacy and security; digital footprint and identity; relationships and communication; cyberbullying, digital drama and hate speech; and news and media literacy. The Innovation Team continues to collaborate with several departments to support the implementation of the Common Sense Digital Citizenship Curriculum by regular classroom teachers from K-8.

Key highlights related to digital citizenship programming since the last report include:

- Continued collaboration between Student Aware, Safe Schools and the Digital Citizenship sub-committee to understand the WCDSB baseline for cyber-bullying and ensure schools are aware of and implementing the Digital Citizenship program as a tier 1 strategy.
- Completed Common Sense Media Digital Citizenship K-8 lesson alignment to Ontario Curriculum, Transferable Skills, and Ontario Catholic Graduate Expectations to support classroom educators in making meaningful connections between curriculum and the lessons.
- Tier 2 intervention in response to incidents of concern in two elementary schools. As an example, in one school intervention included specific support in a staff meeting, 10 classes with lessons modeled by consultant, and a presentation to parent council. Schools are referred to Innovation for this support by Social Work in response to incidents as needed.
- Introduced the program at the summer administrator's meeting and again in an October memo (in announcements the entire month) to support use of the program during Digital Citizenship Week and Cybersecurity month.
- Presented at staff meetings for 3 additional schools to support implementation as requested.

Next Steps:

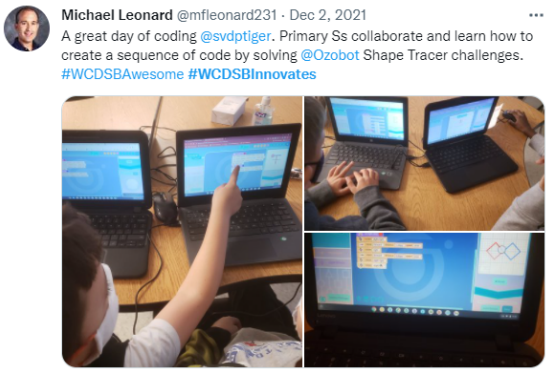
- Summer professional learning with library techs who will support the implementation of 1 of the 6 lessons in the program during the month of October next year. The lesson will be implemented as part of regularly scheduled library time in the Learning Commons.
- Strengthen campaign and focus on Digital Citizenship for the month of October and in February with a specified focus on Human Trafficking and developing safe relationships. Clear communication through multiple channels about the digital citizenship lessons across all grade levels with a focus on K-8.

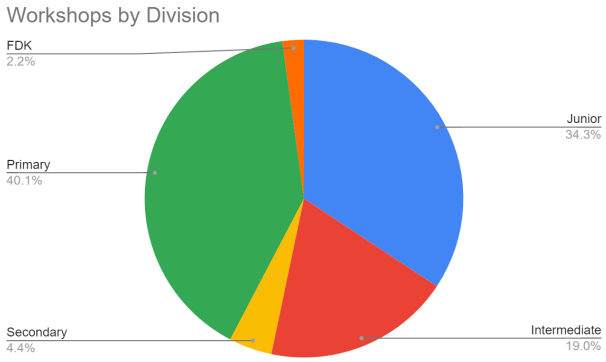
Experiential Learning Programming (MYSP 2.a.i, 2.a.ii, and 2.b.iv)

Experiential learning through the lens of innovation continues through a co-learning model where students and staff participate together with the aim of building capacity for continuing experiential learning beyond the sessions facilitated by the Experiential Learning and Innovation Lead.

From September through to April 1st the Experiential Learning and Innovation Lead has facilitated experiential learning opportunities across divisions at 25 different schools:

Presentations By Division:

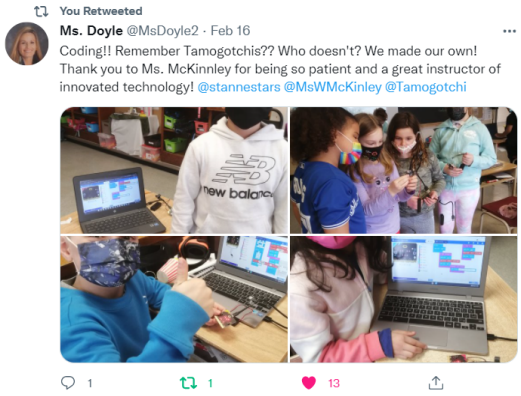




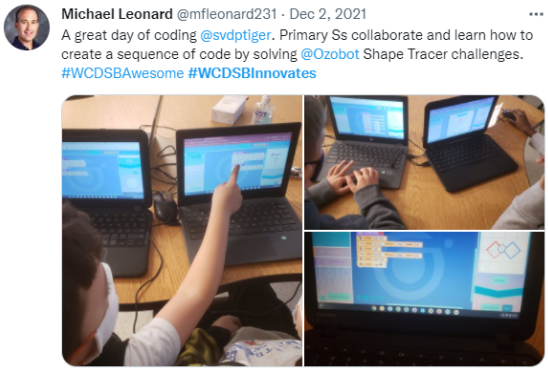
Staff and Student Participation:
Total Staff Participation: 138 Total Student Participation: 3082

Key Highlights:

Coding
Coding Micro:bits continues to be the most popular workshop this school year with over 56 Micro:bit workshops and approximately 1,312 students participants. The presentations introduced Micro:bits that connected coding to the Mathematics curriculum. Micro:bit workshops have been extended this year to include building and coding cardboard boats, cars, and robot challenges for every division. The new Science and Technology curriculum for grades 1-8 offer next steps for growth in the future.



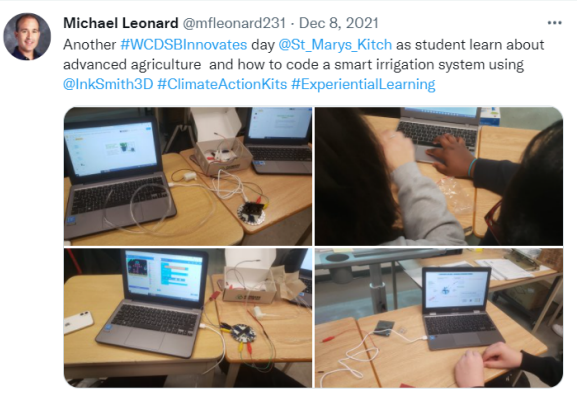
Earth Week Events
Students from grades K-4 have the opportunity to participate in a virtual workshop where they will be introduced to microgreens and sustainable food production. Students will learn about food security and the benefits of



growing your own food. They will then create a miniature version of an indoor hydroponic garden that allows them to grow fresh microgreens. This workshop will be run in partnership with SucSeed.

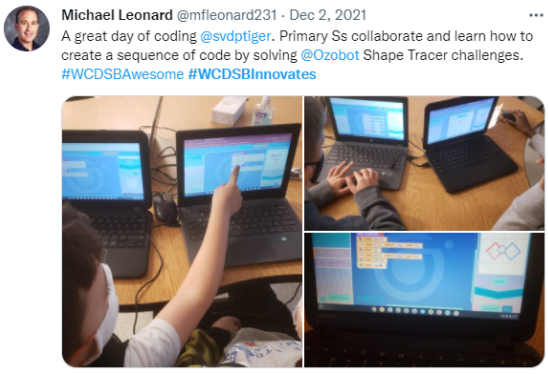
Students across the region from grades 5-8 will participate in an Earth Week Climate Action Event where they will learn how to use technology to solve the Global Sustainable Goals on land and water. Students will learn about the issues associated with deforestation and agriculture. The students will code a seed planting machine and a plant watering system that detects moisture in the soil. This workshop will be run in partnership with InkSmith in continuation of our work with the Climate Action Kits.

These workshops offer an excellent opportunity for educators to begin previewing and making connections to new Science and Technology curriculum expectations to be implemented 2022-2023 related to Strand A STEM Skills and Connections (Coding and Emerging Technologies) and Strand B Life Systems (Relating Science and Technology to Our Changing World).



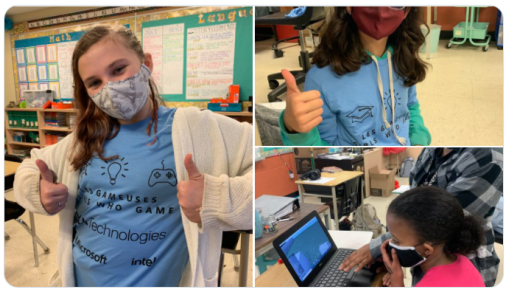
Girls Who Game

WCDSB continues their partnerships with DELL Canada, Microsoft, and Intel to provide an opportunity for girls at St. John's Elementary School to participate in the Girls Who Game (GWG) program. This is an extra-curricular program that provides an opportunity for young girls and underserved students across North America to learn more about gaming and the use of Minecraft as a learning tool, while developing their global competencies, such as communication, collaboration, critical thinking, and creativity. This fall we had 12 girls and 2 educators participate in the first session.



gwgthunder
@gwgthunder

Our GWG team is absolutely rocking it! #girlswhogame #wcdsbawesome #gameon @brendasherry @KatPapulkas @DellTech @intel @stjthunder 👾💻🎮



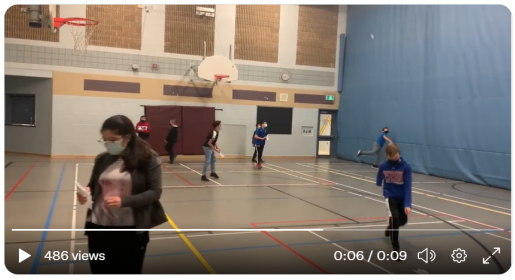
Skills Ontario

The Waterloo Catholic District School Board continues to participate in the Skills Ontario Challenges.This year Holy Spirit Catholic Elementary School placed 2nd for the second year running in the western region Paper Glider Plane competition as part of the Junk Drawer Races program. 540 students from grades 3-8 participated in the gravity robot walker, paper glider, cardboard car, or the hydraulic crane Junk Drawer Races activities.

← Tweet

ILoveTeaching
@ElsaLemos1

Grade 7s testing their final prototypes for the #paperglider competition @skillsontario. Very promising! @LeusinkTeaches

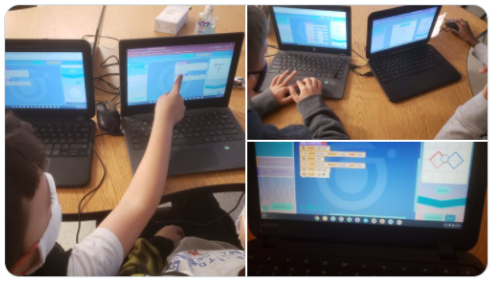


12:45 PM · Nov 29, 2021 · Twitter for iPhone

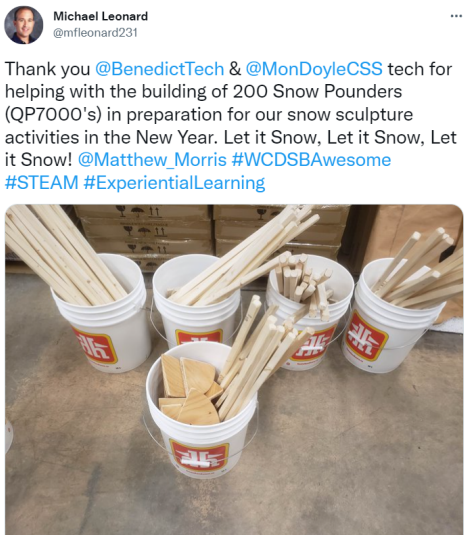
Snow Sculpture Competition

Snow Sculpture Competition took place throughout the winter season, creating a community connected

Michael Leonard @mfleonard231 · Dec 2, 2021
A great day of coding @svdptiger. Primary Ss collaborate and learn how to create a sequence of code by solving @Ozobot Shape Tracer challenges. #WCDSBAwesome #WCDSBInnovates



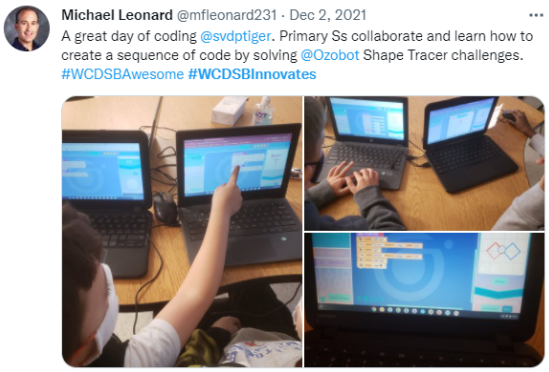
experiential learning event for 9 different classes from grades 6-8. Snow pounders were created and assembled by students from St. Benedict and Monsignor Doyle with guidance from local snow sculptor Matthew Morris.



Skilled Trades and Make Do

Skilled Trades & Makedo Workshops were extended to K-9 students. These events involved learning how to use the Makedo tools to build a structure that aligned with learning the skilled trades. Students worked through the design thinking process and experiential learning cycle. We had 645 students from 8 schools, participating in these events.

Next Steps:



Increase primary, junior, intermediate and secondary experiential learning opportunities through virtual monthly STEM challenges.

Continued support of educators around the area of coding as there is an increase in students interested in computer science/tech courses/pathways in secondary in the next 5 years, especially as coding continues to be a focus.

Experiential Learning and Innovation Lead chosen from each school/department to champion opportunities provided inside and outside the classroom.

WCDSB Skills Competition to return widening reach from K-8.

Strategic Direction Two

Guiding Question: How might we use the various aspects for technology tools (pedagogical, security, and technical) to provide a scalable, sustainable, and equitable strategy for technology?

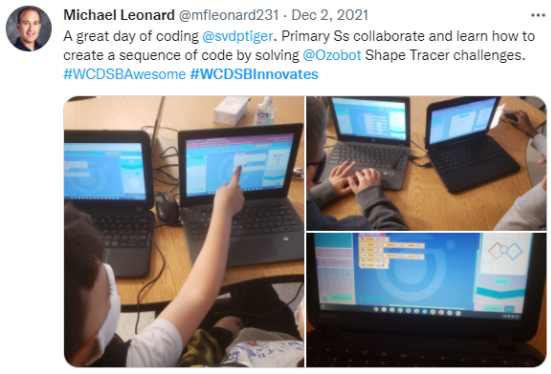
Equity and Technology Governance (MYSP 1.b.ii, 3.a.ii)

Digital equity is about ensuring that everyone has equal access and opportunity. This means access to devices and the Internet is essential but not enough to ensure equity. To ensure equity we must pair technology governance with the elements of NPDL through an equity lens that include community partnerships, the learning environment, pedagogical strategies, and strategies for leveraging digital. This section primarily outlines the role of technology governance in terms of equity of access; however, it is important to note that professional learning related to technology is through the lens of creating more equitable opportunities through innovative pedagogical and assessment practices.

Access to Devices:

- The current ratio of Chromebook/Cloudbook devices for students is 2:1. This is an increase in available devices from the previously established ratio of 3:1. This increase was made possible by funds made available through COVID resource reallocation and relief funds.

- Each year for the last 3 years, rural grant money for technology has been allocated to St. Clements, St. Brigid, and St. Boniface. The new St. Boniface location no longer qualifies as a rural school. The rural grant money supports upgrading technology at the rural schools which in turn frees up slightly older technology to be allocated equitably throughout the system. In this way, the rural school grant is supporting not only rural schools but also other schools in need throughout the WCDSB.



- There are currently 3561 Chromebook devices allocated to learn at home with additional devices made available each time WCDSB students move to remote learning. Additionally, 355 internet connectivity devices have been provided to support learning from home.

- WCDSB continues to have a Bring Your Own Device (BYOD) policy that encourages those who can bring their own device to do so. The rationale for this policy is that school devices are then freed up for use to create more access to devices for a school. With the BYOD policy in place, it becomes necessary to track which schools have greater access to devices through BYOD so that IT has a better understanding of where there is greater need for WCDSB provided devices. Currently at secondary schools, the number of BYOD devices have dropped due to distribution of devices to students. Elementary schools have seen an increase of over 5000 BYOD devices, which is a greater than 33% increase.

- With the Ministry's new online learning (e-learning) graduation requirement (PPM167) for all secondary students, there is added pressure to ensure that all students have access to a device and internet that can effectively support their online learning needs regardless of location. Courses that are not fully online also often require students to access learning resources and submit evidence of learning through a LMS. While all students in secondary currently have access to a device, new students coming into secondary schools midyear often require a board provided device which can be a challenge for schools to provide.

- One of the most significant challenges related to managing equitable access to devices for students and educators is that funding has been made available in pockets rather than in a long term sustainable plan over multiple years like it has been during the Technology for Learning Fund years. For this reason, it is important that IT continues to have budgets allocated to providing technology to students and educators while also creatively using more predictable areas of funding like the rural grant money to support the system.

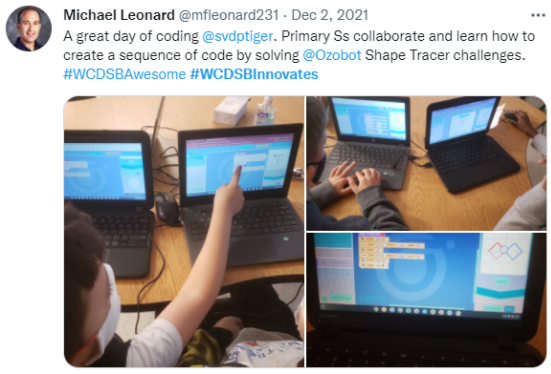
Next Steps:

- Through IT Governance, the BYOD Sub-committee of IT Governance, and the Equity of Access working group of the Innovation Committee, significant research into the equity of access to devices has occurred. Next steps involve understanding where this priority lands through the budget review process to determine how we can develop a sustainable program for the equitable provision of devices.

Global Competency Programming: Leveraging Digital (MYSP 3.a.ii)

Leveraging digital to propel student acquisition of transferable skills forward is a key element of deep learning for all schools. In particular, tools like learning management systems (LMS) support educators in leveraging digital to connect with students and their families, to deliver learning opportunities, and to embed a variety of digital tools and resources in the learning experience. The LMS serves as a primary online platform for communication and interaction in all delivery models (face to face, remote, e-learning).

Learning Management Systems: Brightspace by D2L and Google Classroom



WCDSB currently provides access to both Brightspace by D2L and Google Classroom as an LMS. For September 2021 the following guidelines were provided regarding LMS usage:

- Brightspace by D2L is the required LMS for St Isidore elementary school to provide a consistent experience for families and occasional teachers supporting the school. This decision was made in response to feedback from families and staff supporting the school the previous year. Brightspace by D2L was selected as the LMS based on a variety of factors including ease of access from D2L to other online tools with single sign-on, privacy and security features, attendance tracking, and availability of curriculum content to be imported into the LMS.
- The provincial LMS, Brightspace by D2L is the common platform within the Ontario eLearning Consortium for Online learning (eLearning).
- A single LMS for the year across all grades where possible is encouraged for all other schools.

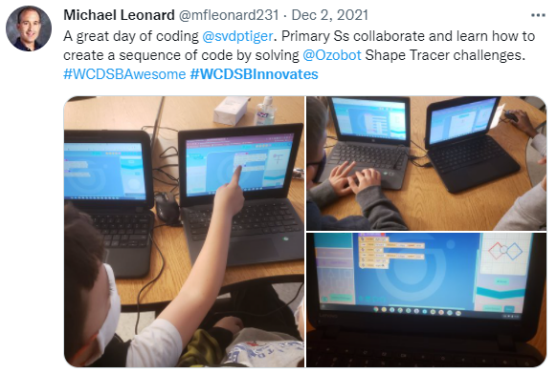
As a result of the guidelines regarding LMS, the following was observed:

- Google Classroom continued to be used by many:
    - There are currently about 3000 active Google Classrooms, about 700 archived, and about 1000 declined. Google Classrooms are automatically provisioned at key points throughout the school year and educators have the option to accept or decline the provisioned Classrooms. Alternatively, they have the ability to create their own Classroom.
    - There are about 20,000 weekly active users with a spike to about 24,000 weekly users during remote learning.
- D2L adoption has increased over the pandemic shown through:
    - An increase in logins with over 8000 average daily logins and spikes during remote learning of 17,000 to 21,000 daily logins.
    - Access by secondary students by school ranging from 80% to 96% depending on the school.
    - Increased assignment tool usage from 50,000+ accesses pre-pandemic to 100,000-200,000 with peaks during remote learning periods.
    - Increased quiz tool usage from 5,000 accesses pre-pandemic to 20,000 to 50,000+ with peaks during remote learning.
    - Continued use of professional learning sites such as ProfessionalLearningLE (7,000+) and Community of Practice K-12 (3,200+) and community sites such as Sacred Space (approx 42,000).

Online Learning (eLearning)

WCDSB online learning course offerings continue to provide learning opportunities for secondary students. Although online learning is primarily asynchronous, each teacher provides opportunities for synchronous learning through office hours and class meetings in a virtual format. WCDSB is part of the Ontario Catholic eLearning Consortium and Ontario eLearning Consortium where we equally host and send students out to other hosting boards. The WCDSB course offerings hosted include:

- Thirty-four sections during the school year and thirty-five sections during July 2021 summer school
- A range of grade levels and pathways during the school year
    - mostly grade 11 (12.5) and 12 (19)



    - and mostly university (9), university/college (10), college (4.5)
- Three intermediate course offerings to promote BIEPSA/MYSP priorities such as Computer Studies for girls (ICS2O - Introduction to Computer Studies) and meeting the needs of WCDSB students
- Three intermediate course offerings to ramp up for the requirements for PPM167
- Continued professional learning and course development that includes teacher presence and social presence as well as the Catholic lens and context

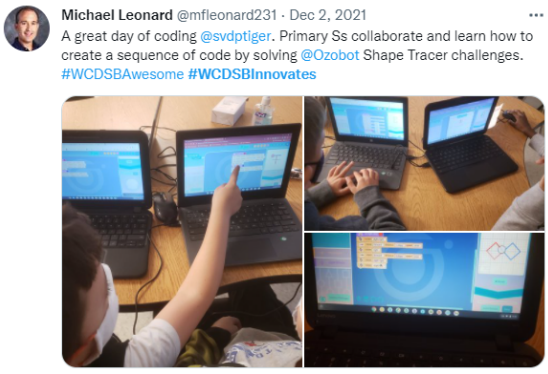
St. Isidore Virtual School

For the 2021-2022 school year, the Ministry of Education mandated that boards provide students and families with the opportunity to attend school remotely.

In secondary, approximately 180 students elected to attend school remotely which resulted in the hybrid model for many secondary classes as there were not enough students to run a fully remote school. Our innovation and IT team worked very closely with educators to ensure that teachers were able to navigate this new instructional landscape. Professional development was provided and accommodations through classroom furniture and technology were also infused into classrooms that shifted to make remote learning available for students.

In elementary there are currently 566 students in 27 classes attending St Isidore Virtual Catholic Elementary School. In its second year, St Isidore has come together to build a strong community. Some key highlights include:

- Friday morning weekly live announcements including collaborative games between classes.
- Frequent full school assemblies including liturgies and Umbrella Skills celebrations.
- Frequent spirit and community building activities just as you would expect in a physical school such as door decorating, art contests, and other seasonal activities.
- Highly invested Parent Council that developed a successful fundraiser that included activities where students had the opportunity to work across grades with other teachers. Through their efforts they raised more than $5100. They will be producing a physical yearbook to celebrate the remarkable year.
- Full implementation of student supports such as student success teams including EAs, CYCWs, and the Special Education team.
- Significant adaptability, flexibility, and growth throughout the school year as staff, students, and families grew their transferable skills by creating strong partnerships and learning environments by leveraging technology.

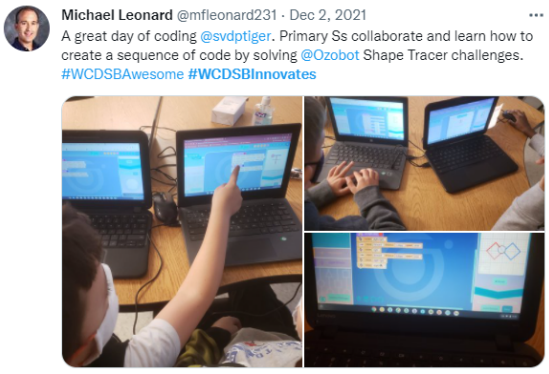


Next Steps:

- The Ministry of Education has mandated that Boards are required to offer one more year of remote learning to students. St. Isidore Virtual Catholic School will continue to offer remote learning programming to students K-8. Secondary students that have chosen a remote learning option will also be offered programming through a fully remote learning model through a virtual school consortium.

- WCDSB is in the process of moving to Brightspace by D2L as the primary LMS for all classes. Next steps include the development of a clear communication and support plan for the transition to be completed by September 2023. This decision has been made based on many factors, some of which include:

    - Feedback from students, families, and educators regarding the challenges of navigating multiple LMS and managing many passwords and logins for online learning tools.
    - Ministry direction to limit the number of LMS (PPM164) and the need to prepare for the requirements of PPM167 where mandatory online courses will be taught using D2L as the virtual learning environment.
    - The move of Ministry resources including the creation of eCommunities for Ontario educators and Ministry provided professional learning to D2L as the access point.
    - The robust nature of the tool including increased accessibility features built in and greater alignment with *Growing Success*.



Classroom Technology and Innovation (MYSP 1.b.ii, 3.a.i, 3.a.ii)

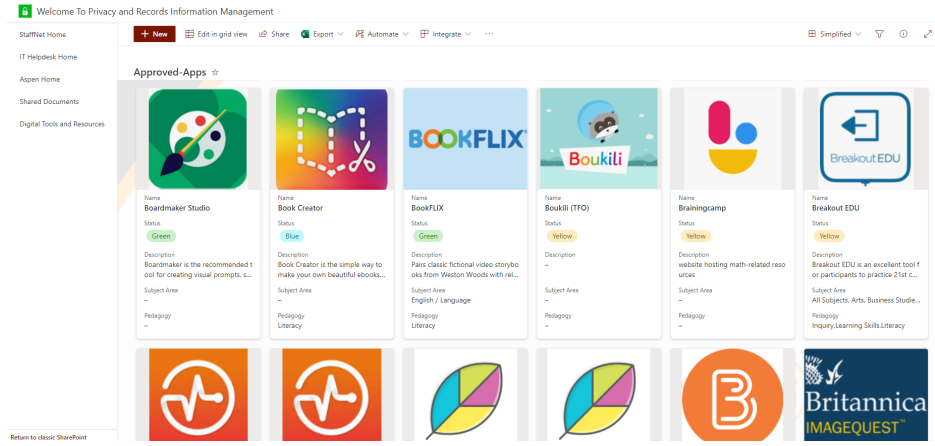
Digital Tools and Resources Approval Program

The Digital Tools and Resources Committee continues to support responsible acquisition and use of digital tools and resources by reviewing requests through a pedagogical, procurement, privacy, security, and deployment lens. Key highlights of work accomplished since the last reporting period include:

- Approved Terms of Reference by EC in accordance with audit recommendations.
- Implemented updated staff mandatory Privacy and CybersecurityTraining including guidance on the review process and safeguarding personal information.
- Significant usability improvements to the approved digital tools and resources list including visuals, filtering, and searchability. The updated list also includes usage notes to support training on the tool and integration of VASP educator reports where available (see image below).
- Integrated ECNO-VASP request and reports into the WCDSB system for review. WCDSB staff request VASP review and use reports to support the internal process.
- Updated Responsible Use of Information Technology and Electronic Data - Staff - APS017 and created Responsible Use of Information Technology and Electronic Data - Student - APC052 to clarify distinct staff and student responsibilities and ensure that policies can easily be accessed on our public site.

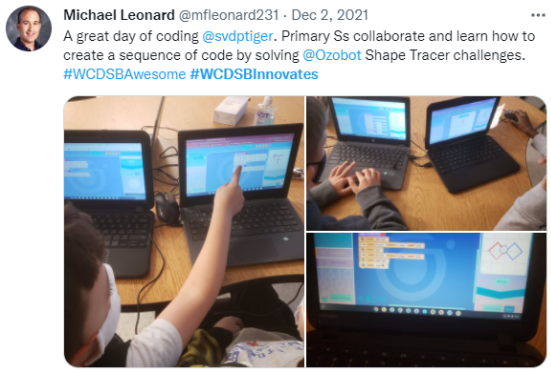
Next steps:

- Refine the review process to standardize and manage the lifecycle of digital tools and resources.
- Manage the volume of requests and need for review. Labor and time continue to be challenges for the review team especially as training requirements increase.
- Work to align with governance and oversight requirements and recommendations.

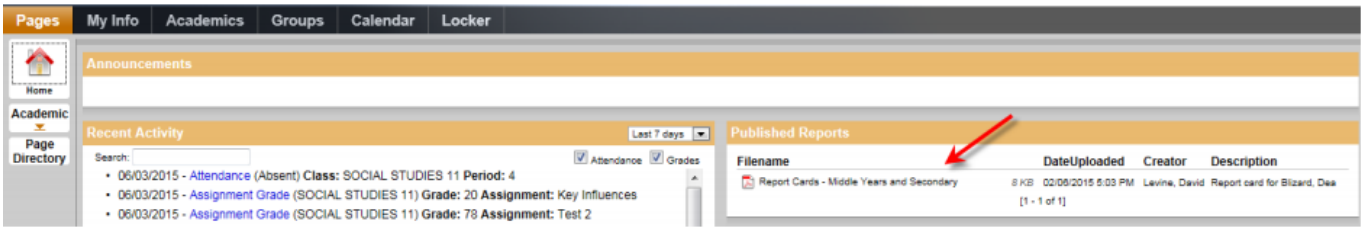


Technology for Parent Engagement (MYSP 1.b.ii)

Presently implemented and emerging web technology is providing WCDSB with the opportunity to engage parents and students from anywhere at any time. Web environments such as our provincial virtual learning environment

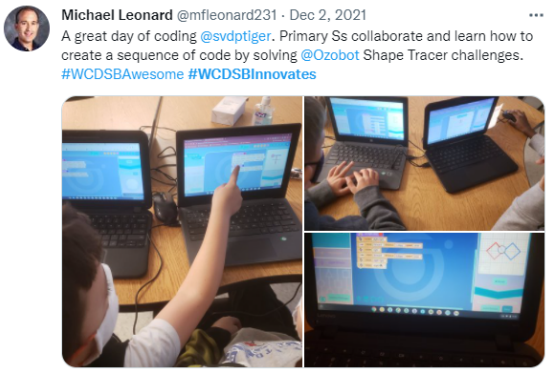


(D2L), Google Guardian, School Messenger, School Cash Online and now the Aspen Parent Portal have enabled parents to become more engaged in classroom activities and their children's long-term achievement information. Google Classroom/Guardian and D2L/Prism have enabled students and families to have anywhere online access to classroom curriculum material and assignments. School Messenger has provided expanded attendance and school notifications to families. We will continue to grow and consolidate these environments to ease access for engaged parents and students under the new Aspen parent portal. The Aspen Parent Portal has seen great growth and enhanced features. We look to expand the roll out in 2022/23 and add new features such as distributing electronic report cards plus the ability for parents to confirm and update their demographic data. The Aspen Parent portal already has almost 10,000 parents registered in the environment.

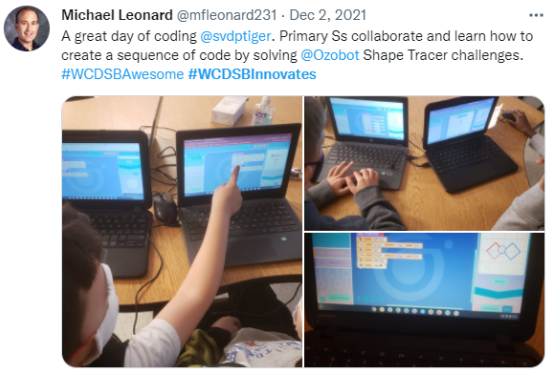


Classroom Technology 5 year refresh schedule - (MYSP 1.b.ii, 3.a.iii)

Areas Affected	Initiative	Implementation
Secondary Academic	Academic Secondary Server Refresh	2022/23
Secondary Academic	Azure Labs for Computer Design Classes	2021-23
All Schools	Chromebook/Mobile Device Refresh	1/4 Yearly
All Schools	Display/Projector Technology Refresh	2022-27
All Schools	Educator Device Refresh	2024-26
Elementary Academic	Elementary Classroom Desktop Refresh	2022-25
All Schools	Monitor Refresh	Ongoing
All Sites	School Mobile Device Management & Monitoring	2021-23
Secondary Academic	Secondary Classroom Desktop Refresh	1/4 Yearly
Secondary Academic	Secondary Printer Refresh	Yearly Staged
All Sites	Windows 10 End of Life (2025)	2022-2025
All Sites	Wireless Evergreen	Yearly



- **Academic Secondary Server Refresh** Secondary school servers are used to hold desktop operating system images, system patches, local school files, application images and are used for general school network and print management. These servers are replaced every 5 years to maintain functionality and warranty coverage.
- **Azure Labs for Computer Design Classes** We began piloting the utilization of cloud-based services to provide access to design lab applications (eg: AutoCad, Adobe Creative Suite) to devices like Chromebooks and home computers. This initiative allows remote access to these applications for design classes to devices outside of our high end design labs. The benefits to home access for homework is being investigated to evaluate the continued implementation across the system.
- **Chromebook/Mobile Device Refresh** Chromebooks and other inexpensive mobile devices like Window 10 Cloudbooks have a limited lifespan of support by the vendors. WCDSB has achieved **an average 2:1** ratio of Chromebooks and Windows 10 Cloudbooks to students at every school. The ratio improved this year due to the purchase of Learn@Home devices from 3:1. The goal is to maintain this ratio of a Chromebook/Cloudbook type device over the next 5 years. A Chromebook/Cloudbook comes with a one-year warranty. Google has committed to a support lifespan of 4 years for performance, functionality and updates. To maintain a current and supported fleet of Chromebooks/Cloudbooks, IT will refresh 1/4 of the devices every year.
- **Display/Projector Technology Refresh** Every classroom in WCDSB has a data projector. We have refreshed all projectors that were installed in 2011. To maintain maximum availability of this critical classroom engagement tool. Functional decommissioned projectors are used as spares to minimize classroom downtime when the projectors fail. The next full refresh cycle will begin in 2024/25. Each year failing projectors will be replaced as required.
- **Educator Mobile Device Refresh** Every Classroom in WCDSB has a dedicated computer for the Educator and for operating the data projector. The requirement for educators to incorporate technology into their pedagogy and remote instruction is best served by access to a mobile device with a larger screen than our student 11" Chromebooks and Cloudbooks. A provincial grant has enabled WCDSB to purchase devices to support many classrooms and educators for this purpose. These devices will need to be refreshed starting in 2024/25.
- **Elementary Desktop Refresh** Elementary desktop computers will be refreshed to replace broken and outdated computers. The continued goal is to continue to support 1 computer per classroom (attached to the projector) in elementary schools. Extra working computers will be shuffled to other schools as new classrooms are added or removed. The target is to refresh all desktops that do not support Windows 11 by 2025.
- **Monitor Refresh** Classroom projectors have outdated video splitters paired with failing computer monitors that don't allow for easy sharing of mobile devices to the screen. New monitor technology allows for easy sharing to the screen of mobile devices while the teacher desktop computer can be used independently.
- **School Mobile Device Management & Monitoring** IT is consolidating the management of Apple iPads, Windows Cloudbooks and mobile phones under Microsoft Intune to improve the speed of delivery of devices plus the management of devices and applications. This management



environment also allows WCDSB to monitor where and when devices are being used to optimize future devices and application distribution to better meet the systems needs.

- **Secondary Classroom Desktop Refresh** One quarter of all Secondary desktop computers will be refreshed replacing broken and outdated computers. The new computers will be targeted for the tech and design labs. Demands of higher learning at secondary schools require access to high end design and business application labs. The continued goal is to continue to support the 1 Windows 10 computer to every 4 students in the secondary schools. The target is to refresh all desktops that do not support Windows 11 by 2025.
- **Secondary Printer Refresh** Printers are replaced as required at secondary schools with a focus on reducing printing and print costs.
- **Windows 10 End of Life (2025)** The Windows 10 operating system will no longer be supported for security and performance updates in October 2025. We are updating all devices that do not support Windows 11. These devices would normally be refreshed by October 2025 in our regular device update cycle, but we must be diligent at maintaining this refresh cycle so WCDSB is not burdened with devices without current security updates which are unable to run modern educational software.
- **Wireless Evergreen** Chromebook, iPads and Windows Cloudbooks are widely distributed at every school. WCDSB has expanded support for Bring Your Own Device for use in classroom curriculum activity. The Board also has a significant implementation of other wireless learning devices. To continually provide effective wireless service to the increased number of supported devices and the complexity of Internet content delivered to these devices, classroom wireless access points and components of the Board's wireless infrastructure needs to be refreshed on a yearly basis.

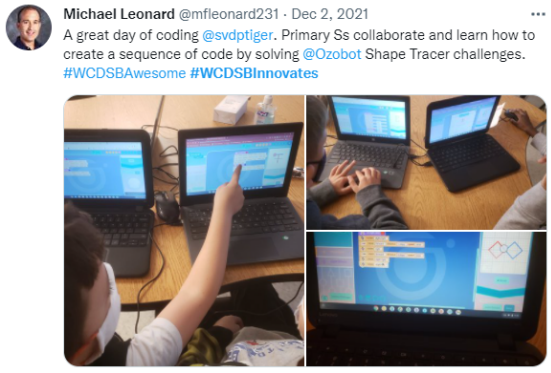
Strategic Direction Three

Guiding Question: How might we connect our innovators (staff and students) and amplify our learning community by sharing their innovative practices that lead to sustained deep learning?

Global Competency Programming: Pedagogical Practices Building Thinking Classrooms and Innovative Learning Environments (MYSP 3.a.ii)

The circumstances of the past two years have given educators an opportunity to focus on the Leveraging Digital frame of Deep Learning, using new tools with their students to develop global competencies and engage them in deep learning.

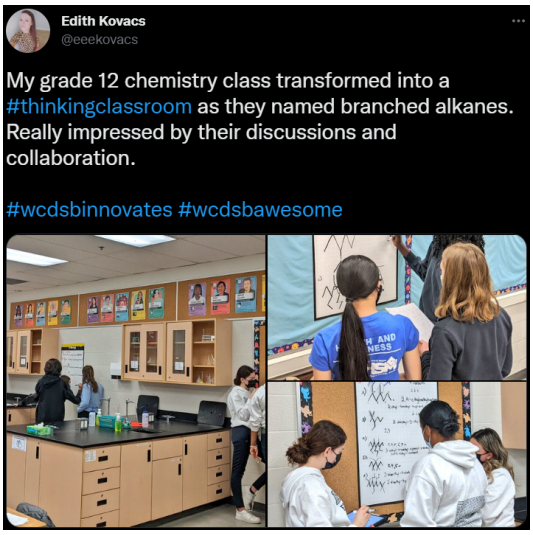
As students and educators return from two years of interrupted teaching and learning, we need to support the needs of our students, including supporting de-streamed grade 9, through developing educator capacity to use the other three frames of Deep Learning:

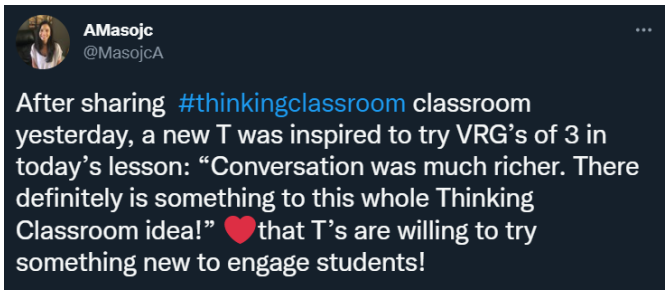


Pedagogical Practices, Learning Partnerships, and Learning Environments. We are using the Thinking Classroom pedagogical framework as our innovation strategy to provide educators with the teaching moves, to engage learners in those three frames of Deep Learning. The framework's pedagogical moves are accessible for educators to add to their own practice, which can be nuanced to their grade level and subject area.

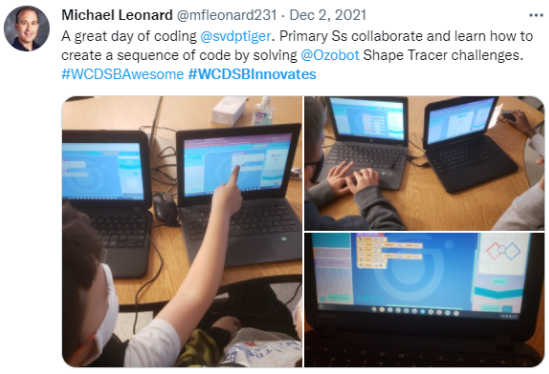
We have engaged educators in learning more about the Thinking Classroom in the following ways:

- Facilitating a *Building Thinking Classrooms in Mathematics, Grades K-12: 14 Teaching Practices for Enhancing Learning* **Book Club** for non-mathematics secondary teachers and administrators during quadmesters one and two.
    - 44 teachers, 8 administrators and two senior staff participated
- **Administrator** learning at a secondary administrator meeting, K-12 administrator meeting, and four family of schools meetings.
- **Program Council** monthly learning opportunities (February-June) for all secondary school leaders, initially focused on learning about the first three practices of the Thinking Classroom, then moving towards capacity building.
- **School Improvement Heads** meetings - introduction to the Thinking Classroom.
- Led learning activities at 14 **Elementary Staff Meetings** for educators to experience a Thinking Classroom activity and learn more about the first three practices of the framework.
- Led two **Secondary Staff Meetings** where educators reflected on how their own practice connects with the Thinking Classroom framework.
- **Professional Development Days** on May 10th and June 3rd will give educators more opportunities to experience the Thinking Classroom practices, and provide them with opportunities to collaborate on creating Thinking Classroom experiences for their students.





- A **LIFT group** from the St. Benedict CSS mathematics department engaged their entire department with two sessions with Dr. Peter Liljedahl on consolidating in the Thinking Classroom.
- Developed a **Multimedia Strategy** to create our own WCDSB branded infographic summarizing the 14 practices of the Thinking Classroom on an infographic, and a two minute video that will emphasize the first three practices and show them being used in secondary classrooms across our school board.
- Innovation Subcommittee **Innovative Pedagogies - Thinking Classroom** group of educators learning how board-wide pedagogical practices were spread in other school districts, and planning how to spread the Thinking Classroom across WCDSB.



A Culture of Innovation: Distributed Leadership Strategies (MYSP 3.a.i, 3.a.ii)

Innovation in education is a problem-solving process rooted in the desire to meet the needs of all students so that each experiences an equitable outcome. Through each leadership development opportunity, there has been an intentional focus on increasing justice, equity, diversity, and inclusion in the educational experience of students. Key areas of focus for this development have included:

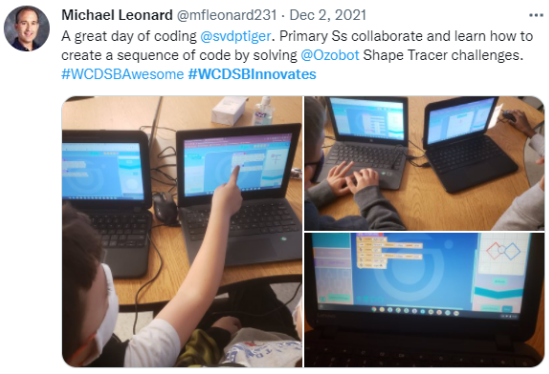
Equity Design and Logic Model Process Capacity Building Strategy

- Intentional collaboration between the Equity Officer, Innovation Consultants, and the Research Department to develop and implement the Equity Design and Logic Model Process in the following areas:
    - Admin Team Meeting introduction to Equity Design
    - Year 1 implementation for the Equity, Diversity, and Inclusion Committee including the following subcommittees (approx. 30 staff)
        - Community Connections
        - Human Resources
        - Operations
        - Professional Teaching & Learning
        - Curriculum/Pedagogy
    - Year 3 iteration for Innovation Committee including the following subcommittees (approx. 40 staff)
        - Culture of Innovation
        - Parent Portal
        - Equitable Access to Technology
        - Innovative Pedagogies - Thinking Classrooms
        - Digital Citizenship

Learning and Innovation Fund for Teachers (LIFT)

- Funding that enabled us to support teacher collaboration, learning and sharing of effective practices to support the Ministry priorities:
    - Equity Strategy; Anti-Racism + Anti-Discrimination, Indigenous education
    - Math Strategy; new elementary math curriculum, grade 9 math curriculum and fundamental math concepts/skills
    - Student mental health, well-being, and anti-bullying
    - Effective instructional pedagogy in an online/remote learning environment
    - Science, Technology, Engineering and Mathematics (STEM)
    - Learning recovery and renewal including a focus on early reading and re-engaging students

Judy Merkel and Matt Anderton



- 40 participants initially signed up to take part in the LIFT project.
- Individuals and Groups used the Equity Design and Logic Model Process to frame the learning and design their projects based on one or more of the Ministry priorities.
- Attendance has fluctuated over the three sessions that have occurred in October, December, and March based on teacher workload and the need to reimagine projects. One remaining session will occur to celebrate the learning in June.
- Examples of how the funding has been used to support the projects:
    - Educator books (e.g. *Culturally Responsive Teaching & The Brain*, *Speech to Print, Dive Into Deep Learning* etc.)
    - Expert consultation (e.g. Peter Liljedahl)
    - Technology to support learning about pedagogical documentation
    - Fees for paid workshops/learning opportunities
- Additional funding beyond the projects has supported destreaming and equity work beyond the initial 40 LIFT participants in order to extend the reach of LIFT.

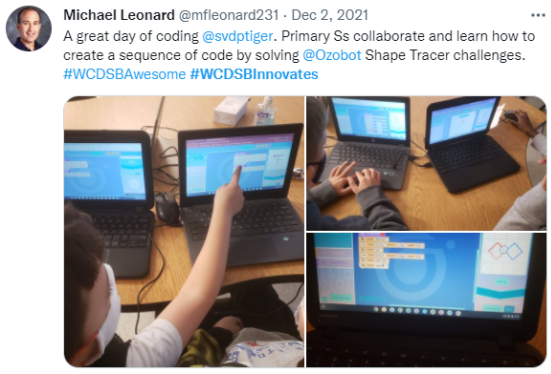
Destreaming Strategy Collaboration

- The Innovation Consultants have been working in collaboration with Secondary Mathematics Consultant to support key Ministry goals for boards related to destreaming. Joint Committee work has established the following subcommittees:
    - Cultural Shifts to Identify and Dismantle Systemic Discrimination and Structural Inequities
    - Increased Educator Capacity for effective, culturally-responsive instruction, assessment and evaluation in de-streamed classrooms
    - Increased Student Engagement, Achievement and Well-Being
- Using LIFT funding, the Cultural Shift subcommittee has developed an April and May WCDSB Book Club *Culturally Responsive Teaching and the Brain* by Zaretta Hammond. There are currently 92 participants and 9 facilitators. Participation is varied and includes participants from 31 elementary schools, all 5 secondary schools, alternative education settings, and central staff across multiple departments. Half of all participants are currently in positions of leadership. A Pre and Post monitoring strategy is in place to track effectiveness.

Deep Learning (NPDL) Capacity Building for Leaders:

- NPDL Global Conference in November
    - Team of 3 presenters from WCDSB "Authentic Partnership"
    - 15 total attendees
- NPDL 3 Day Facilitator's Institute
    - Innovation consultants attended with the Asia Pacific cohort to share in professional learning and networking opportunities

- Participation in quarterly Canadian Cluster Calls
- Participation in regular webinar offerings (and sharing these opportunities through announcements)
- Presenting WCDSB strategy as part of the "Defying Pandemic Gravity" Webinar



Information Technology 5 Year Strategic Plan 2022-2027

IT Services
Empower · Innovate · Foster Success

Information Technology Services Vision

An empowered community that embraces innovation to achieve success.

Information Technology Services Mission

Enrich our community and foster a culture of innovation and trust by facilitating dynamic solutions and services.

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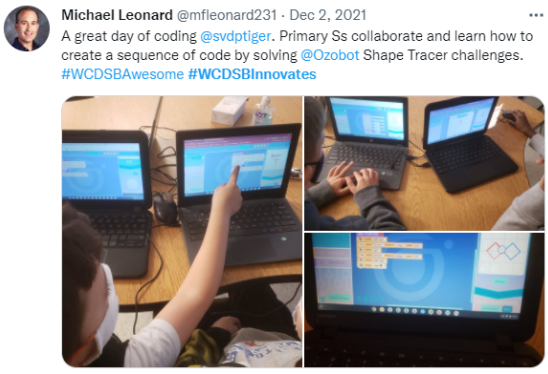
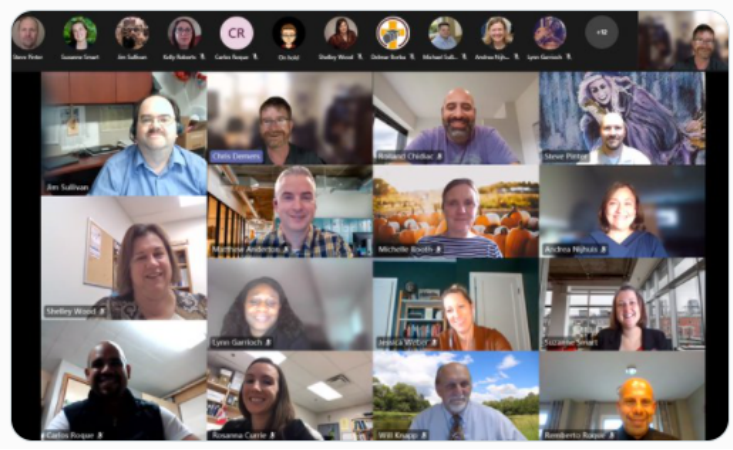
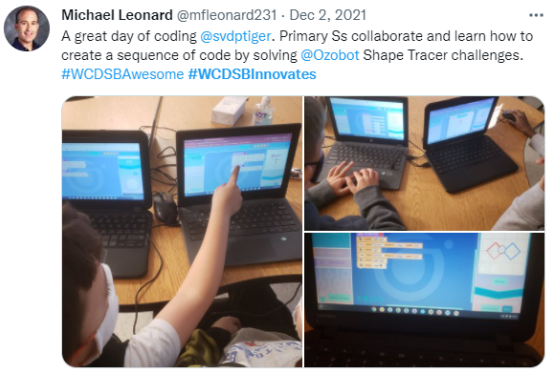


c. Endpoint Technology
d. Staff Support and Development

Innovation in Learning Committee Meeting over MS Teams

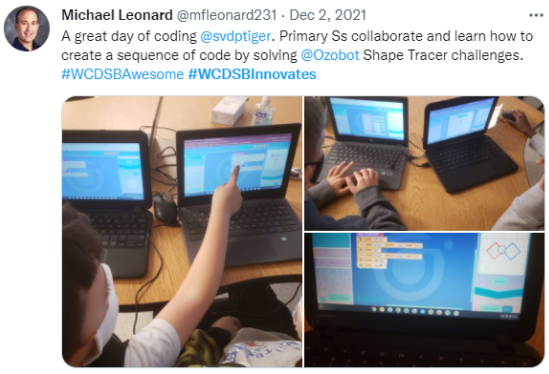


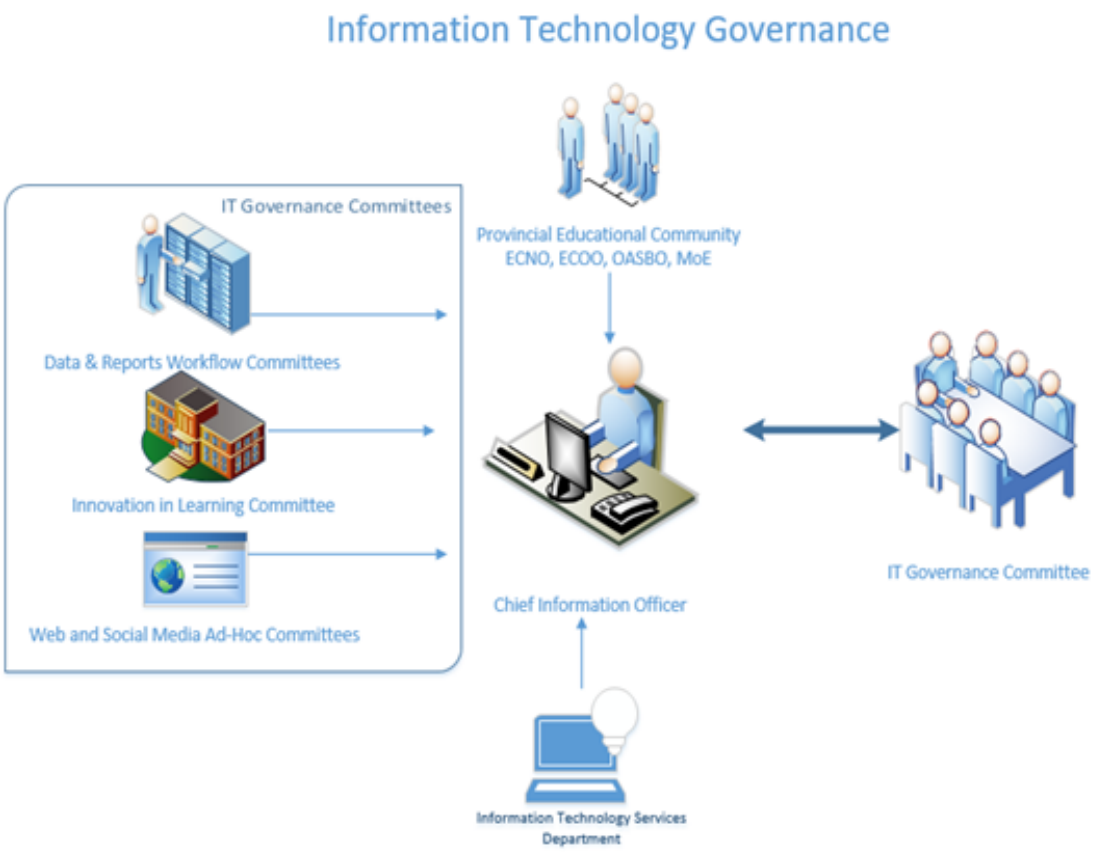


1) IT Governance - (MYSP 1.b.ii, 3.a.iii)

The Information technology 5 year strategic plan is formed through input from the WCDSB IT Governance committees, partnerships with the Ontario IT educational community, industry trends, pedagogical requirements as identified by the Program department, plus community and stakeholder input. Infrastructure Technology Governance refers to the decision-making and accountability structure. Within this structure, IT resources are aligned with the academic and administrative objectives of the WCDSB in alignment with the Board Improvement Plan for Student Achievement (BIPSA) and Multi-Year Strategic Plan.

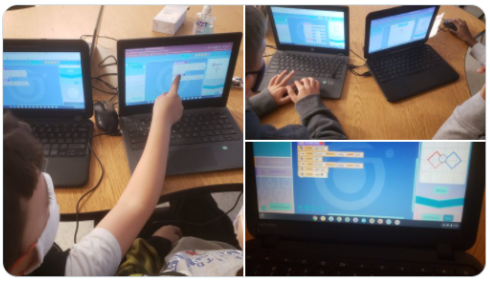
This IT Governance structure ensures that the needs of stakeholders across the system are considered, and, as appropriate, guide the development of IT system priorities for technology and IT budgets. It is also important that this structure supports an increased accountability to ensure that critical standards, privacy and security requirements are met.



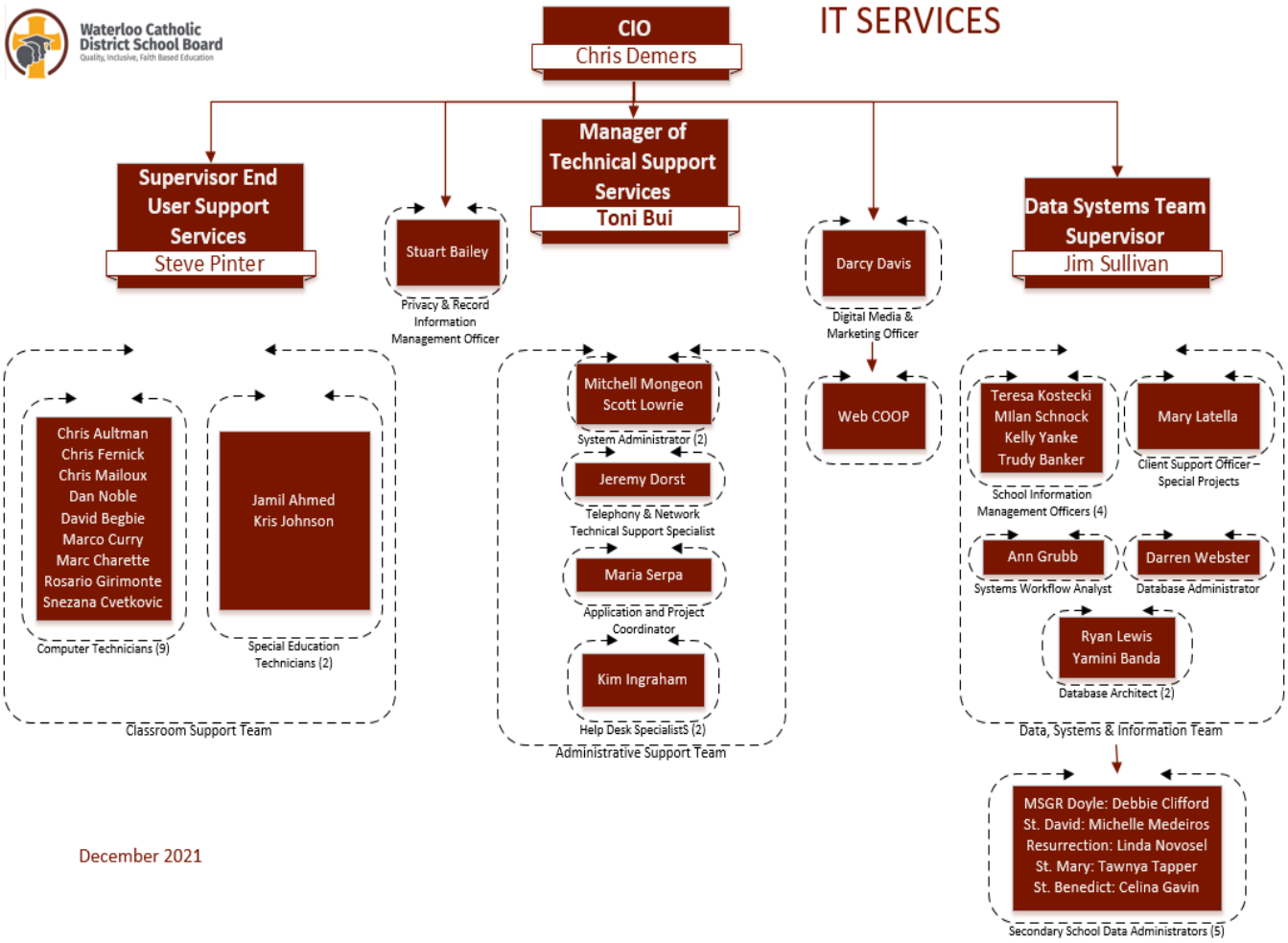


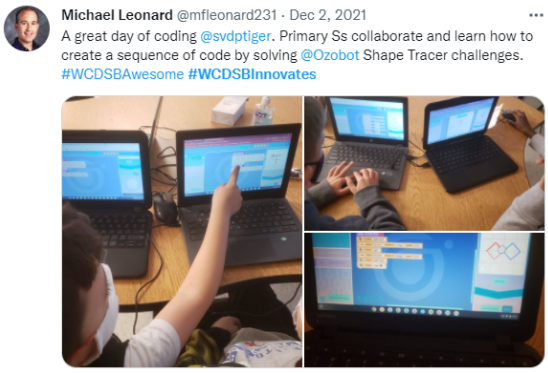
Michael Leonard @mfleonard231 · Dec 2, 2021

A great day of coding @svdptiger. Primary Ss collaborate and learn how to create a sequence of code by solving @Ozobot Shape Tracer challenges. #WCDSBAwesome **#WCDSBInnovates**



2) Information Technology Services Organization Chart (MYSP 1.b.ii, 3.a.iii)





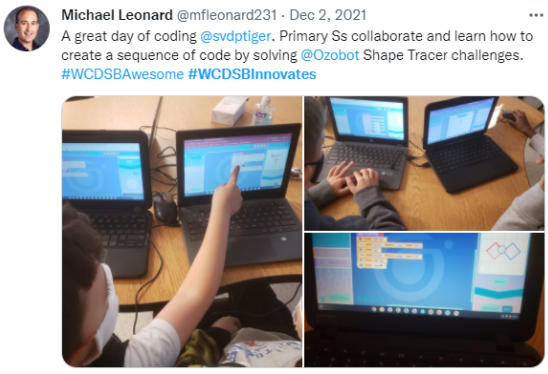
3) IT Key Performance Indicators - (MYSP 3.a.iii)

Key Performance Indicators (KPI) are a set of quantifiable measures that Information Technology Services (ITS) uses to gauge performance and status of the IT infrastructure over time. These metrics are used to determine WCDSB progress in achieving its strategic and operational goals for Information Technology and its ability to support it.

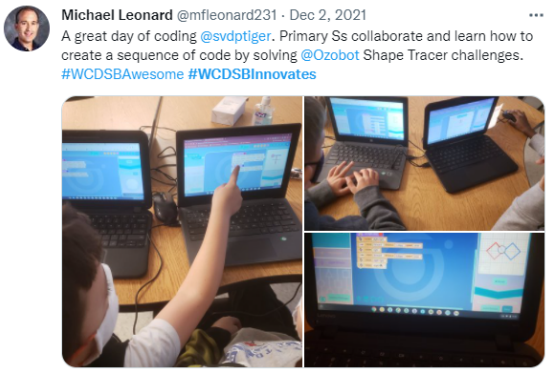
Our KPI's show a general increase in age of the IT infrastructure and devices. They also show a large increase in the number of devices and applications per IT staff member. The good news is the KPI's show a decreased time to respond and resolve technology issues.

This IT strategic plan utilizes the KPI results to project areas where infrastructure, software, bandwidth and devices need to be refreshed and scaled to need on a yearly basis. Find a sample of the KPI's below. The full IT KPI document can be found here: ITS KPI 2022.xlsx

Sample:



Support Area	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 Projections	Overall 2012-2023
IT End User Support Team							
Elementary Academic Infrastructure							
Student ADE	15787	16465	17019	16710	17023	17485	23%
Number of Supported Desktop Computers	730	760	789	818	836	900	900
Number of Unsupported Desktop Computers	462	462	460	460	460	371	371
Number of Unsupported Laptop Computers	256	300	360	360	350	61	-236%
Number of Supported ChromeBooks	6194	6310	6400	6480	8154	8145	16969%
Number of EOL ChromeBooks in L@H				3500	5990	?	?
Number of Supported Cloudbooks				150	1755	2500	1667%
Number of Staff Cloudbooks					1090	1090	1090
Average Age of Desktop Computers	4.5	5	2	3	4	5	5
Average Age of Laptop Computers	7	8	9	10	11	12	12
Average Age of ChromeBooks	3	2	3	3	4	5	5
Student to Cloud device Ratio	3	3	3	2	1.97	1.97	1.97
Technician to Computing Device Ratio	1197	1228	1258	1961	3106	2178	733%
Technician to Student Ratio	2255	2352	2431	2387	2837	2914	1:2914
Number of WiFi Access Points	650	690	801	830	860	900	489%
Number of WiFi Access Points Per Student	24	24	21	20	20	19	19
Computers replaced/upgraded	0	0	300	300	150	1500	1500
Total number of BYOD devices connecting	5111	5999	6021	6122	6234	7000	330%
Number of Data Projectors	750	770	773	778	807	830	17%
Number of Bulbs replaced	300	400	300	100	15	100	100
Number of Data Projectors refreshed	150	150	200	180	0	30	30
Number of Data Projectors repaired/replaced	200	0	0	5	25	50	50
Average age of Data Projector	6	4.5	3	3	4	5	5
Secondary Academic Infrastructure							
Student ADE	6309	6,783	6,890	6,982	7,245	7,437	11%
Number of Supported Servers	10	10	10	10	10	10	10
Number of Virtual Servers	20	22	24	27	29	29	29
Number of Desktop Computers	2149	2156	2164	2173	2170	2200	2200

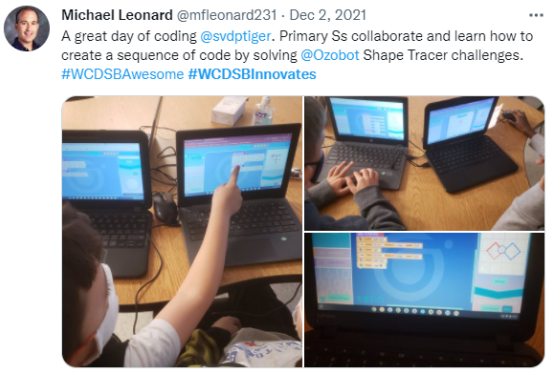


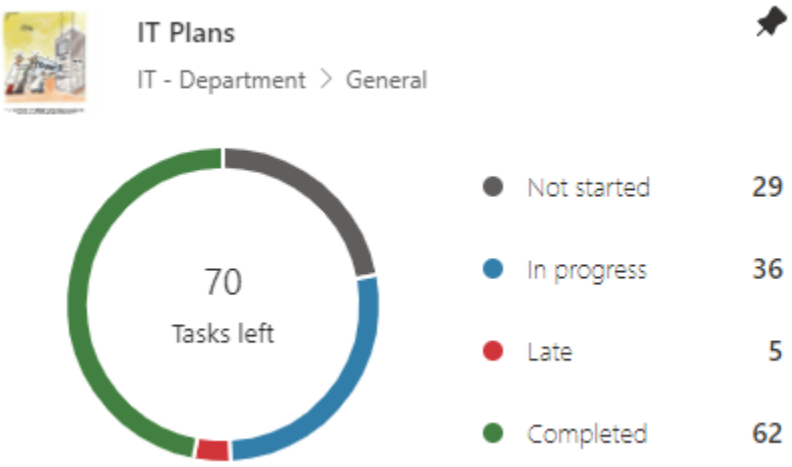
4) IT Project and Task Status 2021/22 - (MYSP 1.b.ii, 3.a.iii)

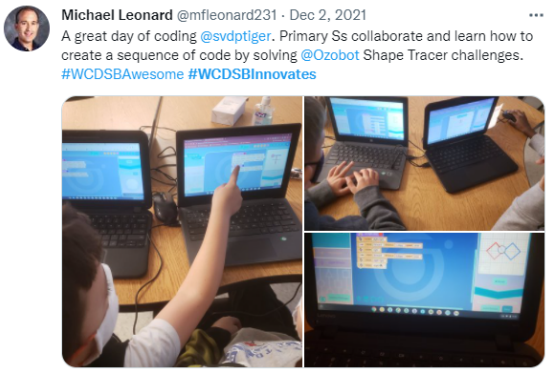
Over the last year, the Information Technology Services department has worked on and completed many projects. Below are the projects projected in the 2021/22 IT Strategic plan report with current status of each endeavour.

Area	Initiative	Project Detail	Status
Secondary	Cloud Labs	Azure Labs setup Com Tech Labs Online Pilots	85% Done on Pilot Build
All Sites	Increase Internet Capacity	Rogers Redundant Internet Increase	Complete
All Sites	Mobile Device Management & Monitoring	Improved Management & Monitoring Mobile Device	50% Complete
All Sites	Movement to Cloud Service/Storage	Cloud storage/service optimization	CEC & Dutton Departments on Office 365
Academic	Network Switch Refresh	School Network Switch refresh	20% Complete, Switches on Back Order
All Sites	Photocopiers	Refresh	Working on Procurement Requirements
Business	Smart Phone Refresh	Smartphone refresh	80% Complete
CEC	Technician device refresh	Tech device refresh	Laptops complete,Desktops on Back Order
All Sites	Wireless Evergreen	Wifi Optimization	Work throughout the year
All Sites	Aspen Optimization	New Conduit Testing, New Model Testing	Ongoing
All Sites	Data Warehouse	Power BI, RIC and Compass Build and Optimization	Great Progress, Continue to enhance
CEC	Disaster Recovery Planning and Testing	Disaster Recovery Plan Update and Testing	80% Complete
All Sites	IT Help Desk Optimization	IT & Stakeholder Committees, Investigations	Formed Stakeholder Advisory Committee
Business	LaserFiche Process Automation & Forms	Continued Automation of Workflows	Many Forms Converted to Automation
All Sites	Parent and Student Portals	Aspen Parent Portal	Over 10,000 Parents Registered
All Sites	Print Reduction	Print Reduce printing by Implementing Quotas	Investigating Innovative Controls
All Sites	Security	Geographic Authentication, Multi Factor Signin	100% Central Staff, Administrators
Business	Sparkrock Finance transition to Cloud	Transition Project Plan	Preliminary work for Christmas Transition
All Sites	StaffNet Optimization	IT Helpdesk site update	May Roll Out
All Sites	Unification of Admin & Classroom Imaging	SCCM Shared Classroom & Admin computer images	50% Complete
All Schools	Classroom Cloud Device Refresh	Cloud devices Refresh	Done
Elementary	Elementary Desktop Refresh	Classroom Desktop Refresh	Devices Backordered Until Summer
All Schools	Monitor Refresh	Monitor Refresh	Done
All Sites	School Administrator Laptop Refresh	New Laptops for Princpals	Done
Secondary	Secondary Printer Refresh	Printer refresh	Done
All Sites	Windows 10 Device End of Life (2025)	Windows 10 End of Life Project Kick Off	Server Setup, Testing, Research & Budget
Business	Data Systems Training	Aspen, Power BI, Compass, RIC	Ongoing
All Sites	Cyber Security/Privacy Training Expanded	Yearly	90% Complete
All Sites	Green Application Catalog	Ongoing	New Green Catalogue on StaffNet

Major IT Department Task Status, Strategic & Operational, 2021/22 (MYSP 1.b.ii, 3.a.iii)




IT Plans
IT - Department > General
70
Tasks left
Not started 29
In progress 36
Late 5
Completed 62


Michael Leonard @mfleonard231 · Dec 2, 2021
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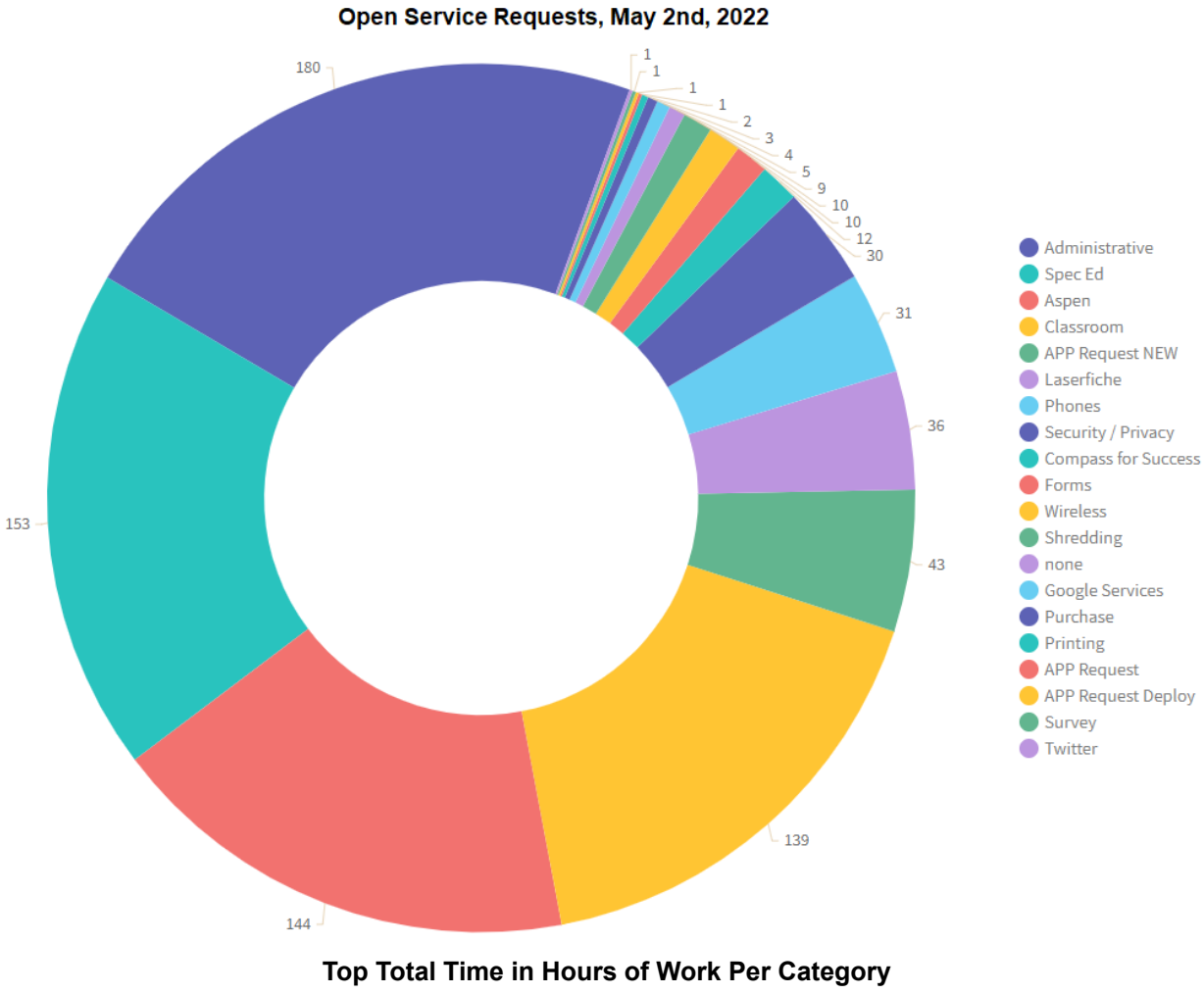
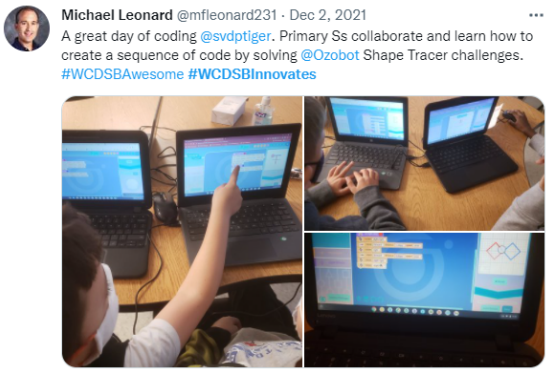
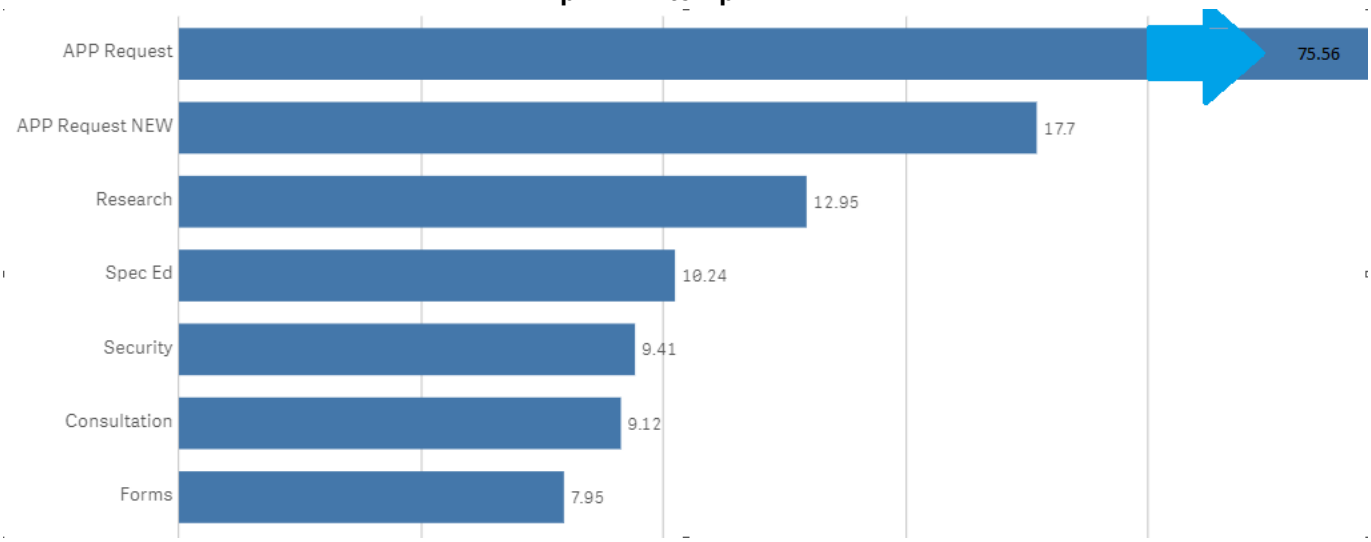
5) Status of IT Help Desk Service Overview: (MYSP 1.b.ii, 3.a.iii)



Top Total Time in Hours of Work Per Category

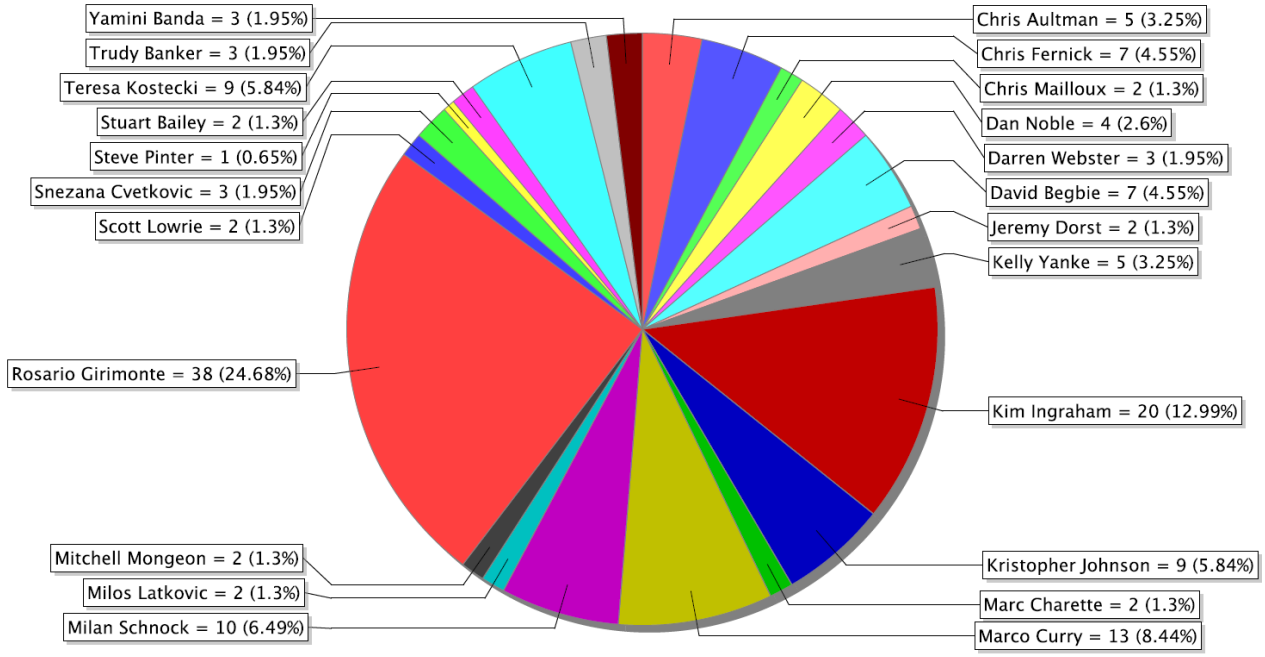


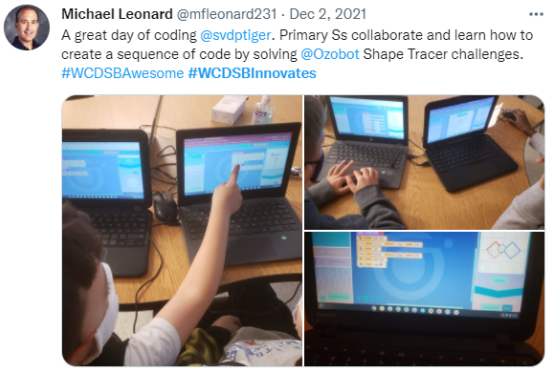
April 7 21 to April 7 22



Daily Service Request Reports:

04/04/2022 08:00 PM Daily Closed Tickets





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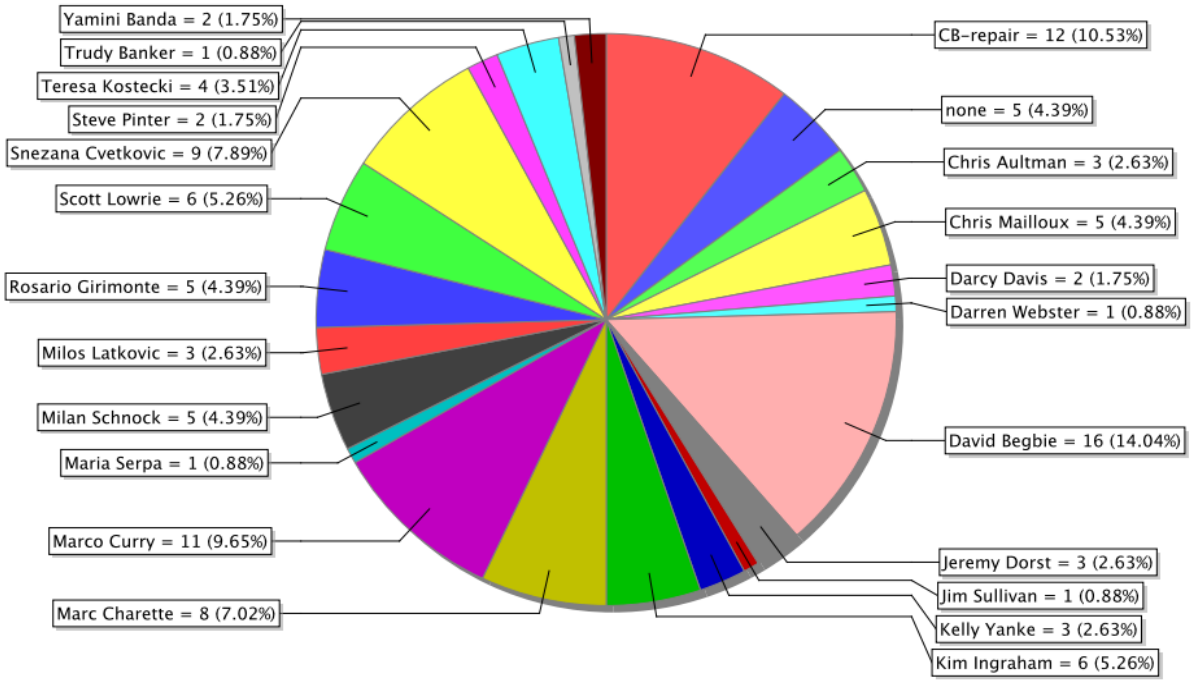
03/28/2022 07:00 PM Daily All New Tickets

Basic Filter :

Request time between 03/28/2022



2021/22 Total Service Desk Requests Per Person
Sept 1st-April 7th

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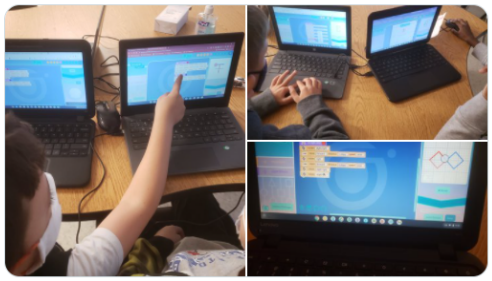

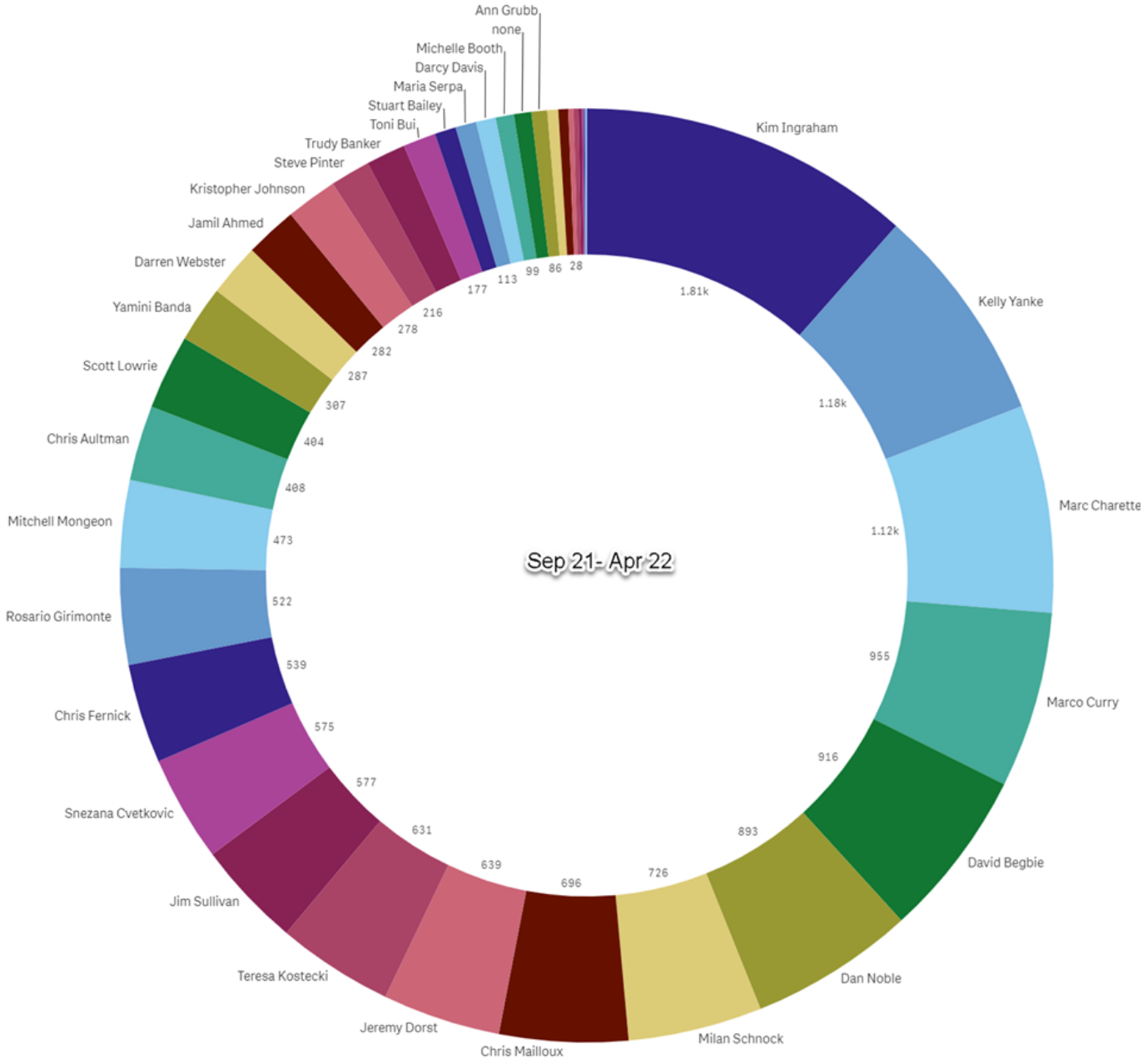

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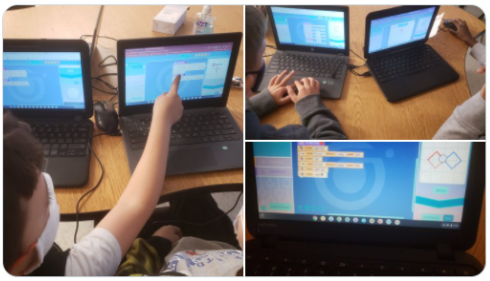
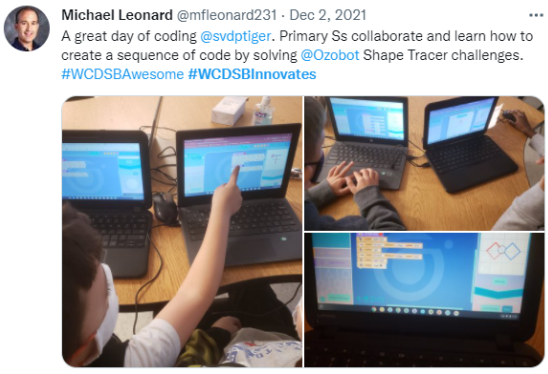
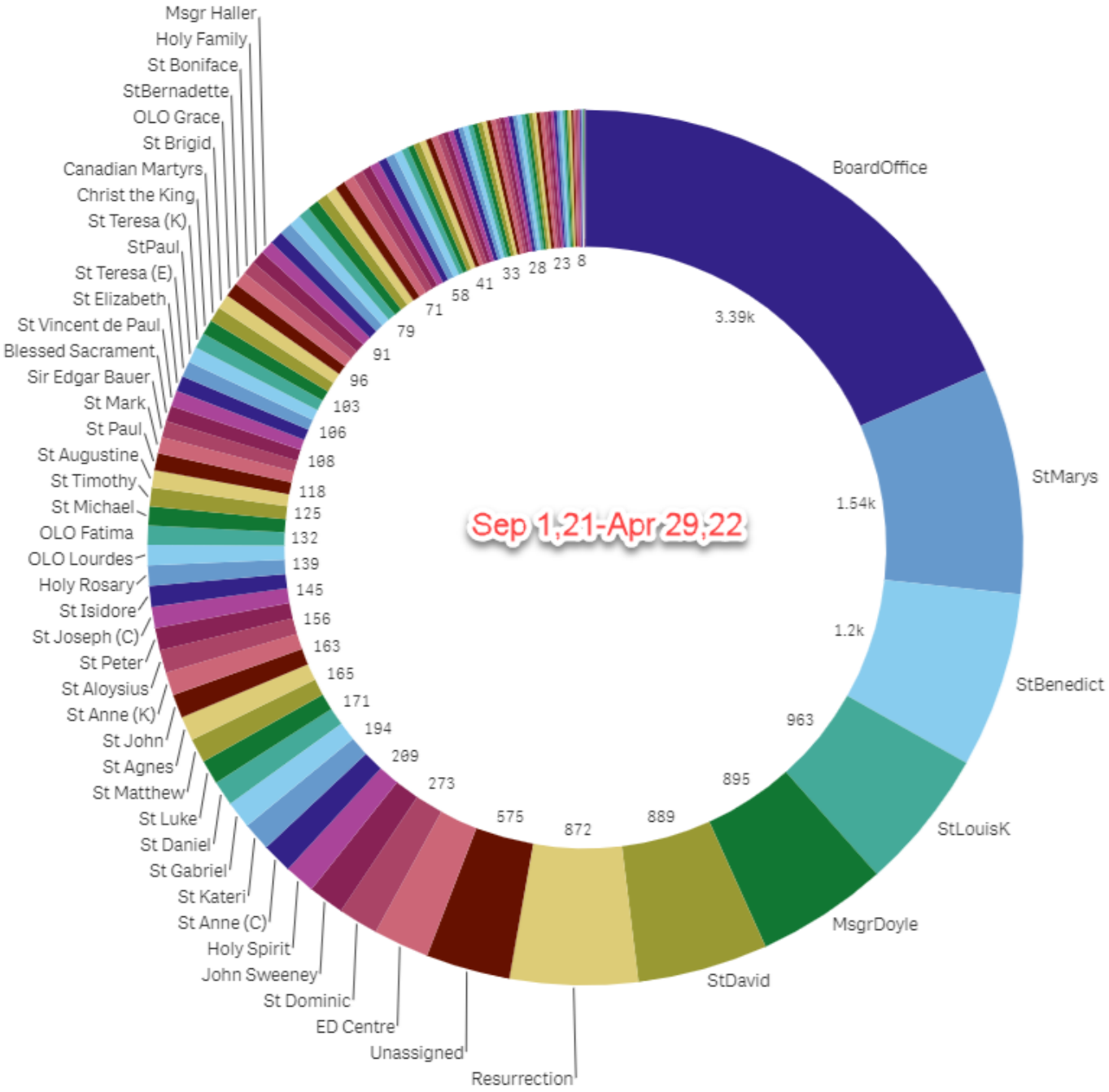


Service Desk Request Tickets by Site
Sept 2021-April 29, 2022





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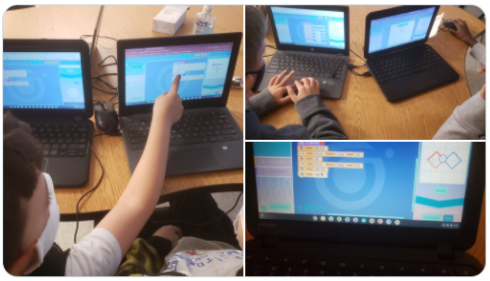

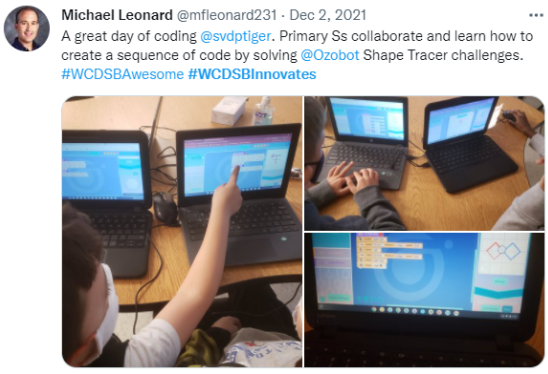
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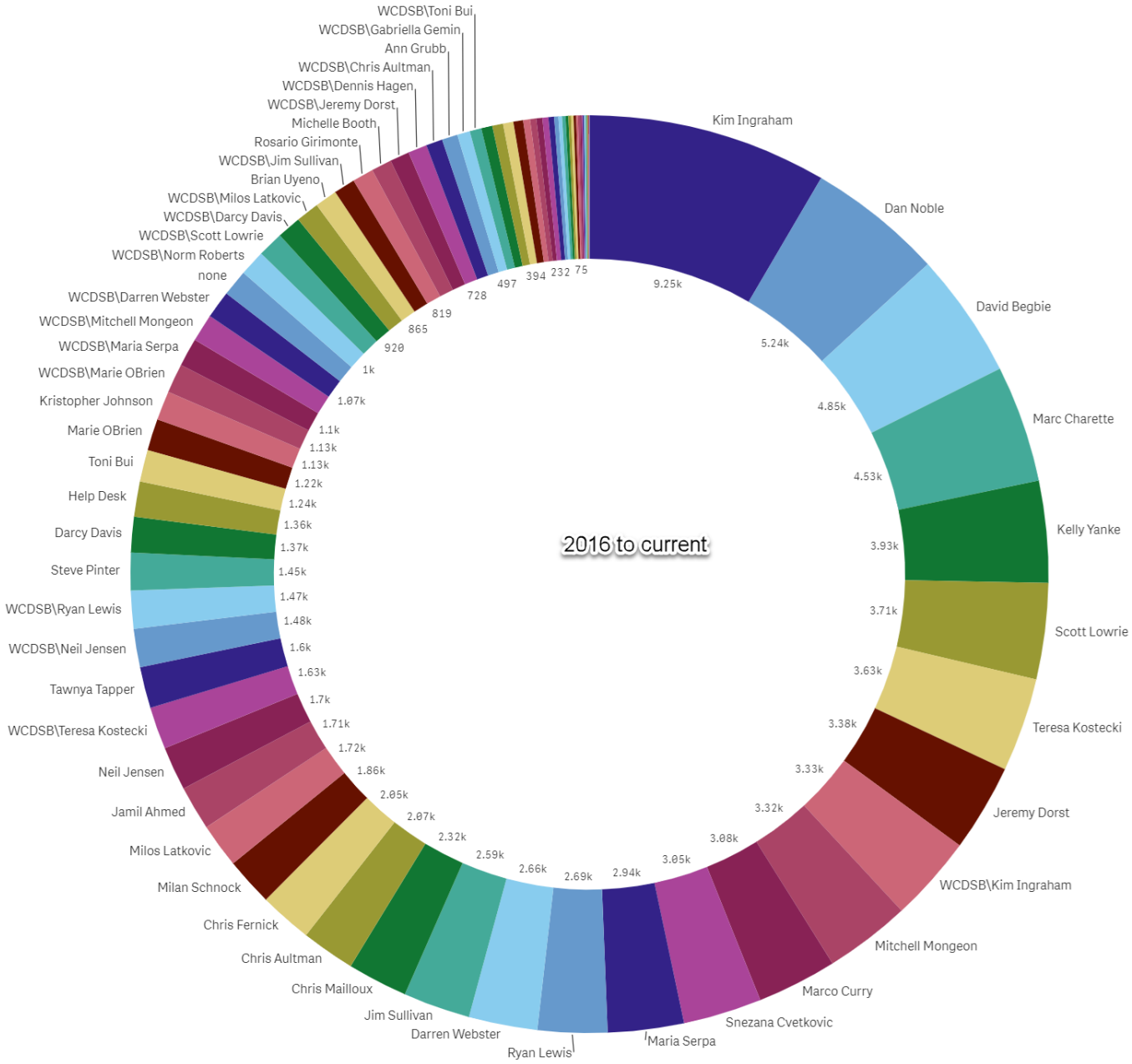
Total Number of Service Desk Tickets per Staff Member
September 2016 to Current



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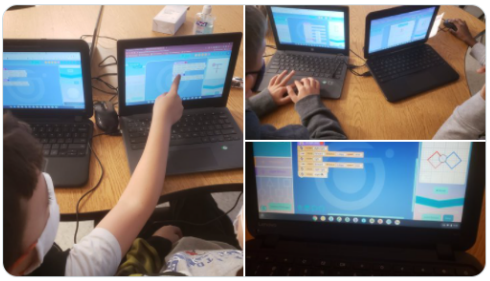
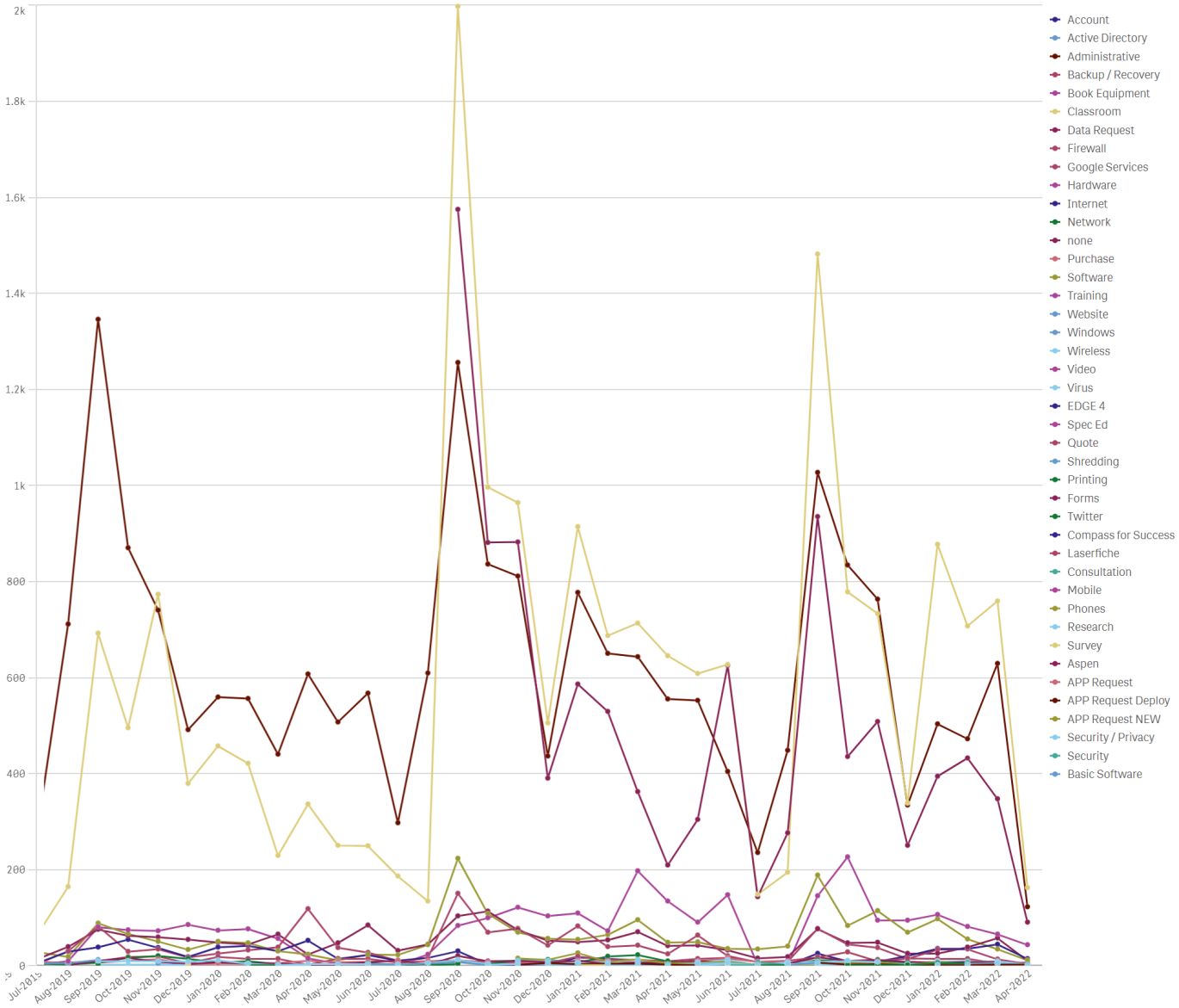
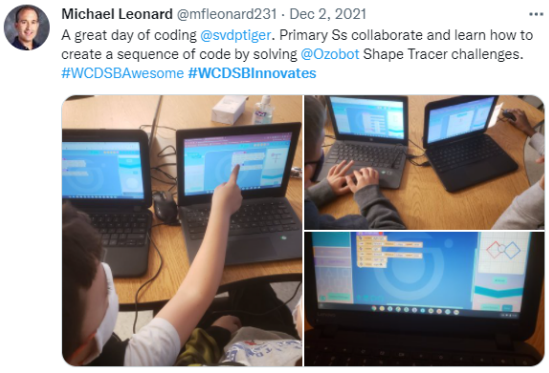
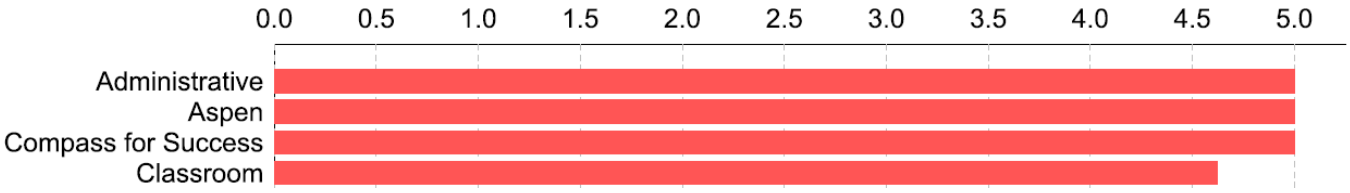


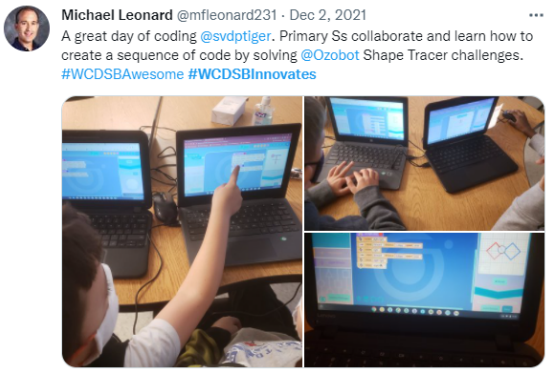
Service Desk Requests by Category 2019-2022



Helpdesk Survey Results




0.0
0.5
1.0
1.5
2.0
2.5
3.0
3.5
4.0
4.5
5.0
Administrative
Aspen
Compass for Success
Classroom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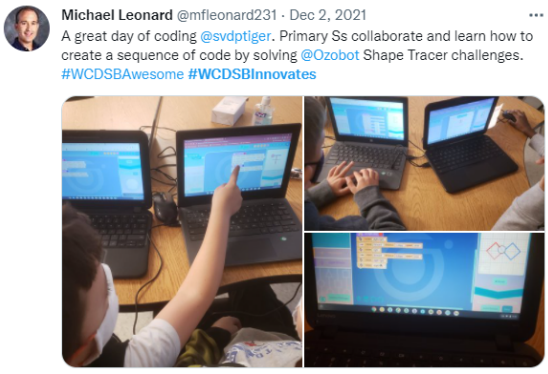
6) Staff Training Resources 2021/22 - (MYSP 1.b.ii, 3.a.iii)

It is essential that timely training and resources be made available for the utilization of software and technology. Over the last year, live administrative training was mostly provided over Microsoft Teams. Training over this platform allows for the recording of training to be reviewed by staff as required. Training videos, documentation and other resources were created on the StaffNet staff portal.

Training	Audience	Delivery Method
Aspen (Report Cards, Attendance, Scheduling...)	Administrative and Academic staff	Online Live, documentation and videos, in-person training
Privacy	HR and Payroll departments	Online Live and Documentation
Microsoft OneDrive, Excel, Teams	Administrative and Academic staff	Online Live and Videos
Microsoft Planner, Power Automate	Administrative and CEC staff	Online Live and Videos
School Messenger	Elementary Administrative Staff	Online Live, Documentation and Videos
Cyber Security	All Staff	Through Safe Schools Application
Administrative Assistant Training	New and existing direct support	Privacy, School Messenger, Cyber Security, Aspen, OnSIS, OneDrive, Teams. New role focused on AA supervision and training.

StaffNet Resources:



Short Term Supply Training

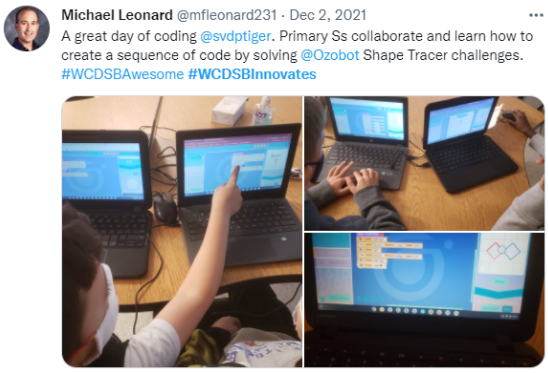
Long Term Occasional and Lead Training

7) Information Technology Five Year Strategic Plan Schedule

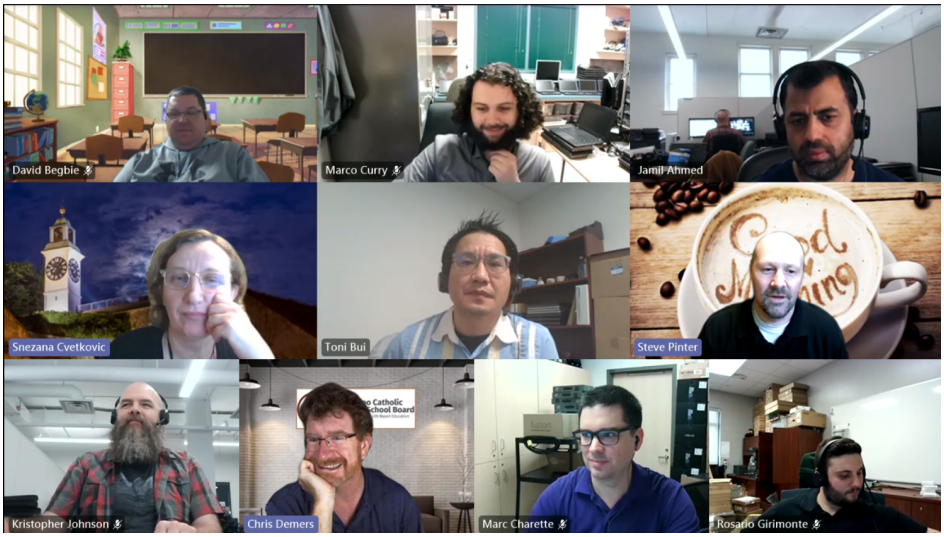
See extensive descriptions of each project initiative in this linked Appendix.

a) Infrastructure - (MYSP 3.a.iii)

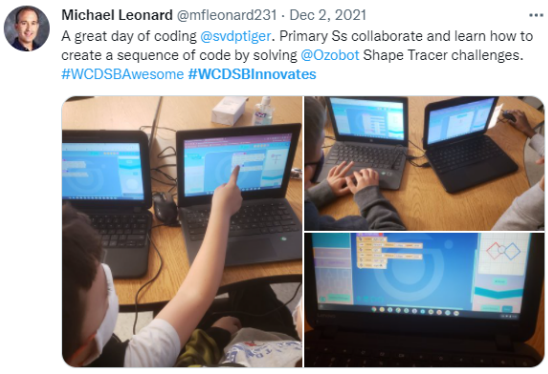
The Board's infrastructure hardware and systems must be maintained and upgraded on a regular basis to meet the ever increasing demands. This will also prevent system failures and greatly simplify staff support issues and minimize the impact on future year's budgets. Productivity and instruction opportunities are lost if replacements and refreshes are done when existing equipment has already failed, or, is about to fail. With the increasing complexity and interconnectedness of Board operations, it is imperative that the Board's infrastructure be robustly constructed and consistent with current industry standards.



Areas Affected	Initiative	Implementation Years
Secondary Academic	Academic Secondary Server Refresh	2022/23
CEC	Azure Virtual Desktop	2022/23
All Sites	Broadband Modernization Program	2022-25
All Sites	Firewall Infrastructure Refresh	2024/25
All Sites	Increase Internet Capacity	Yearly
All Sites	School Mobile Device Management & Monitoring	2021-23
All Sites	Movement to Cloud Service/Storage	2021-24
All Sites	Network Segmentation Upgrade	2022/23
Academic	Network Switch Refresh	Yearly
All Sites	Phone System Optimization	2023-25 2026/27
All Sites	Photocopiers	2022/23 2026/27
All Sites	SDWAN Device Refresh	2025/26
CEC	Storage Area Network Refresh	2024/25
All Sites	Wireless Evergreen	Yearly
Infrastructure	WREPnet Core Upgrade	2024/2025

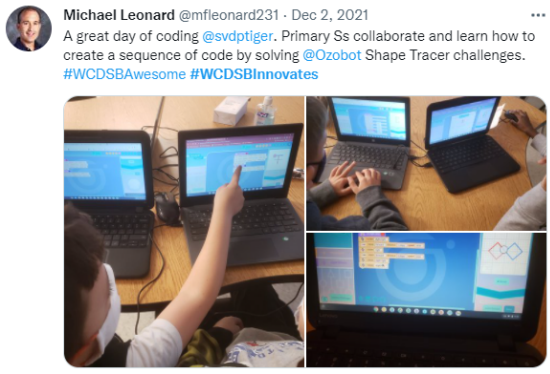


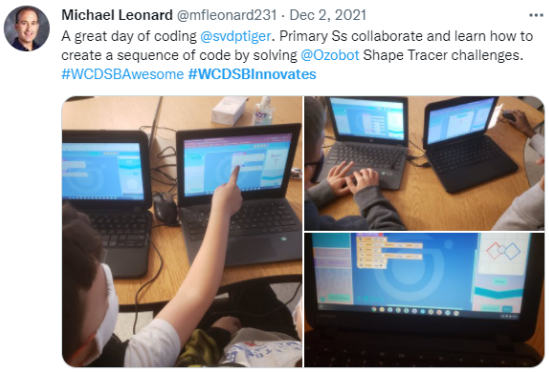
b) Process Improvement - (MYSP 3.a.iii)



Currently some of the Board's key business systems are not integrated and rely on significant manual processes for populating system data, extracting data and solving connectivity issues. Board system decisions must move from a departmental focus to one which considers system, staff and student needs, vetted through the Board's IT Governance Structure. Current systems should be electronically integrated where possible to provide for automated workflows. As new systems and servers are implemented, automated integration into the Board's electronic business process workflows will be the focus.

Areas Affected	Initiative	Implementation Years
St Louis	Aspen ConEd Support	2021-24
All Sites	Aspen Optimization	Ongoing
All Sites	Aspen Parent Portal	2021-24
Secondary Schools	Aspen PLAR management	2021-23
All Sites	Data Warehouse	2022-25
Business	Email & Electronic Records Retention Automate	2021-2024
All Sites	IT Help Desk Optimization	2022/23
Business	LaserFiche Process Automation and Forms	2021-23
All Sites	Parent and Student Portals	2021-23
All Sites	Print Optimization & Reduction	Ongoing
All Schools	School Messenger Safe Arrival and Applications	2022/23
All Sites	Security	Ongoing
Business	Sparkrock Finance transition to Cloud	2021-23
All Sites	StaffNet Optimization	2021-23
All Sites	Unification of Admin & Classroom Apps & Imaging	2022/23

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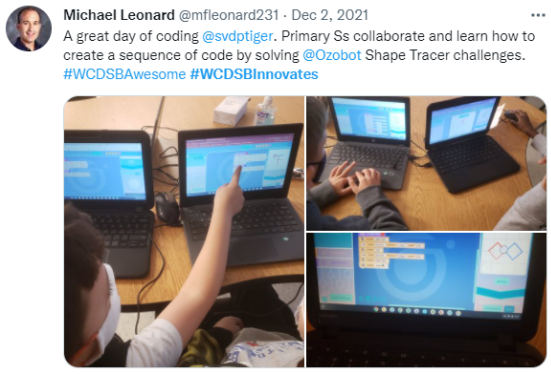
c) Endpoint Technology - (MYSP 1.b.ii, 2.a.i, 3.a.i, 3.a.iii)

Information Technology Services merged WCDSB support for both administrative and academic devices and connectivity under one team. The newly formed Endpoint Support team combined support for both administrative and academic environments under one team with the goal of harmonizing both environment methods into one easier to support standard. These projects provide students, educators, admin staff, and our community with the means of communicating and learning with leading technologies in a safe and reliable manner that is required to successfully leverage technology and human ingenuity to help learners realize their full potential.

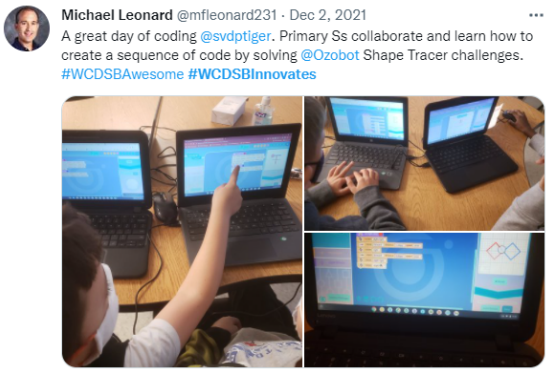
Areas Affected	Initiative	Implementation Years
Secondary Academic	Azure Labs	2021-23
CEC	CEC & Dutton Drive Computer Refresh	2022/23 26/27
All Schools	Chromebook/Mobile Device Refresh	1/4 Yearly
All Schools	Display/Projector Technology Refresh	2022-27
All Schools	Educator Device Refresh	2024-26
Admin	Elementary Admin Desktop and Printer Refresh	2025-26
Elementary Academic	Elementary Classroom Desktop Refresh	2022-25
All Schools	Monitor Refresh	Ongoing
All Sites	School Administrator Laptop Refresh	2025/26
Admin	Secondary Administrative Desktop/Printer refresh	2022/23 26/27
Secondary Academic	Secondary Classroom Desktop Refresh	1/4 Yearly
Admin	Secondary Desktop and Printer Refresh	2022-25
Secondary Academic	Secondary Printer Refresh	Yearly Staged
CEC	Senior Admin Laptops	2022/23 26/27
Business	Smart Phone Refresh	2022 2024 2026
CEC	Technician device refresh	2025/26
All Sites	Windows 10 End of Life (2025)	2022-2025



d) Staff Support and Development - (MYSP 1.a.iii, 1.b.ii, 2.a.i, 3.a.i, 3.a.iii)

This section includes tools to help our staff and community to effectively receive PD, report absences, access required student information and keep safe utilizing technology. We also place projects for improving staff efficiency in this section.

Areas Affected	Initiative	Implementation
All Sites	Cyber Security/Privacy Training Expanded	Ongoing
Business	Data Systems Training	OnGoing
All Sites	Green Application Catalog	Ongoing
All Sites	SFE to Appy to Education Investigation	2022-24
All Sites	Talent Ed/Apply to Education Investigation	2022-24



Next Steps:

The nature of innovation is rooted in the understanding that it is an iterative process that celebrates the learning that comes from success and ongoing challenges. Our IT strategy and Innovation in Learning focus will continue to leverage the opportunities for innovation created through the pandemic response in order to change practices to increase equity of access and equity of opportunity related to innovation and technology.

Specific next steps include:

- Use information gained through community consultation to respond to issues related to equitable access to technology, equitable access to learning opportunities (both students and staff), and equitable assessment and evaluation practices. Our responses will need to take into account what we have learned from the pandemic as we refocus priorities based on input from stakeholder groups.
- Leverage the learning from the virtual school and remote learning experiences and best practices to support the continuation of St. Isidore and extend the learning through the physical schools. For example, consultation regarding the promotion of Brightspace by D2L and Teams as the preferred LMS and meeting tool from a pedagogical and assessment and evaluation standpoint to leverage the Ministry of Education provided professional learning and resources. Additionally, supporting educators in finding and using board provided digital tools and resources available to support curriculum delivery, the development of transferable skills, and cross-curricular and integrated learning.
- Continue to consult our stakeholders and the Ontario IT educational community to adjust the IT 5 year strategic plan to meet our present and future requirements to effectively support both instructional and business needs.

Recommendation:

Report is being provided as information only

Prepared/Reviewed By: Loretta Notten
Director of Education

*Bylaw 4.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”