**MOOSE FACTORY ISLAND
DISTRICT SCHOOL AREA BOARD**

ADMINISTRATIVE PROCEDURE NO. 215	
Effective	
Revision Date	

EFFECTIVE USE OF TECHNOLOGY

PURPOSE

The Moose Factory Island District School Area Board promotes and encourages the effective use of technology so that students may have opportunities, to the full extent of their abilities, to become knowledgeable and creative in their use of computers and other forms of technology.

Students and teachers are expected to use technology to enhance learning in all areas of the curriculum. Students will receive instruction about the use of technology, including the rules about appropriate use, and the use of personal non-Board devices. This instruction will enable students to acquire and maintain a variety of skills, to acquire a broad understanding of the capabilities and uses of computers and other forms of technology, and to ensure student adaptability to ongoing technological change.

This administrative procedure reflects the board's vision, ongoing involvement, and financial commitment as it promotes the effective use of technology in Ministik School.

DEFINITIONS

Assistive Technology: Assistive technology refers to products, devices, or equipment, whether acquired commercially, modified, or customized, that are used as accommodations to maintain, increase, or improve the functional capabilities of students.

Information Technology: Information technology is a general term that describes any technology that helps to produce, manipulate, store, communicate, and/or disseminate information.

Personal Non-Board Device: A personal, non-Board device is any computing device not owned or provided by the Board that is brought- into a Board building or to a Board event, activity, or program by a student whether used for instructional or personal purposes. Such devices include personal computers, smart phones, and tablets.

APPLICATION

This administrative procedure applies to all students who are given access to the Board's technology and technology services. Students are required to know and abide by the rules in Administrative Procedure 147 Staff and Student Use of Technology,

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which include rules for the use of personal devices on Board property or when used in a way that impacts on the school climate.

PROCEDURES

1. **Expectations for Student Learning**

1.1. The *Education Act* charges school boards with the responsibility of providing programs and instruction for students. Schools have a requirement to integrate and use technology to further student learning, influence teacher instruction, and develop the technical skills that students can use in their daily life and future careers.

1.2. The school also needs to ensure that students know how to use technology in a safe, appropriate, and responsible manner. Board expectations related to appropriate use are found in Administrative Procedure 147 Staff and Student Use of Technology.

1.3. There are a number of curriculum documents and resources which reference technology as a tool for instruction and a learning support that impacts a student's ability to access, analyze, and use digital information.

   a) The Ontario Ministry of Ontario *School Effectiveness Framework* notes, "Instruction in all content areas supports clear connections among reading, writing, oral and digital communication, and media literacy." [p. 27] The *Framework* also describes school effectiveness as follows: "Effective pedagogy is supported by diverse technologies. A digital environment is an integral part of professional practice, learning, and leadership. District policy for the safe, legal, and ethical use of information and communication technology is implemented and monitored." [p. 29]

   b) The Ontario Ministry of Ontario document, *Learning for All*, states: "For example, various types of assistive technology, such as speech-to-text software, organizational software, and interactive whiteboards, enable students who have special education needs to access the curriculum. When these technologies became more widely available, teachers discovered that they could enhance learning for *all* students in the classroom." [p. 13]

1.4. In a technology-enhanced learning environment students will develop a variety of skills such as collecting and retrieving information, analyzing data, collaborating, communicating, and problem-solving in order that they may acquire knowledge and take responsibility for their own learning. Students must have opportunities to use technology as a working and learning tool for a wide variety of tasks and purposes in many different contexts.

1.5. As more students and staff members have access to technology devices, digital resources become increasingly important. System and school administrators can combine budget allocations for traditional print resources such as textbooks with allocations for online digital resources. The Ministry of Education currently licenses

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Learn 360 as a source of video and audio resources to complement traditional text-based resources.

2. **The Technology Plan**

2.1. System and school administrators will provide leadership for the development of a Moose Factory Island District School Area Board Technology Plan which guides, supports, and directs the use of technology in Ministik School. This Technology Plan is the cornerstone of student learning that focuses on the socially-active acquisition of critical thinking, problem solving, communication, and collaboration skills.

2.2. Components of the Technology Plan will include a focus on the following elements:

a) support for Ministry of Education goals and program expectations;
b) connections with school improvement plans and administrative procedures;
c) required infrastructure and devices for student and staff use;
d) capacity-building for the staff; and
e) sources of funding.

3. **Computer Planning Committee**

3.1. The Superintendent of Education will establish a Computer Planning Committee with representation from school administration and teachers.

3.2. The functions of the Computer Planning Committee will include:

a) The preparation of the Technology Plan and other relevant documents as required by the Board or Ministry;
b) The development of a three-year plan for the effective use of technology in Ministik School, which will be reviewed annually to maintain its currency;
c) The establishment of guidelines for the annual technology budget in line with the recommendations from the school staff;
d) The recommendation of hardware and software purchases based upon suggestions from school staff;
e) Suggestions for teacher in-service education; and
f) The exploration of acquisition of computer resources from the community.

3.3. System and school administrators will provide a variety of mechanisms to facilitate the sharing of materials and information developed to support the effective use of technology. Strategies for communication include:

a) sharing at staff meetings;
b) peer coaching as a model for training the volunteer school-level computer resource persons; and
c) rotation of responsibilities of the volunteer school-level computer personnel among the staff on a regular basis to create a wide base of expertise and continuity in the school.

3.4. The board will annually determine the level of effective use of technology through a variety of mechanisms:

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a) school improvement plans;
b) long-range plans of staff;
c) principal/teacher performance appraisal; and
d) reporting to parents.

REFERENCE DOCUMENTS

Legal References:
Education Act, Section 169.1 Board duty to provide effective education programs
Ontario Regulation 298 Operation of Schools, section 11: Duties of Principals
Ontario Regulation 298 Operation of Schools, section 20: Duties of Teachers

Ontario Ministry of Education. (2013). *School Effectiveness Framework: A support for school improvement and student success.* K-12
http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf

Ontario Ministry of Education. (2013). *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12.*
http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf

Board References:
Board Policy GOV-01 Vision, Mission, and Values
Board Policy GOV-02 Role of the Board
Board Policy GOV-03 Role of the Supervisory Officer
Board Policy GOV-07 Learning and Working Environment: Equity and Inclusion
Board Policy GOV-08 Learning and Working Environment: Safe Schools
Board Policy GOV-09 Safe Schools: Board Code of Conduct
Board Policy GOV-25 Special Education
Administrative Procedure 115 School Planning and Reporting
Administrative Procedure 147 Staff and Student Use of Technology
FORM ADMIN 147-01 Technology Use Agreement [primary/junior classes]
FORM ADMIN 147-02 Technology Use Agreement [intermediate classes]
Administrative Procedure 240 Special Education
Administrative Procedure 250 Student Assessment and Evaluation

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Resources:

CODE. The Council of Ontario Directors of Education. CODE Advisory No. 3. *Effective Use of Technology.*
http://www.ontariodirectors.ca/CODE_Advisories/Downloads/CODE%20Advisory%20No%203%20WEB.pdf

ISTE. The International Society for Technology in Education. (2012). The ISTE publishes what it considers to be the skills students require to be successful in a rapidly changing technological environment [Appendix B]. These skills or NETS (National Educational Technology Standards) set a standard of excellence and best practices in learning, teaching, and leading with technology in education.
https://istestandardspd.org/tools-to-support-digital-learning/

Learn 360. Website for multi-media K-12 Educational Resources. www.learn360.ca

Ontario Ministry of Education. *E-Learning Ontario: The Sky is the Limit.* Digital Education Kindergarten to Grade 12. The e-learning programs provide options for small and isolated schools, and can help elementary students improve their oral, reading, writing and math skills.
http://www.edu.gov.on.ca/elearning/

Ontario Ministry of Education. Ontario Educational Resource Bank. As Ontario's learning object repository, the Ontario Educational Resource Bank (OERB) offers a growing number of free digital learning resources to teachers and students, from Kindergarten to Grade 12. There are thousands of resources, including units, lesson plans, activities, maps, and interactive learning resources, which are:
- created by teachers for teachers;
- offered in convenient formats including Microsoft Word, PowerPoint, PDF and Flash;
- aligned with the Ontario curriculum;
- searchable by grade, course/subject, strand, overall expectations, learning style, author, file format, and keyword;
- easy to access and use; and
- ready to download and modify.
Overview of the Ontario Educational Resource Bank
http://www.edu.gov.on.ca/elearning/pdf/5067_OERBhandout_04.pdf

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