



WETASKIWIN REGIONAL PUBLIC SCHOOLS



# Strategic Information Technology Plan 2011-2015

Revised: May 30, 2012

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# TABLE OF CONTENTS

<b>ACKNOWLEDGMENTS</b>	Page 3
<b>EXECUTIVE SUMMARY</b>	Page 4
<b>SCHOOL DIVISION PROFILE</b>	Page 6
<b>OUR FOUNDATION STATEMENTS</b>	Page 8
<b>OUR PRINCIPLES</b>	Page 9
<b>OUR PRIORITIES</b>	Page 10
<b>LEARNING CYCLE</b>	Page 11
<b>CRITICAL ISSUES</b>	Page 12
<b>GOALS AND OBJECTIVES</b>	Page 14
<b>ORGANIZATIONAL STRUCTURE</b>	Page 22
<b>TIMELINE</b>	Page 23
<b>PROFESSIONAL DEVELOPMENT</b>	Page 25
<b>EVALUATION</b>	Page 26
<b>REFERENCES &amp; RESOURCES</b>	Page 27
<b>Appendix A – SOFTWARE CURRICULUM COMMITTEE RECOMMENDATIONS</b>	Page 28
<b>Appendix B – HARDWARE COMMITTEE RECOMMENDATIONS</b>	Page 33

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The following individuals have been instrumental in the development of this Strategic Information Technology (IT) Plan. Their contributions throughout this process have been greatly appreciated.

<b>Name</b>	<b>Position</b>	<b>School/Department</b>
Bryan Rabel	Director of Plant Facilities	Central Office
Brian Archinuk	IT Manager	Technology Department
George Ollenberger	Director of Instruction	Central Office
Brian Taje	Director of Administrative Support	Central Office
Denni Speth	Technologist	Technology Department
Sherri Senger	Associate Superintendent	Business Department
Wendy Crabtree	HR/RM Executive Assistant	Business Department
Lawrence Semeniuk	Principal	Ecole Queen Elizabeth School
Cordalee Fiveland	Principal	CB McMurdo
Frank Heinrichs	Principal	Griffiths-Scott Middle School
Shawn Willmott	Vice-principal	Pigeon Lake Regional School
Cheryl Raugust	Teacher Assistant	Pipestone School
Cindy LaBrie	Administrative Assistant	Falun School
Paul Way	Teacher	Wetaskiwin Composite High
Chris Kirwan	Teacher	Clear Vista School
Mary Kary	Teacher	Centennial Elementary School
Don Helgeland	Teacher	Rosebrier Community School
Kathleen Borzel	Teacher	Alder Flats Elementary School
Melissa Humby	Teacher	Buck Mountain Central
Laurie Kirk	Teacher	Millet School

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# EXECUTIVE SUMMARY

This Strategic IT Plan is the result of a year and a half of consultation, collaboration and study. The process that has led to the completion of this document can be outlined as follows:

- **IBM Technology Review:** In November 2009, IBM Canada conducted an extensive review of Wetaskiwin Regional Public School Division's technology infrastructure and practices. This review provided detailed findings and recommendations.
- **Technology Focus Group:** In February 2010, a technology focus group met to discuss the recommendations of the IBM Technology Review. It was decided at that time that the Division should create a strategic IT plan, as recommended by IBM Canada. The decision was also made to start this process as soon as committee members could be selected for consultation.
- **Technology Review Committee:** In May of 2010, the Technology Review Committee met over a three-day period regarding the development of a strategic IT plan. The committee consisted of individuals from several schools throughout the Division (i.e. teachers, administrative assistants, teacher assistants, and administrators) and other WRPS staff (i.e. central office, human resources and finance, technology, and plant facilities). Recommendations based on technology integration and technology infrastructure were proposed by this group, and these were presented to the System Administration Team (SAT) in October 2010. The final step in this process has resulted in this document: the Strategic IT Plan.

## Rationale

Several factors came into play in developing this plan: (1) the overall quality of educational technology for WRPS students; (2) equitable access to technology for students; (3) remote access for students and staff; (4) the evergreening of core infrastructure for the Division; and, (5) the evergreening of site technologies.

1. **Quality Educational Technology for Students:** As students learn in the 21<sup>st</sup> Century, they require the tools and skills to be active participants in a technologically advancing society. These *digital natives* (Prensky, 2001) have grown up in a society where wireless access, electronic tablets, Web 2.0 applications, etc. are the norm. As a result, Wetaskiwin Regional Public Schools has an obligation to ensure these tools and technologies are available for its students. The goals of providing such technologies are many: to enhance the learning of literacy and numeracy; to access information anytime, anywhere; to promote collaboration and communication; to engage learners; to promote critical thinking and problem solving skills; and, to prepare students for the workplace of the 21<sup>st</sup> Century. For these reasons, our students need access to wireless networks, portal technology, netbook and electronic tablet technologies, improved network speeds and up-to-date computers.
2. **Equitable Access to Technology for Students:** In order to support meaningful learning, all students in the Division deserve equal access to technology. This includes such things as access to suitable hardware and software; autonomy in using the Internet; and, support in learning to use technology effectively in the classroom (Robinson, Dimaggio & Hargittai, 2003). This plan aims to address these issues.

3. **Remote Access for Students and Staff:** As portal technologies become more and more prevalent, students and staff should have access to these tools in order to be able to retrieve data and information anytime, anywhere. This will improve productivity for all.
4. **Evergreening of Core Infrastructure for the Division:** Since the inception of the Supernet in 2003, very few changes have been made to the core network infrastructure. As a result, many components have been operating beyond their normal life span. Eventually, this equipment will have to be replaced if the Division is to continue to have reliable network accessibility or new functionality (e.g. wireless). It is also important to note that as more and more bandwidth is being accessed by sites, this will affect performance issues with regards to centralized (Maplewood, DocuShare, etc.) and Internet resources. Thus, an increase in network bandwidth should be considered.
5. **Evergreening of Site Technologies:** In order to ensure suitable equipment functionality, sites throughout the Division will have to consider evergreening various technologies. For instance, Windows XP will be discontinued in April 2014. Because of this, the Division will be required to move all computer systems to the Windows 7 operating system. This will create challenges, as many desktop and laptop computers that are presently being used do not have the system requirements to run this operating system. To date, there are approximately 400 site-owned computers that need to be replaced. Also, Smart Boards which are found in many classrooms will need to be serviced. With 90 of these units in place and another 47 being installed this year, projector bulb replacement and other equipment malfunctions will have to be addressed in the coming years as this equipment gets older. Other examples include video conferencing equipment upgrades, educational software updates, etc.

## Considerations

If the Division is to make these technologies available to its students and staff, WRPS will have to make a bold investment in its technology infrastructure and implementation practices. As a result, it is recommended that the Division make a one-time commitment to borrow approximately 1.6 to 1.8 million dollars over the next four years in order to ensure that these technologies are in place during this plan's implementation cycle.

In year one (2012-2013) of the revised Strategic IT Plan the resources necessary to begin the process of replacing the existing hybrid technology platform will be found within the district jurisdictional budget. Following this time period the necessary resources will be allocated from Shared Services.

Also, it is proposed that the Technology Department be responsible for the purchase and deployment of technology throughout the Division. In the past, WRPS has maintained a hybrid system where the Technology Department has provided core infrastructure and network access, student computer labs, computers for administrators, etc., while schools have been responsible for computers for teachers, counselors and librarians, computer projectors, and other special technology initiatives.

The time has come where such a hybrid system is no longer feasible. If students are to have equitable access to technology throughout the Division, a more centralized approach is necessary. It is the aim of this Strategic IT Plan to present a shared vision whereby schools should no longer be required to purchase and maintain computer equipment, and other core infrastructure technologies; but instead, focus on using these technologies to support sound pedagogical practices and successful learning.

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# SCHOOL DIVISION PROFILE

Wetaskiwin Regional Public School's boundary area is coterminous with that of the County of Wetaskiwin, the City of Wetaskiwin and the Town of Millet. The division has a student population of 3,770 full time equivalent students, with approximately 225 full time equivalent teaching staff and approximately 230 full time equivalent support staff. We have 22 school sites which include two colony schools, two storefront schools, an Early Education Family Wellness Center and one home education school.

The Division offers instruction in all provincially required areas of study, as well as a selection of secondary options. In addition to the provincial curriculum, our teachers have developed specific courses to meet the needs and interests of our students. Examples of such locally developed courses are Instrumental Jazz, Forensic Science, Sports Excellence and Sports Performance.

French Immersion programming is offered at one elementary school and one junior high school. In addition, schools throughout the division offer international language instruction in Spanish, Cree, French, and German.

A Registered Apprenticeship Program as well as work experience opportunities are offered in some of our division schools to provide students with a wide range of work experience opportunities.

## **Student Services**

Wetaskiwin Regional Public Schools has a high proportion of students with special needs in comparison to the provincial average. As a result we provide a wide variety of programs to accommodate the many students who require these services.

Educational Support Services encompass services for children and youth with special education needs within our school division. Special Education is based on the belief in the value and dignity of all students and we endeavor to provide appropriate educational opportunities and equitable benefits for all students with exceptional needs. We embrace a commitment to the provision of support services that make it possible for students with exceptional needs to receive an education based on their potential and appropriate to their level of ability. Building students' emotional health, citizenship and leadership skills is achieved through school-wide skill development activities as well as small group and individualized guidance and support.

## **First Nations, Inuit and Métis Education (FNMI)**

Our proximity to the Maskwacis Cree Nation community constitutes the need for high quality responsive First Nations Education programming. The Board identified enhancing the success of First Nations students and encourages the active involvement of their families as a priority. To address the Board priority Wetaskiwin Regional Public Schools has worked hard to develop a culturally responsive school division through community engagement, working with Elders, cultural leaders, students, parents and our

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communities. We have a Maskwacis First Nations Trustee appointed to Board to assist us in understanding and validating the First Nations, Inuit and Métis histories, cultures, values and traditions. The Board has identified a need to establish the Maskwacis Education Council to foster effective communication with First Nations families and to involve them in a collaborative decision making process.

## **Governance**

Wetaskiwin Regional Public Schools is governed by an elected Board of seven trustees, and one Maskwacis First Nations Trustee who is appointed to the Board by the Maskwacis Four Bands. Trustees are elected for three-year terms and are responsible for establishing policy and strategic direction. Each school is represented by a school council or parent advisory committee where parents and teachers work together to enhance student learning and wellbeing.

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# OUR FOUNDATION STATEMENTS

**The following Wetaskiwin Regional Public Schools foundation statements provide our organization with strategic direction.**

## OUR VISION

Wetaskiwin Regional Public Schools is a learning community that is caring, collaborative, committed to celebrating diversity, respected for its focus on excellence, where students eagerly embrace and believe that learning has the power to inspire them to discover, develop, and act upon their potential, thereby enriching their lives and their community.

## OUR VALUES

Courage, Creativity, Empathy, Ethics, Honesty, Integrity, Respect, Responsibility, Service, Spirituality, Teamwork and Trust

## OUR MISSION

"Through the incorporation of technology, we inspire, sustain and celebrate learning, so that children and youth discover, develop and act upon their potential."

## OUR MOTTO

"Inspiring students to become the best they can be."

## OUR TAG LINE

Thinking outside the books!



# OUR PRINCIPLES

## OUR STUDENTS LEARNING

Our students will engage in relevant challenging learning opportunities to enhance their academic, personal and social/cultural growth in a safe and caring environment.

## OUR PEOPLE

Our people will be committed to a learning community that values people, diversity, excellence and professional growth.

## OUR ORGANIZATION

Our organization will be people centred by being principled, collaborative, accountable and effective.

## ACCOUNTABILITY

The primary criterion for judging the success of our schools and our education system is how well every student learns and experiences personal achievement.

## OUR COMMUNITY

Our community will share in the ownership and responsibility for the well-being and education of their children and youth.

# OUR PRIORITIES

PRIORITIES	
<p>Improve academic success for all students.</p>	<p>Enhance the success of the First Nations students and encourage the active involvement of their families.</p>
<p><b>GOAL 1</b>  <b>High Quality Learning Opportunities for All</b>  <u>Outcome</u></p> <ul style="list-style-type: none"> <li>• The education system meets the needs of all K – 12 students, society and the economy</li> </ul> <p><b>GOAL 2:</b>  <b>Excellence in Student Learning</b>  <u>Outcome</u></p> <ul style="list-style-type: none"> <li>• Students demonstrate high standards in learner outcomes.</li> </ul>	<p><b>GOAL 3</b>  <b>Success for First Nation Métis and Inuit students</b>  <u>Outcome</u></p> <ul style="list-style-type: none"> <li>• First Nation Métis and Inuit students are well prepared for citizenship, the workplace and post secondary education and training.</li> </ul>

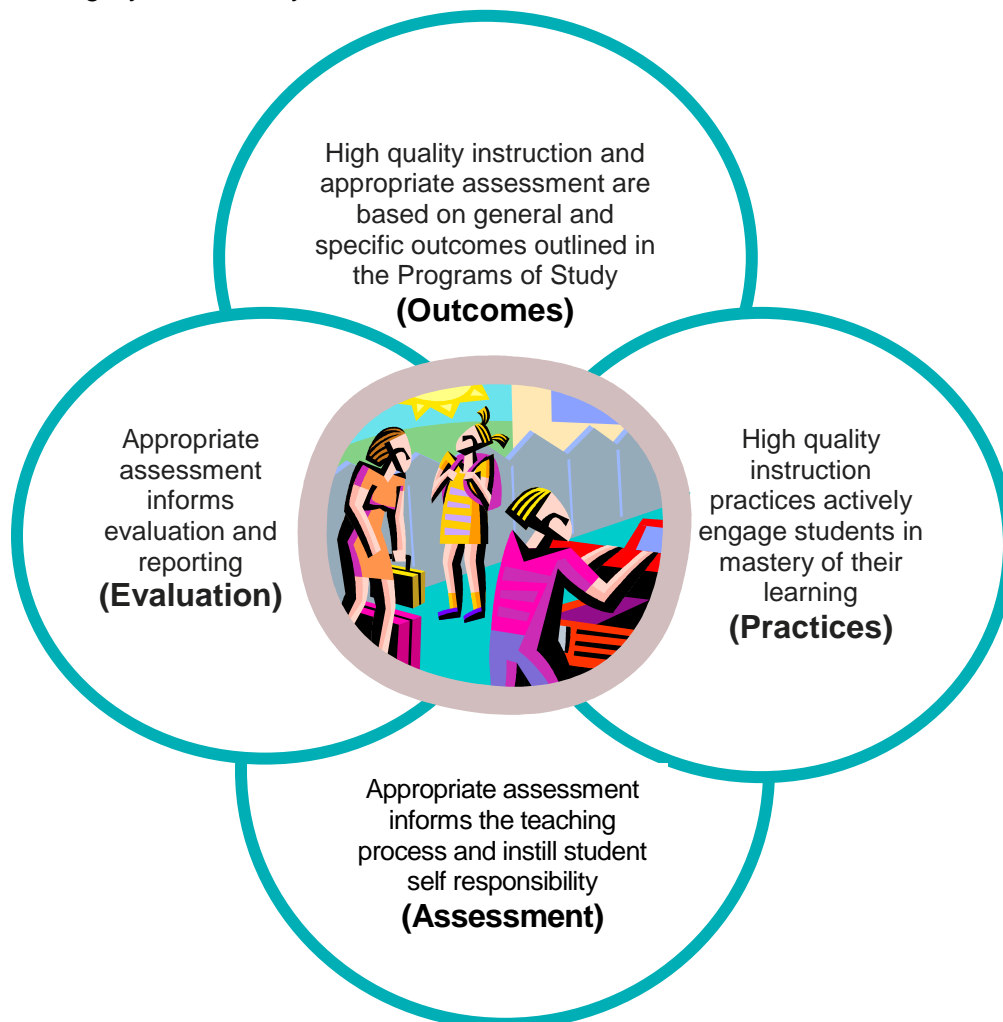
The Board determined these priorities as part of its strategic planning process that included consultation with individuals from both the community and our school division. These priorities guide our strategic planning and goal setting.

# LEARNING CYCLE

## What is the WRPS Learning Cycle?

The WRPS Learning Cycle is a working model for applying effective teaching research, through thoughtful and deliberate planning. It provides four key elements that teachers use to plan for student learning, apply the right instructional strategies, use assessment to inform instruction and report achievement results to both students and parents. This occurs in a cycle of continuous improvement as teachers and others obtain data and assessment evidence about how each student is progressing, what the student knows and can do, and what must be done to further develop and encourage students to take ownership of learning.

Our Learning Cycle's four key elements are outlined below:



# CRITICAL ISSUES

## Special Technology Projects

Sites which endeavor to develop a specialized technology project for educational purposes shall submit to the Technology Lead Committee a proposal for review. Proposals will be evaluated based on the educational goals and objectives of the Strategic IT Plan as outlined on pages 13 to 15. Projects that are approved by the committee will access a seed fund that will ensure proper implementation of the project. Depending on the type of project, it is essential that other departments are included in the approval process to ensure smooth implementation (i.e. Technology Department, Maintenance Department, etc.).

Opportunities to propose specialized technology projects for educational purposes exist within the strategic IT plan. See software and hardware recommendations and procedures. Currently, seed money for special technology projects is not within the budget framework. Should administrators become aware of other revenue sources to support a specialized project, they are required to consult the Lead Technology Committee before proceeding.

## Evergreening

Hardware and software refreshing is essential in any technology plan. As these items become outdated, it is important to replace computers, other electronic devices and software to ensure that a certain standard of performance is available for all students and staff throughout the Division. This plan addresses evergreening on a yearly basis.

Effective September 2012, the computer hybrid system of WRPS will be replaced by a district computer lifecycle management plan. As a result, there has been standardization of hardware and software. Procedures have been established by the Software Curriculum Committee and the Hardware Committee to request additions and/or changes to those standardized lists.

## Plant Facilities

Physical challenges may become evident during the installation of technology at various sites. For example, some sites may experience electrical power issues with regards to providing enough electricity to run new devices (e.g. SmartBoards and teacher computers). Other sites may have challenges relating to the physical structure of buildings and the availability of accessible wireless connectivity at various locations. In these cases, it is prudent that all stakeholders have input before new technologies are installed.

## New and Emerging Technologies

New technologies are constantly becoming available on the market (e.g. tablets, handheld devices, etc). Many of these technologies may have considerable educational value. In the event that educators wish to utilize such devices, it would be prudent that a vetting process occur in order to determine their educational value, and how best they should be implemented in the classroom, so as to support meaningful learning and effective teaching. Professional development should also be utilized to assist staff in the effective usage of such technologies in the educational context.

The hardware committee and the software curriculum committee recognize the ongoing emergence of new hardware and software technologies. Procedures have been established by the Software Curriculum Committee and the Hardware Committee to request additions and/or changes to those standardized lists.

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# GOALS AND OBJECTIVES

## **Digitally Confident Leaders and Educators – Digitally Competent Students**

### Rationale

We live in an increasingly knowledge-based and globally interconnected society that is impacted by evolving economic, environmental, and social conditions. To achieve success in this ever-changing complex society, students need to be self-directed lifelong learners, critical thinkers, and problem solvers. Communication and collaboration skills will be essential. Students will need to be flexible, creative and innovative as they adapt to the changes around them.

Rapid advances in digital technologies are dramatically changing how society communicates, interacts, and shares information. Students will need to develop as digital citizens – able to appropriately use technologies in various contexts.

Preparing students with these competencies requires that educators design a variety of relevant learning experiences that engage students in productive inquiry through the use of technology. In other words, students need opportunities to use digital technology in authentic learning contexts to:

- research information;
- construct and creatively express their knowledge;
- collaborate and communicate with peers and experts; and
- extend their learning outside the classroom.

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# Technology Goals

1. ***Digitally confident leaders and educators***
2. ***Digitally competent students***
3. ***Increased access to technology***
4. ***Improved educational management and administration***
5. ***Engaged parents and school communities***

1. ***Digitally Confident Leaders and Educators***

Digitally confident leaders at all levels:

- Collaboratively develop and implement a shared vision for technology in education within their school community;
- Recognize the value of technology in education and model, communicate and promote that message with the school and school community;
- Enable and support the deliberate and purposeful infusion of technology in education to improve pedagogical practice and student learning; and,
- Remain current in terms of technology trends that impact education and explore opportunities to support the evolving digital culture.

Digitally confident practicing teachers, school and division personnel use technology to:

- Enhance their professional growth experiences;
- Communicate and collaborate with students, parents, peers and experts;
- Share, create and contribute to the pedagogical knowledge base;
- Differentiate learning to meet the diverse needs and interests of each student;
- Design flexible personalized approaches to learning within and beyond the classroom;
- Help students develop knowledge, skills and attributes within and across the curriculum through productive inquiry; and,
- Improve student engagement.

2. ***Digitally Competent Students***

Digitally competent students are self-directed learners who use technology appropriately within and across subject areas to:

- Contribute to and personalize their learning experiences;
- Develop as critical and creative thinkers, problems solvers and innovators;
- Communicate and collaborate with others to build knowledge and develop skills and attributes
- Develop as digital learners with cross-cultural and global awareness; and,
- Develop and demonstrate life and career skills such as adaptability, flexibility, productivity, leadership, initiative and responsibility.

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3. ***Increased Access to Technology***

Increased access to technology is evident when students and educators are provided with a reliable, responsive, interoperable, sustainable and scalable technology infrastructure that:

- Enables a broad range of technology-mediated teaching, learning and assessment opportunities;
- Enriches their learning experiences through multiple forms of representation;
- Enables their use of assistive technologies, as well as digital information, tools and resources for teaching, learning and assessment;
- Facilitates communication and collaboration with peers and experts within and beyond the classroom; and,
- Facilitates home-school-community communication and collaboration.

4. ***Improved Educational Management & Administration***

Improved educational management and administration is evident when:

- School operations are effectively and efficiently automated, coordinated and/or integrated;
- Educational decision-making is well-informed; and,
- The right people receive the right information at the right time.

5. ***Engaged Parents and School Communities***

Engaged parents and school communities use technology to

- Actively participate in a variety of communication, collaboration and knowledge building opportunities that suit individual needs and preferences;
- Strengthen the home-school-community relationship; and,
- Facilitate meaningful involvement as partners in their children's education.

## Goal One: Digitally confident leaders and educators

**Outcome: Leaders and educators demonstrate high standards in incorporating the use of technology in their schools both in the classroom and/or in the working environment.**

Performance Measures
Percentage of leaders and educators who are confident in the use of technology.
Strategies:
<ul style="list-style-type: none"><li>○ Teachers will participate in professional development activities through CARC, WRPS and other sites that will enable them to be proficient in the use of technology.</li><li>○ Develop and make available, using a web-based repository of how-to's, video demonstrations, etc., that WRPS staff can utilize to learn about new and present technologies.</li><li>○ Principals will ensure that teachers are utilizing suitable technologies during the educational process (e.g. SmartBoards, computers, etc.).</li><li>○ Principals will encourage staff to use the "train the trainer" approach when implementing new technologies in schools (e.g. teaching staff to set up eTeacher web pages, new Maplewood program modules, etc.).</li></ul>



## Goal Two: Digitally competent students

**Outcome: Students use technology as a tool to effectively enhance learning.**

Performance Measure:
Overall student, parent and teacher satisfaction with the student's ability to use technology effectively.
Strategies:
<ul style="list-style-type: none"><li>○ Teachers will integrate the use of technology in their teaching practices and role model the proper use of technology.</li><li>○ Students will use technology to complete tasks and assignments wherever suitable.</li><li>○ Students will participate in digital citizenship activities that explain the nine elements of digital citizenship:<ul style="list-style-type: none"><li>- Digital Access</li><li>- Digital Commerce</li><li>- Digital Communication</li><li>- Digital Literacy</li><li>- Digital Etiquette</li><li>- Digital Law</li><li>- Digital Rights and Responsibilities</li><li>- Digital Health and Wellness</li><li>- Digital Security</li></ul></li></ul>

## Goal Three: Increased access to technology

**Outcome: Students and staff are able to access data and applications from school and home.**

### Performance Measure:

Overall student and staff satisfaction with access to technology both at school and at home.

Overall student and staff satisfaction with technology reliability.

### Strategies:

- Students and staff will access increased wide area network and Internet bandwidth speeds:
  - 5Mb for outreach schools
  - 20Mb for all other schools (N.B. Wetaskiwin Composite High School will have a 40Mb connection in order to adequately service its larger network infrastructure)
- Computer access will be provided based on the following computer to individual ratios:
  - Students > 1:4
  - Teachers > 1:1 (i.e. classroom computers)
  - Administrators, administrative assistants, librarians, counselors > 1:1
  - Central office staff > 1:1
  - A computer(s) will be readily available to all other staff in each school's staffroom.
- Students and staff will be able to securely access personal school files and run office applications through the Division's web portal from home or outside the school.
- Administration and central office personnel will be able to securely access personal files, Division data and run office applications through the Division's web portal from home or outside the school.
- Students and staff will be able to acquire secure wireless network access in schools.
- Teachers will access SmartBoards or computer projectors in the classroom to use as teaching and learning tools.

## Goal Four: Improved educational management and administration

**Outcome: WRPS staff experience increased productivity through the use of technology.**

### Performance Measure:

Overall satisfaction by WRPS staff to access data, office applications and business applications anywhere, anytime.

### Strategies:

- All staff will be able to securely access data, office applications and business applications from home or outside the school/office.
- All staff will be able to update personal and professional information using *Employee Self Service* (Bellamy application).
- All staff will be able to create occupational health and safety reports and receive occupational health and safety training using *Public School Works*.
- Potential employees of WRPS will be able to apply for WRPS employment positions online using *HR Anywhere*.
- Administrators and central office staff will be able to access potential employee job applications, resumes, etc., using *HR Anywhere*.
- Substitute teachers will be able to access the school network using a generic school account in order to access various applications and print pertinent information.
- Staff will be able to access tutorials for professional development using the PD repository in StaffConnect (e.g. to create eTeacher web pages, to set up a gradebook in Maplewood, to connect remotely from home, etc.).

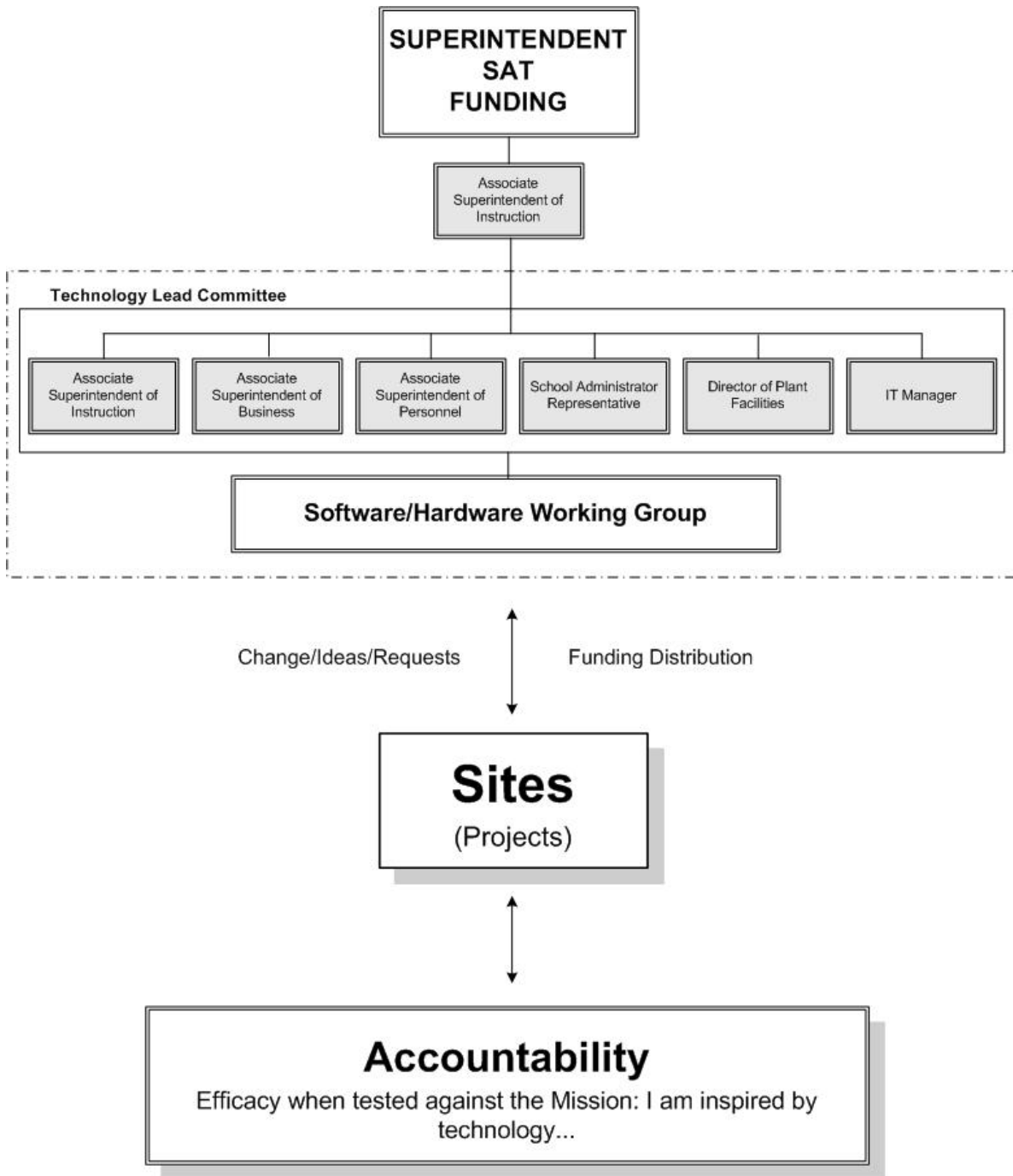
## Goal Five: Engaged parents and school communities

**Outcome: Parents, guardians and community members are able to access school information.**

Performance Measures
Parents, guardians and community members are more informed of school activities and are able to access pertinent documents regarding the school and Division via the Internet.
Strategies:
<ul style="list-style-type: none"><li>○ Parents, guardians and community members will continue to access timely and accurate information from each school's web site (e.g. calendars, school newsletters, contact information, etc.)</li><li>○ Parents, guardians and community members will continue to access timely and accurate information from the Division's web site (e.g. WRPS current and draft calendars, Division documents, contact information, etc.)</li></ul>

# ORGANIZATIONAL STRUCTURE

A stakeholder committee, the Technology Lead Committee, shall be created to make decisions and recommendations, and shall be overseen by the Superintendent or designate.



# Timeline

## Year 1 (2011-12)

1. Core infrastructure upgrades
  - a. Servers
    - Completed June, 2012
  - b. Network infrastructure
    - Deployment to begin July, 2012
  - c. Cabling for wireless networks
    - Deferred to Technology Lead Committee - 2012-13 school year
2. Wireless networks installed in schools
  - C.B. McMurdo, District Office, Griffiths-Scott, Clear Vista
  - Deferred to Technology Lead Committee - 2012-13 school year
3. Supernet speed upgrade
  - Deployment to begin after relocation of Technology Department
4. Computers: All instructional computers will be replaced.
  - Deferred to 2012-13 school year
5. Software Curriculum Committee created
  - Created April 2012. Recommendations going to SAT in June 2012.
6. Technology Lead Committee created
  - Recommendations updated in Strategic IT Plan.
7. Standardization of hardware and software
  - Initial meeting May, 2012. Deferred to Technology Lead Committee - 2012-13 school year
8. Professional development
  - Software Curriculum Committee recommendations updated in Strategic IT Plan.
9. Portal Technology: Remote access for staff
  - Completed September, 2011

## Year 2 (2012-13)

1. Core infrastructure upgrades
  - a. Servers
    - Annual server lifecycle management plan
  - b. Network infrastructure
    - Deployment to be completed by December, 2012
2. Computers:
  - End of hybrid computer management. Remaining Windows XP/Office 2003 computers upgraded to Windows 7/Office 2010 throughout the District.
  - A 4 year District Computer Lifecycle Management Plan will be developed.
3. Portal Technology: Remote access for students
  - Deferred to Technology Lead Committee - 2012-13 school year
4. Student/staff owned devices utilized at schools/sites
  - Deferred to Technology Lead Committee - 2012-13 school year
5. Professional development
  - Technology Lead Committee to review recommendations

### **Year 3 – (2013-14)**

1. Core infrastructure upgrades
  - a. Servers
    - Annual server lifecycle management plan
2. Computers
  - Year one (1) of District Computer Lifecycle Management Plan. Complete site deployment.
3. Professional development
  - As determined by Technology Lead Committee

### **Year 4 – (2014-15)**

1. Core infrastructure upgrades
  - a. Servers
    - Annual server lifecycle management plan
2. Computers
  - Year two (2) of District Computer Lifecycle Management Plan Complete site deployment.
3. Professional development
  - As determined by Technology Lead Committee

### **Year 5 – (2015-16)**

1. Core infrastructure upgrades
  - a. Servers
    - Annual server lifecycle management plan
  - b. Network infrastructure
    - Evergreen planning
2. Computers
  - Year three (3) of District Computer Lifecycle Management Plan. Complete site deployment
3. Professional development
  - As determined by Technology Lead Committee

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# PROFESSIONAL DEVELOPMENT

Professional development is essential if technology is to be utilized effectively in the classroom, school or other work environment. There are several ways to conduct professional development activities. Depending on the topic, audience, and amount of time required, PD could be conducted using workshops, demonstrations, webinars, videos (e.g. using programs such as Jing to record software demonstrations), digital documents, etc.

Below is a list of topics that should be considered for professional development. Although not an exhaustive list, it is a good starting point for future planning and implementation.

## **Teachers, Administrators and Other Staff**

- Portal technology and access
- Smart Board training
- Smart Notebook software
- Smart Document cameras
- Maplewood
- Laptop carts and laptop utilization in the classroom
- Connecting to and utilizing wireless networks in the classroom
- Web 2.0 tools
- Microsoft Office 2010
- Digital citizenship education
- Electronic tablets in the classroom

## **Special Education**

- Read and Write Gold

## **Business/Finance Department**

- Bellamy
- Team Budget

## **Transportation Department**

- Edulog

## **Human Resources**

- HR Anywhere
- Public School Works

## **Technology Department**

- Microsoft Windows 7
- Microsoft Office 2010
- Computer imaging
- Smart Notebook



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# EVALUATION

Yearly evaluation of the Strategic IT Plan, and particularly the goals that are outlined in it, is essential if this plan is to be effectively implemented. The evaluation process can be conducted in various ways:

- **Surveys:** In the fall of 2009, IBM Canada conducted a survey with teachers throughout the Division. This data is available in the IBM Technology Review (2009). This survey should be used in the coming years in order to determine where positive changes are taking place, and where challenges still need to be addressed. This sample survey should also be used as a template to create other surveys for support staff, students and parents. Once baseline data is available for these groups, effective decisions can be made in the Strategic IT Plan implementation process.
- **Interviews:** Interviews can be effectively utilized by consulting various stakeholders throughout the Division: administrators, teachers, human resources/finance staff, administrator assistants, students, etc. A number of individuals can be selected and interviewed based on various technology roll-outs (e.g. selected teachers can be interviewed regarding specific professional development work shops, students can be interviewed regarding new netbook roll-outs in classrooms).
- **Focus Groups:** The goal in organizing focus groups is to investigate concerns, experiences, or attitudes/beliefs related to a specific topic. Focus groups are ideal when:
  - Questions that need to be answered cannot be easily attained by a survey;
  - Supplemental information is required after a survey is conducted;
  - The main concern is to determine depth of opinion, as opposed to if people agree or disagree; and,
  - A new program or service is to be implemented.
- **Observations:** Observations can be conducted in regular classrooms, libraries, computer labs – wherever technology is being used. It is important to note that observations are used to record the *typical*, not the *ideal*. The real goal is to observe as technology is being utilized by students, teachers or staff in a normal fashion.

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# APPENDIX A

## Software Curriculum Committee Recommendations for WRPS

As a recommendation of the Strategic IT Plan, the Software Curriculum Committee was created in the Winter of 2012 to deal with the standardization process of software throughout the Division. It was determined that the standardization of software throughout the Division is important for many reasons. These are:

- Software standardization ensures that future hardware purchases meet the system requirements of software applications;
- Standardization is necessary to provide streamlined professional development to WRPS staff (teachers, admin assistants, administrators, district personnel, etc.).
- The total cost of ownership of software is reduced as all teachers use the same software to achieve the goals and outcomes of the curriculum – software can be purchased in bulk at a lower cost;
- Standardization enables the Technology Department to properly manage Internet traffic;
- The Technology Department is able to focus on one software package, thus set up and troubleshooting time is minimized allowing time for other projects; and,
- Technology Department technicians may require specific PD for some software titles (e.g. Maplewood, Bellemy).

### Recommendations

#### **1. Software Costs:**

- a) All core software will be provided by and paid for by the school division;
- b) Approved specialized software will be paid for by the site. Sites will also be responsible to purchase annual support agreements (i.e. tech support, updates, etc.) for each software package;
- c) Approved specialized software may be purchased and provided by the Division as a “one off” installation for such uses as diagnostic test scoring (e.g. WIAT-III), special education (e.g. Read and Write Gold, Success Maker, etc.). The Division will also be responsible to purchase annual support agreements (i.e. tech support, updates, etc.) for each software package;
- d) Please refer to Page 31 for a list of approved software.

#### **2. 2012-13 Software Approval Process:** The committee realizes that schools presently have certain software packages that are not on the approved software list. In such cases:

- a) All non-approved software must be identified and submitted for review to the Software Curriculum Committee. The committee will be responsible for evaluating the usefulness of the software from a teaching and learning perspective. Curricular outcomes will also be considered in the use of such software in the classroom. All software approved by the Software Curriculum Committee will be supported by the WRPS Technology Department. This support will include the installation, operation and maintenance of such programs;

- b) Web 2.0 Tools/Sites: Include both free and subscription services. Teachers who use Web 2.0 tools need to consider the following:
    - i. Teacher access to Web 2.0 tools is very different than student access. If teachers expect students to be able to access these tools, they need to test such web sites using a generic student account. If teachers or students are blocked, then a tech request must be submitted and best effort support will be provided by the Technology Department;
    - ii. If teachers require support from the Technology Department to operate such a site, then the web site must be approved by the Software Curriculum Committee;
    - iii. If bandwidth is compromised during the use of a particular Web 2.0 site, then this site may be blocked by the Technology Department. This is necessary to ensure that the integrity of the District's network is maintained.
  - c) Sites requesting approval of new software must apply as in (a) above.
  - d) Submission Requirements:
    - a. November 30, 2012
    - b. February 28, 2013
    - c. Submissions should be forwarded to Software Curriculum Committee via Brian Taje using Form 140-2 Software Approval Form.
  - e) Software that is not approved will be discontinued on June 30, 2013.
3. **Professional Development:** The committee believes that professional development is necessary to ensure that all WRPS employees are able to use software to effectively meet the requirements of their assigned duties.
- a) Effective PD should be considered using:
    - i. Division wide PD days (content) annually or every second year
    - ii. Webinars available through CARC and a proposed Division PD web site
    - iii. After school/supper hour PD
    - iv. Train the trainer
    - v. CARC
    - vi. Teacher-directed PD using individual PD dollars (especially in the case of specialized software purchases)
  - b) Board sponsored software will have PD set up and paid for by the Division
  - c) Specialized software purchased by sites will require PD to be provided by and paid for by each site;
  - d) Specialized software purchased by the Division will require PD to be provided and paid for by the Division;
  - e) In order for effective PD to be achieved, it is essential to have someone oversee such a complex endeavour. The committee believes that an educational technology coordinator should manage such an ongoing and expansive project.
4. **Teacher vs. Student Computers/Software**
- a. Teacher computers will remain unlocked. The committee recognizes that teachers may want to use other software packages for teaching and data collecting purposes that have not been approved by the Software Curriculum Committee. If the installation of unapproved software interferes with core computer programs, the Technology Department will reimage the computer to its original state;
  - b. Student computers will be locked at all times. As new software becomes approved by the Software Curriculum Committee for each site, the Technology Department will ensure that such software packages become a part of the site's image.
5. **Communication to WRPS Employees:** The committee believes that effective communication regarding technology to all WRPS employees is essential in order to maximize the Division's investment.
- a. An e-Newsletter should be created and distributed on a monthly/quarterly basis in order to inform employees of new software implementation, upcoming PD opportunities, available educational resources, etc.

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- b. A District web site should be created making technology information easily accessible regarding such topics as professional development opportunities and lessons, troubleshooting tips, educational resources, District policies regarding technology, etc.
6. **Leadership:** The Software Curriculum Committee realizes that the Division has invested a great deal of money in providing technology to its students and employees. Thus:
- a. In order to maximize on this investment, the Division should provide specific leadership, such as an educational technology coordinator, to ensure that technology and professional development are effectively utilized.

# Approved Software for WRPS

## Software Standards for 2012-13 School Year

### Core Software

Item	Company	Description	Version
Network Operating System	Microsoft	Windows Server Standard/Enterprise	2008 R2
Desktop Operating System	Microsoft	Windows 7	Enterprise 32/64 Bit
Office Suite/Presentation	Microsoft	Office Professional Plus	2010
	SMART TECH	Notebook	10.x
Virus Scanner	Trend Micro	OfficeScan, ScanMail	10.x
Web Browser	Microsoft	Internet Explorer	8.x, 9.x
Email System	Microsoft	Exchange	2010
Email Client	Microsoft	Outlook	2010
	Microsoft	Internet Explorer	8.x, 9.x
Student Information System	Maplewood	Maplewood Enterprise	5.x
Gradebook	Maplewood	Maplewood connectEd	5.x
Student Desktop Management	Faronics	DeepFreeze Enterprise	7.x
	Faronics	Insight	7.x
Document Management	Xerox	DocuShare	6.x
	Xerox	SmartSend	3.x
	Bellamy	Call2Order	1.6.x
Financial	Bellamy	Bellamy ERP	4.x
	Questica	TeamBudget	4.x
PDF Reader	Adobe	Reader	10.x

### Supported Software

Item	Company	Description	Version
Special Education	Pearson	Successmaker	n/a
Literacy	textHELP	Read & Write Gold	n/a
IPP Writer	WRPS IPP	Internet Explorer	8.x
Assessment/Reporting	PsychCorp	WISC, WIATT	3.x
Library	Pearson	Library Pro	3.x
Educational Software	Adobe	Master Collection	CS5, CS6
	Adobe	Photoshop	8.x, 9.x
Keyboarding	Ingenuity Works	ATRT	3.x
	Microsoft	Movie Maker	2011
	Google	Google Earth	6.x
	Google	SketchUp	8.x
	Google	Picasa	3.x
	Sourceforge.net	Audacity Sound Editor	2.x
	Sourceforge.net	LAME Encoder Plug-in for Audacity	3.x
	Pivotanimator.net	Pivot Stick Figure Animator	2.x

### Supported Browser Plug-ins

Item	Company	Description	Version
Web browser plug-ins	Microsoft	Silverlight	5.x
	Adobe	Flash Player	10.x
	Adobe	Shockwave Player	10.x
	Oracle	Java	6.x
	Apple	QuickTime	7.x
	Microsoft	Windows Media Player	10.x

# APPENDIX B

## Hardware Committee Recommendations

With the decision to centralize hardware acquisition it became paramount to develop guiding principles in relation to what will be a 'centralized' expectation. It is financially impossible for the Technology Department to assume responsibility for all electronic or digital devices within the school jurisdiction.

As a result of the discontinuation of the hybrid computer management model, the Technology Department will be responsible for the following.

Item	Details
Computers, monitors, laptops, netbooks	*** See distribution formula
District Office Staff	1:1
Principal, Vice-Principal, Administrative Assistant	1:1
Teacher (instructional spaces)	1:1
Computer Labs (including library labs)	1:1 (based on class size and physical space)
Librarian	1:1
Counselors, FSLW	1:1
Special Education	As required
Teaching Assistant, Custodian, Maintenance, etc.	As required
Servers	District and school servers
Core network infrastructure	Routers and switches
Projectors supplied with Smartboards	
Administrative and computer lab printers	B & W laser – 1 each

\*\*\* Distribution formula to be finalized by Hardware Committee or Technology Lead Committee

The school/site is responsible for the following:

Item	Details
Wireless	
Computers, monitors, laptops, netbooks not included above	e.g. student classroom computers
Color printers, classroom printers and plotters	
Smartboards	
Response systems	
Non-Smartboard Projectors	
Tablets	
Document cameras	
Audio/visual equipment	
CNC machines	

## Supported Hardware Standards

Item	Manufacturer	Details
All-in-One and Tower computers	Lenovo	ThinkCentre
Monitors	Lenovo	ThinkView
Laptops and netbooks	Lenovo	ThinkPad
Printers and scanners	HP	B & W , Color laser
Servers	IBM, Lenovo	System x, ThinkServer
Switches, Routers and Wireless	Cisco	All
SmartPhone	Apple	iPhone
Projectors	NEC	All
Copiers	Xerox	All
Interactive Whiteboards	SMART	All
Video conferencing	Polycom	VSX
Response systems	SMART	
Document cameras	SMART	



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## **Recommendations**

### **1) Hardware Costs:**

- a) Those hardware items that are the responsibility of the Technology Department will be provided by and paid for by the school division.
- b) Those items that are the responsibility of the site **MUST** meet the Supported Hardware Standards.

### **2) Hardware Approval Process**

- a) When a site is scheduled for computer replacement, the IT Manager will meet with the site administrator to review the replacement plan for that site using the above charts as guiding principles.
- b) If sites wish to exceed the standard that is established, those costs will be the responsibility of the site making the request.
- c) In the event there is non-agreement for the replacement plan the site administrator can make a submission to the Hardware Committee for review of that plan.

### **3) Special Technology Projects**

- a) In the event a site wishes to engage in a specialized site project that involves the acquisition of hardware outside of the scope of the site replacement plan the site administrator will be required to make application to the Hardware Committee outlining the intent of the project, educational value or outcomes to be achieved and the anticipated costs for such a project.
- b) If the site is seeking financial assistance for the project they will need to identify all associated costs and identify their contribution to those costs.
- c) If the site has already obtained financial support from an outside source or is aware of grants that are available, the site administrator must have met the conditions of 3a above before acceptance of financial support or before applications for grants commence.