

**KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD**

**PROGRAM REVIEW COMMITTEE MEETING**

Tuesday, June 15, 2021 at 7:00 p.m.

Roy H. Wilfong Boardroom, 1994 Fisher Drive, Peterborough, Ontario

**A G E N D A**

- ITEM 1. **CALL TO ORDER AND LAND ACKNOWLEDGEMENT**  
*We would like to acknowledge that we are meeting on the traditional territory of the Mississauga First Nations.*
- ITEM 2. **ADOPTION OF AGENDA**
- ITEM 3. **DECLARATIONS OF CONFLICTS OF INTEREST**
- ITEM 4. **ADOPTION OF MINUTES**  
for the Meeting held on Tuesday, May 11, 2021
- ITEM 5. **BUSINESS ARISING FROM THE MINUTES**
- ITEM 6. **PRESENTATIONS/DELEGATIONS**
- ITEM 7. **DECISION ITEMS**
- 7.1 **Decision Reports**  
Nil
- 7.2 **Policy Reviews**  
Nil
- ITEM 8. **INFORMATION ITEMS**
- 8.1 **Student Achievement Reports**  
Nil
- 8.2 **Student Achievement Initiatives**
- 8.2.1 English as a Second Language Program Report
- 8.2.2 Safe, Caring and Restorative Schools Update
- 8.2.3 Secondary One-to-One Chromebook Model
- 8.3 **Discussion Items**  
Nil
- ITEM 9. **CORRESPONDENCE**
- ITEM 10. **BOARD MEMBER ADDITIONS**
- ITEM 11. **FUTURE MEETING DATES**  
September 14, 2021  
October 12, 2021  
November 9, 2021  
January 11, 2022

February 8, 2022

March 8, 2022

April 12, 2022

May 10, 2022

June 7, 2022

(all Meetings will be held at 7:00 p.m. in the Boardroom unless otherwise noted)

ITEM 12. **ADJOURNMENT**

**SUBJECT TO COMMITTEE APPROVAL**

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

**DRAFT PROGRAM REVIEW COMMITTEE MINUTES**

Tuesday, May 11, 2021 at 7:00 p.m.

Roy H. Wilfong Boardroom, Education Centre, Peterborough, ON

**ATTENDANCE**

Present: Trustees S. Russell (Committee Chairperson), D. Lloyd (Chairperson of the Board), A. Lloyd (Vice-chairperson of the Board), T. Brown, C. Dickson, K Dupuis, and J. Klassen Jeninga.

Also Present: Trustees C. Abraham, and E. Ojeda; and J. Brake, G. Tompkins, K. Dunn, P. Hamel, K. Manis, K. Norris, D. Smith, J. Spicer, W. Terrett, and L. Haemel.

Due to the current health advisory and public health measures in place provincially, the committee met virtually using the WebEx Platform and livestreamed through the KPR YouTube channel.

Trustee S. Russell, Committee Chairperson, called the meeting to order (7:03 p.m.) and welcomed members and guests to the meeting. It was acknowledged that the Committee was meeting on the traditional territory of the Mississauga First Nations.

**Adoption of Agenda**

**MOVED BY C. Dickson, SECONDED BY K. Dupuis  
That the agenda be adopted as printed.**

**CARRIED**

**Adoption of Minutes**

**MOVED BY J. Klassen Jeninga, SECONDED BY A. Lloyd  
That the Minutes of the last meeting held on Tuesday, April 6, 2021, be adopted as recorded.**

**CARRIED**

**KPR Arts Council/Conseil des Arts**

G. Tompkins, Superintendent, reported that during the 2019-2020 school year, the KPR Arts Council/Conseil des Arts (KPRACCCA) was formed, with the support of the Teaching and Learning Department, to promote the ongoing development and appreciation of the Arts through a variety of learning experiences for students and educators, Kindergarten to Grade 8. Similar to the Kawartha Pine Ridge Elementary Athletic Association (KPREAA), it is a teacher-led organization. The KPRACCCA has a

constitution and an elected executive with representation from across the Board consisting of elementary educators.

J. Spicer, Instructional Leadership Consultant for Literacy, Numeracy and the Arts, explained that in the fall of 2020, KPRACCDCA surveyed KPR educators, who teach in the Virtual Elementary School (VES), to seek information about the types of support needed to teach the Arts virtually.

It was reported that during the 2020-2021 school year, KPRACCDCA organized nine after school virtual professional learning sessions with the support of the Teaching and Learning Department. Sessions addressed the four curriculum strands of visual arts, music, drama and dance from Kindergarten to Grade 8. Examples of topics included using mentor texts to integrate the arts, sharing of primary dance activities for virtual or face-to-face learning, and integrating technology into visual arts.

P. Hamel, Northumberland Hills Public School, Grade 3 educator representing KPR Arts Council, reported that activities and resources to support all four strands of the Arts curriculum for all elementary grades have been posted in a newly created Edsby conference, which is continually updated with contributions from educators.

K. Mannis, VES, Grade 3 educator, W. Terrett, Adam Scott Intermediate School, Grade 7/8 French Immersion educator and K. Dunn, VES, Grade 3 educator presented their experiences incorporating the learning from after school virtual professional learning sessions to their programming. Their students were engaged, able to listen and work together and provide constructive feedback. Students' confidence increased. The educators were also able to incorporate the Arts into other areas of the curriculum.

Questions of clarification were addressed, and the following recommendation was adopted.

**MOVED BY C. Abraham, SECONDED BY D. Lloyd**  
**That the KPR Arts Council/Conseil des Arts Report, dated May 11, 2021, be received for information with thanks.**

**CARRIED**

#### Indigenous Education Update

J. Brake, Superintendent, reported that the Ministry of Education is committed to working with Indigenous and education partners to continue improving Indigenous student achievement and well-being in Ontario and increasing all students' knowledge and understanding of First Nation, Métis and Inuit histories, cultures, contributions, and perspectives.

It was explained that Ontario's Indigenous Education Strategy supports First Nation, Métis and Inuit students to achieve their full potential. The Ministry of Education is committed to improving Indigenous education in Ontario, improving student achievement and well-being, and closing the achievement gap between Indigenous students and all students. This strategy has been designed to improve opportunities for

First Nation, Métis and Inuit students, to increase the knowledge and awareness of all students about Indigenous histories, cultures and perspectives and contributions. This strategy is the mandate for the work we do.

Elder M. Crowe, First Nation Education Liaison, reported by pre-recorded video that she visits schools and participates in principal meetings with a goal to embed Indigenous education through all strands of education. Indigenous and non-Indigenous students and staff are able to connect with Mother Earth, become aware of the history of the Indigenous people and see that they are still a vibrant people today. She has seen many students show pride in their Indigenous background.

It was also reported that KPR is a leader in Indigenous education around the province and we support students and staff in several ways. This year, the Indigenous Education Department has undergone a review and reflection on their current practices and the support they provide to the system.

The Committee members were informed that the Indigenous Education Department has established a vision statement for Indigenous education:

“Creating an environment that honours Indigenous knowledge, culture, perspective and history and ensuring Indigenous students and staff see themselves reflected in their learning and working environments.”

It was indicated that three areas of focus have been determined for the Department:

1. Review Board Practices, Protocols and Procedures.  
The Department team continues to focus on facilitating change in a good way in terms of the system practices of the Board. In supporting decolonization of system practices, a mindful and reflective approach is required to support the system in applying an Indigenous lens. Specifically, the following areas are being explored:
  - Strategic plan for Indigenous education
  - Guidelines and protocol for Indigenous cultural interpretation and activities
  - KPR Indigenous education scope and sequence
  - Land acknowledgement review
  - Support of application of an Indigenous cultural lens
    - San'yas core Indigenous mental health training
    - Indigenous student advisor
    - Suspension and expulsion mitigation
    - Interdepartmental collaboration.

2. Curriculum Support.

The Department continues to support Teaching and Learning in the classroom. Focus continues to be directed towards the embedding of Indigenous knowledge, perspective, culture, and history into daily curriculum. The following are ways we are providing support to our classrooms, educators and staff:

- Co-development of culturally relevant and responsive pedagogy
- Indigenous cultural competency training
- Board-wide distribution of culturally relevant curriculum supports
- Crafting of professional development for curriculum materials
- Continued development of the KPR Indigenous online resource
- First Nation Education Liaison: Elder Melody Crowe
- The delivery of Anishinaabemowin language program at both the elementary and secondary levels
- Indigenous Education Department newsletter
- Connecting Indigenous consultants
- Review of departmental publications.

3. Engaging Students, Staff, Parents and Community.

Providing a learning and working environment that is reflective of the members of our school and board community is an important responsibility. It is a priority of the work in the Indigenous Education Department, and reflective of the Equity and Inclusion work of the board. To that end, the Indigenous Education Department is focusing on a number of initiatives to support this:

- [Principles of Indigenous Education](#). Created in collaboration with the Indigenous Education Advisory Committee (IEAC) in 2018, this document presents seven principles that act as guidelines for engaging in Indigenous education at KPR. This document will be made into plaques and permanently displayed at all schools and Education Centre sites.
- Inter-departmental collaboration and consultation
- Sacred spaces at schools
- Indigenous Lending Library
- EDSBY Space for Indigenous students, families and staff.
- Consultation with stakeholders through IEAC.

It was also reported that through IEAC the KPR land acknowledgement is being reviewed so that it can be presented in a mindful manner as follows:

“At KPRDSB we respectfully acknowledge that the land on which we gather and learn daily is the treaty and traditional territory of the Michi Saagiig Nishnaabeg (Mee-Chee Saw-Geeg Nish-Naw-Beg). We are grateful for our relationship with the First Nations of this territory, for their care for, and teachings about, the land, the water, and all our relations. As people of the Williams Treaty, we continue our journey to strengthen our understanding of our Treaty relationship and of how to move forward together in a good way. We acknowledge the contributions and

accomplishments of all Indigenous people across Turtle Island, current and throughout history”.

Questions of clarification were addressed, and the following recommendation was adopted.

**MOVED BY A. Lloyd, SECONDED BY T. Brown**  
**That the Indigenous Education Update, dated May 11, 2021, be received for information Miigwetch. Wela’lioq. (with thanks).**

**CARRIED**

**MOVED BY D. Lloyd, SECONDED BY T. Brown**  
**That the Committee move into the In-camera session (8:40 p.m.).**

**CARRIED**

Following discussion of an In-camera matter, the Committee returned to the Open Session Agenda (8:45 p.m.).

Future Meeting Dates

Future meeting dates for the 2020-2021 school year were reviewed. The next meeting of the Program Review Committee will be held in the Roy H. Wilfong Boardroom at the Education Centre, 1994 Fisher Drive, Peterborough, at 7:00 p.m. on Tuesday, June 15, 2021.

Adjournment

**MOVED BY T. Brown, SECONDED BY J. Klassen Jeninga**  
**That the meeting be adjourned (8:50 p.m.).**

**CARRIED**

Steve Russell  
Committee Chairperson

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **English as a Second Language (ESL) Program Report**

INITIATOR: Gloria Tompkins, Superintendent of Student Achievement

**BACKGROUND**

1. English language learners (ELL) are students in provincially funded English language schools whose first language is a language other than English, and who may require focussed educational supports to assist them in attaining proficiency in English as defined in the policy document, *English Language Learners: ESL and ELD Programs and Services, 2007*.
2. ELLs may be Canadian born but live in families or communities where languages other than English are spoken. ELLs may also be newcomers, who have recently arrived from other countries at various stages in their education. These students come from diverse backgrounds and school experiences and have a wide variety of strengths and needs.
3. The needs of newcomer ELLs are diverse, therefore, the educational supports they receive will vary. A defining characteristic of their needs is determined by their access to regular schooling prior to coming to Canada. The Ministry defines those who have had little or interrupted schooling as English Language Development (ELD), indicating that they may need more intensive programming. For most students, English as a Second Language (ESL) programs build on previously acquired language skills (oral, reading, writing) in the child's first language.
4. Since 2013, the number of ELLs has continually increased in KPR schools. The most significant increases began in the spring of 2016 when Peterborough received its official designation as a reception centre for government-assisting refugees. During this time, an increase in the complexity of needs was observed with ELLs experiencing trauma and issues related to mental health. Greater emphasis was placed on building teacher capacity to address these needs.
5. Various models have supported ELLs over time. The K-12 ESL itinerant staff have provided direct support to students with significant needs as well as supported building capacity of the educators who work directly with these students.
6. In September 2017, ELD classrooms were created at Highland Heights Public School and Queen Mary Public School to meet the demands of the growing numbers of newcomers with significant needs. These sites were in operation for two years.

7. Over time, Thomas A. Stewart Secondary School (TASSS) became a designated hub for secondary ELLs in the Peterborough area. In 2016, an increase of students designated as ELD prompted an ESL section to be added at Cobourg Collegiate Institute (CCI).

### **STATUS**

8. Every school in KPR has, or has had in recent years, one or more students who are learning English while also learning the Ontario Curriculum. Programming for these students has continued to evolve in response to student needs, virtual learning, and student numbers. The purpose is to support ELLs in developing their English language skills in order to reach their full potential.
9. Currently, five ESL itinerant teachers support elementary and secondary ELLs and build educator capacity in the areas of programming and effective strategies for English language development. The itinerant caseloads are flexible and are structured mainly by region.
10. The classroom educator(s), who is with the student throughout the school day, is in the best position to support ELLs. The ESL itinerant staff are available to conduct ESL specific assessments, provide direct support to students with the highest needs and further build the understanding of all staff about the needs of ELLs and the most effective instructional strategies. The ESL Itinerant staff also help to connect ELLs and their family to community-based support such as the New Canadians Centre.
11. In addition, staffing sections are allocated to designated secondary schools to teach ESL credits. Currently, sections are offered at TASSS (10 sections), CCI (4 sections), Courtice Secondary School (1 section) and Adam Scott Collegiate Vocational Institute (1 section). TASSS and CCI currently have staff allocated in the Monitor role to support students in other courses.

### **RECOMMENDATION(S)**

1. That the English as a Second Language (ESL) Program Report, dated June 15, 2021, be received for information.

Gloria Tompkins  
Superintendent of Student Achievement

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **Safe, Caring and Restorative Schools Update**

INITIATOR: Jamila Maliha, Superintendent, Student Achievement

**BACKGROUND**

1. Bringing closure to the 2020-2021 school year brings with it an evaluation of a school year challenged with a world-wide pandemic. Goals of creating a KPR Restorative Practice Committee, training system leaders in Recognizing and Preventing Substance Abuse, and continuing training in Violence Threat Risk Assessment (VTRA) are at various stages of completion.
2. Board Policy No. ES-1.1, Safe, Caring and Restorative Schools, provides direction to schools regarding the consequences for unacceptable behaviour up to and including suspensions and expulsions. Suspension and expulsion data is tracked and submitted to the Ministry of Education each September for the previous school year. This data is also used by the schools and the Board to monitor the impact of intervention strategies in addressing inappropriate behaviours.

**STATUS**

3. In the 2019-2020 school year, a cross section of Kawartha Pine Ridge District School Board staff received initial Restorative Practice Training as the first step in the creation of a KPR cross departmental committee designed to promote and train staff and students over the upcoming years.

With significant staff turnover and movement throughout the years in the Kawartha Pine Ridge District School Board, the awareness and impact of Restorative Practices in schools is varied. The purpose of the committee is to encourage a better understanding of Restorative Practices and also to create a training cohort of between 8-10 trainers that would allow for internal training, encourage local expertise, and entrench succession planning and training into the future. The development of this committee will continue into the 2021-2022 school year. Violence Threat and Risk Assessment (VTRA) is a critical component to the KPRDSB Safe, Caring, and Restorative school's prevention and intervention plan. In 2020-2021, the VTRA trainers received re-certification through the North American Center for Threat Assessment and Trauma Response (NACTATR).

This is a requirement that must be fulfilled every two years for trainers to remain current. In collaboration with Indigenous Education and Special Education, Safe, Caring and Restorative Schools has agreed to invest in VTRA training from an Indigenous Perspective. Training sessions have started to take place and will be offered to all administrators in the system.

An overview of the course consists of:

- Understanding the realities of catastrophic changes in Indigenous cultures.
  - Understanding the impact white privilege has on VTRA work.
  - Understanding the drive to maintain/regain the traditional underpinnings of Indigenous culture.
  - Apply a “culture informed” and “trauma informed” lens in VTRA with Indigenous people.
  - Understand and resist the tendency to measure someone’s risk based on our own non-Indigenous cultural experiences.
  - Ensure that VTRA is helpful not hurtful.
4. In collaboration with the Special Education Department, and the Equity, Diversity, and Inclusion Department, training was provided to all Mental Health Clinicians to build capacity in the areas of Equity, Diversity, and Inclusion, with a specific focus on anti-black racism and transphobia. This came at the request of system and school level leaders to better serve the social and emotional needs of some of our most marginalized and at-risk students. Training sessions took place in January and June of this school year, 2020-2021.
5. In the 2019-2020 school year, system leaders identified the area of prevention and intervention of substance use as an area of concern and noted that they would like to receive further training for themselves and their staff. As a result, KPRDSB Safe, Caring, and Restorative Schools has partnered with The Canadian Centre on Substance Use and Addiction as well as the Durham District School Board and the Durham Catholic District School Board in developing three modules and a facilitator’s guide for educators to increase knowledge and awareness on topics related to substance use. The estimated completion date for these modules and the ‘train the trainer’ session is August 2021. The modules and training session will be available to administrators and teaching staff in KPRDSB starting September 2021.
6. Suspension and expulsion details for the period between 2017-2018 and 2020-2021 are shown in attached Appendices A and B. In the period between 2019-2020 and 2020-2021, we have seen a 44% decrease in the total number of suspensions and a 39% decrease in the total number of students being suspended. Expulsions have also decreased from 15 in 2019-2020 to 5 in 2020-2021. It should also be noted that the number of suspensions greater than 5 days increased from 6 in 2019-2020 to 10 in 2020-2021, in the elementary panel. This is a result of alternatives other than expulsion utilized more frequently, longer suspensions with support in some cases. This includes voluntary admission to the Long Term Suspension Expulsion Program (LTSEP) and social/emotional supports.

In 2020-2021, a total of 12 cases were considered for expulsion and only 5 were recommended to proceed. In 7 of these cases other alternatives and supports were provided by the school and the LTSEP once mitigating factors were considered.

The Safe Caring Restorative Schools Department has increased consultation with the Special Education Department, the Indigenous Education Department and the Equity, Diversity and Inclusion Department to find alternative intervention strategies this year. The collaborative efforts of these departments have better served the needs of our in-risk students.

Some of these interventions include the collaborative VTRA process, voluntary admission to LTSEP, social services support from our Special Education Department and community partners, including our Indigenous partners.

7. A breakdown in the number of VTRA's is attached, Appendix C, to indicate the breakdown by panel and level of severity. VTRA's are initiated by the school principal when he or she is made aware of a potential threat of violence.
8. Providing safe and caring learning environments for our students continues to be a priority, and a variety of strategies such as restorative practices, threat assessment protocols, mental health first aid, trauma informed instruction, and focused goals within individual school improvement plans all contribute to our collective efforts.

School climate surveys, to be conducted in late November or early December, will provide data for schools to gauge the effectiveness of school climate efforts in the areas previously identified and to adjust to our new realities heading into the 2021-2022 school year in which the mental health of staff and students will be at the forefront of our minds.

### **RECOMMENDATION**

1. That the Safe, Caring and Restorative Schools Update report, dated June 15, 2021, be received for information and discussion.

Jamila Maliha  
Superintendent, Student Achievement

## Suspension Data from 2017-2018 to May 2021

School Year	2017-2018		2018-2019		2019-2020		2020-2021	
Student Enrolment	33,050	4%	33,261	0.60%	34,340	3%	33,229	4%
Total Number of Suspensions	1,624	1%	1,922	18%	1,387	-28%	789	-44%
Total Number of Students Suspended	1,031	-1%	1,239	20%	947	-24%	584	-39%
Total Number of Days Suspended	4,325	6%	4,879	12%	3,503	-28%	1,495	-58%
<b>Elementary</b>								
Total Number of Suspensions	725	14%	877	21%	616	-30%	363	-42%
Total Number of Students Suspended	438	6%	554	26%	415	-25%	241	-46%
Male Students	371	9%	459	24%	333	-27%	183	-46%
Female Students	67	18%	95	42%	82	-13%	58	-30%
Special Education Students	265	7%	309	17%	246	-20%	157	-47%
Suspensions greater than 5 days	17	-51%	17	NIL	6	-65%	10	+20%
<b>Secondary</b>								
Total Number of Suspensions	899	-8%	1,045	16%	771	-26%	426	-45%
Total Number of Students Suspended	593	-8%	685	16%	532	-22%	343	-36%
Male Students	443	-6%	481	9%	388	-19%	246	-37%
Female Students	150	-17%	204	36%	144	-30%	97	-33%
Special Education Students	316	1%	299	-5%	279	-7%	162	-42%
Suspensions greater than 5 days	102	-43%	92	-1%	76	-17%	15	-91%

\*Please note percentage indicates change year over year

## Expulsion Data from 2017-2018 to May 2021

<b>School Year</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
Student Enrolment	33,050	33,261	34,340	33,229
Total Number of Expulsions	17	12	15	5
Expelled from Board (all schools)	15	10	13	4
Expelled from one school	2	2	2	1
<b>Elementary</b>				
Total Number of Expulsions/Students	0	0	0	0
Male Students	0	0	0	0
Female Students	0	0	0	0
Special Education Students	0	0	0	0
<b>Secondary</b>				
Total Number of Expulsions/Students	17	12	15	5
Male Students	12	12	13	5
Female Students	5	0	2	0
Special Education Students	8	6	8	0

\*The numbers for 2020-2021 are as of May 31, 2021.

**Violent Threat Risk Assessment (VTRA) Data**

	Total VTRAs	Unique Students	Level of Concern		
			Low Risk	Medium Risk	High Risk
<b>2020-2021</b>					
Elementary	3	3	0	3	
Secondary	3	3	0	2	1
<b>2019-2020</b>					
Elementary	4	4	0	3	1
Secondary	16	16	4	8	4
<b>2018-2019</b>					
Elementary	12	11	0	11	1
Secondary	16	16	8	6	2
<b>2017-2018</b>					
Elementary	17	17	4	10	3
Secondary	16	16	3	11	2
<b>2016-2017</b>					
Elementary	14	13	4	10	
Secondary	22	21	4	14	4

**KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD**

**TO:** Program Review Committee

**TOPIC:** **Secondary One-to-One Chromebook Model**

**INITIATOR:** Gloria Tompkins, Superintendent of Student Achievement

**BACKGROUND**

1. As a result of the COVID-19 pandemic, the Information and Communications Technology (ICT) department made the decision to utilize 2020-2021 Classroom Technology Allocation (CTA) for the central purchase of Chromebooks to support students attending elementary and secondary virtual schools as well as remote learning transitions.
2. During the 2020-2021 school year, Kawartha Pine Ridge District School Board (KPR) has deployed over 8,000 Chromebooks and internet devices to support students enrolled in the Virtual Elementary School and Virtual High School as well as the ongoing pivoting transitions between remote and face to face learning.
3. Throughout the 2020-2021 school year, the accelerated pace and delivery of content in the secondary quadmester model has made access to technology critical to support student success.
4. Increased access to technology to support student learning has been an ongoing request of secondary schools, especially with the launch of the Instructional Technology Plan 2020-2023.

**STATUS**

5. To date, ICT has centrally procured 6,350 Chromebooks using the funds available through CTA and the additional funding provided by the Ministry of Education. The procurement of these devices has created the opportunity to introduce a gradual one-to-one device model in our secondary schools.
6. Survey responses from secondary administrators and educators indicate strong support to adopt a one-to-one Chromebook model beginning in September 2021. This measured approach would provide Grade 9 students with one-to-one technology for the 2021-2022 school year and potentially all Grade 10 students depending on the successful retrieval of loaned technology from the virtual schools and the recent pivot to remote learning.
7. The gradual introduction of the one-to-one Chromebook model in secondary schools will support the vision and goals outlined in KPR's Instructional Technology Plan 2020-2023.
  - Educators are encouraged to use technology in innovative ways to enhance student learning.

- Through intentional and thoughtful use of technology, students have greater opportunities to develop and refine the essential skills of critical thinking, communication, collaboration, citizenship and creativity.
  - Access to technology inspires integrated opportunities for educators to engage students in Science, Technology, Engineering, Arts and Mathematics (STEAM) while enriching the learning experience for students.
  - Access to technology will support equitable access for students.
8. A one-to-one Chromebook deployment strategy also will facilitate potential future transitions, where students may be required to pivot to remote learning. This model will help to ensure continuity of learning in the event of such transitions.
  9. Budget implications have been considered as part of the annual ICT technology refresh cycle. On-going repairs and replacement of technology will be reviewed as part of budget considerations beginning in the 2022-2023 school year.
  10. Opportunities to support professional learning for staff in the area of intentional and effective use of technology will be considered as part of the one-to-one Chromebook deployment strategy.

### **RECOMMENDATION**

1. That the Secondary One-to-One Chromebook model report, dated June 15, 2021, be received for information.

Gloria Tompkins  
Superintendent of Teaching and Learning