

SEAMLESS AND INNOVATIVE TECHNOLOGIES: EQUITABLE ACCESS TO TECHNOLOGY PLAN

Refining Allocations and Making Strategic Investments

The Equitable Access to Technology Plan is a multi-year roadmap designed to close digital usage and access gaps, a priority in our [2023-2027 Technology Plan: Transforming How We Learn and Work](#). The plan outlines the addition and allocation of existing digital learning resources and equipment in support of the [OCDSB's 2023-2027 Strategic Plan](#).

Closing the Digital Divide

The OCDSB prioritizes equity and inclusion as highlighted in the Indigenous, Equity and Human Rights Roadmap - 2020-2023 which promotes our dedication to providing all students with access to technology for learning. This plan aims to bridge the digital divide in education, tackling systemic barriers that hinder student participation, by increasing technology availability across all grade levels. It seeks to ensure a consistent technological experience for all students and staff.

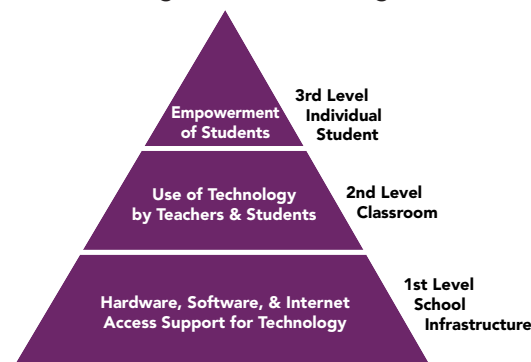
Removing barriers for our students, regardless of their learning environment (in-person or online), is a priority. Effective allocation and utilization of financial resources are vital components of this endeavour. The primary goal is to create the conditions for all students to have equal opportunities to benefit from access to online resources at school and at home in order to develop digital skills by increasing the availability of technology across all grades.

Equitable Digital Learning

Digital technologies open up new learning possibilities previously unavailable in traditional classrooms, empowering both staff and students to rethink how they approach education. The Equitable Access to Technology Plan prioritizes the effective use of technology in teaching and learning. The extent to which

these changes in teaching methods occur will determine their impact on student engagement and learning outcomes. As referenced in our 2023-2027 Technology Plan, Universal Design for Learning, the SAMR model, and Bloom's Taxonomy all advocate for interactive classrooms where students are given options in how they demonstrate their learning. Research indicates that when technology is used to foster learner agency, support identity exploration, and address power dynamics, it enhances empowerment rather than marginalization.

The Equitable Access to Technology Plan aligns with Hohlfeld's Model of the Educational Digital Divide, addressing interventions and support at all levels of the model. The SAMR model encourages a shift in teaching practices, emphasizing that it is not about reaching a specific level but rather using technology appropriately to support effective teaching. Similarly, Bloom's Taxonomy prompts educators to focus on higher-order thinking skills such as



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creation, analysis, and evaluation. Increasing access to technology in classrooms provides opportunities for deeper learning and enhances critical thinking skills among students.

Developing Healthy Digital Habits & Responsibilities

Digital Habits: With the introduction of more devices in our schools, it is crucial for staff and students to continue to enhance their digital literacy skills and healthy digital habits, such as navigating online spaces safely, respecting online privacy & interactions, and maintaining healthy habits between the digital and real world. This growth will need to be fostered and supported by all central departments and stakeholders.

Responsibility: Feedback from both educators and students indicates that assigning personalized devices fosters greater responsibility and care by students for their technology. Implementing a standardized approach to device distribution not only makes this plan more equitable, but also ensures a more sustainable framework. With fewer types of devices and models, educators can better support students, and foster collaboration, creativity and higher-order thinking skills in a more equitable learning environment.

Throughout the implementation of this plan, the District is committed to providing support for both educators and students.

IMPLEMENTATION

2024-2025

Redistribution and Improvements

The 2024-2025 school year lays the groundwork for the Equitable Access Plan, including:

- Additional investments in professional development and coaching, along with consultations with the OCDSB community and careful planning will ensure its successful implementation.
- Additional devices will be purchased to maintain school inventories and dated equipment.
- Designated Occasional Teachers, Designated Educational Assistants, Custodial staff, and the school libraries will receive Chromebooks through the Client Service Centre.
- Windows-based desktops used by administrative staff and central staff will be upgraded to Windows 11 laptops with a monitor and docking station.
- Secondary technology lab updates will be completed.

2025-2028

Thoughtful and Strategic New Investments

This phase involves additional investments in devices and redistribution where necessary within the school. Each year of this phase, when staff, student and classroom devices reach the end of their serviceable life and become no longer usable, they will be replaced by a new device as follows.

Grade	Ratio Goal	Device	Inventory	Year 1	Year 2	Year 3
K-1	4:1	iPad	Existing inventory and new	✓	✓	✓
2-6	2:1	Chromebook	Existing inventory and new	✓	✓	✓
7	1:1	Chromebook	New	✓	✓	✓
8	1:1	Chromebook	Existing inventory	✓	✓	✓
9	1:1	Chromebook	Existing inventory	2.8:1	✓	✓
10-12	1:1	Chromebook	Existing inventory	2.8:1	2.8:1	✓
Staff	1:1	Chromebook	Support staff (EAs, ECEs, ELPs) and teaching staff refreshed Chromebooks			✓

2028 →

Establishing a Sustainable Refresh Cycle

Once the Equitable Access to Technology plan achieves its goal, the focus of this final phase shifts to maintaining current and equitable device allocations throughout the system, including:

- Staff, student and classroom devices reaching “end of serviceable life” will be replaced on a recurring six-year refresh cycle. This includes devices for all teaching staff, as well as designated occasional teachers in 2028-2029.
 - In 2029-2030, school office staff, school principals and vice principals, central staff and custodial staff devices will be refreshed.
- As technology evolves, several factors will be considered when refreshing devices, including:
- Pedagogical value, efficacy and ease-of use.
 - System compatibility and serviceability.
 - Financial responsibility and sustainability.
 - Devices will continue to be used until they are no longer effective or supported, and then disposed of in an eco-friendly manner.