

DRAFT



Calgary Board of Education

Curriculum & Learning Technologies/Special Education

INCLUSIVE LEARNING TECHNOLOGIES

Project Charter

Project Number:

Author:	Pauline Auld/Glenn Goslin	Version	1.2
Phone	777-7971 ext 2273	Date:	September 27, 2009
File:	Inclusivelearningtechnologies_charter1.doc	Status:	



TABLE OF CONTENTS

TABLE OF CONTENTS 2

PROJECT CHARTER..... 3

 Purpose of the Project Charter 3

 Identification 3

 Executive Summary 4

 Overview 4

 Deliverables and Outcomes 4

Business Case Summary 6

 Situational Assessment and Problem Statement 6

 Strategic Fit 7

 Project Scope 8

 In Scope/Out-of-Scope 8

 Estimated Schedule and Budget 9

 Schedule 9

Funding Source 12

 Project Management Approach 13

 Project Assumptions or Predecessors 13

 Project Constraints 14

 Project Risks 14

 Key Stakeholders 15

 Planning Team 15

 Organizational Impacts 15

 Project Team Organization Plans: 15

APPROVALS..... 16

Recommendation: 16

Project Charter Document Sponsor Approval: [..... 16

Funding Approval: 16

Approval to Move to Execution (Sign Off): 16



PROJECT CHARTER

Purpose Project Charter

Under the auspices of the larger Learning Resources Strategy, this project charter seeks approval to plan for:

- 1) the exploration of new and emerging technologies that position the CBE as a leader in providing universal access and personalizing learning for all students, including those who require specialized, assistive or adaptive technologies
- 2) ongoing support for educators to access technologies that support the diverse learning needs of all students
- 3) increased support from Information Technology Services in the exploration, testing and implementation of new and emerging technologies
- 4) action research which allows for continued exploration and measurement of impacts on student engagement, motivation and academic achievement
- 5) opportunities to inform and define the Portal Strategy to ensure ongoing access, equity, choice and excellence for students, parents, staff, partners and the greater community
- 6) opportunities to share findings and information throughout the CBE and with the broader global community

Major Stakeholders

The major stakeholders in this project include:

- Learning Enhancement Service Unit Specialists, Strategists, Consultants and Program Teachers
- CBE Staff (Administrators, Teachers, Educational Assistants)
- CBE Students and Parents
- AISI Learning Leaders
- Information Technology Services
- CBE Purchasing Services
- CBE Research & Development Team
- Alberta Education

Identification

Project Identification	
Project Name:	Inclusive Learning Technologies
Current Name Phase:	Charter
Project Sponsor:	Cathy Faber/Deborah Lewis
Division Functional Director:	Cathy Faber/Deborah Lewis
Project Manager:	Glenn Goslin



Executive Summary

Overview

Positioning the Calgary Board of Education as a leader in 'Educating Tomorrow's Citizens Today' includes a universal strategy around inclusive learning technologies which has the potential to engage and motivate all learners, as well as providing accessibility and support for our 'at risk' and most vulnerable students. An Inclusive Learning Technology strategy provides a 21st Century response to support the learning needs of all Calgary Board of Education (CBE) learners. Significant gains have been made within the CBE in enhancing student success and achievement by providing diverse learners with ubiquitous access to appropriate learning technologies. This initiative also aligns with the foundational vision of Alberta Education's Setting the Direction Framework, "*One inclusive education system where each student is successful*" in which, *all students will have equitable opportunity to be included in the typical learning environment or program of choice*. It is therefore essential that all students continue to have access to current technology enhanced learning tools and that the CBE continues to research and explore new and emerging technologies as they become available.

Potential Solutions Being Explored

21st Century students need access to alternative software and devices that will allow them to access information, analyze data, organize various forms of information, present information and communicate in a variety of formats. Technology and assistive technologies can help schools meet the needs of their diverse student populations in a variety of ways. Ubiquitous access to technology solutions has the potential to engage all students and to motivate and increase the independence of "at risk" learners.

Major Outcomes of the Inclusive Learning Technologies initiative include:

- Increased academic success for all students
- Increased student engagement and motivation towards learning
- Increased High School Completion rates
- Data from action research which will measure impacts on teaching and learning and inform the System and beyond

Potential Solutions Being Explored within the Inclusive Learning Technologies Initiative include:

- the ongoing maintenance and upgrading of current assistive technologies and AT Toolkits
- the purchase of new and emerging technologies which support diverse learners
- professional learning opportunities for CBE staff around the potential of new and emerging technologies which support student learning
- additional human resources including: Curriculum & Learning Technologies and Special Education staff and Information Technology Services staff
- system alignment between existing Service Units including: Curriculum & Learning Technologies, Special Education, Diversity and Information Technology Services



Deliverables and Outcomes

Deliverables	Major Outcomes
1) The exploration of new and emerging technologies that position the CBE as a leader in providing universal access and personalizing learning for all students, including those who require specialized, assistive or adaptive technologies	<ul style="list-style-type: none">• Creation of a framework which explores the potential of new and emerging technologies that enable students with diverse learning needs to access information and curriculum.• Exploration of assistive technologies and other learning technologies as a vehicle for students' to access necessary learning tools to accommodate their unique learning needs.• On-going professional learning opportunities for educators engaged in the use of new and emerging tools and resources.
2) The ongoing support for educators to access technologies that support the diverse learning needs of all students	<ul style="list-style-type: none">• On-going work in maintaining and sustaining existing Assistive Technology Toolkits which have created awareness and built capacity throughout the System and beyond around technologies that support diverse learner needs.• Creation of initiatives which address unique learning needs of students in specialized settings and how these findings may impact the learning of all students.
3) The increased support from Information Technology Services in the exploration, testing and implementation of new and emerging technologies	<ul style="list-style-type: none">• Collaboration with other CBE Service Units in addressing the individual learning needs of all students.• Collaboration with Information Technology Services in exploring, testing and implementing new and emerging technologies in AT Toolkits and throughout the System.
4) The action research which allows for continued exploration and measurement of impacts on student engagement, motivation and academic achievement	<ul style="list-style-type: none">• Action research which explores the impact that new and emerging technologies has on student learning and engagement, and on the practice of teachers who are engaged in designing learning experiences using new and existing technologies in their daily teaching practice.
5) An opportunity to inform and define the Portal Strategy to ensure ongoing access, equity, choice and excellence for students, parents, staff, partners and the greater community	<ul style="list-style-type: none">• Alignment with other CBE System initiatives which focus on implementing a personalized learning model for all learners.• Alignment with Alberta Education in Setting the Direction for Special Education in Alberta.



Business Case Summary

The core values of the Calgary Board of Education state that “Students come first” and that we believe that everyone can learn, each student is unique and worthwhile and that we acknowledge, recognize and celebrate the diversity of our learners. Alberta Education’s definition of students’ educational success encompasses achievement and progress for every student, so that each may have the opportunity to “...achieve success and fulfillment as citizens in a changing world” (Alberta Education Business Plan 2009-2012). The Inclusive Learning Technologies initiative aligns with the core values of the Calgary Board of Education and with Alberta Education’s vision of success, ensuring that all students will receive and have access to the required resources, which will assist in meeting their learning needs.

The results from this initiative will be felt throughout the system. They will be used to support system decisions on inclusive learning, personalization, Universal Design for Learning and the exploration of new technologies and their benefits to pedagogy in specialized settings and mainstream classrooms.

Situational Assessment and Problem Statement

The three year Assistive Technology Capital Budget Project (2005–2008) provided baseline data for informing the System and identifying the need for a Systemic Plan around the use of inclusive learning technologies to support all learners. To ensure sustainability there is a need to maintain and expand upon this work. Priorities include:

- avenues and opportunities for exploration of new and emerging technologies that position the CBE as a leader in providing universal access and personalizing learning for all students, including those who require specialized and or adaptive technologies
- development of a further integrated approach in learning and learning technologies that allow for a more inclusive environment within classrooms for students of all abilities.
- ongoing support for educators to access technologies that support the diverse learning needs of all students
- increased support from Information Technology Services in the exploration, testing and implementation of new and emerging technologies
- action research which allows for continued exploration and measurement of impacts on student engagement, motivation and academic achievement
- an opportunity to inform and define the Portal Strategy to ensure ongoing access, equity, choice and excellence for students, parents, staff, partners and the greater community

Expected outcomes include:

This initiative focuses on a universal model for building a Systemic Plan around the use of inclusive learning technologies which support the increasingly diverse student learning needs within the Calgary Board of Education. There is a need to



sustain current initiatives, build capacity and expand educator expertise and to support further research and development into the implementation of a variety of new and emerging learning technologies.

Expected benefits of this initiative will ensure that “each student in keeping with his or her individual abilities and gifts will complete high school with a foundation of learning to function effectively in life, work and continued learning” and to further establish the Calgary Board of Education as a 21st Century world class learning organization.

The universal method incorporates the Universal Design for Learning (UDL) model from the CAST organization, provides students with opportunities for learning, progress, achievement and participation. Computers and other learning technologies play an important role in allowing for multiple means of expression, representation and engagement; technology affords ways to modify and accommodate to meet the diversity of learning needs.

Strategic Fit

The Calgary Board of Education’s Three Year Education Plan 2009-2012 has identified the *personalization of learning* as a key strategy. The OECD (2006) describes Personalized Learning as focusing on assessing strengths and needs of each student to then bridge between the two, building competence and confidence, relying on multiple pathways for meeting curriculum outcomes and accommodating different styles of learning.

The Inclusive Learning Technologies initiative is embedded within the Three Year Plan. Provincially mandated Outcomes align with CBE Ends Statements and focus specifically on:

Outcome 3.2 - Children and youth at risk have their needs addressed through effective programs and supports.

Strategies to Achieve Outcomes and Actions include:

a) Implement district-wide resiliency strategies - *Implement best practice and research in the use of assistive technologies through the Inclusive Learning Technologies Initiative.*

The Inclusive Learning Technologies initiative specifically aligns with the Vision of the Calgary Board of Education and with established priorities and strategies:

- CBE Mission Statement: “Educating Tomorrow’s Citizens Today”
 - CBE Values: “Students come first. Learning is our central purpose. Public education serves the common good.”
 - Ends Statement 1: Mega End. “Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.”
 - Ends Statement 2: Academic Success. “Students demonstrate high standards; Students complete programs. Students are well prepared for lifelong learning and employment.
 - Ends Statement 4: Personal Development. “Children at risk have their needs
-



addressed through effective programs and supports.”

- E. L. 6: Instructional Programs: “The jurisdiction demonstrates leadership and continuous improvement.”
- Standards for Special Education, Alberta Education 2004
- Unlocking Potential: Key Components for Programming for Students with Learning Disabilities 2003, AB Education
- School Development Plans
- Area Renewal Plans
- Learning Enhancement Strategic Priorities

This initiative focuses on a systemic plan for building a model of universal access in supporting the diverse learning needs of students. The increased awareness of the potential of technologies in meeting diverse learner needs and the increased capacity of educators in embedding technology into the teaching and learning process has become pervasive. Continuing to provide all students with the necessary learning technologies and opportunities will enable them to access information and curriculum and achieve academic success.

Inclusive Learning Technologies are an important aspect of working within a learning resource strategy to enable all students to succeed. This initiative has a strong impact on the overarching Learning Resources Strategy in informing and practice through research and experiences.

Project Scope

In Scope/Out-of-Scope

Scope Includes	Scope Excludes
Phase I - Needs assessment of students placed in Bridges Classrooms and Gifted & Talented Programs	
Assessment of potential tools/resources that support unique learners	
Implementation and deployment of tools/resources	
Professional Development for staff	
On-going alignment and collaboration between CBE Departments in ensuring project sustainability	
On-going action research which allows for continued exploration and measurement of impacts on student engagement, motivation and academic achievement	
Phase II - Needs assessment of students placed in PLP Classes	
Phase III – Needs assessment of students placed in Access Classes	



Estimated Schedule and Budget

Schedule

Project Schedule	
Project Start Date:	September 2009
Project Completion Date:	June 2012
Project Duration: (Months)	36 months

Milestone Deliverables	% Complete (if Applicable)	Forecast Date of Completion	Actual Date of Completion	% Variance
Initial Charter Complete	100	June 2009	June 2009	
Charter 1.2 Complete	100	September 09	September 09	
Identifying Stakeholders		September 09		
Planning Committee Meeting		October 09		
Phase I				
Identification of appropriate technologies to include		October 09		
Software/Hardware Acquisition and Installation at CLT		October/ November 09		
Professional Learning conducted with stakeholders		November/ December 09		
Hardware/Software received by appropriate students and teachers		December 09/ January 2010		
CBE consent forms shared with participants		December 09/ January 2010		
CBE Accountability Services ethics review and approval		December 09/ January 2010		
Ongoing support provided by CLT/ITS/Special Education		December 09/ June 2010		
On-going Research		December 09/ June 2010		



Milestone Deliverables	% Complete (if Applicable)	Forecast Date of Completion	Actual Date of Completion	% Variance
Phase II				
Identifying Stakeholders		June 2010		
Identification of appropriate technologies to include		June/September 2010		
Software/Hardware Acquisition and Installation at CLT		September 2010		
Professional Learning conducted with stakeholders		September/October 2010		
Hardware/Software received by appropriate students and teachers		September – November 2010		
CBE consent forms shared with participants		September – November 2010		
CBE Accountability Services ethics review and approval		September – November 2010		
Ongoing support provided by CLT/ITS/Special Education		October 2010 – June 2011		
On-going Research		October 2010 – June 2011		



Milestone Deliverables	% Complete (if Applicable)	Forecast Date of Completion	Actual Date of Completion	% Variance
Phase III				
Identifying Stakeholders		June 2011		
Identification of appropriate technologies to include		June/September 2011		
Software/Hardware Acquisition and Installation at CLT		September 2011		
Professional Learning conducted with stakeholders		September/October 2011		
Hardware/Software received by appropriate students and teachers		September – November 2011		
CBE consent forms shared with participants		September – November 2011		
CBE Accountability Services ethics review and approval		September – November 2011		
Ongoing support provided by CLT/ITS/Special Education		October 2011 – June 2012		
On-going Research		October 2011 – June 2012		
Final Report Written		June 2012		



Project Budget

Project Budget	Planning Only Budget	Total Project Estimate
Capital Budget (Costs)		
Equipment		900,000.00
Consulting/Contract Fees		225,000.00
Temporary Salaries & Benefits		600,000.00
Materials/Supplies		75,000.00
Other		
Total Capital Budget		1,800,000.00
Operating Budget		
Total Operating Budget		
Total Project Budget		1,800,000.00

Funding Source *[Please identify Funding Source]*

Funding Source	1 year	2 year(estimate)	3 year(estimate)	Total
Service Unit				
Capital	600,000.00	600,000.00	600,000.00	1,800,000.00
Operation				
Budget				
Other				
Total Funds(Must =Total Project Costs)	600,000.00	600,000.00	600,000.00	1,800,000.00



Project Management Approach

Part 1: Inclusive Learning Technologies Infusion in Specialized Settings

These Phases affect the implementation of the Inclusive Learning Technologies into the specialized classrooms. Phase 1 will include the Bridges and GATE programs, while Phase 2 and 3 are to be determined.

Phase 1: September 2009-June 2010 (Glenn Goslin Project manager)

- a. identification of participating schools/Initiatives
- b. Meeting with Steering Committee and Related Specialists
- c. Meeting with school administrators
- d. exploration of new and emerging technologies
- e. deployment and implementation in schools
- f. participation in professional development
- g. ongoing research - sharing of findings, challenges
- h. review of research results
- i. gap analysis and planning for phase 2
- j. sharing of results throughout the System and beyond

Phase 2: September 2010-June 2011

- a. identification of participating schools/Initiatives
- b. Meeting with Steering Committee and Related Specialists
- c. Meeting with school administrators
- d. exploration of new and emerging technologies
- e. deployment and implementation in schools
- f. participation in professional development
- g. ongoing research - sharing of findings, challenges
- h. review of research results
- i. gap analysis and planning for phase 3
- j. sharing of results throughout the System and beyond

Phase 3: September 2011-June 2012

- a. identification of participating schools/Initiatives
- b. Meeting with Steering Committee and Related Specialists
- c. Meeting with school administrators
- d. exploration of new and emerging technologies
- e. deployment and implementation in schools
- f. participation in professional development
- g. ongoing research - sharing of findings, challenges
- h. review of research results
- i. sharing of results throughout the System and beyond

Part 2: Exploration and Support (Ongoing)

- Purchase and exploration of new tools
 - Support for schools and educators
-



Project Assumptions or Predecessors

Students and parents may be required to have signed the general media consent form or the Specific Media Consent Form. Permission to conduct Research Forms may be required for focus group interviews and student work samples may be required for research purposes.

Students and Parents may be required to sign the Calgary Board of Education Laptop Computer – Issuance Receipt & Home Use Undertaking Form if laptops and other devices are .

Project Constraints

- k. Willingness of schools (Administrators and Teachers) to engage in action research initiative
- l. Support from Purchasing Services and Information Technology Services to purchase and explore new and emerging technologies
- m. Efficient and timely delivery of technology resources
- n. Efficient deployment and implementation of resources to schools
- o. Teacher ability to participate in professional learning opportunities
- p. Students willingness and ability to utilize the new and emerging
- q. Teacher time to embed the new and emerging technologies into the teaching and learning process
- r. Management and security of the devices

Project Risks

Risk ID	Risk	Control (Controllable, Uncontrollable)	Probability (high, medium, low)	Impact (high, medium, low)	Mitigation Strategy
1	Student Safety and Security	C	M	H	student education and experience using the tools
2	Security of the devices	C	H	H	established terms of use. Protocols, security measures, follow-up, student education and character development
3	Security of information	C			Password protect devices
4	Authentication	U	H	M	

Table of Risks



Key Stakeholders

Planning Team

Position	Name & Title	Represent s / Interests	Phone
Sponsor:	Cathy Faber/Deborah Lewis		
Subject Matter Expert:	Glenn Goslin		
Steering Committee:			
Project Team Staff:		CLT ITS SE	

Organizational Impacts

Organization	Impact to and Participation of Organization

Project Team Organization Plans:[Identify Internal/External Resources]

Project Team Role	Project Team Member(s)	Responsibilities
Project Sponsor	Cathy Faber/Deborah Lewis	
Project Manager	Glenn Goslin	
Content Developer		
Research		
Tech Support		
Network Support		



APPROVALS

Recommendation:

Project Charter Document Sponsor Approval: [Signatories approving the project to proceed to the next step of.]

Name/Position	Signature	Date
Cathy Faber Director Curriculum and Learning Technologies		
Deborah Lewis Director Special Education		

Table of Approvals

Funding Approval: [Funding sources have been obtained/ secured to move this Charter to the next approval process to move forward to the execution phase.]

Name/Position	Signature	Date

Approval to Move to Execution (Sign Off): [This approval is identifying that the resources and funds are available to move to Execution Phase]

Name/Position	Signature	Date

Table of Approvals