

Statement of Policy

Greater Saskatoon Catholic Schools (GSCS) is committed to providing an inclusive, accessible, and faith-filled learning environment where every student is empowered to reach their full potential. The division recognizes that personally owned assistive technology (AT) can serve as a vital learning partner for students, removing barriers to participation and supporting independence, self-determination, and personal agency.

Rationale

In accordance with the Saskatchewan Ministry of Education's *Actualizing a Needs-Based Model*, GSCS adopts an asset-based approach to technology. Rather than viewing AT through a deficit lens, the division views these devices as bridges to a student's existing strengths. While the 2024 Provincial Cell Phone Directive limits personal electronic devices during instructional time to minimize distractions, the division proactively supports exemptions for students whose learning and health are enhanced by documented assistive tools.

Authority

- **The Education Act, 1995:** Sections 85(1)(w), 146, 150, 151, 175, 178, and 178.1
- **The Accessible Saskatchewan Act, 2023**
- **The Local Authority Freedom of Information and Protection of Privacy Act (LA FOIP)**
- **Saskatchewan Ministry of Education:** Ministerial Directive on Personal Electronic Devices (2024)

Definitions

- **Assistive Technology (AT):** Any tool, piece of equipment, or software used to increase, maintain, or improve the functional capabilities and independence of students with diverse learning or medical needs.
- **Asset-Based Support:** An educational perspective that focuses on a student's strengths, abilities, and interests to determine how technology can best empower their learning journey.
- **Inclusion and Intervention Plan (IIP):** A collaborative, written document that outlines prioritized learning outcomes, instructional strategies, and necessary support for a student.

Guidelines

1. **Agency and Independence:** The primary goal of AT is to foster student agency and reduce reliance on more restrictive supports over time.
2. **Shared Stewardship:** The success of technology integration is a collaborative responsibility shared by the student, family, school team, and division.

3. **Privacy by Design:** All technology use must comply with LA FOIP to protect student privacy and ensure a secure digital environment.
4. **Equity of Access:** Students requiring AT shall have equitable access to learning materials and environments regardless of the device's origin.

Procedures

1. **Identification of Need:** The collaborative school team (teacher, student, parents, and support staff) identifies learning barriers and potential technology solutions using a needs-based approach.
2. **Documentation:** The specific device and its intended use must be documented as a necessary accommodation in the student's Inclusion and Intervention Plan (IIP) or medical management plan.
3. **Partnership Agreement:** Prior to using the device at school, the student and parent/guardian must sign the *Personally Owned Assistive Technology Partnership Agreement*.
4. **Software Licensing & Access:**
 - a. Where technically feasible, the division will assist families in accessing division-licensed tools (e.g., specialized reading or communication software) through secure remote-access pathways.
 - b. Division-provided software is for educational use only and must comply with vendor requirements and LA FOIP.
5. **Technical Support:**
 - a. The Technology Department may offer best-effort support on a case-by-case basis to assist with network connectivity or accessibility configurations.
 - b. In specific cases where vendors allow (e.g., TD Snap), the division may assume a management role to facilitate essential updates for the student's primary communication tool.
6. **Instructional Use:** Teachers act as mentors, modeling responsible use and ensuring the device is used intentionally for learning tasks. If the device is used for non-educational purposes (e.g., gaming), staff will use it as a learning opportunity to build self-regulation.
7. **Liability and Care:** The student and family are responsible for the physical care, charging, and security of the device. The division assumes no responsibility for theft, loss, or damage.

Documents/Forms

- Inclusion and Intervention Plan (IIP)
- Personally Owned Assistive Technology Partnership Agreement (See Appendix A)
- Student Technology Acceptable Use Policy (AUP)
- [IDF: Use of Personal Electronic Devices](#)

References

- *Actualizing a Needs-Based Model* (Saskatchewan Ministry of Education, 2015)
- *The Adaptive Dimension for Saskatchewan K-12 Students*
- *Digital Citizenship in Saskatchewan Schools* (2015)

Revision History: Record of Review, Policy Institution, and Revision

Original Review Date	Original Date of Policy Institution
April 2026	August 2026

Date(s) Reviewed	Date(s) Amended:	Date(s) Posted to Website:
April 2026		August 2026



APPENDIX A: Personally Owned Assistive Technology Partnership Agreement

Process Documentation for:

Code I: Students

Policy IDG:: Student Use of Personally Owned Assistive Technology

Partners

Student Name: _____ Grade: _____ Date: _____

School: _____ Linked IIP Date: _____

Device

Description: _____

The Student Perspective: Empowered Learning

I recognize that my personal device is a powerful "learning partner" that helps me show what I know and achieve my best. To support my success, I agree to:

- Use my device as a specialized tool for the tasks identified in my Inclusion and Intervention Plan (IIP).
- Be a positive digital citizen by using my device in a way that respects the privacy and well-being of others.
- Charge my device at home so it is ready to support my learning throughout the school day.

Student Signature: _____

The Family Perspective: Supportive Perspective

We believe this technology is a vital bridge to our child's strengths and independence. We agree to:

- Ensure the device is in good working order and brought to school charged daily.
- Understand that while the division may provide limited, case-by-case "best-effort" support for network connectivity or division-licensed software, overall technical servicing remains our responsibility.

- Understand that the device is brought to school at our own risk. We assume responsibility for loss, theft, or damage.

Parent/Guardian Signature: _____

The School Perspective: Inclusive Commitment

We are committed to providing an accessible environment for every student. We agree to:

- Integrate the use of this assistive technology into the student's daily learning activities as outlined in the IIP.
- Where technically feasible, provide secure access to specialized, division-licensed software tools to support the student's goals.
- Review requests for specialized device support (such as division-led software updates or remote management) on an individual, case-by-case basis.

Principal (or Designate) Signature: _____

Process Requirement:

- This document will be reviewed and signed annually by all partners noted herein.
- Original signed documents are maintained by Greater Saskatoon Catholic Schools.
- Copies (electronic or otherwise) are provided to all partners noted herein.

Leadership Review and Revision History

Reviewed/revised Revision updated

Date	Date	Date	Date
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Date Reviewed Dates Amended:

Date	Date	Date	Date
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