Administrative Procedure 141
General Administration

INFORMATION AND COMMUNICATION TECHNOLOGY

BACKGROUND

The charter board believes that information and communication technology plays a vital role in supporting student learning. Students are able to apply technology skills to identify and solve problems, conduct inquiry and research, collaborate and communicate. Teachers are comfortable with and innovative in their use of technology.

The charter board also believes the integration of technology will provide for an efficient and effective school administration and enhanced communications between school and home and the broader community.

The charter board recognizes that practices related to the use of technology must be in compliance with the Access to Information Act (ATIA) and the Protection of Privacy Act (POPA) and must support the educational objectives required by Alberta Education.

Within the confines of its budget, the charter board will provide resources for the acquisition, operation and maintenance of reliable, affordable, supportable and appropriate technology.

The charter board recognizes and values the importance of volunteer services in supporting the school's technology. Teamwork between staff and volunteers is essential to implementing the charter board's policy for information and communication technology.

The superintendent and principals are jointly responsible for the administration of this policy.

PROCEDURES

1. Technology Team

    1.1   A technology team consisting of the following individuals or groups will report to the principal:

        1.1.1   the staff technology committee; and

        1.1.2   a teacher employed as a technology specialist (if any)

    1.2   The technology team is responsible for establishing guidelines under which technology is designed, acquired, maintained and accessed.

    1.3   It is understood that the roles and responsibilities of each group and/or individual will evolve both as a function of the level and area of expertise of individuals and as progress is made in the implementation of technology.

    1.4   Students' abilities and interests in the use of technology should be appropriately encouraged and fostered by staff and volunteers.

    1.5   No individual should be required to take on responsibilities for which they are unqualified.

    1.6   The charter board may, on occasion, need to contract for the provision of certain specific services.

2. Three-Year Technology Plan

    2.1   The principals, in consultation with the technology team, are responsible for the preparation of, and annual updates to, the School's Three-Year Technology Plan.

    2.2   The technology plan shall provide for:

        2.2.1   reviewing technology goals and priorities;

        2.2.2   developing and implementing strategies to achieve goals; and

2.2.3 establishing evaluations to measure the achievement of goals.

2.3 The technology plan is to be developed in conjunction with the school's education plan and the annual budget report.

2.4 The technology plan is to be approved by the charter board.

3. Levels of Service

The provision of technology services can be broadly categorized as occurring at one of four main levels as follows:

3.1 Curriculum Level

Responsibilities include:

3.1.1 recommending software that supports the content and enhances student learning;

3.1.2 assisting teachers with integrating technology across the curriculum;

3.1.3 coordinating professional growth in technology use

3.1.4 working with students to teach technology skills.

3.2 Software Level

Responsibilities include:

3.2.1 determining minimum software requirements;

3.2.2 recommending curriculum-aligned software;

3.2.3 researching software suppliers for best value;

3.2.4 installing new software;

3.2.5 providing training and support; and

3.2.6 maintaining a software inventory.

3.3 Hardware Level

Responsibilities include:

3.3.1 establishing benchmarks for purchases or donations of equipment;

3.3.2 installing and servicing hardware;

3.3.3 maintaining hardware inventory; and

3.3.4 ensuring proper disposal of discarded or redundant equipment.

3.4 Network or System Level

Responsibilities include

3.4.1 planning and designing system/network architecture;

3.4.2 installing and monitoring of infrastructure; and

3.4.3 establishing protocols for passwords, virus protection, data integrity, backups and user profiles.

4. Security

4.1 Security must be addressed at system, hardware, software and curriculum levels.

4.2 The security infrastructure should demonstrate reasonable and legal safeguards with respect to confidential and private electronic information in compliance with ATIA and POPA.

4.3 Security costs must be weighed against potential damage.

4.4 The technology team develops and administers a comprehensive security policy that incorporates charter board policies.

4.5 Security measures may include log-on controls, monitoring of system activity, and compliance with ATIA/POPA guidelines.

4.6 The security policy is to be approved by the charter board.

5. Internet and Intranet Service

5.1 "I-Net" refers to the internal network (Intranet) or Internet service.

    5.1.1 The Intranet is primarily a communication and administrative tool for staff.

    5.1.2 The Internet provides staff and students access to external information and communication resources.

5.2 Email sent or received over the school's system (including personal messages) constitutes records under the custody and control of the charter board.

5.3 All records are subject to ATIA and POPA; willful destruction to evade requests is prohibited.

5.4 Users are responsible for printing records of ongoing legal, fiscal, or administrative importance; other transitory records may be discarded per technology team protocols.

5.5 Reasonable expectation of privacy exists; however:

    5.5.1 Site access may be monitored in compliance with ATIA/POPA;

    5.5.2 Secret monitoring may occur if there is evidence of illegal activity or violation of Responsible Use Policies;

    5.5.3 Teachers must monitor student activity online.

5.6 Users must not:

    5.6.1 Use inappropriate language;

    5.6.2 Engage in personal harassment;

    5.6.3 Conduct prolonged public disputes; or

    5.6.4 Flood the system with irrelevant messages.

5.7 Users must exercise discretion in posting materials; intemperate statements may become public.

5.8 Sensitive personal information, minutes, or business confidences must only be transmitted if secure.

5.9 Users must respect copyright laws.

5.10 All website content must be approved by principals or designate; student/parent last names and phone numbers will not be published.

5.11 Users must exercise acceptable behaviour; orientation/training may be provided.

5.12 Annual Acknowledgment of ATIA/POPA Guidelines: All users must sign an annual acknowledgment agreeing to follow I-Net/Internet Guidelines approved by the technology team and charter board. Parents co-sign for student users.

5.13 Violations may result in warnings, removal from the system, or disciplinary action per AP 406 Suspension and Dismissal of Employees or AP 350 Student Discipline.

Legal Reference:	*Access to Information Act (ATIA)*
	Protection of Privacy Act (POPA)
Cross Reference:	Alberta Education: Learning and Technology Policy Framework 2013
	AP-410 Staff Internet Acceptable Use Policy
	AP-409 Personal Harassment
	AP-406 Suspension and Dismissal of Employees
	AP-342 Mid-High Student Responsible Use Policy
	AP-342.1 Elementary Student Responsible Use Policy
	AP-350 Student Discipline
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