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 Freedom of Information and Protection of Privacy Act (FOIP Act) 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

The main areas of responsibility at the curriculum level include but are not limited to:

3.1.1   recommending purchases of software that support the content and intent of the curriculum and enhance student learning;

3.1.2   assisting classroom teachers with integrating technology across the curriculum;

3.1.3   coordinating and planning for teachers' professional growth in the use and application of technology; and

3.1.4   working directly with students to teach technology skills.

3.2   Software Level

The main areas of responsibility at the software level include but are not limited to:

3.2.1   working with users to determine minimum software requirements;

3.2.2   recommending purchases of software that support the content and intent of the curriculum and enhance student learning;

3.2.3   researching software suppliers to obtain software at the best possible price;

3.2.4   installing new software;

3.2.5   providing user training and support; and

3.2.6   maintaining an inventory of software.

3.3   Hardware Level

The main areas of responsibility at the hardware level include but are not limited to:

3.3.1   establishing benchmarks for the purchase of new components or accepting donations of new or used equipment;

3.3.2   installing and servicing hardware in accordance with established protocols;

3.3.3   maintaining an inventory of hardware; and

3.3.4   ensuring the proper disposal of discarded or redundant equipment.

3.4   Network or System Level

The main areas of responsibility at the network or system level include but are not limited to:

3.4.1   planning and designing system and network architecture;

3.4.2   installing and monitoring of infrastructure; and

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

4. Security

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

    4.2   The security infrastructure of the school's systems and networks should demonstrate reasonable precaution with respect to the security of confidential and private electronic information.

    4.3   The cost of any security measure must be weighed against the cost of potential damage in technical, budgetary and administrative terms.

    4.4   The technology team is responsible for developing and administering a comprehensive security policy that incorporates and expands upon the policies and guidelines of the charter board.

    4.5   Security measures will be initiated from the point of log on and user activity may be monitored.

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

5. Internet and Intranet Service

    5.1   I-Net means either the internal network (Intranet) service or the wider Internet service provided by the school.

        5.1.1   The school's Intranet service is provided primarily as a communication and administrative tool for staff members only.

        5.1.2   The school's Internet service provides students and staff wide access to other individuals and organizations. As an educational tool, the internet can be a valuable source of information featuring colour, graphics and multimedia enhancements. It allows on-demand delivery of software, data files, images, logos, graphics, photos, etc. As a communications device it is used for simple messaging, distributing memoranda, newsletters, notices or documents, transferring official documents or carrying out correspondence concerning school operations or the delivery of services. Students may use email to correspond with others as a learning activity. The school's web site is used as a communications or marketing tool, to publish staff or student's work and to provide links to gifted education and/or charter school sites.

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

    5.3   All records in the email system are subject to the provisions of the FOIP Act and as such, may become the subject of a FOIP request. All persons are prohibited from willfully destroying any records with the intent to evade a request for access to information.

    5.4   End users of email systems are responsible to print paper copies of email records which have an on-going legal, fiscal, audit, administrative or operational purpose and subsequently file them in the school's existing manual filing system. Other records of a personal or transitory nature should be discarded on a regular basis in accordance with protocols established by the school's technology team.

    5.5   While users have the right to a reasonable expectation of privacy, the school will:

        5.5.1   use software to restrict access to certain sites on a best efforts basis and to generally monitor sites visited.

        5.5.2   authorize the secret monitoring or searches of I-Net activities where there is just cause; for example, where there is evidence that an illegal activity may be taking place or where there is evidence that the Charter Board's Responsible Use Policies have been violated.

        5.5.3   require teachers to routinely monitor student activity on the Internet.

5.6 While not intending to stifle the creative and free expression of views on the I-Net, the charter board does not authorize:

   5.6.1 use of inappropriate, profane or vulgar language;

   5.6.2 personal harassment as defined by charter board policy;

   5.6.3 long, acrimonious and public disputes; or

   5.6.4 flooding the system with messages which are of interest only to one or a small group of individuals.

5.7 Users are required to exercise their discretion and common sense in posting or transmitting materials on the I-Net and are reminded that intemperate or ill-considered statements may become public through access procedures.

5.8 Sensitive or confidential personal information, minutes of closed meetings, business confidences and the like should not be transmitted or posted unless adequate security provisions are in place.

5.9 Users are required to respect all copyright laws.

5.10 All pages on the school's world wide web site must be approved for content by the principals or designate. Web pages must conform to community values. The last names of students and parents and phone numbers will not be published.

5.11 Users must exercise acceptable behavior on the I-Net and understand the security risks associated with I-Net use. The school may provide orientation or training opportunities to staff and students but the ultimate responsibility lies with the user.

5.12 The technology team will develop and the charter board will approve Guidelines for I-Net/Internet Use for staff and students. Each year, all users of the school's I-Net service are required to sign these guidelines and by so doing, will agree to be bound by those guidelines. Parents will be required to co-sign with their children.

5.13 Consequences for not following the Guidelines for I-Net/Internet Use range from warning to removal from the system to possible disciplinary action pursuant to AP-406 Suspension and Dismissal of Employees or AP-350 Student Discipline.