

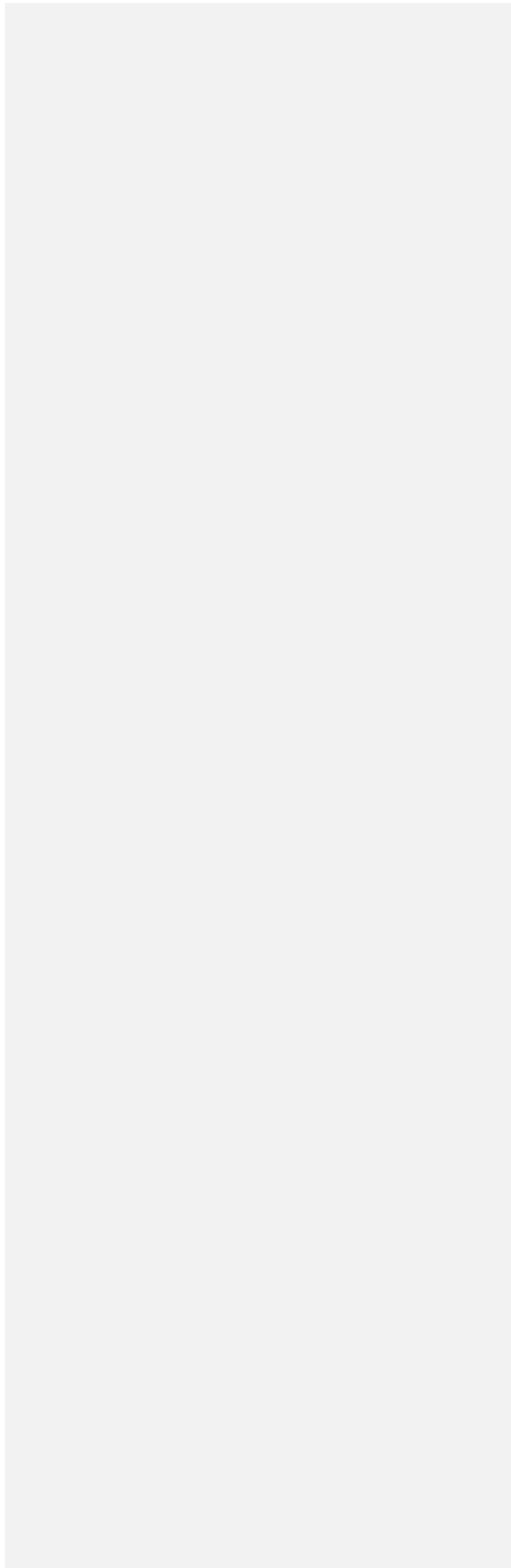
SD72 Instructional Technology Handbook

REVISED Spring 2021



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1.0 SD72 Technology Mission Statement

"We integrate technology, through the lens of digital wellness, into our educational practices to support and enhance the development of all learners in an evolving world."

2.0 SD72 Technology Vision Statement

In SD72, we use a lens of digital wellness to encourage the integration of technology with the purpose of enhancing learning and critical thinking skills for all members of our district. Our vision includes the following:

- To support the core competencies as identified in the BC curriculum through meaningful and engaging activities.
- To educate staff and students about the four facets of digital wellness: overall wellness (balance), citizenship, etiquette, and safety.
- To enhance critical thinking through engaging learning opportunities.
- To provide equal access to information.
- To meet the curricular needs of our diverse learners and different learning styles.
- To foster creativity.
- To provide a platform for expression and communication.
- To encourage cooperative learning.
- To meet the needs of our 21st century learners.

3.0 Digital Wellness



3.1 Purpose/Vision

Digital wellness refers to the state of one's physical and mental health in the digital age. More specifically, digital wellness refers to making intentional decisions to improve the healthy use of technology. This does not mean eliminating technology from our lives BUT to balance its use with healthy face-face interactions.

As technology evolves and our time is increasingly spent online, students must learn to adapt and overcome the dangers of digital dependence. Tech companies design irresistible experiences online such as addictive video games to endless social media feeds. The overuse of this type of technology often leads to anxiety, addiction, and depression. Digital Wellness education will help students become cognizant of their prolonged technology use and to develop a healthy balance.

3.2 Big Idea

SD72 educational technology educators have developed a digital wellness curriculum that incorporates the following big ideas:

- Ensure students, at every grade level, have the tools, resources, and skills to interact personally, socially, and educationally in the real world and in digital spaces.
- Encourage all students to make safe, healthy, and positive decisions to live a digitally balanced life in our technology-rich world.

This will be taught in a targeted manner focussing on four key concepts:

- wellness
- citizenship
- etiquette
- safety

These concepts will be delivered through a set of lessons developed for grade range rather than individual ages: K-2, 3-5, 6-8 and 9-12. The goal is for the lessons to be taught by the classroom teacher and as such, each lesson is 100% classroom ready including all resources, media and take-home materials. These can all be found on the [Digital Wellness](#) page located on the portal.



4.0 Digital Safety

4.1 Purpose/Vision

Digital safety has become such an important consideration when dealing with youth and technology. Educators must consider education vs. abstinence when designing online activities for our students. SD72 recognizes that regardless of the ever-changing technology tools, apps and resources, one thing remains constant and that is the duty of the teacher to uphold and maintain a set of ethics and responsibilities.



4.2 Protecting Student Privacy

Privacy and information sharing are some of the forefront issues to have arisen with technology use, especially with the introduction of cloud based educational services. The International Society for Technology in Education (ISTE) recognizes this by including the following additional indicator to its 2016 standards for students: "Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online" (ISTE, 2016). What this means is, as educators, we must not only personally take steps to

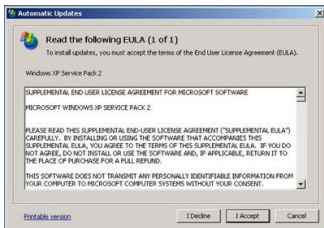
ensure student safety and security with the use of technology, but we must also provide educational opportunities to make sure this takes place.

4.3 Due Diligence

Educators must do their due diligence to ensure that student safety and security with the use of technology occurs. Although this is not difficult, there is a required set of steps that must be followed in order to do so. This is outlined below.

Vetting the Technology

Every piece of software and online platform must provide the user with information on their privacy policy and terms of service. Educators must locate this information to determine if the technology is appropriate for use in the classroom *for their age group*. This is done by looking at the EULA.



The EULA is the End User License Agreement, which outlines the terms of use for the app. If no EULA is available from the site you are browsing, go to the application developer's website and search for their privacy policy. Here you will be able to find their End User License Agreement or their terms of use. Locate the recommended age for the use of the app/software in the EULA. This is the only reliable place to find the age permission.

Once the privacy policy and terms of use/EULA have been located (these can usually be found at the very bottom of the webpage), there is very specific information that must be located:

- What information is collected?
- Where is this data stored?
- What is the minimum age of use without parental permission?
- Are there third-party service providers? (Do they have access to the data?)

Before using the technology, please check the list of [Approved Apps](#). If you do not see it on the list, please visit the [App Vetting Protocol](#) webpage and fill out the [Online App/Service Request Form](#).

Parental Consent

If the online platform or software has the possibility of storing personally identifiable information, parental consent will be required in order for the student to use it in the classroom. Check with the school district as some of the educational platforms may be included in the district privacy impact assessment. The district has created an [Online Platform Consent Form](#) that can be filled out with the relevant information, sent home to parents to sign and collected *before* using the technology in the classroom. If the parent chooses not to sign the form, alternative options must be provided to them.

If a high school student is self-consenting, this *must* be accompanied with the self consent presentation so the students are aware of the implications and expectations of personal information being stored outside of Canada.

4.4 Resources

School District 72 is committed to providing our students and teachers with access to learning resources and tools that will help develop the skills students will need in our increasingly digital world. As teachers work to integrate technology rich learning opportunities in the classroom, School District 72 provides student access to various online platforms. Through the use of these online platforms, students are able to engage in collaborative and personalized learning, as well as access online file storage to be used for educational purposes.



Below is a list of resources that contain links to SD72 vetted apps, samples of backgrounder letters, consent letters and general information about the collection and protection of personal information.

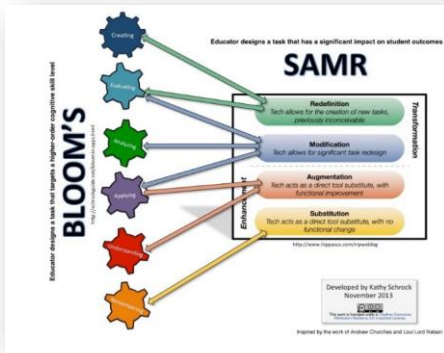
SD72 Digital Resource Site	Portal site that contains a list of approved online apps with additional information. It also includes a number of resources such as the district's consent forms, acceptable use policy, informed consent presentation and recommendations for appropriate use in the classroom.
App Vetting Site	Portal site that provides some guidelines around the use of online apps and services.
App Vetting Form	An online form to fill out to request any apps or online services. This will be reviewed immediately and if approved will provide "best practice" suggestions.
SD72 Acceptable Use Policy	Document created by the district that outlines the user's rights and responsibilities while using technology within the district.

SD72 Online Platform Consent Form	Document created by the district that provides consent to use online platforms that stores data outside of Canada.
SD72 Student FIPPA Form	Document created by the district that provides consent to collect, keep, use and share students' names and/or images.
BYOD Guidelines	A set of guidelines to ensure appropriate use and support of personally owned devices within the SD72 learning and technology environment.
Privacy Compass	Website that is a repository of various samples and information on BC's privacy.
BC Privacy Policy (Section 30)	Information dealing specifically with the storage and protection of personal information.

5.0 Professional Learning Support for Technology

5.1 Vision/Purpose

Technology evolves at a fast rate. In SD72, we value the importance of striving for excellence in practice while integrating 21st century learning. Using the SAMR model of technology integration, we are continuing to strive towards technology integration which supports creativity, higher level thinking as identified using Blooms Taxonomy, and the new BC ADST curriculum.



Recognizing that people learn at different rates and in different ways, we offer professional learning opportunities through one-on-one support, group workshops, and by utilizing online instructional videos and resources.

Commented [KT1]: Recognizing that people learn at different rate and in different ways, we offer professional learning.....

5.2 District Educational Technology Coordinator (DETC)

The district educational technology coordinator aids in the successful implementation of the district's technology initiatives.

Focus for DETC work

- Collaborate, lead and support district technology initiatives.
- Support teachers in curriculum, instruction and assessment using a technology lens.
- Support teachers around documentation, digital wellness, computational thinking, and ADST.
- Develop and maintain a district online resource website for teachers to utilize.
- Develop a culture of digital wellness as it relates to pedagogical best practice.

The district educational technology coordinator is housed out of the school board office and can be booked to make classroom visits, work one-one with teachers, provide instructional support materials or to help troubleshoot technology problems. Please visit the [District Teacher Coordinator website](#) for contact information.

5.3 Technology Instructional Support Teachers (TISTS)

Each high school has a technology instructional support teacher (TIST) whose role is to provide help integrating technology into instructional practice. Our technology instructional support teachers have a wide variety of skills and are encouraged to provide additional professional learning opportunities. The purpose of these positions is to assist in enhancing instruction with technology in meaningful ways to engage students and facilitate deeper learning.

Focus for TIST work



- Support the integration of the digital toolkit into point of instruction.
- To provide teachers with side-by-side coaching.
- Model “wise practices” and our district’s learning beliefs in classrooms when working with teachers while building connections and positive learning relationships amongst educators.
- Support teachers as they use their digital toolkit and Office 365 to engage with students, as well as share professionally with colleagues.
- To assist teachers to find additional support materials as needed.
- To assist teachers in the troubleshooting process when technology issues arise.

It is important to familiarize yourself with your TIST and reach out when you have questions or if you are eager to try something new.

5.4 District Pro-D Opportunities

A variety of workshops are offered each year to help support technology learning within the district. Information about school-based workshops can be obtained by talking to your school professional development committee, the District Educational Technology Coordinator or TIST. Information about district workshops can be found in the [Professional Development](#) section of the portal. This is located under the Departments tab.

5.5 Online Platform – Instructional Technology Commons Site

The [Instructional Technology Commons](#), found within the district portal, springboards the user to a variety of resources. Most of these links include text information as well as video links to help support learning.

New Teachers: The [Digital Toolkit](#) site even includes a growing library of [Helpful Videos](#), intended to help users learn to effectively use your new point of instruction device.

5.6 District Blogs

Tech Untangled – a blog, sent out Monday mornings to every school, which provides SD72 technology users updates about new technology implementation as well as tips on how to “untangle” technology problems.



Commented [2]: Added update blog info.

Wired Wednesday – an archived blog that is directed towards the elementary level, which includes numerous teaching resources and tech tips.



Both links can be found on the [Instructional Technology Commons](#) site. The blogs are tagged so that you may quickly search for pertinent material. **Looking for new ideas? Check these out!**

6.0 Digital Toolkit and Point of Instruction

We pride ourselves in offering consistent point of instruction technology to our teachers. Every teacher with a 0.2 FTE contract is provided with a digital toolkit. This includes a high-quality point of instruction device, carrying case, charger, and appropriate projection connectors. Users have some administrative rights on the device which enables users to add and remove software. Responsibilities and expectations of use and care are outlined in the Teachers Digital Toolkit Agreement.

Point of instruction devices are portable. Users are encouraged to take them to professional learning opportunities, meetings, and even home. Our belief is that the feeling of ownership increases understanding of use. Docking stations are provided in many classrooms. These provide easy connectivity to peripheral devices. Some examples could include a second screen and full-size keyboard.

We recognize that safety at the elementary level is paramount. Therefore, each elementary classroom is also outfitted with a wall mounted short throw projector, wall mounted speakers, and a document camera. Middle and high school classrooms are outfitted with a projector (mounted or on a cart) and speakers. Additional hardware at the middle and high school level is provided at the discretion of the school. If you encounter any problems with your hardware, please go through the troubleshoot steps first, then contact the IT help desk either by phone or email.

If you require assistance learning to use your device, please ask your teacher librarian for information about who to contact.

6.1 TTOC Devices

TTOCs are able to sign out a device from the secretary at their assigned school. This device will be in a carrying case and capable of connecting to a projector and printing from each site. TTOCs are asked to return the device at the end of their job assignment. Instructions for signing in and connecting to a projector are included.

Commented [SH3]: @Tina Gordon As this isn't being updated on a regular basis do we want to address this here?

Commented [TG4R3]: Agreed... There is a lot of good stuff on here so I am hesitant to delete it. But perhaps we could simply change it to say that it's an "archived blog".

Commented [5R3]: Okay. I'll keep it in BUT add it's an archived blog.



6.2 The Teacher Digital Toolkit Agreement

The teacher digital toolkit refers to the instructional device, peripherals, and case. Before being assigned a digital toolkit, users must first read and sign the [Teacher Digital Toolkit Agreement](#). This document outlines a variety of expectations regarding the use and care of teacher devices. It is important that this agreement be read carefully.

6.3 Obtaining New Device

The IT department works closely with the human resources department. Once new hires or employees returning from a leave are confirmed, the IT help desk is notified. The new or returning employee will then receive notification from the help desk requesting arrangements to sign the user agreement and pick up their new digital toolkit.

6.4 Returning Device

Devices must be returned at the start of a leave of absence that is longer than three months, upon retirement, or termination. All devices are returned to the help desk, located within the IT department of the school board office. When returning a device, please ensure all personal labels are removed and that the case, power cords, pens and any adapters are all included.

Leave of Absence

In order to ensure we have enough devices for instructional purposes, staff on an extended leave of absence of three months or more are expected to return the digital toolkit (device, case, and peripherals) to the IT help desk for re-imaging and redeployment.

If the absence is planned, such as a maternity leave, the digital toolkit is to be returned at the start of the leave. If the absence was unplanned, it is expected that the digital toolkit be returned as soon as the extended leave is confirmed.

Exceptions for unique circumstances are up to the discretion of the district. This expectation is outlined in the Teacher Digital Toolkit Agreement.

Upon return to work a new device will be issued.

Retirement

Upon retirement, the individual will receive an email from the SD72 technology department stating that the digital toolkit is to be returned to the help desk before the end of the school year. The individual will be responsible for ensuring that all data is transferred to a device that is not owned by SD72 (flash drive or portable hard drive) if the individual wishes to retain this data.

End of Contract

At the end of the school year, those individuals who are on a temporary contract will need to return the device and all the peripherals to the help desk. The individual will be responsible for ensuring that all data is transferred to a device that is not owned by SD72 (flash drive or portable hard drive) if the individual wishes to retain this data.

6.5 Damage/Theft

The digital toolkit is very valuable, and users are expected to take precautions in care and responsibility. Users must sign the teacher digital toolkit agreement prior to a kit being issued. This agreement states the following:

14. If my digital toolkit is lost or stolen, I will immediately notify the IT department and school administration.
15. I am expected to protect my digital toolkit from damage and theft, and that I will be responsible for damage or theft that takes place outside of school activity.
16. If the lost, stolen or damaged device and/or accessories is determined to be caused by negligence or intentional misuse, I will assume the full financial responsibility for repair costs or fair market value of assessed equipment.



Every incident of theft or damage will be reviewed by the district.

6.6 Rights – Limited Administration Rights

While instructional devices are ultimately under the control of the IT department, they do come with limited administrative rights. Assigned users have the rights to add or remove software, add printers, add WiFi networks, connect Bluetooth external devices, and do updates.

6.7 Responsibilities – Security of Data; Security of Device

Network and data security are of paramount importance in SD72. As outlined in the teacher digital toolkit agreement, users are not to install any unlicensed programs and applications. Also, any data corruption or configuration errors caused by the installation of software may require a complete re-imaging of the device. Re-imaging may result in a loss of all data, personal and otherwise.

While users are encouraged to take the device home, the user is ultimately responsible for the safety and security of both the device and data. For this reason, it is expected that use of the device is not shared with anyone, including family members.

A high level of integrity, diligence and responsibility is expected from district staff.



7.0 Receiving Help with Technology

In SD72 we know that problems with technology can be frustrating and we also value the importance of your time. Therefore, when you encounter a problem, we are ready to help.

7.1 Who to Contact: Common Questions and Answers

QUESTION: Who do I contact if my device or projector are not working right and I've gone through the troubleshooting process with my technology instructional support teacher or TL?

ANSWER: Contact the helpdesk.

QUESTION: The lab keeps freezing up. Who do I contact?

ANSWER: Contact the helpdesk.

QUESTION: I don't understand how to use Office 365. Who do I contact?

ANSWER: Contact your technology instructional support teacher, your school TL or the district educational technology coordinator.

QUESTION: Our school has iPads. I would like to use them with my students but am not sure how to use the apps in an effective way. Can someone show me how?

ANSWER: Contact your technology instructional support teacher, your school TL or the district educational technology coordinator.

QUESTION: Who do I contact if a student tablet is not powering on and I've gone through the troubleshooting process with my technology instructional support teacher or TL?

ANSWER: Contact the helpdesk.

7.2 Helpdesk

The helpdesk ticket system was put in place so that IT issues could be dealt with in a timely manner for all staff using technology, not just those locations with a site technician. Again recognizing the value of your time, there are some things that can be done to expediate this process from the user's end.

Contacting the Helpdesk:

EMAIL: helpdesk@sd72.bc.ca. The help desk technician will then respond as quickly as possible. Please email the helpdesk yourself. Do not have your secretary do it on your behalf. Please provide as much information as possible. Below are two examples of emails to the helpdesk.

BAD

GOOD



If you have a question about integrating technology into your instruction, please contact your technology instructional support teacher (TIST) or the District Educational Technology Coordinator.

PHONE: 250.830.2318. The IT helpdesk will often try to resolve the issue over the phone prior to creating a ticket. Please be ready to provide as much information about the issue as possible.

7.3 Ticketing System

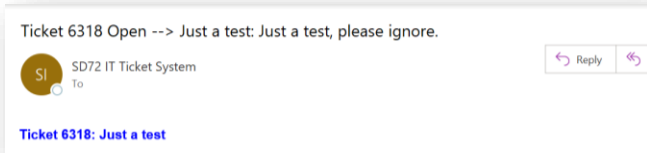
When a problem is reported to the helpdesk via email or phone call, a ticket to record the problem will be generated. In order to reduce the response time, the more information provided regarding the issue, the troubleshooting process that was followed, the room number & computer number (located on the bottom of the tablet) will help expediate this process.

Please give us some background info about the issue. Some examples include: how many people the issue is affecting, the device name, the steps to reproduce the error, the steps you have taken to try to solve the issue, etc.

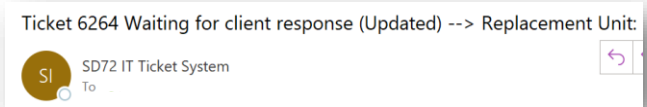
You may receive email notifications regarding questions from the IT staff, or a query about the ticket resolution. It is very important that you respond to these emails in a timely manner. Failure to do so will slow down the IT department's ability to resolve this issue.

Email Examples

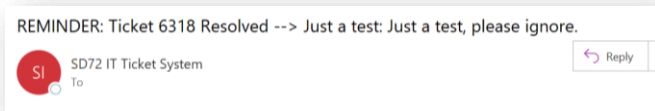
Confirmation of ticket creation – No response needed



Request for more information – Please respond in a timely manner

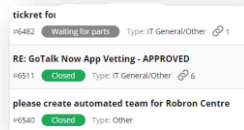


Confirmation of issue being resolved – Please respond so the ticket can be closed



SD72 technology users also have the ability to create a ticket themselves. This is done by accessing the IT helpdesk ticket website: www.ticket.sd72.bc.ca and logging in using the SD72 Microsoft credentials (email address and password). Again, providing as much detail as possible will enable the IT department to resolve the issue in a timely manner.

This same website can also be used to check on the status of the ticket. Clicking on the **history** tab will display a list of all the tickets that have been created by the user and the status of each.



7.4 Ticket Priority System

Once the ticket is in the system a priority designation will be assigned to it or picked up by a technician. It will not necessarily be the technician that is housed on site.

Priority designations are roughly:

Urgent = 8 hrs completion target

1. Is it affecting a large number of people (entire district, department, or school)
2. Is it impacting student learning or core functioning of the district on a **large scale**?

3. Does it impact or have the potential to impact staff or students information security or safety?

Example: Parents can't call the school; Internet down at a site

High = 3 days completion target

1. Is it affecting an individual's ability to do their job in a very **impactful** way?
2. Is it impacting student learning at a smaller scale?

Example: Secretary cannot work because computer not turning on; secretary cannot access school email; lab/closet down at a school level

Medium = 10 days completion target

1. Is it affecting individuals but not necessarily impeding their ability to do their job?
2. Is it affecting student learning at an individual scaled?

Example: Support with reconnecting and testing technology in a classroom after teacher has attempted on their own first or with helpdesk support; re-connecting technology in a lab or pod after summer break

Low = No time frame

1. Is there no time frame in which the ticket should be completed?
2. Is there a work around for the issue temporarily?

Example: Non-security issue updates; cannot print – not an urgent part of user's daily tasks; disconnect and remove equipment

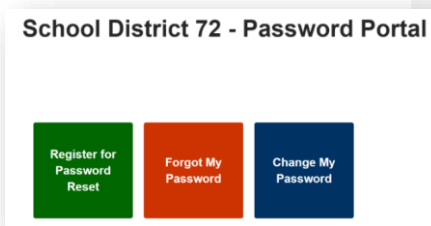
7.5 Technology Instructional Support Teachers (TISTS)

Technology instructional support teachers (TISTS) and teacher librarians (TLs) provide teachers with help integrating technology into instructional practice. These two groups offer support in the troubleshooting process as well as methods of the effective use of technology in the classroom. They have a wide variety of skills and are encouraged to provide additional professional learning opportunities. It is important to familiarize yourself with your TIST and/or TL and reach out when you have questions or if you are eager to try something new.

7.6 Online Self-Serve Password Reset

Students and staff now have the ability to reset their own SD72 password. First, one must visit the [SD72 home page](#), scroll down to the **Quick Links** and then click on [Change or Recover your Password](#) to register to use this feature. Follow the prompts to have easy future access to this feature.

Staff are encouraged to have their students register with the 'password reset' feature early in the year. This will prevent many problems associated with accessing district applications requiring login credentials.



7.7 Self Help Resources

Attending workshops can be difficult and often content learned at these workshop are quickly forgotten due to lack of context or utilization. As such, online libraries of videos and resources have been created online libraries of videos and resources to help you learn at a pace that fits your needs.

In the portal, click on the “Instruction” tab and then find the [Instructional Technology Commons link](#). Once here, you will find buttons that will take you to links specific to your needs.



The [Digital Toolkit](#) button brings you to a site which includes a Helpful Videos link. The [Office 365](#) button brings you to a site with numerous instructions, videos and quick start guides for all of the O365 apps and the [ITC YouTube](#) button brings you to the ITC YouTube site which includes ALL of the instructional videos that have been created for SD72 as well as numerous other videos that have been curated for SD72 technology users.

8.0 Overview of the Mobile Device Management (MDM) System

SD72 is using a mobile device management (MDM) system. The management system is located in the information technology office at the school board office. The management system is necessary to help ensure student privacy is protected, devices are secure, and software/apps can be installed and managed remotely. Remote access also enables our site technicians to fix problems without visiting a site. This increases speed for device repair and enables the technicians to have increased time for additional priorities.

All portable district devices are enrolled on the MDM system.

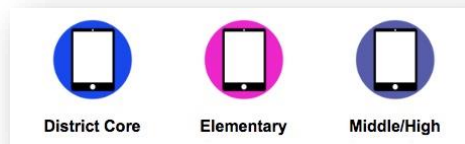
8.1 Student Laptops

Our district has purchased a large number of laptops designated for student use. These are enrolled in the MDM system for ease of management. However, individual schools work together to make decisions regarding storage, sign out, and local management. Anticipated primary use of these devices is for online access. In order for the MDM to work effectively, the student laptops must be left on, plugged into the cart and the cart plugged into a power outlet. If this does not occur, the laptops will not receive important updates.

8.2 iPads

iPads are also managed by the MDM system. This ensures the highest level of safety for our students, security for our system, and efficiency with the purchase and management of apps.

Devices unable to update to iOS 12 were unable to be added to the MDM system. Those devices remain in schools until they reach end of life. However, for security reasons, they are unable to be on our private WiFi network.



Enrollment of devices in the MDM system also enables SD72 to purchase apps using the volume purchasing program (VPP). Most of our approved apps are available through the VPP. When purchasing 20 or more copies of an app, the VPP allows us to purchase those apps for half price.

8.3 CORE iPad Apps

iPads have the tremendous potential to enrich student learning opportunities. We have worked hard to develop sets of [CORE apps](#) that support the needs of and abilities of both educators and learners. Rather than having 100 apps, we look for apps that can do 100 things. Each app is vetted to meet FIPPA requirements and provide the highest level of student privacy. Different CORE apps are installed on iPads within the fleet, based on educational level.

By having a CORE set of apps, we are able to create some continuity within the district. This enables increased professional learning opportunities, as all teachers have access to the same tools.

District CORE

The [District CORE app set](#) is installed on all iPads enrolled in the MDM system. These apps primarily support quick access to Office 365 and basic research. As this set evolves, new apps will automatically be pushed out to all district iPads via the MDM system.



Elementary

The [Elementary CORE app set](#) is installed on all elementary iPads enrolled in the MDM system. This is in addition to the District CORE app set. The elementary CORE apps have been recommended by educators. Each app meets FIPPA guidelines. There are a variety of apps for each subject area that fit within different levels of the SAMR technology integration model.

Middle/High School

The [Middle / High CORE app set](#) is in the process of development. Once completed, it will be installed on all middle and high school iPads enrolled in the MDM system. This is in addition to the District CORE app set. The middle and high school CORE apps have been recommended by educators. Each app meets FIPPA guidelines. This set will continue to grow over time.

8.4 User Group Specific Apps

We have some devices which are specific for certain groups. For example, learning support services, SET-BC, and the district iPad inquiry project sets. These devices are also managed through the MDM system; however, they will have apps installed in accordance to the needs of the users.

8.5 Requesting Additional Apps

If you would like an app installed on a school iPad managed by the MDM, please check the [list of approved apps](#). If the app is on the approved list, please put in a help desk ticket providing the following information:

- a. Name of the ipads the app is to be installed on
- b. Approval by principal
- c. Account code to be charged (if applicable)

If you do not see the app on this list, please fill out the required [App Vetting form](#). Please note, apps must be installed on ALL iPads that are associated with a school. This must be taken into account when determining cost (if any) that will be applied upon installation. Also, please think about what the app will be used for. If there is an app on the approved list that will provide the same service, utilize that one before requesting an additional one.

8.6 Procedure for Purchasing New Devices

ALL device purchases MUST go through the IT department. This supports the development of device consistency throughout the district. This also helps our IT department to better support your needs. Your devices will be enrolled in the MDM system, security settings initiated, and have the CORE apps installed prior to delivery to your school.

9.0 O365

9.1 Overview



[Office 365](#) is a suite of cloud-based applications that are available anytime anywhere with internet connection. It is a multi-platform application that is available on PC, Mac and mobile devices. Office applications such as Excel, Word, Outlook, PowerPoint, Teams and Stream are contained with this suite.

Additional apps may become available over time. SD72 technology users (staff and students) have the ability to install the Office 365 applications on FIVE personal desktop devices as well as an infinite number of mobile devices. They will be able to use the applications for free as long as they are employed within the district. The Office 365 login can be accessed from the office.com webpage.

The staff login credentials are as follows:

Username: firstname.lastname@sd72.bc.ca

Password: Regular network password used to access school computers.

For support learning how to use Office 365, please visit the [O365 section](#) of the Instructional Technology Commons. You will find helpful training videos and other information to support your learning.

9.2 OneDrive



[OneDrive](#) is an application within Office 365 that stores documents in the Office 365 cloud. This application ensures user safety and privacy as the servers that host this storage are located in Canada.

Every user has 1 TB of storage that is accessible anytime, anywhere there is an internet (or data) connection. It can be accessed from a desktop computer or mobile device. This storage system has replaced the personal network drive storage (H: drive) for staff and students of SD72.

Data stored on SD72 staff point of instruction devices in the *documents*, *pictures* or *desktop* will automatically sync to the OneDrive online storage location. This ensures users will not lose data if technology fails.

9.3 Teams



[Teams](#) is an Office 365 app that is a hub for teamwork. It allows members of an organization to communicate, collaborate and share documents all within space allocated for this purpose.

This is a workspace where members of the team can securely edit files *at the same time*, communicate with a group through video conferencing, have group conversations or privately chats.



As this is also located in the cloud, Teams allows members to work together even if they are not face-to-face. It can be accessed from a staff device desktop as well as mobile devices.

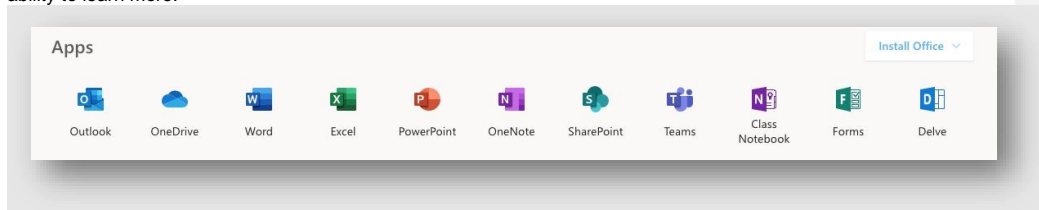
SD72 creates a **GRP** Team for every class in the district. This can be used by the teacher for blended learning or other collaboration purposes. You can have a class notebook for record keeping, create class assignments, have students submit work electronically, video conference with absent students or guests, and more. These teams will be archived at the end of every school year.

Additionally, **SD72** Teams are created for every school staff as well as staff members who wish to have a collaborative space to work with colleagues. These SD72 teams do not have student members so will be perpetual.

If you wish to have a Team created for you, please email the IT Helpdesk at helpdesk@sd72.bc.ca.

9.4 Other Apps

[Office 365](#) contains the familiar apps such as Word, Excel, PowerPoint, Outlook, and Teams; however it also includes some additional apps that can be accessed from the Office 365 home screen OR by clicking on the [Explore all Your Apps](#) link to view the complete list. By clicking on this link, a brief description of each app is provided as well as the ability to learn more.



9.5 Student Accounts

Every SD72 student also has an Office 365 account. They are also able to install this application on **five** devices of their choice and are able to access the programs for their duration as a SD72 student. Once the student graduates or leaves the district, they will not be able to access their files stored within this location as the account credentials will be disabled. Students are encouraged to transfer the files to a removable hard drive before this occurs.

The student login credentials are as follows:

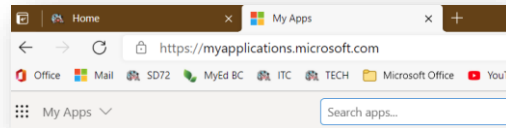
Username: firstname.lastname@stu.sd72.bc.ca

Password: Regular network password used to access school computers.

9.6 Access – My Apps

Office 365 is easily accessed from office.com. If the user is accessing office.com from a school district device, the user will automatically be logged in (SSO – single sign on). If accessing from home, use the SD72 Microsoft credentials to log in.

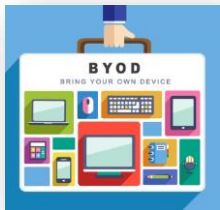
Additionally, Office 365 can be accessed from the **My Apps** tab that is automatically opened as a second tab when accessing the internet using Edge on the staff and student tablets/laptops and Chrome on the terminals. My Apps contains ALL of the Office 365 applications available to the user in addition to a number of shortcut links to other websites.



10.0 BYOD Guidelines

10.1 Purpose/Vision

School District 72 (Campbell River) is committed to providing our students and teachers with access to learning resources and tools that will help develop the skills students will need in our increasingly digital world. Students learn, collaboration, communication, creativity, and critical thinking in a variety of ways throughout the school day. To increase access to those core competencies, SD72 will allow personal devices on our guest network and school grounds for students who follow the responsibilities stated in the district's Acceptable Use Policy as well as the BYOD guidelines and finally the individual schools' policy on personal device usage.



SD72 strives to provide appropriate and adequate technology to support instructional purposes. The use of personal devices by students is optional, and students who do not participate in BYOD will not be penalized and alternate modes of participation will be available.

A key component of BYOD will be education about healthy and safe use of technology; making intentional decisions to improve the healthy use of technology appropriate online behaviors. These will be reviewed and reinforced with students throughout the course of the school year.



10.2 Definition

BYOD devices include but are not limited to laptops, netbooks, cell phones, smart phones, iPods, iPads, tablets, and eReaders. Please note that any personal gaming device with internet access is not permissible.

10.3 Educational Objectives

Learning is complex work and like other forms of skilled and technical work it requires that the person performing the job understand and be comfortable with his or her tool set.

Today's digital devices and social media provide opportunities for students to be part of the participatory digital culture that connects people both locally and globally. To participate fully, ethically, healthily, and safely, students must be sure to practice their rights and responsibilities as digital citizens. School culture must embrace digital wellness, which SD72 has identified as a key component to the success of the use of technology in schools. The introduction of the BYOD model extends that culture beyond the school, as students use their devices for learning outside of school.

- Communicate, publish, and interact online. This could include finding their voice, expressing ideas, and receiving feedback, using blogs, chats, and visual databases.
- Explore new roles and expertise through online interactions (via Teams meetings).
- Access digital resources to pursue interests, participate in communities of interest that might not be available locally and collaborate with experts.
- Gain deep understanding of global and local issues by building context through online conversations and interactions; synthesize ideas assembled from digital resources.
- Play a part in community services both globally and locally.
- Learn online and take a diverse range of courses.
- Enhance and extend classroom experiences through online, multimodal, digital resources that provide alternative methods of learning.

10.4 Support

Although the SD72 Technology department will provide support in the form of infrastructure and accessibility, it not responsible for maintaining or troubleshooting the individual BYOD devices.

Each user is responsible for his/her own device and should use it responsibly and appropriately. SD72 takes no responsibility for stolen, lost, or damaged devices, including lost or corrupted data on those devices. While school employees will help students identify how to keep personal devices secure, students will have the final responsibility for securing their personal devices.

