

## **TECHNICAL SUPPORT**

### **Definitions**

Immediate technician visits address onsite technical issues that directly impact the classroom and the teacher's ability to teach their students. It would also include technical issues related to student safety.

Standard technician visits address onsite technical issues that, while inconvenient, do not immediately affect classroom learning or student safety.

### **Procedures**

1. Technology support requests, inquiries, and orders must be submitted to the online helpdesk. When a technician is available, the request will be addressed through the helpdesk system.
2. If unable to access the online helpdesk, employees may call the phone helpdesk to receive assistance.
3. For technology administrative matters, contact the Director of Technology Services.
4. School Visits
  - 4.1 If a technician reviews the request and determines a technician visit is required for a solution, it will be assigned as a standard technician visit or an immediate technician visit.
  - 4.2 Requests that have been assigned a standard technician visit become an immediate technician visit if the request becomes three (3) weeks old. This prevents standard technician visits from becoming ongoing issues.
  - 4.3 Immediate requests will receive top priority. After completing the immediate requests in a given area or town, the technician will work on standard technician visit requests as time permits.
  - 4.4 The technician will be onsite to work on open support requests. Technical issues that have not been reported in advance through requests will be left to the discretion of the technician as to whether they have time to look at them. The technician has planned to support open requests and may not have the knowledge, time, parts, or tools to support the unreported issues.
  - 4.5 Two technician visits will be scheduled at the start of each semester. Other visits will be targeted based on open support requests or technology integration projects.

- 4.6 Principals can also request a technician visit to assist with technology-related tasks. These requests are to be made through the Director of Technology Services. For example, if a school is hosting a special event and needs extra assistance.
5. Due to PRSD's geography, it's not possible for Technology Services to manage all technology administrative tasks in the schools. As such, some tasks will remain with the school. How these tasks are completed and who fulfills them is assignable by the Principal. They may wish to assign them to some staff in the school, or they can be made collective responsibilities for all staff. These include:
  - 5.1 Set up and take down technology for use in school assemblies and other special events. Technology Services will continue to provide support for major events as needed. For example, Technology Services cannot come out to set up and take down technology in the gym for every school event. However, if there is a major event like a provincial tournament, they will assist as needed.
  - 5.2 Organizing, cleaning, and tracking school technology, both hardware and school-purchased software services. This will include reconciling school device inventory when requested. For example, while central staff can initially set up devices and organize them into carts, they are not going to be able to track device assignments and locations throughout the year and clean up the carts if they get messy.
  - 5.3 Opening and responding to technical support requests through the Technology Services helpdesk. Principals may choose to identify a single liaison who will report technical concerns and respond to inquiries from Technology Services. They may also choose to ask all staff to report their own issues and respond to inquiries. It could be a combination of both, which is currently the case in most schools.
  - 5.4 Shipping and receiving of technology for repair through the division courier.
  - 5.5 Setting up and delivering exams using technology following instructions provided by Technology Services.
  - 5.6 Maintaining the school's website.

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