School District #19 (Revelstoke)
Education Assistant / Support Worker-On-Call Technology Support Package

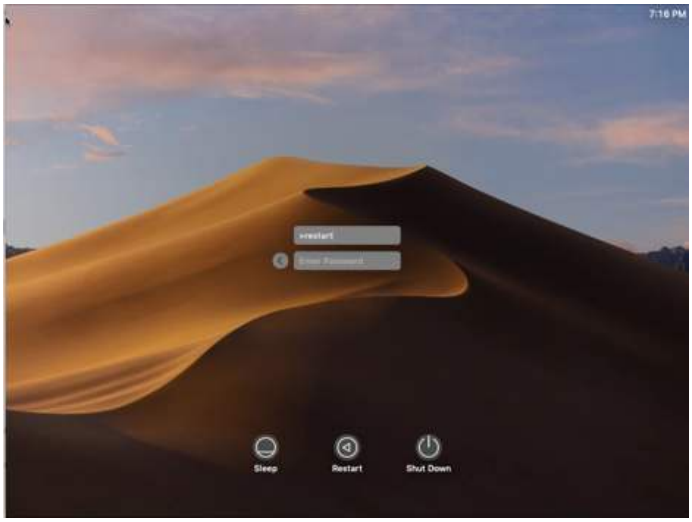
School District 19
(Revelstoke)

Version 2.0 (April 2026)
School District #19 (Revelstoke)
Technology Department

Accessing SD19 Computers, Wi-Fi, Microsoft Office 365, Projectors, Apple TV

Part One: Accessing SD19 Computers (Laptops and Desktops)

1. If necessary, start the computer by pressing the power button. If already logged in by someone else, hold down the power button for 10 seconds until the computer fully turns off and then turn the computer back on. Wait for the computer login screen to appear.



Help Us With District Equipment!

1. Students should always be assigned a laptop or iPad with the unit number tracked
2. Devices should stay on desks and not be walked around the class open
3. Students should log out of laptops so they are ready for the next student
4. Inspect each unit for damage and report damage to Principal right away
5. Devices and cart should be plugged in to charge
6. Cart should be locked and returned.

2. When you are using a district computer (laptop or desktop) at a school, use your username (usually your first initial and last name e.g. ***M***ichael ***Haworth*** = ***mhaworth*** for username) and your password.

   Your SD19 Computer / WiFi Username: _____ (@sd19.bc.ca ***not needed***)

   Your SD19 Office 365 Username: _____ @sd19.bc.ca (***needed***)

   Your MyEducationBC Username: _____ (@sd19.bc.ca ***not needed***)

   Keep your password confidential – do not record here!

3. In a moment you will see the desktop of the computer.

Helping Our Students Get Logged In!

Student Usernames:
3 letters of first name (Rebecca) +
3 letters of last name (Haworth) =
Username = rebhaw

*** Some students have a numeral 1 at the end of their username as they match another student**

Student Passwords:
Last 4 digits of student PUPIL #

Classroom teachers have a copy of class roster that shows this info.

OR

Most elementary students have computer login cards set up for them - these may be with the student or kept by the classroom teacher.

Software on SD19 Computers

Primary	Intermediate	Middle / Secondary
• KidPix STEAM Edition • ComicLife • Seashore • Typist • QR Reader	• Microsoft Word • Microsoft Powerpoint • iMovie • GarageBand • Audacity • ComicLife • XView • Scratch • Stellarium • Typist • Chess	• Microsoft Word • Microsoft Powerpoint • Microsoft Excel • iMovie • GarageBand • Audacity • ComicLife • GIMP • XView • Swift Playgrounds • Stellarium • Typist • Chess
Web Browsers Available		
• Apple Safari • Google Chrome (generally works best) • Microsoft Edge • Mozilla Firefox		

Part Two: Accessing SD19 WiFi

To connect your personal laptops, smart phones, tablets – school district equipment is already connected properly to networks. Only connect your own equipment, do not connect guests or students to the wireless networks.

1. Select the WiFi Network: SD19-MAINWIFI

2. Use your username (usually your first initial and last name e.g. ***M***ichael ***Haworth*** = ***mhaworth*** for username) and your password (@sd19.bc.ca ***not needed***).

3. **On Apple Devices:** Select to **TRUST** the wireless network (you may be also asked for your computer password on a Mac)

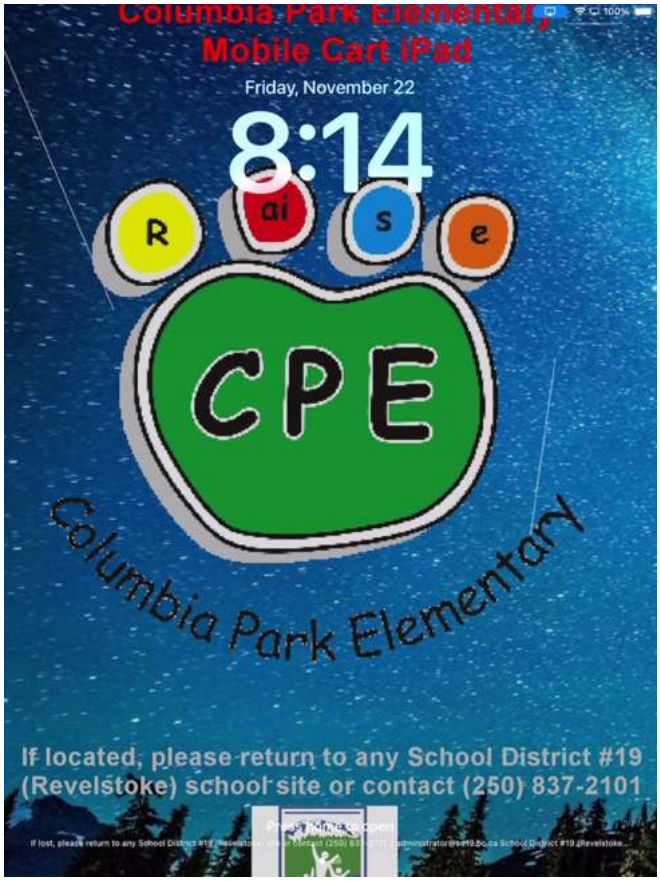
   On Android Devices: Use the following settings:

Security: *WPA/WPA2-Enterprise* **EAP Method**: *PEAP* **Phase-2 Authentication**: *MSCHAPV2* **CA certificate**: *Use system certificates* **Online Certificate Status**: *Do not verify*	**Domain**: *sd19.bc.ca* **Identity**: *Your SD19 username* (@sd19.bc.ca ***not needed***) **Anonymous identity**: *Leave blank* **Password**: *Your SD19 password*

4. The device will automatically connect to the district wireless network each time you bring the device into the school district.

Part Three: Accessing SD19 iPads

Important Note: Please talk with a school staff member to find out what the current iPad and laptop cart combination lock and iPad unlock codes are – **DO NOT SHARE WITH STUDENTS!**



Help Us With District Equipment!

1. Students should always be assigned an iPad with the unit number tracked
2. Unlock the device for the student – please do not provide them with codes
3. Careful with device screens and headphone jacks
4. Inspect each unit for damage and report damage to Principal right away
5. Devices and cart should be plugged in to charge
6. Cart should be locked and returned.

Primary	Intermediate	Middle / Secondary
• Subitize Tree • Geoboard • Number Line • Reading A to Z • EPIC Books • ABC Pocketphonics • Scratch Jr. • Bee-Bot	• Book Creator • Write About It! • Explain Everything • Green Screen • Puppet Pals • Popplet • Mathletics • Geometry Pad	• iCell • The Human Body • xSky • Book Creator • Popplet • Green Screen • iMovie • Freeform

Part Four: Using SD19 Classroom Projectors

There is a variety of ways that district computers (desktops, laptops), iPads, and document cameras can be connected to classroom projectors. Each school has similar but slightly different ways to connect these devices to the classroom project.

- **NEC Projectors @ AHE, BVE, CPE, RSS**
  On NEC Remote:
  HDMI 1 = Wired HDMI connector for computers and document camera
  HDMI 2 = Apple TV for computers and iPads

- **NEC / ViewSonic Projectors @ AHE, BVE, CPE, RSS**
  On Viewsonic Remote:
  SOURCE – HDMI 1=Wired / HDMI 2=Apple TV

- **Some Benq Projectors @ BVE & RSS**
  On Benq Remote:
  Use HDMI 1 Only
  At BVE: Go to black HDMI switcher on wall to switch between computer, document camera, and Apple TV to switch inputs
  At RSS: Generally only class desktop computer connected via wired connector to projector

- Volume controls for classroom speakers on projector remote

Part Five: Using SD19 Classroom Apple TV

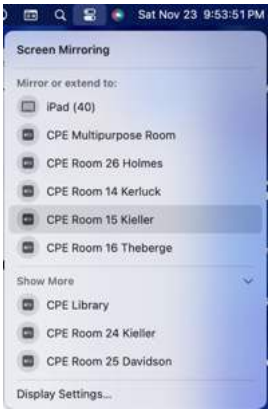
All SD19 elementary classrooms are equipped with Apple TV and well as some classrooms at RSS. Apple TV allows the classroom computer, laptops, or iPads, or even iPhones to be connected wirelessly to the classroom projector.

To Mirror a iPad or iPhone

1. Turn on the classroom projector and check to ensure that the HDMI input for the Apple TV is selected.
2. On the device, open Control Center and tap the Screen Mirroring icon
3. Select the classroom Apple TV from the list (identified by the classroom number and frequently the teacher name).
4. An AirPlay passcode appears on your TV screen, enter the passcode on your iOS device.
5. In a moment, the Apple TV will display the device – volume controls on the device will control the volume on the classroom speakers.
6. To end the screen mirroring, go back into the control center, tap the screen mirroring icon, and select the **STOP MIRRORING** option.

To Mirror a Laptop or Desktop Computer

1. Turn on the classroom projector and check to ensure that the HDMI input for the Apple TV is selected.
2. Log in to the computer using your SD19 username and password.
3. Once at the desktop, click in the menu bar at the top right of the screen just to the right of the magnifying glass 
4. In the menu that appears, select the **SCREEN MIRRORING** option.
5. Select the classroom Apple TV from the list (identified by the classroom number and frequently the teacher name).
6. An AirPlay passcode appears on your TV screen, enter the passcode on your iOS device.
7. In a moment, the Apple TV will display the device – volume controls on the device will control the volume on the classroom speakers.
8. To end the screen mirroring, go back into the control center, tap the screen mirroring icon, and de-select the Apple TV currently connected to.



Having Problems With Mirroring the iPad, iPhone, or Computer to the Apple TV?

1. Restart the iPad, iPhone, or computer.
2. Restart the Apple TV by unlpugging and replugging the Apple TV – the Apple TV is often located where the projector is mounted in the classroom (except BVE classrooms with Benq projectors where it is wall mounted). You may need to get on a chair to unplug and replug the power cord from the back of the Apple TV unit.

These two things will fix about 99% of Apple TV connection issues.

Part Six: Getting Tech Support

Your Own Device(s)	Classroom / School Equipment
• Check with a colleague or two to see if they can help you immediately • Try the basic tech support steps including but not limited to restarting the device and checking any connections • Check out Google to see if you can locate an online solution • Contact Michael for tech support – please be aware that tech on personal devices is limited in scope	• Check with a colleague or two to see if they can help you immediately • Try the basic tech support steps including but not limited to restarting the device and checking any connections • Check out Google to see if you can locate an online solution • Review this booklet for possible solutions • Let the school principal or vice-principal know about the issue(s) – they will check it out and report to Michael as needed • If you see Michael walking by, let me know and I will try to help as I can

Steps for Setting Up an SD19 Printer On Your Personal Mac Computer

Step One: Download and install the required printer drivers first!

For District HP Printers: https://shorturl.at/yvP5E
For Ricoh Photocopiers: https://support.ricoh.com/bb/html/dr_ut_e/apc/model/im2500/im2500.htm

After the printer drivers are downloaded, install them on your computer. In particular, please note that it will take several minutes to download and install the HP Printer Drivers.

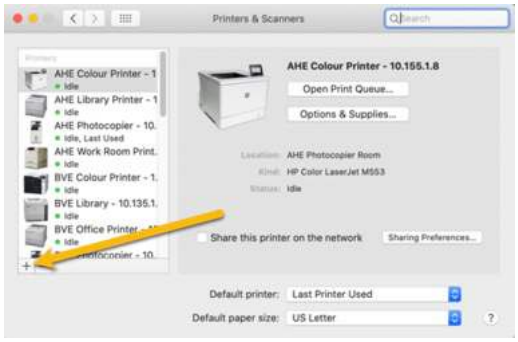
Important Note: If you have already been using printers in the district, and are just adding new district printers, this step is not necessary – go to Step Two.

Step Two: Go to the district printer(s) that you want to add to your computer and write down the name of the printer and the IP address that is written on the front of the printer. The IP address will be a series of numbers separated by periods (e.g. 10.125.1.25).

Figure 1 - Example Label of SD19 Printer

Step Three: Go to the Apple Menu icon in the and then to **SYSTEM PREFERENCES / SYSTEM SETTINGS** option.

Step Four: After the System Preferences opens, select the **PRINTERS & SCANNERS** option. In a moment the printers dialog box will appear.



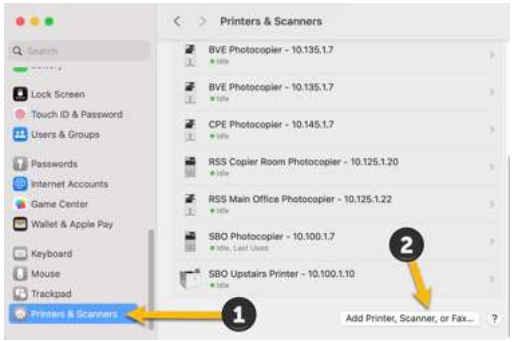


Figure 2 – Older and Newer Mac OSX Computers

Step Five: Under the list of printers on the left, either click on the **+** plus button or the **ADD PRINTER, SCANNER, OR FAX** button, a dialog box will appear in a moment to add the new printer.

Step Six: In the Add Printer dialog box, first click the IP Globe in the top left corner. New options will appear, and then click the **PROTOCOL** drop down menu to set it to **LINE PRINTER DAEMON – LPD**. **<u>If the protocol is not set to LINE PRINTER DAEMON – LPD, the printer connection will not work. ☹</u>**

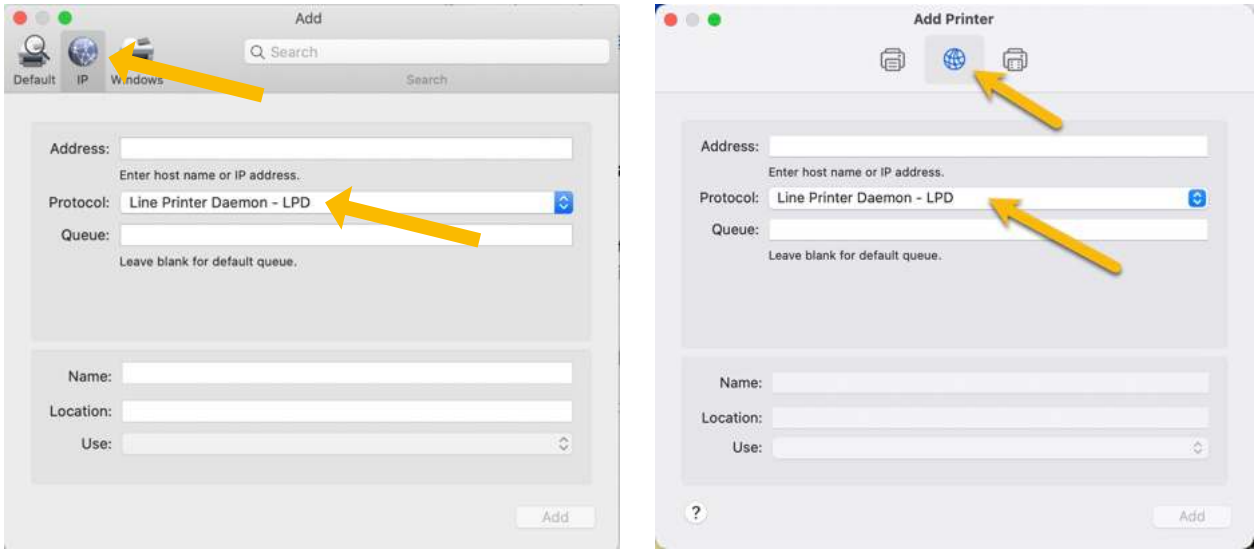


Figure 3 - Older and Newer Mac OSX Computers

Step Seven: In the **ADDRESS** field, enter in the IP address of a printer that you want to add that you wrote down earlier in **Step #2** – there should be no spaces in the IP address. If your computer is connected to the district wifi network and for HP printers, your computer should automatically communicate with the printer and select the correct printer driver in the **USE** drop down menu and may provide location information (some district printers do and some don't). For the Ricoh photocopiers, please use the steps below.

> **For District Ricoh Photocopiers:** In the **USE** drop down menu, choose the **SELECT SOFTWARE** option. A new dialog box will appear, enter the words **RICOH 6000** in the search bar, in a moment the **RICOH IMAGIO MP 6000 PS** printer should appear, select this printer and click the **OK** button. **<u>If the RICOH IMAGIO MP 6000 PS printer driver is not selected, the printer connection will not work. ☹</u>**

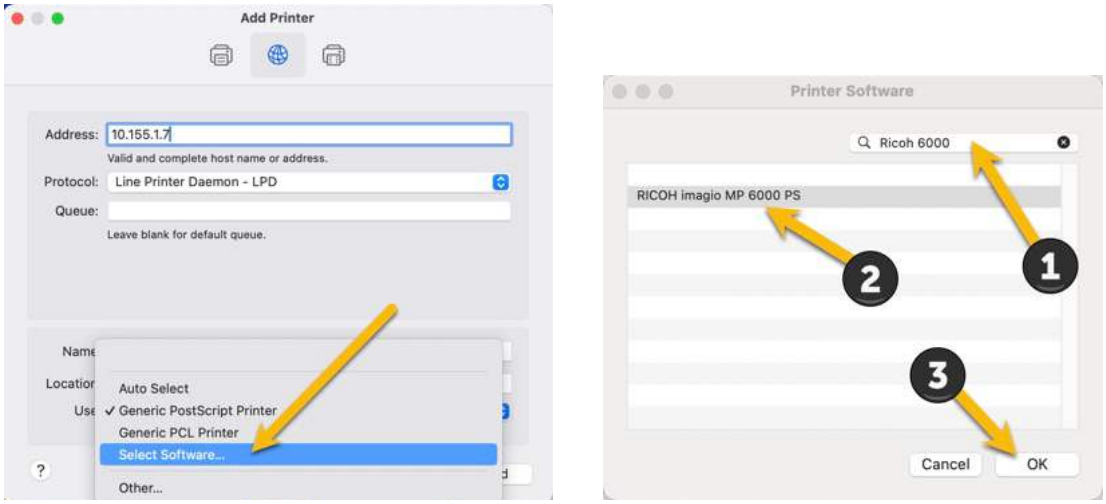
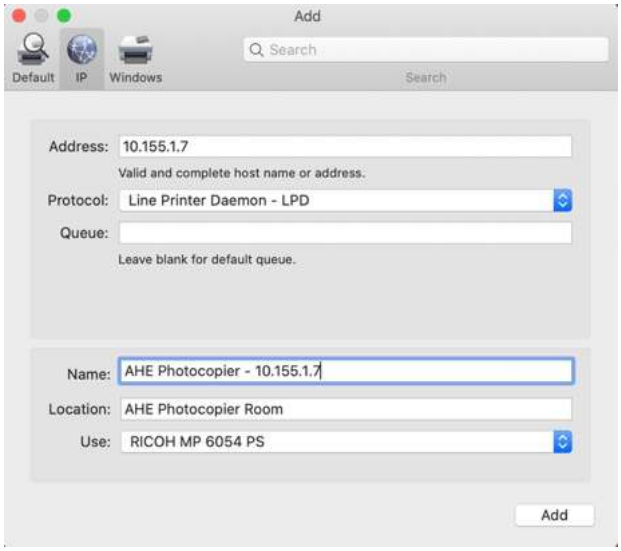


Figure 4 - Important Steps for District Ricoh Computers

> **For District HP Printers:** If your computer is connected to the district wifi network, your computer should automatically communicate with the HP printer and select the correct printer driver in the **USE** drop down menu

Step Eight: To help make it easier for you to know which printer you have added, change the **NAME** and **LOCATION** fields to something that makes sense to you (in the example below, the name of the printer and the IP address are used in the example below, but you can use whatever makes sense to you ☺).



Step Nine: Click the **ADD** button to finish adding in the printer. The newly added printer will now appear in the list of available printers.

Step Ten: To add other printers, return back to **Step #4** and continue the process.

Happy Printing! ☺

If you have any other questions or run in any difficulty, please contact Michael.

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Excel for Windows Video Training

Tables and charts and cells, oh my!

Curriculum Connections: Digital Literacy and the Use of AI

BRITISH COLUMBIA
Ministry of Education and Child Care

Curriculum Connections: Digital Literacy and the Use of AI

Introduction

Today we live in a state of constant change due to digitization and artificial intelligence (AI). It is a technology-rich world, where communication is instant, and information is immediately accessible. The way we interact with each other personally, socially, and at work has changed forever. Knowledge is growing at exponential rates in many domains, creating new information and possibilities. This is the world our students are learning in.

British Columbia's K-12 curriculum is designed to equip students with the essential competencies necessary for them to adapt and excel in a landscape increasingly shaped by digitization and AI. The goal of B.C.'s curriculum is to develop learners who are creative, critical, and reflective thinkers; who are competent communicators and collaborators; and who are personally and socially aware and responsible in all areas of their lives. In B.C., all areas of learning from Kindergarten to Grade 12 are based on a "Know-Do-Understand" curriculum model that supports a concept-based, competency-driven approach to learning. These three elements—the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand)—all work together to support deeper learning that can be applied to students' future pathways. An integral part of the curriculum is the Core Competencies, sets of intellectual, personal, and social and emotional proficiencies. The combined focus on deeper, applied learning for students that is rooted in Core Competencies prepares students to thrive in an environment where adaptability, problem-solving, and critical analysis are essential.

AI-related learning

Exploring AI concepts, topics, and tools offers students a valuable and enriching learning experience. Throughout their K-12 journey, students may explore topics such as the inner workings of AI and its applications in various contexts, as well as have opportunities to safely and responsibly cultivate the essential digital literacy skills needed for the present and future use of AI tools. The B.C. curriculum provides numerous entry points for educators to engage students in learning with and about AI. By incorporating AI topics and concepts into various learning areas, teachers can help students develop the knowledge needed to make informed choices in a digital world. Incorporating AI topics across the curriculum allows teachers to address ethical, social, and technological dimensions of digitization and AI, such as bias, privacy, and algorithmic transparency. Teachers may choose to guide students in using AI-related tools within certain learning experiences, fostering an understanding of how to effectively leverage AI tools. By integrating AI-related learning experiences, educators can empower students to comprehend AI and make informed decisions in the ever-expanding landscape of AI technologies.

However, before developing AI-related learning experiences or incorporating AI tools to support student learning, there are a few important considerations for teachers. Prioritizing a human-centric approach to AI learning is essential, ensuring that AI serves to enhance rather than replace fundamental elements of teaching and learning. Additionally, teachers should be mindful of cultural sensitivity and acknowledge diverse perspectives, including Indigenous ways of knowing. Digital access and accessibility are also vital considerations for teachers. For a comprehensive exploration of these and other considerations, teachers may find the "Teaching and Learning" and "Inclusive Learning" sections of the *Considerations for Using AI Tools in K-12 Schools* document helpful.

Curriculum Connections: Digital Literacy and the Use of AI

Curriculum Connections overview

Applied Design, Skills, and Technologies (ADST) and Career Education provide the most direct curricular connections to digital literacy, technologies, and AI. However, these topics can be included throughout the curriculum, and the connections identified below do not represent a complete list of where these topics may be taught. The B.C. curriculum supports significant flexibility for teachers regarding the instructional approaches they use, and the use of digital technologies and AI can also be found across the curriculum. For examples of how this learning can look in a variety of grades and areas of learning, please explore the AI-related Teaching and Learning Stories that have been developed by B.C. teachers. You will find these materials under the Materials for Teachers drop-down menu.

Core Competencies

The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and lifelong learning. Students develop Core Competencies when they are engaged in the "doing"—the Curricular Competencies—within an area of learning.

Communication: The Communication competency comprises two essential sub-competences—Communicating and Collaborating—encompassing the knowledge, skills, processes, and dispositions essential for effective interpersonal interactions. In the context of digitization and AI education, students concurrently refine their Communication competency as they explore learning standards related to using digital and AI tools to communicate safely and effectively in both physical and digital spaces.

Thinking: The Thinking competency encompasses two pivotal sub-competences—Creative Thinking and Critical and Reflective Thinking—embodying the knowledge, skills, and processes essential for intellectual development. In the context of digitization and AI education, students concurrently refine their Thinking competency as they explore learning standards that cultivate their ability to think critically and make informed choices about selecting and utilizing AI tools.

Personal and Social: The Personal and Social competency consists of three essential sub-competencies: Personal Awareness and Responsibility, Positive Personal and Cultural Identity, and Social Awareness and Responsibility. It encapsulates a set of abilities related to students' identity in the world, both as individuals and as members of their community and society. In the context of digitization and AI education, students concurrently refine their Personal and Social competency as they explore learning standards related to ethics and learn how to navigate digital tools and AI effectively and safely in real-world and digital situations.

Curriculum Connections: Digital Literacy and the Use of AI

Applied Design, Skills, and Technologies

Under the Required Areas of Learning in an Educational Program Order, students in K-9 are required to take Applied Design, Skills, and Technologies (ADST).

Students in K-5 are expected to use the learning standards for curricular competencies from ADST in combination with grade-level content from other learning areas. In Grades 6-9, students experience three modules of ADST that schools choose from among those featured in the curriculum and locally developed content. In Grades 10-12, there are several ADST elective options students may wish to take.

The table below outlines where students may learn about AI topics, concepts, and tools, as well as AI-related digital literacy in the ADST curriculum.

Required learning for all students in K-9

Grades	Big Ideas	Curricular Competencies	Content
Kindergarten-Grade 3	• Technologies are tools that extend human capabilities.	**Applied Skills** • Use materials, tools, and technologies in a safe manner in both physical and digital environments **Applied Technologies** • Explore the use of simple, available tools and technologies to extend their capabilities	
Grades 4-5	• The choice of technology and tools depends on the task.	**Applied Skills** • Use materials, tools, and technologies in a safe manner, and with an awareness of the safety of others, in both physical and digital environments **Applied Technologies** • Use familiar tools and technologies to extend their capabilities when completing a task ○ Elaboration: Technologies: “things that extend human capabilities” • Choose appropriate technologies to use for specific tasks • Demonstrate a willingness to learn new technologies as needed	

Curriculum Connections: Digital Literacy and the Use of AI

Grades	Big Ideas	Curricular Competencies	Content
Grades 6-8	• Complex tasks may require multiple tools and technologies.	**Making** • Identify and use appropriate tools, technologies, and materials for production ○ Elaboration: Technologies: "things that extend human capabilities" **Applied Technologies** • Select and as needed learn about appropriate tools and technologies to extend their capability to complete a task • Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use • Identify how the land, natural resources, and culture influence the development and use of tools and technologies	**Digital Literacy (Grades 6-7)** • Internet safety; digital self-image, citizenship, relationships, and communication; legal and ethical considerations, including creative credit and copyright, and cyberbullying; search techniques, how search results are selected and ranked, and criteria for evaluating search results **Digital Literacy (Grade 8)** • Elements of digital citizenship; ethical and legal implications of current and future technologies; search techniques, how search results are selected and ranked, and criteria for evaluating search results
Grade 9	• Complex tasks may require different technologies and tools at different stages.	**Applied Technologies** • Choose, adapt, and if necessary learn about appropriate tools and technologies to use for tasks • Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use • Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies	

Elective course options for students in Grades 10-12

Grades	Big Ideas	Curricular Competencies	Content
Computer Studies 10	• Complex tasks require different technologies and tools at different stages.	• Identify potential users, intended impacts, and possible unintended negative consequences • Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for tasks	• Evolution of digital technology and the impact on traditional models of computing • Impacts of computers and technology on society • Ethical consideration of technology use, including cultural appropriation and environmental sustainability

Curriculum Connections: Digital Literacy and the Use of AI

Grades	Big Ideas	Curricular Competencies	Content

Computer Information Systems 11	• Design for the life cycle includes consideration of social and environmental impacts.
	• Tools and technologies can be adapted for specific purposes.
		• Identify potential users, intended impact, and possible unintended negative consequences
		• Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions
		• Explore existing, new, and emerging tools, technologies, and systems to evaluation their suitability for their design interests
		  ○ Evaluate impacts, including unintended negative consequences, of choices made about technology use
		  ○ Analyze the role technologies play in societal change
			• Evolution of computer technology, including hardware, software, networks, and the internet
			• Future technologies and potential societal impacts
			• Appropriate use of technology, including digital citizenship, etiquette, and literacy

Robotics 11	• Design for the life cycle includes consideration of social and environmental impacts. • Tools and technologies can be adapted for specific purposes.	• Identify potential users, intended impacts, and possible unintended negative consequences • Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions • Explore existing, new, and emerging tools, technologies, and systems to evaluate their suitability for their design interests • Evaluate impacts, including unintended negative consequences, of choices made about technology use	• Developments in robotic technology • Robotic technologies in the community and industry • Programming related to microcontrollers
Mechatronics 12	• Design for the life cycle includes consideration of social and environmental impacts. • Tools and technologies can be adapted for specific purposes.	• Identify potential users, intended impacts, and possible unintended negative consequences • Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions • Explore existing, new, and emerging tools, technologies, and systems to evaluate their suitability for their design interests • Evaluate impacts, including unintended negative consequences, of choices made about technology use	• Impact of artificial intelligence (AI) and singularity in society ○ (Elaboration): the hypothesis that artificial intelligence will create extensive technological and societal change

Curriculum Connections: Digital Literacy and the Use of AI

Other courses that can be applicable for the study of digitization and AI:

- Electronics and Robotics 10
- Technology Explorations 10
- Computer Information Systems 11 and 12
- Computer Programming 11 and 12
- Robotics 12
- Remotely Operated Vehicles and Drones 12

Curriculum Connections: Digital Literacy and the Use of AI

Career Education

Students take career education in grades kindergarten through grade 12. Career education has a career-life focus, where students learn how to set personally meaningful goals, recognize and cultivate meaningful opportunities and relationships, and continually evaluate and revise their long-term goals and plans.

Under the Required Areas of Learning In An Educational Program Order students in grades K-9 are required to take career education. In grades 10-12, Career-Life Education and Career-Life Connections are two courses that are required for graduation.

The chart below outlines where students may learn about AI topics, concepts, and tools, as well as AI-related digital literacy in the Career Education curriculum.

Grades	Big Ideas	Curricular Competencies	Content
Grade 4-5		• Question self and others about the role of technology in the changing workplace	
Grades 6-7	• Our personal digital identity forms part of our public identity.		**Life and Career Plan (Grade 6-7)** • Technology in learning and working **Life and Career Plan (Grade 8)** • Influence of technology in learning and working
Grades 8-9			**Life and Career Plan** • Influence of technology in learning and working
Grades 10-12	• Career-life choices are made in a recuring cycle of planning, reflecting, adapting, and deciding Career-life decisions are influences by internal and external factors, including local and global trends.	• Identify career-life challenges and opportunities, and generate and apply strategies • Explore and reflect on career-life roles, personal growth, and initial planning for preferred career-lire pathways	• Competencies of the educated citizen, employability skills, essential skills, leadership and collaboration skills • Factors that both inform career-life choices and are influenced by them, including personal, environmental, and land use factors