

Southern Autistic School Acceptable Use Agreement for Internet and Digital Technologies

Southern Autistic School believes the teaching of cybersafe and responsible online behaviour is essential in the lives of students and is best taught in partnership between home and school.

21st century students spend increasing amounts of time online, learning and collaborating. To be safe online and to gain the greatest benefit from the opportunities provided through an online environment, students need to do the right thing by themselves and others online, particularly when no one is watching. Safe and responsible behaviour is explicitly taught at our school and parents/carers are requested to reinforce this behaviour at home.

Part A - School support for the safe and responsible use of digital technologies

Southern Autistic School uses the Internet and digital technologies as teaching and learning tools. We see the Internet and digital technologies as valuable resources, but acknowledge they must be used responsibly.

Your child has been asked to agree to use the Internet and mobile technologies responsibly at school. Parents/carers should be aware that the nature of the Internet is such that full protection from inappropriate content can never be guaranteed.

At Southern autistic School we:

- have policies in place that outline the values of the school and expected behaviours when students use digital technology and the internet (Student Engagement and Inclusion policy, Bullying and Harassment policy)
- provide a filtered internet service
- provide supervision and direction in online activities and when using digital technologies for learning
- support students in developing digital literacy skills
- have a cybersafety program at the school
- use mobile technologies for educational purposes (e.g. podcasts or photos from excursions)
- provide support to parents/carers to understand this agreement
- reinforce that cybersafe and responsible behaviours are expected in their school use of digital technology.

Part B - Student Agreement

When I use digital technology I agree to:

- be a safe, responsible and ethical user whenever and wherever I use it
- support others by being respectful in how I communicate with them and never write or participate in online bullying (this includes forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviour)

- talk to a teacher if I feel uncomfortable or unsafe online or see others participating in unsafe, inappropriate or hurtful online behaviour
- only download material under the direction of the teacher
- protect my privacy rights and those of other students by not giving out personal details including full names, telephone numbers, addresses and images
- use the internet for educational purposes and use the equipment properly
- use social networking sites for educational purposes and only as directed by teachers
- abide by copyright procedures when using content on websites (ask permission to use images, text, audio and video and cite references where necessary)
- not reveal my password to anyone except the system administrator or the teacher
- not bring or download unauthorised programs, including games, to the school or run them on school computers
- When I use my mobile phone, iPod or other mobile device I agree to:
 - keep the device on silent during class times and only make or answer calls and messages outside of lesson times – except for approved learning purposes
 - protect the privacy of others and never post **or forward** private information about another person
 - only take photos and record sound or video when it is part of an approved lesson
 - seek permission from individuals involved **before** taking photos, recording sound or videoing them (including teachers)
 - seek appropriate (written) permission from individuals involved **before** publishing or sending photos, recorded sound or video to anyone else or to any online space
 - be respectful in the photos I take or video I capture and never use these as a tool for bullying.

This Acceptable Use Agreement also applies during school excursions, camps and extra-curricular activities.

I acknowledge and agree to follow these rules. I understand that my access to the Internet and mobile technology at school will be renegotiated if I do not act responsibly.

I have read the acceptable Use agreement carefully and understand the significance of the conditions and agree to abide by these conditions. I understand that any breach of these conditions will result in internet and mobile technology access privileges being suspended or revoked.

Student name: _____

Year Level: _____

Student Signature: _____

Parent/Carer Signature: _____

Date: _____

If you have any concerns about this agreement or ideas for making the agreement better contact the school.

For further support with online issues students can call Kids Helpline on 1800 55 1800. Parents/carers can call Parentline 132289 or visit <http://www.cybersmart.gov.au/report.aspx>

Family Information – Advice to support the safe and responsible use of digital technologies at home

At school the internet is mostly used to support teaching and learning. At home, however, it is often used differently. Not only is it a study resource for students, but it is increasingly being used as a social space to meet and chat.

The term “space” is used here to describe a website that works like a community with live interaction and the capacity for your child to chat with others, personalise their space and share information. Each space has a purpose, audience and tool set including those around security and protection. The internet also provides access to websites with information, images videos for students to view. Not all content is presented as a space.

About the agreement:

In signing this agreement your child will be agreeing to behave in a certain way online and to take appropriate action when and as required. Elements of the agreement are explained below. Please contact the school to clarify or receive additional information.

Be a safe, responsible and ethical user whenever and wherever I use it.

The school’s Student Engagement/Wellbeing Policy outlines the values of the school and expected behaviours when students use the Internet and digital technologies at school.

Support others by being respectful in how I communicate with them and never write or participate in online bullying (this includes forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviour).

Being online can make students feel that they are anonymous and sometimes students may say things online that they would never say to someone’s face. The web space or online chat environment that they use in leisure time might also have explicit language and they may feel they have to be part of it. Bullying online can take a number of forms from repeated messages to exclusion from social spaces. Students who forward on messages or participate in the exclusion may not see themselves as bullying. These actions also contribute to the hurt and distress of others.

Talk to a teacher if I feel uncomfortable or unsafe online or see others participating in unsafe, inappropriate or hurtful online behaviour.

Incidents online often go unreported. Students have reported their reasons as embarrassment, a belief that online issues are theirs to solve as adults don’t understand, a feeling that reporting it will make it worse and the most common reason given is a fear that they will lose access to their technology.

Students are advised to report an incident if:

- they feel that the welfare of other students at the school is being threatened
- they come across sites which are not suitable for their school
- someone writes something they don’t like, or makes them and their friends feel uncomfortable or asks them to provide information that they know is private
- they accidentally do something which is against the rules and responsibilities they have agreed to.

Seek to understand the terms and conditions of websites and online communities and be aware that content I upload or post is my digital footprint.

Many websites/spaces have conditions of use, such as ownership of the content and the age of participants. For example: Children under 13 years of age are not permitted access to Facebook. When posting information online - A good rule is “Don’t post what you wouldn’t want your Grandparent, Principal, or future boss to read.”

Protect my privacy rights and those of other students by not giving out personal details including full names, telephone numbers, addresses and images.

Students like to publish information about themselves and their friends in spaces like Myspace, Facebook and blogs. This can put them at risk of being approached, groomed or bullied online. To avoid this we recommend they:

- don't use their own name, but develop an online name and use avatars
- don't share personal details, including images of themselves or their friends online
- password protect any spaces or accounts they have
- don't allow anyone they don't know to join their chat or collaborative space
- are reminded that any image or comment they put on the internet is now public (anyone can see, change or use it) so no full names should appear in reference to individuals in any image, movie or sound recording
- ALWAYS make the space private so that they can control who sees their space and can communicate with them
- understand the terms and conditions of any website or online community that they might join.

Use the internet at school for educational purposes and use the equipment properly

It is important to realise that there is a time for fun and a time for work even on the internet. Students may often see the internet as „free“ however even just looking at a page on the internet incurs a download cost. By taking care with the equipment, and thinking carefully about printing and downloading from the internet students can save time, money and the environment. Staying on task will reduce the risk of inappropriate access and teach students strategies to use the internet or mobile technologies for their learning.

Use social networking sites for educational purposes and only as directed by teachers.

Web 2.0 tools and social networking spaces allow students to be contributors to the web and to work collaboratively online with other students. Creating or contributing to blogs, wikis, digital stories and podcasts can all be legitimate educational activities which allow students to publish, share and inform others and be active contributors to the web. It is important for students to understand that working in a collaborative space as part of a learning task, has a very different purpose to using a social networking space to link up with friends in their own time.

Abide by copyright procedures when using content on websites (ask permission to use images, text, audio and video and cite references where necessary).

Music, information, images and games on the internet are owned by someone. The term copyright is a legal one and there are laws to enforce it. Not only is breaking copyright morally, ethically and legally wrong, it can introduce potential risks. By downloading a „freebie“ you can risk bringing a virus or spyware to the computer or system. These can destroy a computer system or provide hackers with details such as passwords and bank accounts. Peer to peer sharing software like LimeWire and Bit-torrent can sometimes share music and files illegally, and make computers vulnerable.

Think critically about other users' intellectual property and how I use content posted on the internet, not simply copy and paste information from websites.

Not everything on the internet is true, accurate or unbiased. The school is working to teach digital literacy skills, which enable students to locate, evaluate, and use information effectively on the internet. It is important that your child respects the Intellectual Property of people who contribute resources online. Students should use their own thoughts and language to express what they have learnt, and avoid simply copying and pasting information from the internet.

Not interfere with network security, the data of another user or attempt to log into the network with a user name or password of another student.

Not reveal my password to anyone except the system administrator or classroom teachers.

Not bring or download programs without permission, including games, to the school or run them on school computers.

Not deliberately enter or remain in any site that has obscene language or offensive content (e.g. racist material or violent images).

In school settings, internet service providers set up filters to block out a lot of inappropriate content, but these filters are not always foolproof. Students who deliberately seek out inappropriate content or use technologies which bypass filters, will have their internet access reviewed and their parent/carers will be immediately informed.

Computer facilities are for the use of all students so due care should be taken at all times when using these resources. Students are responsible for everything done using their accounts, and everything in their home directories. To this end, students need to keep their password secret and not gain access to other students' login details. The school connects all of the computers through a network. The introduction of unknown games or files could introduce viruses, etc. and these put all school equipment and student work at risk.

To this end, when using my digital device such as a phone, I will:

- Keep my phone on silent during class times and only make or answer calls and messages outside of lesson times – except for specified learning purposes.
- Protect the privacy of others and never post private information about another person

When using a digital device such as a camera I will:

- Only take photos and record sound or video when it is part of a class or lesson.
- Seek permission from individuals involved before taking photos, recording sound or videoing them (including teachers).
- Seek appropriate (written) permission from individuals involved before publishing or sending photos, recorded sound or video to anyone else or to any online space.
- Be respectful in the photos I take or video I capture and never use these as a tool for bullying.

Mobile phones and digital devices are a seamless part of our lives. The school allows the use of these digital technologies as a tool to enhance the capacity for learning in a classroom.

The recording of images and sounds can breach students' rights under the Privacy Act. Sometimes students are reluctant to tell their peers that they don't want their image or voice recorded. The Privacy Act says that the posting and sharing of information online or in any other way requires consent.

This consent must be **fully informed, freely given, current** and **specific** in how the information will be presented and who it will be presented to. Schools are required to obtain signed authority for any work, images or information posted online. All citizens need to respect the rights of others to privacy and students are no exception. A sample consent form for requesting permission is available on the DEECD website. Consent can be withdrawn at anytime.

<http://www.education.vic.gov.au/management/elearningsupportservices/www/formstemp.htm#H2N10064>

Key Discussion Questions for parents to ask

At home we recommend you make some time to find out how your child is using the internet. Make some time to sit with them online and ask questions such as:

- What is it that is so enjoyable about the site or space you are using? What is the purpose of the site or space?
- How does it work? How do you set it up? What are the conditions of use?
- Who is else is sharing this space? Do you know them or did you meet them online? How can you control who is in your space?
- Can you see any risks or dangers in the activity? What would you say to warn/inform a younger child?
- What are you doing to protect yourself or your friends from these potential dangers?
- When would you tell an adult about an incident that has happened online? Who would you tell?
- When wouldn't you tell and why not? Research shows that students are reluctant to report issues and put at risk their internet/phone access.

Encourage your child to set their space to „private“ if they use a social networking site like MySpace, Bebo or Facebook (they are then in control of who can contact them and access their information).

Ensure that all internet activities occur in a shared place– not your child's bedroom. Negotiate appropriate times for online activities and use of mobile phones. Consider the use of “safe search filters” freely available as settings on Google, Bing etc.

If you have any concerns about this agreement or ideas for making the agreement better contact **Southern Autistic School**.

For further support with online issues students can call Kids Helpline on 1800 55 1800.

Parents/carers call Parentline 132289 or visit <http://www.cybersmart.gov.au/report.aspx>

APPENDICES

Appendices which are connected with this policy are:

Appendix A: Personal iDevice Use in School for Communication Purposes Guidelines and Agreement

Appendix B: Using ICT for Assessment

Date Implemented	August 2016
Author	Denise VanDerNest
Approved By	School Council
Approval Authority (Signature & Date)	
Date Reviewed	
Responsible for Review	Principal
Review Date Due	August 2019
References	

Appendix A

Personal iDevice (iPad/iPhone etc) Use in School for Communication Purposes: Guidelines and Agreement

The following agreement is to be signed by a parent/guardian and classroom teacher of the child who will be using a personal iDevice at Southern Autistic School (SAS) for communication purposes. This agreement is designed to outline the responsibilities and expectations of the family involved and the school.

1. All personal iDevices should be clearly named and identifiable. While SAS will take every reasonable precaution, it cannot be held accountable for loss or damage. An appropriate iDevice case must be provided with the personal iDevice for it to be used at school. Cases such as the Griffin, Ottobox or Gumdrops are a few recommended suggestions.
2. If loss or damage does occur to the personal iDevice SAS will provide the student with a communication iDevice, *to use at school only*, until the personal iDevice is replaced or repaired.
3. It is the responsibility of the parent/guardian to send the personal iDevice to school fully charged and ready to use for communication purposes each day.
4. It is the responsibility of the classroom teacher and teacher assistant to ensure that the personal iDevice is sent home with the student at the end of each day.
5. The iDevice is only to be used at SAS for communication purposes using an appropriate and agreed upon application e.g. Proloquo2Go. It is the responsibility of the teacher to ensure the personal iDevice is not used for other purposes, like games. Guided Access (please see attached leaflet) will be used at all times while the personal iDevice is in use.
6. Applications on the personal iDevice will be limited, where possible, to those legitimately required for communication or education.
7. No videos are to be taken on the personal iDevice when at SAS; however, photos may be taken for communication Apps only.
8. When the personal iDevice is not being used for communication purposes, e.g. during recess or lunch, it will be stored in the student's classroom. It should be located in a position where it is not freely accessible for other students to use but so the student who owns the device is aware of its location if needed as a communication tool.
9. If the personal iDevice is only used as an entertainment device on the school bus and not for communication purposes, it will be placed in the bus boxes for the school day. These personal iDevices will be returned to students at the end of the day at 3pm.
10. SAS has the right to remove any inappropriate applications, deemed by the teacher in charge, if they are being used inappropriately during school time. Parents will be contacted first if there is any doubt about the suitability of applications.
11. Internet access is strictly prohibited on personal iDevices while at SAS. Families are responsible for turning off data (Internet or Wi-Fi).
12. Permission to participate in this program will be sought annually.

We agree to follow the above guidelines outlined in Southern Autistic School's '*Personal iDevice Use in School for Communication Purposes: Guidelines and Agreement*'.

Student: _____ Class: _____
 Signed: _____ (Parent/Guardian) Date: _____
 Signed by Classroom Teacher: _____ Date: _____



Appendix B

Using ICT for Assessment:

Digital cameras, still & video

- Keeping records of work and progress over time
- Using cameras for students to make records and to reflect on their own work
- Using a compilation of photos in a program such as photo story to highlight and record students' participation in activities such as an elective program
- Sharing video clips with parents, to demonstrate how their child has made progress and to help to explain to parents ways in which they can support their child's development
- Using video clips as a basis for collaborative reflection with other professionals
- Enabling students to use digital video to review their own performance, particularly in the area of physical development or social skills
- Providing evidence of some things that are difficult to document any other way e.g. sustaining concentration over a period of time, social skills, dressing skills

Microphones and recorders

- Promoting speaking and listening and self-reflection among children
- Recording students' oral work in different situations
- Sharing evidence/capabilities with parents/therapists/other staff
- Testing auditory discrimination/recognition of sounds

E-portfolios

- Sharing observations and assessment with parents by inserting photos, text and sound into programs such as photo story, which can then be emailed home.
- Providing records for future teachers – helping to inform goal-setting
- Including video clips and sound files of student's voice/vocalisations
- Scanning work samples

Floor robots – (Beebots)

- Using beebots to assess students' understanding of position and direction
- Assessing counting skills and problem-solving skills
- Assessing ability to follow verbal instructions
- Observing turn taking
- Predicting (e.g. Where will the robot end up if we push the forward button 4 times?)
- Estimating (e.g. How many times do we need to push the button for the robot to get to the?)

Interactive screens

- Building a range of assessment routines into the structure of a lesson, providing immediate feedback to the students.
- Assessing interpersonal skills during group sessions

- Assessing Literacy/numeracy skills
- Assessing decision-making/thinking skills
- Demonstrating eye-hand co-ordination and spatial awareness

Software/internet

- *Blooming Kids* Software: range of topics – maintains a record of progress throughout a session . A record can be printed out.
- *Broadlearn Early Learning* – cross curricular activities with an assessment module which prints out a record of results
- *Choose-it Readymades* software – Range of Literacy and Numeracy topics – records number of correct responses in each activity
- *Clicker5/cloze Pro* – can be used for assessing literacy skills
- *Accelerus online reporting*
- <https://fuse.education.vic.gov.au/pages/Teacher.aspx> DEECD site containing a wide range of digital resources
- http://www.kenttrustweb.org.uk/kentict/kentict_home.cfm UK site covering many areas of ICT

Programmable switches

- Assessing understanding of cause & effect
- Observing turn-taking/waiting skills
- Following directions