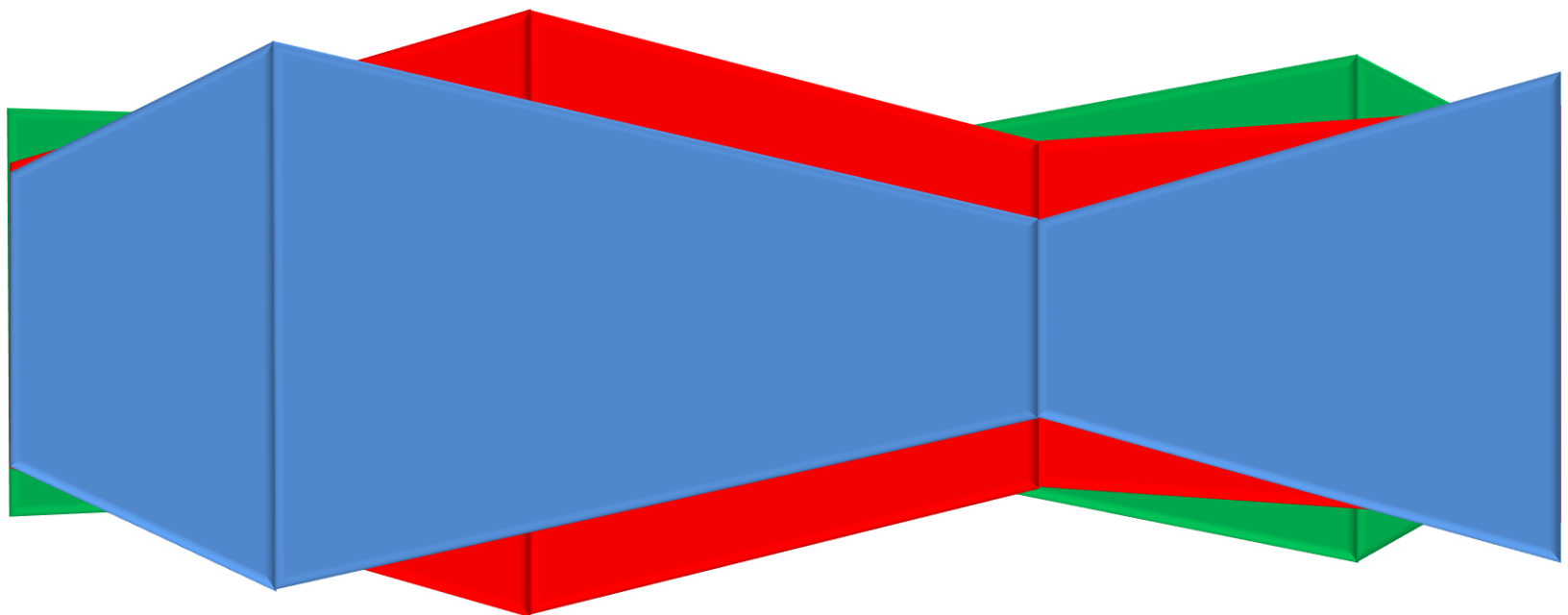


TROY AREA SCHOOL DISTRICT



Everywhere, All the Time Learning

Parent / Student Agreement



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This agreement summarizes key elements of Everywhere All the Time Learning expectations. Please see the THS Student handbook available on the district website for the full policy regarding electronic devices. Please read through this document and sign the final page if you agree.

EATL QUESTIONS AND ANSWERS

Q: What are the goals of the EATL Program?

- ❖ Promote an environment where students have access to everywhere, all the time learning.
- ❖ Equip teachers with tools necessary to differentiate instruction for personalized learning.
- ❖ Prepare students with essential digital literacy skills needed to compete in a global workforce.
- ❖ Provide for deeper learning opportunities that reach beyond a traditional classroom setting.
- ❖ Encourage and motivate students to think critically and apply 21st Century Learning Skills needed for real-world innovation.
- ❖ Cultivate self-directed life-long learning, responsibility, and collaboration using digital communication and productivity tools.

Q: What is the EATL program?

A: It is a District program to provide students with a District-owned iPad as a tool to help integrate new instructional strategies in order to integrate 21st Century Learning Skills in the classroom.

Q: How will the EATL program help me academically?

A: Educational research shows that when students effectively use technology in the classroom, students are provided with deeper learning experiences and are more effectively able to apply 21st Century Learning Skills. To compete in the global economy and equip our students for employment and post-secondary education, the District needs to provide a learning environment that integrates today's digital tools, accommodates mobile lifestyles, and encourages students to work collaboratively in team environments. Through providing this learning environment, we will meet these globally competitive demands which will allow students to manage their own learning at any time and every location. This program is designed to enhance current teaching/instructional strategies through the effective use of technology and 21st Century teaching methods.

Q: When will I receive the District-issued iPad?

A: You will receive a District-issued iPad after the District receives a signed acknowledgement of the Acceptable Use Policy and acceptance or non-acceptance of the school-determined insurance.

Q: What happens if my parents refuse to sign agreeing to the guidelines and acceptable use?

A: Students will need to go to the Technology Department to sign out an assigned laptop every morning and return it at the end of each day of school. Students will still be responsible for any homework assignments that require the use of an iPad to complete.

Q: May I use my own iPad carrying case?

A: No. Students must use the case that the District has purchased. The District is using a case researched for its durability by the district's insurance provider. It is a requirement of the provider that this case be used all the time. Students are never to remove the case.

Q: May I decorate the District provided case or iPad?

A: No, you may not decorate either the case or iPad. iPads or carrying cases that have pencil/pen/magic marker writing on them, stickers, or any other marks on them will be viewed as vandalism. There will be an associated cost to restore the laptop to the original condition if marked intentionally.

Q: Who owns the District iPad?

A: The Troy Area School District owns the District iPad. It is therefore very important that you take good care of it, leave the tags in place, do not damage it or write on it.

Q: May I take the District iPad home?

A: Students may take the iPad home once the orientation has been completed and the Acceptable Use Policy and Insurance Form has been signed.

Q: May I access the Internet and my printer at home with the District iPad?

A: You may use the iPad at home and access your home internet in support of academics. There is a filter installed on the iPad, however; parents should not rely on the filter as a catch-all for inappropriate content. There is no such thing as a perfect filter. Under no circumstances should anyone try to tamper with the installed filter. Any attempts to remove or manipulate the filter will be considered a violation of the Acceptable Use Policy.

Q: What do I do if my District iPad does not work or is damaged?

A: Please report to the Technology Department as soon as possible. It is important not to delay as one problem can lead to another if not solved right away. If your iPad is damaged, we will fix it or send it out for repair. If it needs to be repaired, we will loan you an iPad to use until it is returned. Under no circumstances should you or anyone else take the iPad to a third party to try to fix. District provided iPads are property of the school District and District personnel shall fix related problems.

Q: May I put games or software on the District iPad?

A: Any appropriate games, software, or music that you have legally purchased may be put on your iPad, however; if you install anything on the iPad that causes the iPad to stop functioning, it will be removed. The District is not responsible for any loss incurred for personally owned software, games, or music. Under no circumstance shall students have pay-for games, pay-for software, or music on the iPad in

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which you have not purchased. Unlicensed/illegally obtained media is prohibited and may result in legal action for copyright infringement and/or software piracy by the licensed owners of such.

Q: How do I carry my iPad?

A: Always carry the District iPad in its case, even when at home.

Q: Where do I keep my District iPad while at school?

A: At school, you will use your iPad for nearly all your classes. For any classes not requiring your iPad, or during lunch, you must store your iPad in your locker or at a powering station. If you do not do this, you run the risk of having your iPad collected by faculty/administrators. You are responsible for the iPad and should never leave it unattended or unsecured.

Q: Is there anything special I should do with my District iPad at home?

A: Just be sure you plug it in overnight, so you come to school with a fully charged battery. Also, be sure to bring your iPad and power cord with you every day to school. You will be responsible if your iPad is not ready for classwork every day. It will be viewed as if you have left your textbook at home if your iPad is not charged and ready to go every morning.

GUIDELINES REGARDING CYBER SAFETY

The District needs to provide a learning environment that integrates today's digital tools, accommodates mobile lifestyles, and encourages students to work collaboratively in team environments. Through providing this learning environment, we will meet these demands which will allow students to manage their own learning at any time and any location. However, the Internet is not the place for an all-access pass. Students of all ages need supervision. Below are a few tips that can help keep your child safe online.

- ❖ You should spend time with your child on-line by having them show you his/her favorite online destinations. At the same time, explain about online dangers. Make sure your child keeps passwords secret from everyone (except you). Even best friends have been known to turn against one another and seize control of each other's online accounts.
- ❖ Instruct your child that the iPad is to be used in a common open room in the house, not in their bedroom. It is much more difficult for children to fall prey to predators when the iPad screen is actively being watched by others.
- ❖ If you can, utilize additional content filters at the modem/router level. Remember that even though the school has a filter on the District iPad, it will not be able to block all objectionable material. Content filters are not 100% fail safe. Do not rely on the content filter to protect your child.

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- ❖ Always maintain access to your child's social networking and other on-line accounts and randomly check his/her e-mail. Be up front with your child about your access and reasons why. Tell him or her that protecting them is your job as a parent.
- ❖ Teach your child the responsible use of the resources on-line. Instruct your child:
 - To never arrange a face-to-face meeting with someone they met on-line.
 - To never upload (post) pictures of themselves onto the Internet or on-line service to people they do not personally know.
 - To never give out identifying information such as their name, home address, school name, or telephone number. Teach your child to be generic and anonymous on the Internet. If a site encourages kids to submit their names to personalize the web content, help your child create online nicknames that do not give away personal information.
 - To never download pictures from an unknown source, as there is a good chance there could be sexually explicit images.
 - To never respond to messages or bulletin board postings that are suggestive, obscene, belligerent, or harassing.
 - That whatever they are told on-line may or may not be true.
- ❖ Set clear expectations for your child. Does your child have a list of websites that he/she needs to stick with when doing research? Is your child allowed to use a search engine to find appropriate sites? What sites is your child allowed to visit just for fun? Write down the rules and make sure that he/she knows them.
- ❖ Stay involved with your child's school by remaining in close contact with your child's teachers and counselors. If trouble is brewing among students online, it may affect school. Knowing what's going on at school will increase the chances that you'll hear about what's happening online.
- ❖ Tell your child that people who introduce themselves on the Internet are often not who they say they are. Show your child how easy it is to assume another identity online. Don't assume your child knows everything about the Internet.
- ❖ Video-sharing sites are incredibly popular with children. Children log on to see the funny homemade video the other children are talking about; to watch their favorite soccer player score a winning goal; even to learn how to tie a slip knot. With a free account, users can also create and post their own videos and give and receive feedback. With access to millions of videos comes the risk that your child will stumble upon something disturbing or inappropriate. YouTube has a policy against sexually explicit content and hate speech, but it relies on users to flag content as objectionable. Sit down with your child when they log onto video-sharing sites so you can guide their choices. Tell them that if you're not with them and they see something upsetting, they should get you.
- ❖ Remind your child to stop and consider the consequences before sending or posting anything online. He should ask himself, "Would I want my parents, my principal, my teacher, and my grandparents to see this?" If the answer is no, then they shouldn't send it.

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- ❖ Learn to use privacy settings. Social networking sites, instant messaging programs, even some online games offer ways to control who your child can chat with online or what they can say to each other. Visit the sites where your child goes and look for the sections marked “parents,” “privacy,” or “safety.”

CYBER-BULLYING

The Troy Area School District is committed to providing all students with a safe, healthy, and civil school environment in which all members of the school community are treated with mutual respect, tolerance, and dignity. The school District recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the School Board will not tolerate bullying by District students. For more information, please see Board Policy 249.

1. What is a cyber-bully?

- a. A cyber-bully is someone who uses Internet technology to act cruelly toward another person. Online attacks can be anonymous over the Internet and behave in ways they never would in person. Online attacks can take on a life of their own: A false rumor or a cruel prank can spread quickly among classmates and live on forever in personal computers and cell phones. A fresh new attack threatens wherever there is an internet connection, including the one place where they should feel safe: home.

2. A cyber-bully might:

- a. Use a phone to make repeated prank calls or send unwanted text messages to the victim.
- b. Post cruel comments to the victim’s social network site, send unkind emails or instant messages to the victim.
- c. Create a fake social networking profile to embarrass the victim.
- d. Use a victim’s password to break into his/her account, change settings, lock the victim out, or impersonate the victim.
- e. Forward the victim’s private messages or photos to others. The bully may trick the victim into revealing personal information for this purpose.
- f. Forward or post embarrassing or unflattering photos or videos of the victim.
- g. Spread rumors through IM, text messages, social network sites, or other public forums.
- h. Gang up on or humiliate the victim in online virtual worlds or online games.

3. Here are five suggestions to protect your child:

- a. Remind your child never to share his/her passwords, even with good friends.
- b. If your child has a bad experience online, he/she should tell you right away. If possible, save the evidence in case you need to take further action.
- c. Don't respond to the bully. If the bully sees that your child is upset, he/she is likely to torment even more. Ignore the harassment if possible if not, block the bully from contacting your child by using privacy settings and preferences.
- d. Remind your child to treat others as he/she wants to be treated. This means not striking back when someone is mean and to support friends and others who are being cyber-bullied.
- e. Finally, limit the amount of social time your child is online. Studies show that children are more likely to get into trouble on the Internet—including bullying others or being bullied—the more time they spend online. If you need to, limit the computer time to strictly academics.

4. Is Your Child a Victim?

- a. Most children won't tell their parents that they are being bullied because they are afraid their parents will take away the internet or insist on complaining to the bully's parents. Sometimes children who are bullied are ashamed and blame themselves. Reassure your child that nobody deserves to be mistreated. Tell them that some people try to hurt others to make themselves feel better or because they have been bullied themselves. Let your child know that it is important for you to know what is going on so you can help.

5. Signs that your child is being bullied can be hard to spot but may include:

- a. Seeming nervous or unusually quiet, especially after being online.
- b. Wanting to spend more or less time than usual on online activities.
- c. Not wanting to go outdoors or to school.
- d. Problems sleeping or eating.
- e. Headaches or stomachaches.
- f. Trouble focusing on schoolwork.

6. If you suspect your child is being cyber-bullied, talk to him/her. Tell your child that by talking it over, you can work out a plan to deal with bullying. You might:

- a. **Contact the bully's parents.** Be careful if you decide to do this because it can backfire and make the bullying worse. It is best if you already know the other child's parents and get along with them.

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- b. **Contact your school officials.** Make them aware of the problem and ask them to be on the lookout for signs that your child is being bullied at school. The school counselor or principal may have some strategies or even programs in place for handling bullying in school.
 - c. **Look into filing a complaint against the bully if the behavior persists.** Most internet service providers, websites, and cell phone companies have policies against harassment. You may be able to have the bully's account revoked.
 - d. **Contact the police if you fear for your child's safety.** Cyber-bullying can cross into criminal behavior if it includes threats of violence, extortion, child pornography, obscenity, stalking, extreme harassment, or hate crimes.
7. If you learn that your child is being cruel to someone online, find out why. Often, cyber-bullies are victims themselves. If this is the case with your child, go over the suggestions to help protect them against being bullied. But remind them that bullying someone online or off is never ok.
8. If your child notices someone else being picked on, encourage him/her to support the victim. Many social websites, such as YouTube and Facebook, allow users to report abuse. Bullies often back down when others make it clear they won't tolerate rude or nasty behavior.
9. Cyber-bullying may be the most common online danger, but as a parent, talking openly about the issue is the best way to give your child the tools to protect him/herself from virtual sticks and stones.



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STUDENT SIGNATURE AND INITIALS -

I acknowledge that I have read the EATL Program Student Questions and Answers. _____
(Student initials)

I acknowledge that I have read the guidelines for Cyber Safety and Cyber-bullying. _____
(Student initials)

I acknowledge that I have read, understand, and agree to comply with the EATL Program Responsible Use Policy.

(Student PRINTED NAME) DATE

(Student Signature) DATE

PARENT/GUARDIAN SIGNATURE AND INITIALS -

I acknowledge that I have read the EATL Program Student Questions and Answers. _____
(Parent/Guardian initials)

I acknowledge that I have read the guidelines for Cyber Safety and Cyber-bullying. _____
(Parent/Guardian initials)

I acknowledge that I have read, understand, and agree to comply with the EATL Program Responsible Use Policy.

(Parent/Guardian PRINTED NAME) DATE

(Parent/Guardian Signature) DATE