

<b>Policy Title</b>	<b>Digital Technology Policy</b>		
<b>Name of Policy Writer</b>	<b>S. R. Joshi</b>	<b>Designation</b>	<b>Inclusion Champion</b>
<b>Date of Policy Revision</b>	<b>12 - 04 -2022</b>	<b>Date of Next Revision</b>	<b>12 - 04 - 2023</b>
<b>Policy Code</b>	<b>DEIW/DTP/TCS/202223/11</b>	<b>Department/Section</b>	<b>The Central School</b>

<b>Purpose</b>	<p>To ensure that all stakeholders of our school community understand:</p> <p>(a) Our commitment to provide all stakeholders with the opportunity to benefit from digital technologies to support and enhance learning and teaching at Central School.</p> <p>(b) expected students' responsibility when using digital communication channels including the internet, social media, Educare and digital devices (including computers, laptops, tablets and mobiles)</p> <p>(c) the school's commitment to promoting safe and secure, use of digital channels, and educating students, parents and teachers on risks and preventive responses to any dangers or threats to wellbeing that they might encounter when using the internet and digital technologies</p> <p>(d) our school's policies and procedures for responding to inappropriate student behaviour on digital technologies and the internet</p>
<b>Operational Definitions</b>	<p>The Content: Information, data and electronic services.</p> <p>Electronic Information: Any information which may be stored, processed, generated and transmitted through information technology means and in specific writings, images, sound, digits, letters, symbols, signals and others.</p> <p>Computer Program: A set of data, instructions and orders which are enforceable through information technology means designed for a certain task.</p> <p>Electronic Information System: A set of computer programs and information technology means designed for processing, managing and saving electronic information and the like.</p> <p>Computer Network: Two or more computer programs and information technology means linked together to enable users to access and exchange information.</p>



	<p>Electronic Document: A computer record or data to be established, stored, extracted, copied, sent, notified or received by electronic means through a medium.</p> <p>Website: A place where the electronic information are made available on the computer network, including social communication sites, personal pages and blogs.</p> <p>Information Technology means: Any tool, whether electronic, magnetic, optical, electrochemical or any other tool which is used to process electronic data, perform logical and arithmetic operations or storage functions, and includes any directly related to or operating in conjunction with such means which enables such means to store electronic information or communicate them to others.</p> <p>Electronic: Whatever is related to electromagnetic, photoelectric, digital, credit, or light technology or the like.</p> <p>Internet Protocol address: A numerical label assigned to any information technology means participating in a computer network which is used for communication purposes.</p> <p>Confidential: Any information or data unauthorized to be disclosed or made available to third parties unless by a prior permission from the owner of this authorization.</p> <p>Reception: Viewing or obtaining data or information.</p> <p>Offense: Every deliberate expression against any person or entity deemed by an ordinary person as insulting or afflicts the dignity or honor of that person or entity</p> <p>Educore: The school's Learning Systems management</p> <p>Educare: The school's communication systems management for parents.</p>
<p><i>Scope</i></p>	<p>This policy applies to all students at The Central School. Staff use of technology is governed by the IT Department's Acceptable Use Policy.</p>
	<p>The Central School understands that digital technologies including the</p>



<p><i>Aims and Objectives</i></p>	<p>internet, apps, computers and tablets provide students with rich opportunities to support learning and development in a range of ways.</p> <p>Through increased access to digital technologies, students can benefit from enhanced learning that is interactive, collaborative, personalised and engaging. It also enables customizing students' particular interests and transforms assessment, reporting and feedback, enhancing collaboration and communication.</p> <p>The Central School believes that the use of digital technologies at school allows the development of valuable skills and knowledge and prepares students to compete in globalised and inter-connected world.</p>
<p><i>Safe and appropriate use of Digital Technology</i></p>	<p>At The Central School, we are committed to educating all students to be safe, responsible in the use of digital channels, providing them with skills and knowledge to navigate the digital age.</p> <p>In the Central School,</p> <ul style="list-style-type: none"><li>• use online sites and digital tools that support students' learning on adapting child-centered learning</li><li>• Monitor and support students using digital technologies in the classroom</li><li>• Students take responsibility in addressing any issues or incidents that have the potential to impact on the wellbeing.</li><li>• educate our students about digital issues such as online privacy, intellectual property and copyright, and the importance of maintaining their own privacy online.</li><li>• actively educate and remind students of our antibullying and anti-harrasment/anti-discrimination policy that outlines our School's values and expected student online behaviours</li><li>• have an Acceptable Use Agreement outlining the expectations of students when using digital technology at school</li><li>• use clear protocols and procedures to protect students working in online</li></ul>

	<p>spaces, which includes reviewing the safety and appropriateness of online tools and communities, removing offensive content at earliest opportunity</p> <ul style="list-style-type: none"> <li>• educate our students on appropriate responses to any dangers or threats to wellbeing that they may encounter when using the internet and other digital technologies</li> <li>• provide a filtered internet service to block access to inappropriate content • refer suspected illegal online acts to the relevant law enforcement authority for investigation</li> <li>• support care givers to understand safe and responsible use of digital technologies and the strategies that can be implemented at home.</li> <li>• It is the responsibility of all students to protect their own password and not divulge it to another person. If a student or staff member knows or suspects an account has been breached, the account holder must notify the teacher or technology manager as appropriate, immediately.</li> </ul> <p>All messages created, sent or retrieved on the school's network are the property of the school. The school reserves the right to access and monitor all messages and files on the computer system, as necessary and appropriate. Communications including text and images may be required to be disclosed to law enforcement and other third parties without the consent of the sender.</p>
<p><b>Teachers' Responsibilities</b></p>	<p>Teachers of Phase-1: Role and responsibilities</p> <ol style="list-style-type: none"> <li>1. All classes would be conducted on google meet. The e-learning guide has already been shared to all teachers.</li> <li>2. All the class periods are counted and attendance taken.             <ol style="list-style-type: none"> <li>a. Point 2 means that when schools open for physical attendance, the on- line attendance would be counted</li> <li>b. Parent has to promptly report on-line attendance.</li> <li>c. Student should be at all times be under physical supervision of an adult</li> <li>d. Point 2 also means that the time period that has expended on-line teaching will also be continuous and the chances of starting from the beginning would not be available.</li> </ol> </li> </ol>



- e. Point 2 also means that if remote/distance/e-learning continuous until the month of June. Then the on-line formal assessment is counted and recorded.
3. Technically Teachers have to EMPOWER the parents to teach “how to teach their children”
4. Teachers have to explain the parent step-by-step the specific learning objective and the time period in which they have to teach and discuss the learning outcome.
5. Teachers will modulate according to the learning capacity of the students in the class.
6. All the teachers who have students of determination must share the IEP-1 with all the parents.
7. The DEIW coordinator would conduct an on-line interview with the parents and record the immediate needs of the children, which becomes the targets for the SMART goals.
  - a. Point 10 means that teacher has to invite the Coordinator during a special IEP meeting on-line through google meeting (hangouts) where the parents’ concern is recorded and IEPs are designed for each student.
8. Assessments:
  - a. Teachers shall record day to day evaluation at the end of each sessions
  - b. Parents have to demonstrate that their ward has achieved the targets before conclusion of the day’s class periods.
  - c. Home works given by the teachers must be completed and promptly uploaded/recorded (as per the convenience) of the parent-teacher.
  - d. The progress is recorded as the achieved goal of “Teaching-Learning Process”
9. Assessment of SoDs: DEIW will be monitoring and guiding the parents on learning behaviors and provide simple exercises to improve cognition and feelings on the principles of behavioral theory.

#### **Teachers other than phase-1: Roles and responsibilities.**

1. Teachers have to log-in and log-out according to the timetable only.
2. They are to be presentable and professional.
3. They are allowed the same recess periods provided to the students.
4. They are to be available at all times and should not inactivate their video (only during recess periods)



5. Their work climate should be presentable and have a wall or shades as their backdrop.
6. Illustrations and examples are supposed to be displayed on the board.
7. They are free to use you tube channels to explain their concept.
8. Teachers who are living in shared apartments or in bed spaces will be exempted from strict log-in and log-out periods. However, they have to accommodate their time in such a way that they have to complete their day's portion and record the evaluation and present it to the supervisor in proper order.
9. Teachers must report incidents of misconduct which are under mentioned and inform the parent/caregivers/significant adults about the consequences of the same.
10. They are expected to share IEPs with the parents of SoDs listed in the DEIW registration and explain how the IEPs functions and the expected outcomes.
11. They have to monitor the SoDs and provide differentiated worksheet and document the completed worksheets.
12. The teachers must send the invite to the respective DEIW coordinators for them to scaffold and support the class

The DEIW phase wise coordinators are expected to

1. Observe the quality of the classes and report to the Head of Inclusion.
2. Responsible in collecting the data of evaluation and cleanse it for further analysis along with teachers.
3. Provide the necessary action to deliver their lesson via online. Students are given the link in accessing online classrooms and video teleconferencing, *SEND Coordinators must be invited for monitoring;*
4. Identify students who have difficulty in the academics (consistent failing marks) and emotional (or maybe behavioural) aspects so that online testing (IQ testing) and other related actions will be provided by the DEIW;
5. Do careful coordination with the SEND Educator for proper guidance and assistance; and
6. Provide topics beforehand so that worksheets and/or online materials will be given for reinforcement and learning checks.
7. for remedial classes conducted by the DEIW. Teachers are expected to provide worksheets.
8. Inform the learning objective as a connection with the topic /period taught before.
9. Students need to be clear on the success criteria based on the concept



	<p>taught.</p> <ol style="list-style-type: none"><li>10. Pre reading before an online class.</li><li>11. A 20 minutes of teacher explanation on the topic.</li><li>12. Short quiz on the topic</li><li>13. Teacher gets the analysis of the quiz and clears the doubts.</li><li>14. If parents are engaging the teachers online beyond the class periods or in any case disturbing the class time then Teachers must relieve the on-line class politely explaining the condition.</li><li>15. Teachers are expected to read the e-learning guidelines through Educore published by the DEIW.</li></ol>
<p><b>Responsibility of Students</b></p>	<p>Comply with official times and dates in accordance with the regulations and laws issued by the Distance Learning Program by the School.</p> <p>Keep the device dedicated for the school work and possibly do not share with anyone.</p> <p>Follow all the guidelines and direction of your teacher for each subject and report for any difficulty. Always put the video on and mic off.</p> <p>For any other psychological and academic difficulties, and cyberbullying complaints please approach the Department of Empowerment to Inclusion and wellbeing (DEIW).</p> <p>Participate in all the School cultural functions on-line cooperatively.</p> <p>See that your notes are complete before helping others in doing so.</p> <p><b>Things you Should not Do:</b></p> <ol style="list-style-type: none"><li>1. Never take any kind of photograph, snapshot, snipping any of the classroom.</li><li>2. Never share classroom out of the school</li><li>3. Never chat during the class, except when the teacher is allowed to.</li><li>4. Never interrupt the class.</li><li>5. Do not edit any document sent by the teacher or school except when you are allowed to.</li></ol>





*Responsibility  
of Parents*

**Parental guide to engage their children in E-learning**

During the distance-learning period, parents play an important role in their child's success. Therefore we encourage the parent to take an active interest in their online learning and provide the right learning environment at home.

**Eco-system**

Safe online learning environment encourages the child's learning device to be placed in a common area of your home where you can monitor their online activity and time spent online. For older children, this strategy will allow them to monitor in an indirect manner.

For very young children, our Teachers encourage short learning periods under the direct supervision of the parent.

**Learning Management and Support:**

Parent involvement will motivate the child and will have a positive impact on their success and self-confidence. We encourage the parent to check your child's learning objectives and learning timetable regularly. We also advise that you check in on their online e-learning platform daily to review course materials, announcements and assignment feedback.

Parents can support their children by going over the assignment with their children before they start their work and ideally parents should also look over the work and provide positive reinforcement to their children for the effort they put into their learning. Once parents receive feedback from teachers, they should also share the feedback with students as it is important for students to get feedback and know that parents are being kept up to date by their schools.

For younger children, we recommend that parents help them with lessons and ensure they have completed work by deadline dates. Encouragement and celebration of your child's achievements can be a great motivator and make them feel that their efforts are being noticed.

After school hours of e-learning, parents are strongly encouraged to cultivate





a leisure time activity with their children, this will make them ready for next day's school schedule.

1. Know your child's daily/weekly learning schedule and learning objectives beforehand.
2. Follow the time table provided by the school.
3. Encourage and celebrate your child's achievements and efforts.
4. Give positive feedback about how they are handling their learning.
5. Have one-on-one positive conversations and interactions with your child, especially if they are misbehaving.
6. Talk about the importance of the activity at hand.
7. Expose them to new learning experiences that will excite their interest such as by creating small learning competitions among siblings or classmates.
8. Create a schedule for device usage if you do not have enough devices.
9. Divide monitoring and support duty with your family members.
10. Frequently check the information and materials being exchanged between your child, their peers, and the school or a third entity. This will not only help you to stay up to date on your child's learning progress, but you can also monitor if personal information, such as contact details have been exchanged with strangers, or if your child has been exposed to inappropriate materials.
11. If you witness something inappropriate on an online platform, report it immediately to the school. Have frequent conversations with your child to gauge if they may have experienced inappropriate behavior online. We urge you to take immediate action by reporting the matter to the school immediately

**S. R. Joshi**  
**Inclusion Champion**  
**Department of Empowerment for Inclusion and Wellbeing (DEIW)**  
**The Central School**

*Date:10 - 03 - 21*

*Signature of Principal*



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