EIS Information Technology Manual- 2023-24

EDUBRIDGE INTERNATIONAL SCHOOL

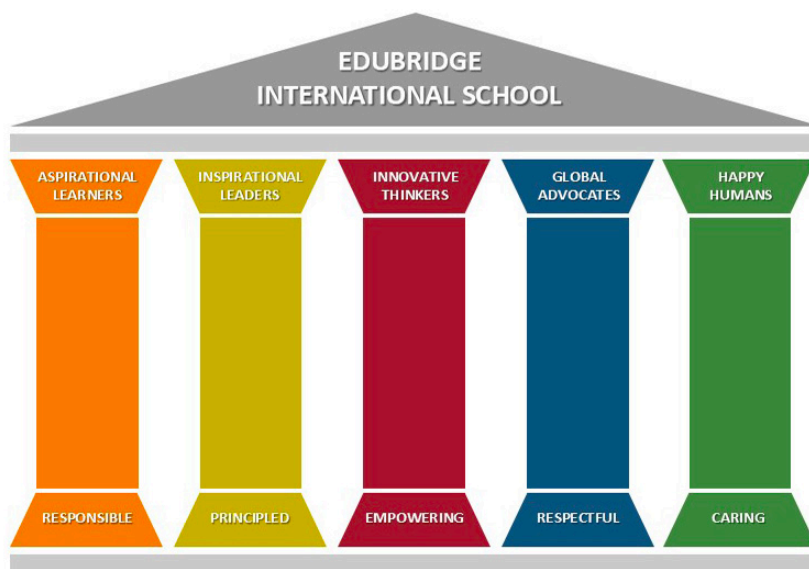| ASPIRATIONAL LEARNERS	INSPIRATIONAL LEADERS	INNOVATIVE THINKERS	GLOBAL ADVOCATES	HAPPY HUMANS
RESPONSIBLE	PRINCIPLED	EMPOWERING	RESPECTFUL	CARING

GUIDING STATEMENTS

Our Guiding Statements are central to everything we do. That is to say, we use them as a compass to inform our aspirations, actions and decisions.

EIS Vision

Aspirational Learners
Inspirational Leaders
Innovative Thinkers
Global Advocates
Happy Humans

EIS Mission

Providing well-being

and high-quality learning

in pursuit of varied success

and a better world for all

EIS Core Values

Empowering
Caring
Principled
Respectful
Responsible

Status of the ICT policy

The ICT policy is a "living document," i.e. it is continuously evolving and informed by research, best practice, and changes in the technology profile of the school

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PART 1: WHO WE ARE

OUR SCHOOL

Edubridge International School (EIS) is an IB World School in Mumbai offering the PYP, MYP, and DP International Baccalaureate Programmes. High-quality learning, well-being, and continuous school improvement are kept in the spotlight, in all contexts and at all times. We promote the Growth Mindset and give voice and choice to all students. We empower students, teachers, and parents to take initiative, question everything, and think outside the box to find better ways of doing things. We don't shy away from new approaches or constructive criticism. As a diverse learning community, we celebrate differences and embrace our common humanity, upholding the universal values of justice, equality, and dignity. We uphold the UN Rights of the Child and embed the UN Sustainable Development Goals across the curriculum, partnering with students, as fellow advocates, in service-learning and environmental initiatives. All this, in pursuit of 'Aspirational Learners', 'Inspirational Leaders', 'Innovative Thinkers', 'Global Advocates', 'Happy Humans', varied success and a better world for all.

OUR INFORMATION TECHNOLOGY TEAM

🌱 Aashi Bhawnani (Admissions & Communications Coordinator)	🌱 Ajit Charvat (Information & Technology (IT Manager)
🌱 Prachi Shah (PYP Homeroom Teacher)	🌱 Simran Sharma (PYP Dance and Drama Teacher)
🌱 Hetal Shah (PYP Homeroom Teacher)	🌱 Priyanka Jhaveri (PYP Homeroom Teacher)
🌱 Mansi Gandhi (Assistant MYP Coordinator & Secondary School Science Teacher)	🌱 Ekta Kaper (Secondary Computer Science Teacher)
🌱 Emmanuel George (Secondary School Business Management Teacher, Extended Essay Coordinator, DP Examination Officer, MYP Toddle in charge)	

OUR PURPOSE:

EIS has an Information and Communication Technology (ICT) Policy to state its philosophy about the appropriate use of the School's ICT facilities, as well as to reiterate the values of fairness and respect.

The 3 Es
★ Enhance - To significantly alter the way that teaching and learning take place using ICT
★ Extend - Deeper learning through ICT- based teaching and learning resources
★ Empower - Students take control of learning. They use ICT to research and manage their own learning

To make these resources available to everyone, EIS expects that everyone using the school's tools and devices will do so in a way that is consistent with the school's vision and mission. Educators will instruct students about what constitutes appropriate use and also model appropriate use.

The aims of ICT are to enable children:

- ★ To develop ICT capability in finding, selecting, and using information
- ★ To help students identify their interests and help students make career choices in the field of Information Technology
- ★ To use ICT for effective and appropriate communication
- ★ To apply hardware and software to creative and appropriate uses of information
- ★ To apply their ICT skills and knowledge to their learning in other areas, and ultimately to use it to self-assess, monitor, and plan their own learning
- ★ To use their ICT skills to develop their language and communication skills
- ★ To explore their attitudes towards ICT and its value to them and society in general. For example, to learn about issues of security, confidentiality, accuracy and appropriate usage.

OUR PHILOSOPHY:

ICT plays a crucial role as we prepare learners to succeed in the globally connected world around them. It is important to us that students acquire computer literacy at an early age. ICT provides opportunities for the transformation of teaching and learning and enables students to investigate, create, communicate, collaborate, organize and be responsible for their own learning and actions. EIS makes intensive use of Information Technology throughout the school to provide an interactive learning environment for all students. In doing so, students will use the school's infrastructure and technology facilities such as computers and computer programs, multimedia resources, and the internet to enhance their learning experience. We enable them to find, explore, analyze, exchange, and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way.

The IB learner profile is integral to teaching and learning because it represents the qualities of effective learners and internationally-minded students. The learner profile, together with the five essential elements of the programme-concepts, knowledge, skills, attitude and action, inform the integration of ICT in planning, teaching and assessing in the PYP.
ICT skills are relevant to the interdisciplinary units of inquiry and subject group-wise inquiries, in the MYP and DP.

DEFINITION

- ★ **User:** Any student, staff member, employee, parent or visitor who uses EIS's ICT facilities whether on or off campus.

- ★ **EIS's ICT Facilities:** Any hardware or software purchased by EIS, including but not limited to the school's computer network, computers, media labs, proprietary software, classroom technology including projectors, interactive whiteboards etc.

IB LEARNER PROFILE TO DEVELOP ICT SKILLS

Our EIS Learner Profile aligns with current educational research, UNESCO's Principles of Learning, Oxfam's Principles of Global Citizenship, and each of the IB Programmes. It applies to our entire learning community, which encompasses our students, staff, parents, and school leaders.

ASPIRATIONAL LEARNERS	INSPIRATIONAL LEADERS	INNOVATIVE THINKERS	GLOBAL ADVOCATES	HAPPY HUMANS
We are Goal-oriented	**We are Principled**	**We are Knowledgeable**	**We are Globally-minded**	**We are Caring**
Our goals are motivating, challenging and important, and relevant to us. We communicate them to our teachers, parents, and peers so they can support us. We aim for enjoyment and progress - not perfection - as we compete with ourselves not others. We celebrate success, appreciating that there are many ways to be successful and success is different for everyone. We seek guidance from teachers, parents, and peers, as we develop our own pathways to success.	We have a strong sense of fairness and justice, respecting the dignity and rights of every kind of individual. We strive to be honest and always do the right thing, no matter who is watching. Our integrity brings out the best in others. We accept others without trying to change them, having courtesy for the beliefs and norms of other groups. We celebrate diversity, seeing our differences as positive because they make us unique. We show humility and understand that respect is a two-way street that raises everyone's self-esteem and well-being.	We seek and consolidate factual, procedural, and conceptual knowledge across different disciplines to serve as a foundation for deeper thinking. We evaluate a range of points of view, thinking critically about the validity of claims, the quality of sources, and the extent to which our personal biases might impair our objectivity.	We embrace our common humanity and uphold the universal values of justice, equality, and dignity. We purposefully cultivate a sense of connection with nature and society. We think critically and systemically about important local and global issues. We are digital citizens and advocates for people and the environment - in pursuit of a more peaceful, tolerant, inclusive, and sustainable world.	We constantly give kindness and receive it in return. We are sensitive to the feelings and difficulties of others, forgiving others and showing compassion. We are friendly to all, especially those who receive little attention. We have a commitment to service, acting to make a positive difference in the lives of others and in the world around us.
We are Reflective	**We are Responsible**	**We are Critical Thinkers**	**We are Open-minded**	**We are Effective Communicators**
We continuously reflect on our learning to know our strengths and weaknesses, celebrate success, motivate ourselves, boost our confidence, consider what is and isn't working, make adjustments before frustrations set in,	We take responsible action in pursuit of ethical decisions and positive outcomes. We show initiative and take responsibility for the consequences of our actions. We don't complain, cancel plans, procrastinate, or make excuses. We organize our time and our lives. We are honest about	We evaluate ideas and arguments in terms of their implications, limitations and dialectical and epistemological dimensions. We use conceptual thinking to recognize complex problems and apply learned material in new	We listen to the ideas and perspectives of others and are willing to grow from the experience. We consider how our backgrounds and cultures shape our beliefs, behaviors, and biases. We maintain a healthy skepticism, seeing all	We express ourselves positively, confidently, and skillfully - feeling free to ask questions, share ideas, raise concerns, voice opinions, and communicate feelings. We listen to others and feel heard and cared

and plan our next steps. We are resilient, adapting to change and overcoming challenges through practice, perseverance, hard work, and resourcefulness. Mistakes and setbacks don't dishearten us - they teach us, motivate us, and develop us.	our feelings, yet control our emotions. We know that trust needs to be earned. Our good habits are infectious.	situations and contexts. We interpret information carefully to construct meaning and gain deeper understanding. We analyze systems to determine how the parts relate to one another or to an overall structure or purpose. We strive to make fair judgments, valid conclusions, sophisticated syntheses, and creative solutions for complex problems.	knowledge as tentative and changing our opinions in the face of new evidence. We seek new experiences, often going outside our comfort zones to expand our capacities.	about in return. We collaborate effectively, lifting one another in pursuit of team goals. We achieve synergy in groups without succumbing to 'groupthink'. We speak clearly to clarify our roles, responsibilities, and timelines. We accept mistakes without assigning blame. We celebrate the success that teamwork brings.
We are Risk-takers	**We are Empowering**	**We are Inquirers**	**We are Culturally-minded**	**We are Balanced**
We don't shy away from being ourselves, standing up for the well-being of others, speaking the truth, receiving constructive criticism, and attempting difficult tasks when mistakes are bound to happen. We are comfortable with nuance, complexity, and ambiguity, approaching uncertainty with forethought and determination. When appropriate, we challenge authority, assumptions, and conventions to create new or better ways of doing things.	We are non-controlling, giving voice and choice to all. We lead by example, never asking the team to do things we could simply do ourselves. We support each other in pursuit of collective success, valuing "*Us and We*" more than "*I and Me*". Our humility uplifts others. Our passion inspires others. Our magnanimity motivates others.	We nurture our curiosity, developing skills for independent inquiry and research. We thrive with open-ended tasks that unleash our creativity. We enjoy being inventive and experimental in all subjects, using established techniques or trial-and-error to gain insights, make discoveries, and create designs. We apply successful learning strategies from one situation or subject in another. We learn with enthusiasm and sustain our love of learning throughout life.	Our own cultures, identities, values, and personal histories matter to us. We celebrate the diversity of the human tapestry, respect different traditions and every kind of person, listening with compassion and without judgment. We learn in multiple languages and think in multiple perspectives. We self-monitor our words and actions to avoid offense.	We understand the importance of balancing the different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We accept life's tribulations and raise our well-being by having gratitude for all the positives in our lives, being social at home and at school, presuming good intentions in others, competing with self, not others, and reflecting regularly on our personal growth and academic progress.

ATL Skills	Student Learning Expectations	Key Questions
Communication Literacy	Including reading strategies, using and interpreting a range of content-specific terminology. **Being informed:** including the use of a variety of media **Informing others:** including presentation skills using a variety of media	● What communication tools do I use? ● Which ways of communicating do I need to improve on? ● How can I better communicate my understanding?
Information Literacy	**Accessing information:** including researching from a variety of sources using a range of technologies, identifying primary and secondary sources. **Selecting and organizing information:** including identifying points of view, bias and weaknesses, using primary and secondary sources, making connections between a variety of resources. **Referencing:** including the use of citing, footnotes and referencing of sources, respecting the concept of intellectual property rights.	● How can I access information? ● How do I know if this information is reliable? ● What will I do with this information?

PART 2: WHAT IS THE ROLE OF ICT AND SCHEME OF WORK

TECHNOLOGY INTEGRATION AND IMPLEMENTATION

Technology has the power to bring the learning community closer together and overcome boundaries. It is a means to investigate ideas, communicate findings, connect people and innovate solutions. Purposeful technology integration and implementation in authentic contexts can excite, invite, support and extend learning in multiple ways. Effective integration and implementation of technology considers:

★ the shared understanding about the value of technology in imparting high quality learning and teaching
★ the agency of all members in technology decisions
★ its accessibility to all learners
★ its adaptability across contexts—cultural, physical and educational
★ its support of intercultural understanding, global engagement and multilingualism
★ its enhancement in the collection, creation, design and analysis of significant content
★ the understanding of how to use technology safely and with discernment
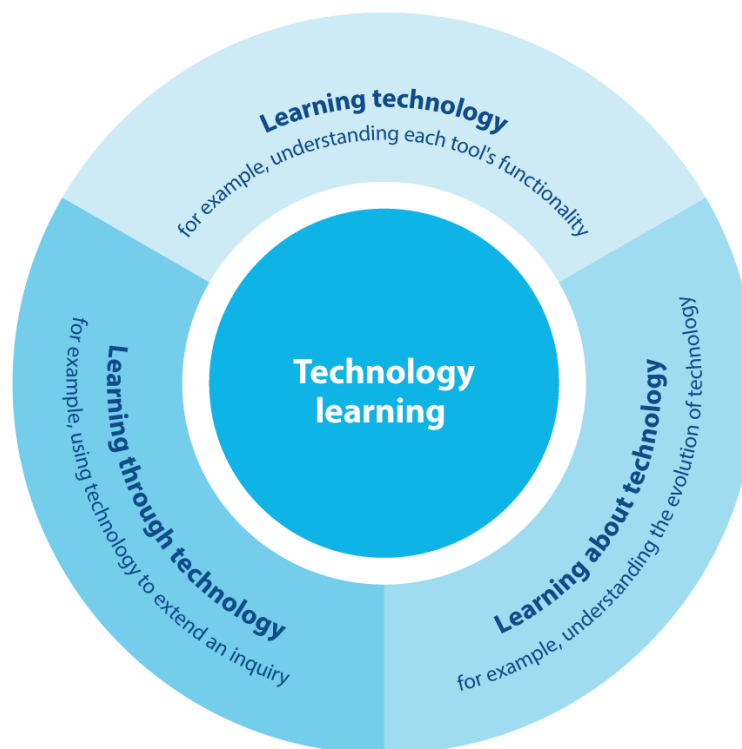
Figure TE01 Technology learning and teaching

Technology learning and teaching immerses students in the interplay between learning technology, learning about technology and learning through technology. Technology learning and teaching is best supported, strengthened and extended within the transdisciplinary programme of inquiry where students can apply technology in purposeful and authentic contexts. Seamless integration of technology enhances student agency, enabling students to learn in any context—formally and informally, through individual and social learning, and in any time and place (Looi et al. 2010). Therefore, all members of the learning community are technology teachers responsible for both the learning and teaching of technology, as well as its integration.

THE ROLE OF TECHNOLOGY TO SUPPORT TEACHING AND LEARNING

The effective integration of ICT enhances the learner's opportunity to connect globally and to explore different perspectives in order to understand evolving cultural and social norms. The following list of ICT skills provides the whole school community with a structure for using ICT as a tool for learning. All teachers working with students will find that the ICT skills will be relevant to the transdisciplinary/interdisciplinary units of inquiry and subject group wise inquiries in the PYP, MYP and DP. ICT includes a variety of approaches to help connect learners within both the local and global community in order to empower learning. Likewise, ICT skills are relevant to the interdisciplinary units of inquiry and subject group-wise inquiries, in the MYP and DP.

ICT in the school is integral to teaching & learning and uses a range of digital tools, media and learning environment. ICT provides opportunities to students to investigate to find answers using ICT tools, create ICT tools, communicate their learning and share ideas, views and feedback through ICT, collaborate to participate in sharing & creating knowledge and organize ideas and understanding systems to be used. As students engage with ICT they come across a deeper understanding of the tool as well as its usage in everyday life.

Throughout the school the focus of ICT is to learn to use technology as well as enhance learning throughout the curriculum. It is a tool for learning and using the skills in various subject areas.

ICT SKILLS

The following six ICT skills are relevant to all learners: investigating, creating, communicating, collaborating, organising and becoming responsible digital citizens. Each skill is transdisciplinary and will support learning both within the transdisciplinary programme of inquiry and within the subject areas. These skills interact with each other to support the development of learners. Therefore, teachers should consider these skills when planning for teaching and should look for evidence of them in student learning.

Investigating: To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content. Through investigation, learners critically evaluate a variety of sources, making connections and synthesising findings to apply knowledge to real-life contexts.

Creating: To create and edit digital content. To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. Learners construct meaning, apply critical thinking and original ideas to real-world situations, and share knowledge through self-expression, problem-posing and problem-solving, and reflection.

Communicating: To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. Communicating is the exchange of information with various audiences using a range of media and formats. Effective communicators contribute to cross-cultural understanding, make informed choices when deciding on tools to articulate meaning, and provide relevant, significant feedback to others.

Collaborating: Using social media networks appropriately to build and develop relationships is the process through which learners validate and negotiate ideas and reach a deeper understanding and a global perspective.

Media literacy skills: Students demonstrate media literacy by interacting with media to use and create ideas and information.

Organizing: To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution. Learners understand that ICT systems can be used to inform, adapt, manage and problem-solve during their creative, communicative, collaborative and investigative processes.

Becoming responsible digital citizens: In a globally connected digital world, learners are empowered to be responsible for their actions, to value others' rights and to practice safe and legal behaviors. To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.

As an aid to reflection, The following set of examples of good ICT practice has been produced. It is believed that these examples are worthy of consideration by anyone committed to continual improvement of practice.

Increased emphasis on	Decreased emphasis on
Concept-driven and transdisciplinary teaching taking place both inside and outside the programme of inquiry	Teaching an isolated subject or topic
Using ICT to investigate, create, communicate, collaborate, organize and be responsible digital citizens	Learning ICT as a series of skill sets for their own sake
Authentic embedding of ICT across the curriculum	Stand-alone ICT lessons
Viewing teachers and students as collaborators in the learning process	Viewing the teacher as the sole deliverer of skills and knowledge
Providing opportunities for student choice to encourage students to take responsibility for their learning	Using specific ICT tools exclusively for particular tasks
Learning as part of a broader community of learners	Learners learning in isolation as a dominant feature
Adapting multiple systems or approaches (for example, platform or application) according to the situation and needs of learners	Reliance on one system or approach (for example, platform or application)
Collaborative planning and reflection	Planning for ICT instruction in isolation
Professional learning as a continual process	Professional learning as a one-time event or opportunity
Professional learning provided within authentic contexts	Stand-alone professional learning
Learning beyond the classroom through global connections	Learning restricted to the classroom or ICT lab
Management of ICT resources to meet educational goals	Management of ICT resources without strategic planning
Publishing content for an authentic audience, for example, using social media tools to communicate a message to a wider group of people.	Printing student work for display on the school bulletin board only.

SCHEME OF WORK FOR ICT

In order to ensure complete coverage of the various curricula , we have a curriculum map for ICT. The ICT curriculum has a creative, flexible and multi-disciplined focus to ensure that our students are effectively engaged in their learning, that they have the opportunity to use ICT in a variety of different ways. The approach allows students the opportunity to extend their learning by combining different ICT skills to create work that they can be proud of.

In the Early Years, we aim at building a strong foundation in ICT, as early experiences will help them get acquainted with the new digital-day and age, considering that it has to be age appropriate.

The learning outcome focuses on locating and using appropriate ICT iconography to activate different devices, for example, computer games, CD player, television,etc.

Online learning: We focus on fostering independent learning by helping our students to get well-equipped with Zoom icons, as we have been using the Zoom platform for all our online classes (eg. Mute/Unmute, Video On/Off, Use emoticons to enhance their non-verbal communication skills and also the Annotation option to engage them in educational games).

PRIMARY YEARS PROGRAMME

The responsibility for learning about and through ICT is shared by all teachers. Students are encouraged to inquire into the usage of ICT beyond the curriculum too. The ICT curriculum looks at the following 6 skills as relevant to all:

- ★ investigate,
- ★ create,
- ★ communicate,
- ★ collaborate
- ★ organize
- ★ be responsible citizens.

The role of all PYP teachers is to create authentic learning engagements using and creating opportunities to use ICT. They are all responsible for using ICT to it's best effect throughout the curriculum. ICT facilitates students to become responsible digital citizens who exhibit skills, apply knowledge and are honest. During this time the home room teacher also collaborates to look at the skills which would facilitate students to make transdisciplinary connections.

MIDDLE YEARS PROGRAMME

Technology literacy is used

- ★ As a means of expanding students' knowledge of the world in which they live
- ★ As a channel for developing concepts and skills
- ★ As a powerful communication tool

ICT provides a wide range of resources and applications for teachers to explore in order to enhance teaching and learning. Technology literacy is interwoven in the MYP curriculum.

The Design technology enables students to understand the approach to the product life cycle.

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt to our environment; how we communicate with others; how we are able to solve problems; how we work and live.

Design is the link between innovation and creativity, taking thoughts and exploring   the possibilities and constraints associated with products or systems, allowing them   to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centered and focuses on the needs, wants and limitations of the end user(*Reference- IB Design Guide-2014*)

Arts (Music), use software to create artwork - to become informed and critical observers and makers of visual culture and media. Developing skills, techniques and processes in order to communicate concepts and ideas. Acquiring, developing and applying skills in the process of making and communicating visual arts being encouraged to think laterally, develop curiosity and purposefully explore and challenge boundaries (reference IBDP Visual Arts guide - 2016)

DIPLOMA PROGRAMME

The Diploma programme offers Computer Science subject choices at HL and SL levels to students. The course outline is developed for two years of study and teachers ensure that all aims and objectives of the subject are met effectively, the use of ICT is not limited to the subjects alone, all subject teachers are expected to incorporate and use ICT skills in their planning. Regular collaborative planning ensures that the staff shares amongst themselves the best practices of using IT tools. Specialised subject specific software is also used by teachers to enhance ATL's in their subject area. Also students have the choice to work in lens media, digital art-making practice in Visual Arts subject curriculum.

ICT RESOURCES FOR EYP, PYP, MYP and DP (Scope & Sequence, Apps, websites, devices)

EYP	PYP	MYP	DP
Scope & Sequence	Scope & Sequence	Digital Citizenship S&S	Digital Citizenship S&S
List of applications for Teaching and Learning.	List of applications for Teaching and Learning.	List of Online Tools and Applications used in MYP and DP	List of Online Tools and Applications used in DP

PART 3: OUR APPROACHES TO USE OF INFORMATION TECHNOLOGY

STANDARDS FOR STAKEHOLDERS OF THE SCHOOL COMMUNITY

SCHOOL LEADERS:

★ School leaders promote a positive and advanced ICT culture within the school and model effective use of information and communications technology
★ School leaders engage teachers, students, parents and partners in promoting the effective use of ICT and the school's vision for information and communications technology
★ There are highly functional, easily accessible, and clearly defined systems available to the school community for the implementation of information and communications technology
★ ICT implementation is driven by a desire to improve student learning and is improved by reflective practice including an awareness of research and developing trends in information and communications technology
★ ICT training forms a significant part of the professional development of teachers
★ Information and communications technology is implemented in a collaborative manner, and teachers are given time to take chances with technology, alone and in groups, and to design ICT-enriched learning activities through collective inquiry
★ There is a clearly communicated school technology policy, as highlighted through "Terms and Conditions of Acceptable Use of EIS's ICT Facilities" given below. Teachers and students are aware when they should use information and communications technology, and when they should not use it

TEACHERS:

- ★ Teachers design classroom activities that innovatively use ICT and allow students to independently set learning goals that utilise information and communications technology
- ★ Teachers collaboratively plan and develop classroom activities that innovatively use information and communications technology
- ★ Teachers develop their ICT skills as part of individual and collective professional growth plans that are clearly articulated
- ★ Teachers demonstrate an awareness of the school policy that there are times when ICT is appropriate and times when it is not, and they can manage classrooms such that students know when to use ICT and when not to use it

STUDENTS:

- ★ Students use ICT creatively and become innovators with information and communications technology, not just users of ICT
- ★ The use of ICT allows students to set independent goals and to extend their learning beyond what would have been possible without ICT
- ★ Students working together on group activities will use ICT facilities to accomplish goals with information and communications technology
- ★ Students share ideas and teach others about the use of information and communications technology
- ★ Students demonstrate a clear awareness of cyber wellness and appropriate use of information and communications technology
- ★ There is no evidence of cyber bullying within the school but students are clearly aware of the dangers of cyberbullying and know how to react appropriately if it occurs
- ★ Every student must sign the Terms and Conditions of Acceptable Use before using any of EIS's ICT facilities
- ★ Every student abides by the rules, as set out by the Terms and Conditions of Acceptable Use, and students collectively and whole-heartedly safeguard the schools ICT facilities and its users

PART 4: ICT USAGE POLICY FOR STUDENTS AND STAFF

- **EIS BYOD POLICY**

Purpose

This policy delineates the acceptable utilization of electronic devices to uphold a safe and secure educational environment, aiming to equip students for the future, enhance learning experiences, and cultivate digital citizenship.

User Definition

A user is any individual granted authorization to utilize electronic devices. This encompasses students, parents, staff, volunteers, visitors, contractors, or individuals employed by service providers.

1. Authorized Use of Electronic Devices

Electronic devices brought to school are limited to educational and administrative purposes, permissible only in approved locations and during designated times under the supervision of school personnel. Authorized users shall:

- ★ Use electronic devices in accordance with the expectations outlined in this policy and Online safety policy listed below.
- ★ Take photographs and audio/video recordings only when expressly authorized by school personnel for educational purposes.
- ★ Access the school network exclusively through approved infrastructure.

2. Unauthorised Use of Electronic Devices

Prohibited uses of electronic devices includes, but are not limited to:

- Operating in areas where there is a reasonable expectation of privacy, such as change rooms or restrooms.
- Circumventing the school's approved network infrastructure to access Internet connections using an external wireless provider.
- Downloading files unrelated to educational activities.
- Engaging in non-educational activities such as playing games, watching videos, using social media, listening to music, texting, or taking personal calls.
- Cheating on assignments or tests.
- Accessing confidential information.
- Using photographs and audio/video recordings for purposes unrelated to the school assignment.
- Obtaining unauthorised access and using it to alter, destroy, or remove data.
- Engaging in cyberbullying, which involves using technology to harass, threaten, embarrass, or target another person.
- Infecting a device with a virus or other program designed to alter, damage, or destroy.
- Infringing upon copyright laws or plagiarizing protected information.
- Using network resources for commercial or political party purposes

3. Responsibilities

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- Take responsibility for the care, maintenance, security, and proper storage of electronic devices.
- Preserve the privacy of accounts, login names, passwords, and/or lock codes to uphold the security of electronic devices and data.
- Maintain safe and productive learning environments when using electronic devices.
- Practice and uphold principles of digital citizenship.

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Administrators	Teachers
- Informing users about school policies related to electronic device usage. - Responding effectively to disciplinary issues arising from inappropriate electronic device usage. - Communicating appropriately with school personnel, parents, and students in the event of a violation of school policy related to electronic device usage. - Providing users with information on how to connect electronic devices to the school network.	- Informing users of school policies regarding electronic device usage. - Repeated:Creating equitable learning opportunities that incorporate electronic devices for educational purposes when relevant to curriculum and instruction. - Deciding when students can use school or personal electronic devices for educational purposes. - Supervising the use of electronic devices by students. - Responding effectively to disciplinary issues arising from inappropriate electronic device usage. - Communicating appropriately with administrators, parents, and students in case of a violation of school policy related to electronic device usage.
Students	**Parents**
- Using electronic devices for educational purposes solely in approved locations under the supervision of school personnel. - Implementing virus and malware scanning on their electronic devices. - Reporting any instances of inappropriate electronic device usage promptly to a teacher or administrator. - Ensuring that their electronic devices are fully charged before bringing them to school. - Continuing the learning process using an alternative method in the event of an electronic device malfunction - Handling devices with care so as not to cause damage	- Assisting their children in taking all reasonable steps to care, maintain, secure, store, and transport their electronic devices. - Assisting their children in preserving the privacy of accounts, login names, passwords, and/or lock codes. - Identifying the electronic device by labeling it, recording details such as make, model, and serial number, and/or installing tracking software. - Procuring hazard or theft insurance for their child's electronic device. - Encouraging their children to adhere to school policy and practice digital citizenship. - Contacting the school office to communicate with their child during the school day, instead of using text messages, emails, phone calls, or other digital means that have no curriculum-related/educational purpose

4. Consequences: Remedial and Disciplinary Action

- Individuals who do not comply with this Policy will be subject to appropriate consequences consistent with the school Code of Conduct and Internet Acceptable Use Policy. Consequences may include, but are not limited to, the following, either singularly or in combination depending on the individual circumstances:
    - Temporary confiscation of the device.
    - Search of device contents to locate evidence of misuse.
    - Limitations, suspension, and/or revocation of access privileges to personal and school technology resources.
    - Disciplinary measures will be taken care of by the disciplinary committee and led by the Head of School.

5. Device Inspection:

While we respect the privacy of our students, there may be instances where it becomes necessary to inspect devices they bring to school. This may include situations related to security concerns, academic integrity, or other school-related matters. Such inspections will be conducted discreetly and professionally, with the utmost respect for privacy.

6. Email Inspection:

Students' Gmail accounts linked to their Edubridge School ID may be subject to inspection at any time. This will help monitor and maintain a safe online learning environment, as well as ensure compliance with school's acceptable use policy for technology resources. The school will only access email content when there is a compelling reason to do so.

7. Liability

In the case where a child issues a school device, the sole responsibility of the care of the device is with the child and if any damage to the device occurs, it will be the responsibility of the student to cover the financial cost of the repair of the device.

Users are solely responsible for the care and use of electronic devices they choose to bring to school. Users bringing these devices to school do so at their own risk. The school and school personnel shall not be liable for the loss, damage, misuse, or theft of any student-owned electronic device:

- Possessed/used during the school day.
- In/on school buildings, property, vehicles, or contracted vehicles.
- During transport to/from school.
- While attending school-sponsored activities.

The school and school personnel shall not be responsible for any negative consequences to electronic devices caused by running specific software or by accessing the school network.

6. Technical Support

- School personnel shall not provide technical support, troubleshooting, or repair for user-owned electronic devices.
- For any urgent issues need to send an email to itsupport@edubridgeschool.org

● EIS ONLINE SAFETY POLICY

Aims of the e-safety policy

- Safeguarding and enhancing the digital well-being of students and staff by providing education on responsible technology use.
- Enlightening teachers, parents, and guardians about their pivotal roles in ensuring the safety and protection of EIS students, both within the school environment and at home.
- Establishing comprehensive policies and procedures to proactively thwart incidents of cyberbullying within the school community.
- Implementing robust and transparent measures to address and monitor cases of cyberbullying effectively

Managing Internet Access

- **IT Asset Requisition:** Staff members seeking IT assets must complete the online requisition form, specifically the "Equipment Issue" form for IT assets. This ensures a systematic and accountable process for managing IT assets within the school.
- **Supervised Internet Access:** Parents will be informed that pupils will have supervised Internet access. This transparency ensures parental awareness and collaboration in promoting responsible Internet use.
- **E-Safety Rules:** E-Safety rule posters, tailored to the appropriate Key Stage, will be prominently displayed in classrooms. These serve as visual reminders of safe online practices for both staff and students.
- **Reporting Unsuitable Sites:** If staff or pupils come across unsuitable sites, including the URL, time, and content, it must be promptly reported to the Homeroom Teacher. This information will facilitate the blocking of such sites to maintain a safe online environment.
- **Response to Inappropriate Content:** All children are instructed that if they encounter an unacceptable image on a computer screen, they should lower or turn off the screen immediately and report the incident to a staff member without delay.
- **Compliance with Copyright Law:** The school ensures that the use of Internet-derived materials by pupils and staff complies with copyright law. This emphasizes ethical and legal considerations in online content usage.
- **Online Safety Education:** Pupils will be educated on being SMART online, and clear objectives for Internet use will be provided when accessing the Internet in school. This empowers students with knowledge and guidelines for responsible online behavior.
- **Appropriate Use of Shared Space:** Pupils will be instructed on the appropriate use of the school's shared space, and adherence to proper standards of behavior will be expected in any forums created within the school environment.
- **Filtering and Monitoring:** The school's filters will block sites containing inappropriate material or content, maintaining a secure online environment for both staff and students.
- **Staff Responsibility in Site Preview**: Staff members are required to preview any recommended sites before use, particularly when using search engines with students. Raw image searches are discouraged.
- **Homework Internet Research:** If Internet research is assigned for homework, specific pre-checked sites will be suggested. Parents are advised to supervise this work, ensuring a collaborative approach to online safety.
- **Monitoring and Security Measures:** Staff and pupils are made aware that school-based email and internet activities are subject to monitoring and can be explored further if required. This emphasizes accountability and responsible online conduct.
- **Antivirus Protection:** The school, delegated to the network manager, ensures the installation of antivirus protection to safeguard against malware, prioritizing the security and integrity of the school's digital infrastructure.

Use of School Email

The utilization of email within the school setting is a fundamental channel for staff communication. It is imperative to acknowledge that, within the school context, email correspondence is not regarded as private. From an educational standpoint, email serves as a valuable tool for facilitating direct written communication between schools engaged in various projects, whether staff-oriented or pupil-oriented, spanning within the school, between schools, or even on an international scale. It is recognized that students need guidance on appropriate email etiquette commensurate with their age.

● Staff members are furnished with dedicated email accounts exclusively for official school-related correspondence. This measure is implemented to mitigate the risk associated with receiving unsolicited or malicious emails and to forestall the inadvertent disclosure of personal profile information.

● Under no circumstances are staff members permitted to engage with pupils or parents through personal email addresses.

● Pupils are restricted to using school-approved accounts within the school system and only under direct supervision by teachers for educational purposes.

● The dissemination of chain letters is strictly prohibited within the school environment.

● Pupils are mandated to promptly report any offensive emails to a teacher or trusted adult.

● In email communication, pupils are obliged to employ appropriate language and refrain from disclosing personal details, either of themselves or others, or making arrangements to meet anyone.

● In the event of receiving an offensive email, staff members are required to notify a member of the Senior Leadership Team (SLT).

Publishing pupil's images and work

Upon a child's enrollment in our school, it is imperative for parents/guardians to provide explicit permission for the use of their child's photo and work. This consent is crucial for various purposes, including showcasing the school's activities on different platforms.

Consent Form:
● Parents/guardians will be provided with an Annexure 1 - Consent Form, which clearly outlines the permissions sought. This form will detail the ways in which a child's image or work may be utilised, seeking specific consent for each avenue.

Authorised Uses:

School Website & Social Media Account
● Images and work may be published on the school's official website and social media accounts. This includes platforms such as Facebook, Twitter, Instagram, etc.

Display Material in Communal Areas:
● Pupil's images and work may be used in various display materials within the school's communal areas. This serves to celebrate achievements and contribute to the overall positive environment.

Display Material in External Areas:
● The school may utilise pupil's images and work in external areas, such as exhibitions promoting the school. This not only showcases the talent within the school but also contributes to the school's representation in the broader community.

General Media Appearances:
● Pupil's images and work may be featured in general media appearances, including local and national media. This could involve press releases sent to the press highlighting specific activities or achievements. This dissemination may occur through traditional methods or electronically, depending on the nature of the event.

Considerations:
● The school is committed to ensuring the safety and privacy of all students. Therefore, images and work will be selected and used with discretion, avoiding any compromising or inappropriate content.

- Parents/guardians have the right to revoke or amend their consent at any time. The school will respect and promptly act upon such requests

Social networking and personal publishing

The school, in fulfilling its duty of care, is committed to providing a safe learning environment for all students and staff. To achieve this, the following measures are implemented regarding social networking and personal publishing.

Access Restrictions:

Blocking Student Access to Social Media Sites:
- Within the school boundaries, access to social media sites will be restricted for students. This measure is implemented to maintain a focused and secure learning environment.

Educational Initiatives:

Educating Students on Personal Security:
- Students will receive comprehensive education on the importance of not revealing personal details or those of others online. They will also be educated about the potential risks associated with arranging meetings with individuals from online platforms.

Educating Students and Staff on Online Discussions:
- Both students and staff will be educated on the importance of refraining from engaging in online discussions that reveal personal matters relating to any members of the school community. This includes maintaining a respectful and professional online presence.

Security of Technological Equipment:
- Education will be provided to both students and staff emphasizing the necessity of keeping all technological equipment password/PIN protected. This is to ensure the security and confidentiality of information stored on devices.

Guidelines for Staff:

Staff and Social Media Interaction:
- Staff members are informed not to accept invitations from students or parents/guardians on social media platforms. This maintains clear professional boundaries and avoids potential conflicts of interest.

Regular Security Checks:
- Staff will be regularly reminded to check and update their security settings on personal social media profiles. This precautionary measure minimizes the risk of unauthorized access to personal information and ensures a heightened level of online security.

Monitoring and Compliance:

- The school will employ monitoring mechanisms to ensure compliance with these guidelines and will take appropriate action if breaches are identified

Parents' Role at Home

- Place the computer in a centralized location visible to all family members to monitor on-screen activities.
- Maintain a supportive presence in your child's online activities, particularly in tasks involving research and information gathering, while respecting their privacy.
- Establish guidelines for accessing specific websites and playing certain games, communicating these rules in advance. Assess the appropriateness of sites and games they wish to explore, designating acceptable and restricted zones based on their age.
- Enforce time restrictions on online activities, providing a specified number of hours per week to prevent potential challenges for parents.
- Educate children about online behaviors, emphasizing that individuals online may not be who they claim to be. Highlight the importance of not responding to strangers, regardless of apparent similarities or intriguing conversations.
- Enable Safe Search settings to enhance online safety measures.
- Instil a sense of responsibility in children to avoid any form of cyberbullying, reinforcing the principle that online actions should mirror real-life conduct.
- Monitor the content stored on your computer, ensuring it aligns with age-appropriate standards, and lead by example in maintaining a clean and organized digital environment.
- If your child engages in online homework or research, emphasize the importance of avoiding plagiarism. Clearly communicate that "copy and paste" practices are unacceptable unless proper attribution to sources is provided.
- Actively engage with and demonstrate ongoing interest in your child's online activities, fostering open communication. Remind them regularly that life extends beyond the digital screen, offering a wealth of enriching experiences.

Distance Learning @EIS

- EIS will utilize Zoom/Google Meet for for all virtual teaching and learning requirements.
- Each educator is required to log in to Zoom/Google Meet using their official school email credentials. Personal email addresses must not be used to create sessions.
- Teachers are obligated to distribute the corresponding meeting links to their students in advance, ensuring awareness of the upcoming sessions.
- Students are expected to log in using their school email credentials to attend classes.
- Students are strictly advised against sharing their email ID and Password with individuals external to the educational institution.
- Any instance of a student sharing email ID and Password will be reported to the relevant coordinator, and appropriate measures will be taken.
- All students are required to join virtual classes five minutes before the scheduled start time.
- Teachers are mandated to keep their video cameras active throughout the duration of the classes.
- Unless explicitly instructed otherwise by the teacher, students are obligated to keep their video cameras active.
- Students are expected to be appropriately attired and seated comfortably during virtual sessions.
- A reliable internet connection with a minimum speed of 5 Mbps is necessary. Additionally, students are encouraged to have alternative connections, such as a dongle.
- Participation in classes via a laptop/desktop is recommended, with mobile phones not being the preferred option.
- G Suite for Education is recommended for sharing documents or files with teachers or peers.
- Students are requested to review the Digital Citizenship Presentation, with awareness conveyed through a virtual session.
- Daily class links will be disseminated through the Daily Notice.
- Supervisory personnel, including heads and coordinators, may enter sessions to monitor proceedings.
- For IT-related concerns or issues, please communicate via email to the IT Support Desk at itsupport@edubridgeschool.org.
- Urgent matters can be directed to the Head of IT at +91 7972879662 or via email at itsupport@edubridgeschool.org.

- ## EIS ANTI CYBERBULLYING POLICY

In the dynamic landscape of digital interactions, EIS is aware of the challenges posed by cyberbullying, which is a form of bullying. As a dedicated institution fostering growth and learning, our [Anti Bullying Policy](#)—a comprehensive initiative aimed at cultivating a digital environment that reflects our core values of respect, empathy, and inclusivity.

Recognizing the far-reaching impact of cyberbullying on the emotional well-being of our students, this policy underscores our commitment to providing a secure and supportive online space. Our school believes in extending our duty of care beyond the physical confines of our classrooms to the digital realm, ensuring that students feel safe, respected, and free from the detrimental effects of online harassment. Responsive measures are taken in cases on reports of cyber-bullying in accordance with the responsive measures mentioned in the [Anti Bullying Policy](#)

This policy is not merely a set of rules; it is a testament to our dedication to nurturing a culture of digital responsibility and accountability. By outlining clear guidelines and consequences for cyberbullying, we aim to empower our students to engage in online interactions with confidence, promoting an environment conducive to positive social development and effective learning.

As we mark the first anniversary of implementing the Anti-bullying Policy, we celebrate the strides we've made in creating a supportive digital community. Going forward, our school remains steadfast in its commitment to refining and adapting this policy to address evolving challenges, ensuring that every student can flourish in an online space that reflects the values of our educational community.

EIS continues fostering a future where our students navigate digital landscapes with resilience, kindness, and the assurance that they are part of a school community that stands against cyberbullying.

- ### EIS MOBILE USAGE POLICY

The EIS Mobile Policy encompasses the utilization of tablet devices and smartphones within the classroom and throughout the school day. This policy is designed for the integration of technology into teaching and learning activities and undergoes regular reviews and updates to align with the evolving needs of the school community. There exists a shared understanding of the policy's content and associated responsibilities among all stakeholders.

While recognizing the value of mobile phones in specific situations and understanding the significance of parental communication with their children outside of school hours, the school imposes specific guidelines:

- Mobile phones must be kept out of sight and switched off during school hours.
- Mobile phones may not be used for any purpose on school premises, grounds, or during off-site school activities, except in emergencies or with teacher approval.
- Students are permitted to use their mobile phones before and after school.

Acceptable Usage Policy: A document, signed by students and their parents or guardians, outlining permissible and restricted uses of Internet-enabled devices, mobile phones, and related devices within the school.
Anti-Bullying Policy: This includes specific references to cyberbullying.
Data Protection Policy: Incorporating references to the use of images and social media.
Wellbeing: Addresses the safe and ethical use of the internet within the broader context of the school's approach to wellbeing.

The school's mobile phone policy is formulated to ensure uninterrupted teaching and learning while safeguarding students and staff from potential harassment or bullying. To support the effective implementation of this policy:

- Parents/guardians are requested not to contact students via mobile phone during the school day.
- Contact with the school during school hours should be directed through the office at (01) 2895637.
- Students are advised to use the office phone in emergencies.
- Any student wishing to leave school during the day must follow proper procedures through the school office, and independent arrangements via mobile phone are discouraged. Such independent arrangements are considered a breach of the Code of Behaviour for Students and will result in sanctions.

General and basic expectation and compliance from students:

Mobile Phone/Digital Device Usage Guidelines:
- When a student brings a mobile phone/digital device to school, the phone must be switched off and securely stored in their locked locker. It may not be used for any purpose on school premises or grounds. Students are not allowed to keep phones on their person or in their school bags. Phones are strictly prohibited in examinations and may only be brought to class under the teacher's instruction.
- Students participating in school-related activities, such as study sessions, extracurricular activities, school trips, and tours, must adhere to the essential agreements/rules governing these activities. Mobile usage during these activities is permitted only in emergency situations and at the discretion of the supervising teacher.

Misuse of Mobile Phones/Digital Devices:
- Students can bring phones to school but they are not allowed to use their phones during school hours. The phones should be switched off and kept in the school locker. Phones are not to be used in the classroom. In cases where the teacher needs the student to use a phone for work, the student may use the phone with the permission of the teacher and then return the phone to the locker.
- If the phone is found with the student:
  1st offence - The phone will be confiscated and kept in the front office

- 2nd offence - The phone will be confiscated and kept in the front office and parents will be intimated.
- 3rd offence - The phone will be confiscated and kept in the front office daily, for the rest of the semester, and parents will be intimated.
- 4th Offence - the student will not be permitted to carry a phone to school. Parents will be intimated that all official communication must be carried out via the front office only.
  Repeated:
- Incidents involving the use of mobile phones/digital devices for bullying, offensive messages, or calls will be investigated under the Anti-Bullying Policy. Such behavior may lead to involvement of parents/guardians and may be considered a criminal offense.
- Breaches of this policy will result in disciplinary action, and the student will attend a detention session.
- The school accepts no responsibility for replacing lost, stolen, or damaged mobile phones/digital devices. The safety and security of these devices are the responsibility of students and their parents/guardians.
- Students are advised to mark their mobile phones/digital devices with their names and use passwords to prevent unauthorized calls.

Roles and Responsibilities:

- Head of School/PYP Principal/MYPC & DPCl/Homeroom Teacher will monitor policy implementation, implement sanctions in case of breaches, and periodically review the policy.
- Parents/Guardians are expected to support the school policy on mobile phones/digital devices.
- Students are required to comply with the rules on mobile phones/digital devices.

Being Inclusive:
- Teachers are encouraged to embrace the challenges of the mobile world and familiarize themselves with new media, preparing for future developments
- Awareness of risks associated with mobile applications is crucial. It is important to teach children how to use mobile phones responsibly and enhance their media skills.
- Educational methods can be adapted under certain conditions to encourage pupils' concentration and willingness to learn. Prohibiting mobiles outright is not a realistic long-term solution. While the mobile itself is not dangerous, responsible use is essential to avoid accessing and exchanging inappropriate content.

Conclusion:

For children and young people, mobiles are indispensable and serve as their primary private media device. Establishing rules on mobile use is a crucial step in school policy. The policy and rules are subject to periodic review.

- ## EIS DATA PROTECTION POLICY

Aims

Edubridge International School (EIS) is committed to ensuring the lawful and secure collection, storage, and processing of all school data in alignment with the Data Protection Law 2000. This policy is applicable to all forms of school data, regardless of whether it exists in paper or electronic format.

Roles and Responsibilities

This policy extends to all staff employed by EIS, as well as external organizations or individuals acting on behalf of the school. Failure to comply with this policy may result in disciplinary action. Oversight of policy implementation, digital data protection monitoring, and the development of related policies and guidelines fall under the purview of the IT department and the Head of School. The campus manager in collaboration with the HR Manager is responsible for ensuring the security of digital records, including employee payslips, contracts, police verification certificates, and medical records.

IT Department

The IT department holds responsibility for internet security, data security, and the backup of digital data.

All Staff

Staff members are accountable for:
- Collecting, storing, and processing school data in accordance with this policy.
- Contact the IT team for queries related to policy operations, data protection law, data retention, or security concerns.
- Informing the IT team if there are concerns about policy adherence or uncertainties about the lawful basis for using school data.
- Seeking assistance from the IT team for issues such as data breaches, consent matters, privacy notices, and data transfer protocols.

Data Security and Storage of Records
- EIS is committed to safeguarding school data against unauthorized access, alteration, processing, disclosure, accidental loss, destruction, or damage.
  Specific measures include:
    - Restricting the use of digital records and portable devices containing school data to staff teaching exam grades within the school premises
    - Prohibiting the removal of documents with confidential school data from school premises
    - Regular password changes for staff and students
    - Secure sharing of school data with due diligence when required
    - Blocking email access for former staff to prevent unauthorized entry to associated platforms
    -

Wi-Fi Networks

- Separate wi-fi networks are designated for guests, students, and staff. Firewalls are implemented to prevent access to unwanted sites on the school wi-fi network.

Disposal of Records

- Digital school data that is no longer necessary undergoes secure disposal protocols.

Photographs and Videos

- In the course of EIS activities, photographs and videos may be captured, subject to written consent from parents/guardians or students aged 18 and over. Consent details are clearly communicated, and consent can be refused or withdrawn at any time. Staff is prohibited from posting or sharing photos of students on personal social media accounts.

CCTV

- CCTV is used for safety purposes at various locations within the EIS site. Only the school leadership and IT team have access to CCTV footage for investigative purposes. Inquiries about the CCTV system should be directed to the Head of School / Program Coordinators.

RIGHTS AND RESPONSIBILITIES

Ensuring the effective functioning of our community necessitates that every member affords and treats others with respect. Members of the school community are expected to extend respect towards others and uphold the School's reputation online. This policy is not designed to stifle personal expression or online activities; however, any direct or indirect harm caused to individuals within our community or to the school due to inappropriate social media use will not be tolerated. It is emphasized that any violation of this policy will be treated seriously by the Leadership Team, and each case will be assessed individually.

STANDARDS AND GUIDELINES FOR THE RESPONSIBLE USE OF SOCIAL MEDIA

All members of the EIS community are expected to adhere to the following standards and guidelines when

posting content on social media:

Etiquette And Engagement:

- Exercise caution when posting images
- Respect brand, trademark, copyright information, and/or images associated with the school
- Ensure that any email exchanges between a student and a teacher occur using a school email address
- Be aware that electronic communication may be subject to periodic monitoring
- Prohibit school personnel from storing photos of EIS students on personal electronic devices, including mobile phones
- Refrain from posting photos of students without explicit permission
- Avoid sharing exact time and location details of travel itineraries

- Post about the day's activities only "after" the fact, not what students or teachers "will be" doing the next day
- Refrain from engaging in private communications with students via text messaging, email, Facebook, Twitter, or similar forms of electronic or social media, except for activities strictly involving school business
- Obtain knowledge and consent from school management and other relevant authorities before using data, photographs, videos, testimonials of students, family members, or school staff in communication material and/or the media

Confidentiality:

- Refrain from publishing, posting, or releasing confidential or private information, as online "conversations" are never truly private
- Exercise caution when websites request personal details such as birth date, address, and cell phone number
- Be mindful of personal safety by limiting the type and amount of shared personal information, including schedules and situations
- Never share or transmit personal information of students, parents, faculty, staff, or colleagues online.
- Provide proper credit to sources when posting on social media
- Use only the first names of students, with exceptions made for special circumstances where a student is widely recognized for a specific achievement
- Always respect the privacy of school community members

PART 5: COMMON TERMINOLOGIES

Intent of Use:

All users are expected to use EIS's ICT facilities for educational purposes only. All users are expected to use EIS's ICT facilities with good intentions and not for causing harm to any person or property.

Cyber Bullying:

One of the biggest problems in modern schools is cyber bullying. All users must refrain from any and every form of cyber bullying. Users must be aware and respectful of the feelings of other persons in their social networks. Users must be cautious about using humour and aware that jokes and pranks can be misconstrued.

Illegal Activities:

All users must refrain from illegal activities.

Hacking:

All users must refrain from hacking into unauthorised accounts and must refrain from acquiring other people's passwords, codes or personal information. All users must refrain from breaching other people's privacy. Users are prohibited from creating forgery or from impersonating another user.

Vandalism:

Access to EIS's ICT facilities is a privilege and not a right. All users must refrain from misusing or causing damage to EIS's ICT facilities, including the willful destruction of data.

Social Networking and Gaming:

Using EIS's ICT facilities for social networking and gaming is highly discouraged. This is not a punishable offence. However, excessive social networking or gaming will result in counselling and/or parent conferences.

File Transfer and Fair Use of Bandwidth:

All users must refrain from downloading materials which are not educational. All users must be considerate of the school community when downloading or uploading; users are prohibited from monopolising the bandwidth, i.e. from greedy and excessive usage.

Inappropriate content:

All users must refrain from accessing, creating or sharing content that is offensive, inflammatory, obscene, violent, racist, sexually explicit, morbid etc.

Business activities:

All users must refrain from using EIS's ICT facilities to conduct personal business affairs.

PART 6: REFERENCES

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ANNEXURES

Annexure 1 - [consent form](#)

Annexure 2 [FAQs on Distance Learning](#)

Period of Review: August 2022 - December 2023

Name of the Reviewer	Role
Ms.Juilee Deo	PYP Homeroom Teacher
Mr.Pratik Shome	Secondary School Math Teacher
Ms.Ekta Kaper	MYP Design Teacher, DP Science Teacher
Ms.Prachi Shah	PYP Homeroom Teacher
Mr.Ajit	IT Manager
Extended Leadership team	All Coordinators, Head of School
Members of the Board	Co-founder, Director