



The Central School, Dubai
Department of Empowerment to Inclusion and Well-being

DEIW – E-Learning/Distance Learning Policy

Background

With the emerging pandemic due to Corona Virus Disease (Covid – 19), actions are taken in order to promote continuous learning among students enrolled in the schools and/or universities. These actions such as 'Distance Learning Education', 'Online Sessions' etc. will help in keeping the students, teachers and staff, safe from acquiring and transmitting the virus. The so called specific action will go on until further notice is given by the Ministry. The Department of Empowerment to Inclusion and Well-being (DEIW) in the presence of the Inclusion Champion and SEND Coordinators will make sure to it that the needs of '*Students of Determination*' are given suitable support at their level; and are addressed accordingly. Online programs, teaching, and the likes will be given much focus so that learning and education continues despite their difficulty. This E-learning policy is relevant for all students and teachers with special emphasis on Students of Determination.

Definition of Terms

- a. Distance Learning** - a method of learning which can be self-learning or learning with the guidance of an adult, which uses innovative materials and modern technology that are available, that leads to strengthening the system of open and continuing education.
- b. Electronic Period** - An official period to which the instructions, regulations and laws are applied as in the classroom period, and they may be synchronous (direct broadcast) or asynchronous (as per electronic sources available at any time).
- c. Absence** - Missing class (distance learning environment) for one or more days, or part of the school day or more, both excused and unexcused.
- d. Electronic Devices** - Any electronic, magnetic, optical, electrochemical, or other tool used to process and/or store electronic data, or perform logical and Mathematical operations, by any means of connection, direct or otherwise, which allows this device to store electronic information or communicate with others.
- e. Communication Channels** - Any means of communication between the school system, sectors, educational councils and parents. This may include phone calls, emails, SMS messages, social networks and channels, and smart notices and alerts via smart applications from the school staff and Ministry of Education.

- f. Digital Citizenship** - A set of digital controls and standards, and their evaluation, which help optimise the use of digital resources to help move towards protecting the benefits of others from potential risks through early awareness.

Objectives

- a. To create an appropriate educational environment for the success and enhancement of the Distance Learning Initiative based on the integration and continuity of education in facing crises and natural disasters;
- b. To apply the principle and culture of reinforcement, encouragement and permanent care to the educational community specifically to Students of Determination (Distance Learning) with the best possible educational means; and
- c. To promote positive behaviour and take self and public responsibility among students within the school electronic period.

(courtesy: compiled and edited by Mr. Terrance Kim Pado, Spl. Eductor & support teacher)

Guidelines and Provisions

Teachers of Phase-1:

1. All classes would be conducted on google meet. The e-learning guide has already been shared to all teachers.
2. All the class periods are counted and attendance taken.
 - a. Point 2 means that when schools open for physical attendance, the on- line attendance would be counted
 - b. Parent ha to promptly report on-line attendance.
 - c. Student should be at all times be under physical supervision of an adult
 - 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.
 - 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.

Head of Department - common to all phases and sections.

1. Subject heads must conduct an online meeting with the teachers at the earliest, outlining the purpose and points to remember in e learning programme.
2. Subject Heads need to give a demo class to his/her team before April 1st for a practice.
3. Should closely monitor the effectiveness, by checking and guiding teachers on their e learning plan for the week and also by stepping into the class online and measuring the progress and extending further support to teachers.
4. They are responsible to monitor the technical details like pedagogy, learning principles, IEPs, remedial (report to the Head of Inclusion) and lesson plans are being conducted theory to application in their respective subjects.
5. They are supposed to design on-line evaluation Question papers in their respective subjects.
6. They are supposed to take two classes extra than during conventional school conditions.

Supervisors: common to all phases and sections.

1. Supervisors must monitor each and every class by briefly attending the classes and reporting to the HoS. Supervisor must also take at least two class periods extra than during conventional physical classes.
2. They must stay on-line for half-hour after teacher log-off
3. They are responsible to collect documentation systematically.
4. They should not allow any teacher to log off without reporting their daily

assessment schedule.

5. They are responsible for data cleansing.
6. They are responsible to collect the data and submit to the HoS.
7. Supervisors need to engage Librarians for reading tasks for students, with prior information/ schedule.
8. After each period there should be 5 to 10 minutes (based on the grades) screen off time for stretching to prevent attention deficit and reduce screen reading impact on eyes.
9. Make it a point that the students switch on the video mode and randomly teachers verify their presence by asking individualised questions.
10. New class list has to be distributed to the class teachers.
11. Students who are detained and with retests will continue in the previous class only.
12. Students whose result got withheld owing to the arrears will be available in the previous class till April 12 (the notified beginning of the academic year) and thereafter they can be removed, by passing the information to all concerned.
13. Ensure that each class teacher holds a meeting with the parents online, 5 to 10 parents at a time to ascertain their support, participation and monitoring in their ward's daily e-lessons

Head of the Sections (HoS): common to all phases and sections.

1. Their primary duty would be to see the on-line classes are running smoothly by attending each and every class.
2. They are not supposed to interrupt any class, however, if they have any concerns they can have a session with the concerned teacher only after on-line class hours.
3. They are responsible to see the learning plans are promptly shared with the parent/student/significant adults and demonstrate how learning plans are converted into learning outcomes.
4. HoS are not supposed to call any teacher or supervisor during prayer time or after 5:00 p.m.
5. HoS must understand that teaching on-line is a challenge that the teachers face and the following psychological deprivations must be considered and show at- most empathy.
 - a. Teachers have to work in isolation hence no social contact on-line with other teacher that they enjoy during conventional school times.
 - b. They have to inhibit most of their casual behaviors because all the conduct is monitored hence there would be strong urge to quit.
 - c. Yet times there will be connection issues which must to inquired prudently before accusing any teacher that they have not completed their work.
 - d. They are experiencing this challenge for the first time. They are not habituated to this virtual environment. Hence, the expectations must be realistic.
 - e. Teachers are not to be held responsible if the student is logging out before the completion of the period and not following the instructions.
 - f. Teachers have to instruct the students that they have to put their videos on during the class period.
6. They are responsible for data collection, data analysis, and data interpretation and reporting of the assessments.
7. They are responsible for assimilating and integrating the data to make meaning of it.

8. They are totally responsible for documenting the impact of learning through proper phase specific and section specific feedback forms.
9. They are expected to release a weekly bulletin of their performance and statistics of attendance, evaluation/assessments/ targets reached/ impact of teaching- learning.
10. They are eligible to decide when they are going to take their regular classes.

Teachers other than phase-1: common rules.

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 youtube 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 function 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
13. The DEIW phase wise coordinators are expected to observe the quality of the classes and report to the Head of Inclusion.
14. DEIW support teachers are responsible along with teachers in collecting the data of evaluation and cleanse it for further analysis.
15. 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;* (Mr. Terrance Kim)
16. 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; (Mr. Terrance Kim)
17. Do careful coordination with the SEND Educator for proper guidance and assistance; (Mr. Terrance Kim)and
18. Provide topics beforehand so that worksheets and/or online materials will be given for reinforcement and learning checks. (Mr. Terrance Kim)
19. Teachers are expected to provide worksheets for remedial classes conducted by the DEIW.
20. Teachers should have a customized plan for e learning.
21. Inform the learning objective as a connection with the topic / period taught before.
22. Students need to be clear on the success criteria based on the concept taught.
23. Pre reading before an online class.

24. A 20 minutes of teacher explanation on the topic.
25. Short quiz on the topic
26. Teacher gets the analysis of the quiz and clears the doubts.
27. 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.
28. Teachers are expected to read the e-learning guidelines through Educare published by the DEIW.

DEPARTMENT OF EMPOWERMENT TO INCLUSION AND WELLBEING (DEIW)

SEND Educator must:

Coordinate with the teachers of the lessons online lesson (English, Math, EVS/Science, UAE and Indian Social Studies);
 Responsible to share their time-table with the class teachers and HoS.
 Monitors the lesson, worksheets, study material being given to SOD's;
 Provide one-on-one remediation to SOD's as necessary;
 Provide extra worksheets for learning check and/or additional learning; and
 Coordinate with the parents about the academic difficulty of the student/s via preferred platform.
 They are expected to have a timetable for remedial classes in collaboration with the parents in the evening.
 The remedial classes must finish before 5:00 p.m every day. (Mr. Terrance Kim
 KG DEIW coordinator must be meeting at least three parents and conducting IEP classes and recording the progress in remedials.

Students and Parents must: (IEP/GRP- to be monitored)

- a. IEP Follow the instructions given by the teachers and DEIW coordinators; monitor the students' work (worksheets, online classes and attendance); Attend the online classes regularly and online remediation; and communicate to the teachers and DEIW coordinators.
- b. GRP Follows the instructions given by the teachers and SEND Coordinators; Monitors their student's work (worksheets, online classes, and attendance); Attends the online classes regularly; and Communicate to teachers and SEND Coordinators for better understanding.

Plan of Action

Class	AN/FN	Actions to be Taken	In-charge
KG 1	FN	<ul style="list-style-type: none"> ● Online Monitoring of the students who are struggling to follow instructions ● Preparing IEPs with parent and teacher consultation ● Parent training program/Counseling parents on the essence of activities that are prescribed for kindergarten 	DEIW_phase coordinator
KG 2			
1 st Grade			

2 nd Grade		<ul style="list-style-type: none"> • Group Online Remediation • Curriculum adaptation wherever necessary. • Provision of Online Interactive Lessons (Education.com/twinkle and Reading Eggs etc.) to be guided by parents or an adult. 	
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Class	AN/FN	Action to be Taken	In-charge
3 rd Grade	AN and FN	<ul style="list-style-type: none"> • Online Monitoring of the SOD's and students who have poor academic/emotional-behavior record • Individual Education Plan (IEP) /Group Online Remediation • Provision of differentiated worksheets. • Subject specific curriculum adaptations • Provision of Online Interactive Lessons (Mathwizz and Reading Eggs etc.) to be guided by parents or an adult. • Online IEP meetings with parents • Online assessment using google forms. • Teacher and parent Feedback 	DEIW_phase coordinator
4 th Grade			
5 th Grade			
6 th Grade			
7 th Grade			
8 th Grade			

Class	AN/FN	Action to be Taken	In-charge
9 th Grade	AN/FN	<ul style="list-style-type: none"> • Online Monitoring of the SODs • Individual Online Remediation • Provision of differentiated Worksheets • Prophylactic sessions from psychological stressors for students/parents • Online discipline monitoring among teachers/students/parents. • On-line assessment for SoDs. • Identification and reporting training for parents and teachers of psychological stressors in children. 	DEIW_phase coordinator
10 th Grade			
11 th Grade			
12 th Grade			

Parents:

1. The curriculum and the syllabus has already been designed and they have to just adjust to remote learning.
2. Virtual – personal contact classes – are equal to the regular classes, hence the rule of 75% attendance and passing criteria will be the same as discussed in CBSE/KHDA provisions.
3. Parents are expected to comply and encourage the children to learn on-line and complete the projects and assignments given by the teacher at all times.
4. They are expected to monitor the conduct and behaviour of their ward and have to comply with the under mentioned guidelines of behavioural demeanours by the Ministry of Education.
5. Misbehaviour and defiance will be recorded and intimated promptly to KHDA so that it is recorded for future decision when the student would be leaving school.
6. If a parent has only one system and more than one child learning online. They have to schedule a timetable when the student (who is studying in our school) will be joining the classes on-line and share it with their respective class teachers.
7. If two children are studying in different sections and different classes (e.g., daughter is in 6th grade and son is in KG) Then parent has to take two section's timetable and share the class time properly. In such cases the synchronized classes are exempted provided the syllabus is complete on time. Parent can request their class teachers if they can provide extra time in the evening. The request is subject to agreement with the teacher.
8. Parents cannot demand extra time but can request it.
9. NO PARENT SHOULD ENCOURAGE FINANCIAL BENEFITS TO THE TEACHER AND NO TEACHER MUST ENTERTAIN THE SAME.
10. Follow the guidelines issued from the Principal's desk
11. The parent will have fair opportunity to raise their concern in regard to teaching and learning
12. Their feedback will be equally considered.
13. When a teacher shares google meet link via prescribed conduit then it technically means that the child is present.
14. If the child is present virtually and not attending classes and missing assignments, then the parent has to bear the responsibility for the misconduct.

Student: (This material is taken from Ministry of Education, UAE) Definitions:

- Distance Learning: A method of self-learning which employs the use of modern technology and leads to the strengthening of the open and continuing education system.
- Student Behaviour Management: A set of procedures to help control student behaviour when learning remotely.
- Behaviour Management Committee: One of the school management committees responsible for discussing students' problems in terms of educational

and behavioural aspects and taking appropriate actions regarding these in accordance with the provisions of the policy.

- Educational Environment (Virtual School): The educational community work environment with its physical, social, human, psychological and virtual elements (Distance Learning Environment), using electronic platforms via the Internet.
- Electronic Period: An official period to which the instructions, regulations and laws are applied as in the classroom period, and they may be synchronous (direct broadcast) or asynchronous (as per electronic sources available at any time).
- Behaviour: Every statement made, and act, practice, or activity done by students through their interaction with the educational environment surrounding them.
- Absence: Missing class (distance learning environment) for one or more days, or part of the school day or more, both excused and unexcused.
- Offences: Any student behaviour that is not consistent with expectations, which has a negative impact on the student, others and the educational environment.
- Bullying: Any frequent form of intentional psychological, physical, verbal, electronic, or digital abuse or intimidation, or threat by a student or group of students toward one or more students or towards school staff.
- Cyberbullying: Using the means of communication and information technology to insult, use profanity towards, threaten with violence, slander, or blackmail someone.
- Technical Offences: Any act committed, including unlawful entry, to threaten or blackmail a person, prejudice his/her private life, defame or harm him/her, access or delete his/her private data, or produce anything that might undermine public order or religious values.
- Electronic Devices: Any electronic, magnetic, optical, electrochemical, or other tool used to process and/or store electronic data, or perform logical and mathematical operations, by any means of connection, direct or otherwise, which allows this device to store electronic information or communicate with others.
- Communication Channels: Any means of communication between the school system, sectors, educational councils and parents. This may include phone calls, e- mails, SMS messages, social networks and channels, and smart notices and alerts via smart applications from the Ministry of Education.
- Digital Citizenship: A set of digital controls and standards, and their evaluation, which help optimise the use of digital resources to help move towards protecting the benefits of others from potential risks through early awareness.

Offences and Behaviours in the Virtual School (Distance Education):

	1st Degree Offences (Simple)	Minor Behavioural offences (DL)
1.1	Repeated tardiness without acceptable excuse	A delay of (10) minutes or more from the beginning of a distance learning class when broadcasting live without an acceptable excuse.
1.2	Non-compliance with uniform policy without an excuse.	Wearing clothes that violate public decency and morals while attending the period when broadcasting the distance learning period live.
1.3	Failure to follow the rules of positive behaviour inside and outside the class, such as remaining calm and maintaining discipline during the period, and making inappropriate sounds inside and outside the class.	Private conversations or discourse that are not related to study and hinder the course of the lesson during the live broadcasting of the distance learning period. Ridiculing the teacher or a colleague during the distance learning period.
1.4	Misuse of electronic devices such as a tablet and others during the period, including electronic games and headphones in class.	Adding any unauthorized program, including programs that are shared and free programs. Using the microphone feature, camera or chat without prior permission from the teacher. Playing games (except with the express permission of the teacher because it is an educational necessity linked to the lesson.) Misusing rights and tools available through any communication platforms e.g.,google meet or Microsoft Teams or zoom
1.5	Eating during periods.	Eating during the distance learning period.

2 nd Degree Offences (Medium Severity)	Medium Severity Behavioural Offences (Distance Learning)
2.1 Absence from school without an acceptable excuse at any time.	<ul style="list-style-type: none"> ■ Absence from a single school day (via distance learning) without an acceptable excuse.
2.4 Incitement to fight, threaten or intimidate classmates.	<p>Inciting students not to attend periods, threatening or intimidating them, and not attending periods in distance learning platforms.</p> <p>Creating quarrels between students, whether visual or written, by broadcasting via synchronous and asynchronous distance learning platforms.</p> <p>Not responding to the rules governing the course of lessons.</p>

2.7 Misusing any means of communication.	<p>Misusing ministerial computers during or after the completion of distance education periods.</p> <p>Engaging in audio and video communication with the rest of the students for non-educational purposes after the end of the official period time, be it on or off school premises.</p> <p>Using e-mail or social media to reveal information of a personal nature.</p> <p>Removing the teacher or students from the group that leads to blocking the course of the lesson, teacher's work and other students' rights.</p>
2.8 Verbal abuse or insulting students, staff or school guests.	<p>Using profanity, racial slurs, or other language (text, sound, or hint) that may be offensive to any other user.</p> <p>Abusing or insulting official visitors during periods during the live broadcast.</p>
2.9 Smoking on campus and/or possession of smoking paraphernalia.	<ul style="list-style-type: none"> ■ Smoking while attending the distance learning period or possessing any smoking paraphernalia while attending the period.
3 rd Degree Offences (Serious)	Serious Behavioural Offences (Distance Learning)
3.1 Bullying of various kinds and forms.	<ul style="list-style-type: none"> ■ Using the initiative's communication and information technology to insult, curse, threaten with violence, slander, or blackmail in a deliberate and repeated manner via any digital platform.

<p>3.4 Attempting to defame or abuse schoolmates and/or personnel on social media.</p>	<p>Participating in unofficial mailing lists and bulletins within the distance education initiative and posting information about teachers and students without permission. Posting about the initiative through social media. Divulging other students' personal information, including home addresses and phone numbers.</p>
<p>3.5 Impersonating others in school transactions or forging school documents.</p>	<p>Searching for information, obtaining specific copies, or modifying files and other data, or passwords belonging to other users on the network. Entering and using the account of another teacher or student with or without his/her knowledge and/or consent.</p>
<p>3.6 Destroying or damaging school furniture, tools and facilities.</p>	<p>Destroying, modifying, or misusing devices or software in any way. Tampering, removing, requesting the removal of, or intentionally causing damage to any device, software or hardware. Installing or downloading software or products that might harm the device or the network.</p>
<p>3.10 Photocopying, possessing, publishing and circulating images of school personnel and students without their permission.</p>	<p>Using any camera (available as part of or as an add-on to certain devices) for personal use, and/or sharing photos or any information about any of the students' parents, employees, or any other person without their explicit consent. Using educational content to photograph and recording conversations between students, and posting them without prior permission.</p>
<p>4th Degree Offences (Very Serious)</p>	<p>Very Serious Behavioural Offences (Distance Learning)</p>

<p>4.1 Using any means of communication or social media for illegal or immoral purposes, or to harm an educational institution, its employees, or others.</p>	<p>Creating or opening hyperlinks or any associated files unless they are sent from a trusted source.</p> <p>Using montage software that can produce unreal and fake content and circulating it on social media.</p> <p>Using the network to develop programs that harass users or to penetrate or destroy other people's accounts and devices.</p> <p>Establishing networks or network connections to make live communications including audio or video (relay chat) without prior formal permission.</p> <p>Publishing, creating, exchanging or promoting malicious or suspicious software.</p> <p>Inundating e-mail accounts or applications used for distance education with high electronic data flow, stopping them working, disabling them or destroying their contents.</p> <p>Intentionally capturing or intercepting any communication without authorisation through the information network used for distance education.</p>
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PROCEDURES FOR DEALING WITH OFFENCES:

- ☉ The following levelled procedures shall be taken, and the deduction of behaviour grades shall be calculated in the event of committing various offences during distance learning, taking into account the detailed instructions and procedures mentioned in the Behaviour Management Policy in public education institutions, and also taking into account the detailed instructions mentioned in the section of procedures for dealing with offences, both according to the degree of the offence that is mentioned in detail in the student Behavior Management Policy.
- ☉ Cases will be presented within the competences of the behavior management committee, and accordingly, the necessary decisions are taken according to the Behaviour Management Policy in public education institutions (**Ministerial Decree No. 851 of 2018**).
- ☉ In the event that a student with special educational needs or of determination commits a behavioural offence during distance learning, the School Behaviour Management Committee and the school support team shall coordinate with each other and with the special education support centre to study the behaviour of the student to determine the relationship between the offence and the disability, and then apply the same measures mentioned in the 2018 Student Behaviour Management Policy.
- ☉ Any breach of these rules (third and fourth-degree offences) may lead to procedures ranging from withdrawing the user's right to log-in or monitoring the use of the service or terminating his/her use of the service or both with retroactive effect. In some cases, it may lead to facing criminal charges, and there will be disciplinary procedures in case of breaching these conditions and rules.

Attendance, Absence and Dismissal:

The procedure and measures for calculating attendance and absences, excused or unexcused, are subject to the laws and regulations issued in this regard.

Fraud and Violation of the Exam Regulations:

Cheating offences are subject to the laws and regulations issued in this regard.

Roles and responsibilities of stakeholders:

School Administration:

- ☉ Form a student behavior management committee, approve all of its official actions as specified in the official policy, and deal with all offences through it, and also activate the initiative's plans and programs.
- ☉ Ensure that teachers' accounts are activated on educational platforms, regardless of whether they are or are not from the Ministry staff. Follow-up on teachers' execution of the allocated periods according to the set schedule and ensure that the teacher uses professional language during broadcasting.
- ☉ Prepare alternative plans to cope with any challenges that may arise when implementing the initiative, especially regarding the absence of teachers.

- ☉ Ensure the quality of the activities and educational materials provided to students in the virtual school.
- ☉ Instruct students to log-in the training platform to see how to practise interactive distance learning lessons.
- ☉ Prepare schedules for the distance education periods according to the methodology that has been sent from the school operations.
- ☉ Ensure that all students have tablets to enable distance learning.
- ☉ Coordinate with the technical support team to solve and avoid any technical issues that may disrupt distance learning.
- ☉ Monitor the impact of training on teachers and their readiness for distance learning.
- ☉ Monitor the absence and tardiness of students during the broadcasting of periods, and follow up with school administration specialized staff.
- ☉ Conduct teacher / student / parent surveys on the quality of distance learning and generate improvement plans.
- ☉ Prepare and submit reports on the Distance Learning Initiative.
- ☉ Follow any instructions or guidelines for the Distance Learning Initiative issued by the Ministry of Education.

Parents

Full responsibility for the user agreement concerning the usage policy and rules in terms of:

- Possessing a computer
- Running officially accredited programs for distance learning
- Refraining from filming or disclosing the live broadcast
- Being present for guidance during the broadcasting period

Secure environment readiness for students in their homes through the following:

- o Providing an adequate place and providing the Internet
- o Maintaining the student's overall good appearance during lessons

Support and encourage students to practise distance education by ensuring that they attend and complete all educational activities.

Commit to repair any damage or replace any equipment which has been lost or damaged beyond repair by their child. Value will be determined based on supporting evidence and documents, as well as the committee's decision.

Comply with the school's decision regarding any offences committed by their child. In the event that the parent/guardian refuses to comply with the school's decisions or take responsibility for their child's offence, the matter will be submitted to the competent authorities through legal action.

Follow any instructions or guidelines for the Distance Learning Initiative issued by the Ministry of Education

Student

- Comply with official times and dates in accordance with the regulations and laws issued by the Distance Learning Initiative.
- Keep the device completely safe after receiving it. The device is considered the responsibility of the student, who shall bear its cost in full in case of loss, theft, damage or any other reason.
- Use the computer provided by the Ministry in formal activities and tutorials that are compatible with the Distance Learning Initiative's laws and regulations.
- Adhere to all rules. Any violations will result in procedures ranging from withdrawing the user's right to log-in or monitoring the use of the service, or terminating his/her use of the service, or both, with retroactive effect.
- Follow any instructions or guidelines for the Distance Learning Initiative issued by the Ministry of Education.

Note: Everything that is not mentioned in this policy applies to the provisions of the The Central School's students' Learning Behavior policy, Discipline policy and other relevant policies in a manner that does not conflict with the provisions of the E-learning policy.