NEFERTARI INTERNATIONAL SCHOOL, CAIRO, EGYPT

NIS
DEFINITION OF
DIGITAL CITIZENSHIP

NIS MISSION STATEMENT
Nefertari International School provides its students with quality education, qualified teachers and challenging programs of international education while maintaining their cultural identity as **Egyptians**.

NIS is committed to empower its students with the skills, technology and knowledge to meet the requirements of college and career.

We strive to create a disciplined, safe, happy and caring atmosphere that encourages students to be responsible, confident, compassionate, and well-informed citizens who contribute to the local and international community.

WE STRIVE FOR EXCELLENCE

NIS VISION STATEMENT
Striving for Excellence by setting high levels of expectations for students and staff performance.

NIS CORE VALUES
- Responsibility; understanding rights and duties.
- Respect
- Honesty
- Compassion
- Ambition

NIS PHILOSOPHY
- **ACHIEVEMENT**   **We** are ambitious. We set high standards for all students and staff. We help people transform their lives through education, experience, support and inspiration.

- **INCLUSION**   **We** are open, welcoming, supportive and fair to all school community members.

- **EXCELLENCE**   **We** aim for excellence in all our teaching, learning and assessment, and across our campus and facilities.

- **FOCUS**   **We** are professional and purposeful. Working towards our shared strategic goals and managing our resources well.

- **INTEGRITY**   **We** work to uphold our values in our planning and decision-making, our teaching and learning, our actions and relationships.
We aim to be fair, open, honest and to treat all with respect.

DEFINITION

Digital Citizenship is being able to think critically and make ethical choices about the content and impact on oneself, others, and one's community of what one sees, says, and produces with media, devices, and technologies in online environments.

AIMS AND OBJECTIVES

NIS aims to embed a digital learning culture, with clear policies and guidelines in line with our Guiding Statements, which provides guidance to faculty, staff, students and parents about what constitutes a safe, respectful and caring environment where technologies are used smartly, safely and responsibly for learning and communicating.

GUIDING PRINCIPLES AND FRAMEWORK (Safe**, S**avvy **and S**ocial**)**

Three guiding principles classify the foundational Digital Citizenship in NIS.

These guidelines support, as well as reinforce the themes of digital citizenship implemented in the curriculum and practices.

1. **Safety**: Focuses on protecting yourself and protecting others from any danger, risk or injury. It constitutes the base of digital citizenship.
   PROTECT YOURSELF/PROTECT OTHERS
2. **Savvy**: Focuses on the concepts around educating yourself and connecting with others. These concepts build upon the concepts of Safety. It aims at creating an educated digital citizen; wisdom and practical knowledge; the understanding to make good judgment
   EDUCATE YOURSELF/EDUCATE OTHERS
3. **Social** guiding principle commits to helping everyone make decisions exemplifying our commitment to respect ourselves and respect others. It is here that we fully realize the possibilities of the online experience. It aims at teaching how to Respect yourself as a Digital Citizen, create cooperative and interdependent relationships and understanding of others.
   RESPECT YOURSELF/RESPECT OTHERS

IMPLEMENTATION

There are 9 elements of Digital Citizenship concepts and practices for internet access and use for all staff and students.

The nine elements are as follows

1. **Digital Security** (**DS**): electronic precautions to guarantee safety
   a. Students, faculty and staff will implement correct procedures for 'Bring Your Own Devices' including virus checks on USBs.
   b. The school will ensure that staff, students and parents are made aware of the importance of monitoring one's own 'Digital Footprint.'
   c. Privacy of students, parents, faculty and staff and other users must be recognized and respected at all times.
   d. All students and faculty and staff at our school will have internet and email access. All students, faculty, staff and parents will have their own password protected LMS account and log on. Such access is a privilege that infers responsibility including for clearing their mailboxes regularly, and not simply a right to be expected.

2. **Digital Rights & Responsibilities** (**DRR**): Freedoms extended to everyone in a digital world
   a. Privacy of students, parents, faculty and staff and other users must be recognized and respected at all times.
   b. The Students, Parents and Staff sign an acknowledgement form to ensure that information published on the Internet by students, parents or the school is of a high standard, and meets legal requirements and standards of general practice within the community in relation to safety and decency.
   c. All students shall be responsible for notifying their teacher of any inappropriate material so that access can be blocked.
   d. All Faculty and Staff shall be responsible for notifying the LMS Coordinator, the Headmistress or the IT Department of any inappropriate material so that access can be blocked.

3. **Digital Health and Wellness (DHW):** Physical and psychological wellbeing in a digital technology world

4. **Digital Access** (**DA**): Full electronic participation in society
   a. The school will provide access to Internet for students under the supervision of the teacher.
   b. The students will have access to the World Wide Web (WWW) under the supervision of their teachers and the IT Department and ONLY have access to sites that are considered to be of an educational nature.

c. The school's LMS Coordinator will liaise with Classera Coordinator all students', faculty's, parents' and staff's access, and with Emo Soft the maintenance of the school's web site. The IT Department will be responsible for web filters, and all other issues related to internet access by students.

d. Guidelines on access rights will be defined for different user levels. Restricted access shall be available to guest users for specific purposes only.

e. It is expected that all staff will make use of all technology available in the school to support student learning in a contemporary era.

f. The school will ensure where possible that it provides up-to-date facilities.

5. **Digital commerce (DC):** Electronic buying and selling of goods.

6. **Digital Communication (DCo):** electronic exchange of information

a. Consequences of publishing, accessing or failing to notify the LMS Coordinator, the Headmistress or the IT Department of inappropriate material shall be dealt with by the Headmistress.

b. The school will ensure that adequate Cyber safety training is offered to staff, parents and students

7. **Digital Etiquette (DE):** electronic standards of conduct and procedure.

8. **Digital Literacy(DLi):** process of teaching and learning about technology and the use of technology

a. NIS actively supports access by students to the widest variety of information resources available, accompanied by the development of the skills necessary to filter, analyze, interpret and evaluate information encountered.

9. **Digital Law (DLa):** electronic responsibility for actions and deeds

a. Faculty, Staff and Students will adhere to copyright laws in the use of information and images online.

b. The Students, Parents and Staff sign an acknowledgement form to ensure that information published on the Internet by students, parents or the school is of a high standard, and meets legal requirements and standards of general practice within the community in relation to safety and decency.

c. All students shall be responsible for notifying their teacher of any inappropriate material so that access can be blocked.

d. All Faculty and Staff shall be responsible for notifying the LMS Coordinator, the Headmistress or the IT Department of any inappropriate material so that access can be blocked.

TEACHING OPPORTUNITIES FOR DEVELOPING DIGITAL CITIZENS

DIGITAL SECURITY (DS)	DIGITAL RIGHTS & RESPONSIBILITIES (DRR)	DIGITAL HEALTH AND WELLNESS (DHW)
Electronic Precautions To Guarantee Safety	**Freedoms That Are Extended To Everyone In A Digital World**	**Physical And Psychological Wellbeing In A Digital Technology World**
• Correct procedures for Bring "Your Own Devices" • Develop an understanding for the need and workings of privacy settings in many contexts • Develop an understanding of **DIGITAL FOOTPRINT** • Recognize the value of personal information which should be kept offline and that which is appropriate to publish (**identity theft**) • Recognize and implement safe and secure passwords • Understanding the unknown element of the internet - know how to look for credibility indicators in those you encounter • Protocols for POP-UPS etc…	• Learn correct procedures for devices • Respect for shared devices • Respect for other's work on server • Refer to User Agreement • Refer to Digital Citizen Safety Action Flow Chart	• Use of technology that supports health and wellness rather than jeopardizing • Exploration of the impact use of digital technology has on the health and wellbeing of individuals • Explore the importance of balance between digital and face-to-face communication • Cyber-safety – how to be a good bystander, how does our personal learning translate into our digital practice • Explore the 'reality' of online contexts and the implications of these for personal life (eg. Avatars) • Know who to approach when in need of support for digital technology related issues – technology or socially based
DIGITAL COMMUNICATION (DCO)	**DIGITAL ETIQUETTE (DE)**	**DIGITAL LITERACY (DLI)**
Electronic Exchange Of Information	**Electronic Standards Of Conduct And Procedure**	**Process Of Teaching And Learning About Technology And The Use Of Technology**
• Provide opportunities for students to collaborate and communicate digitally • Appropriate use of language and text.	• Provide opportunities for students to collaborate and communicate digitally • Develop an understanding of public and personal spaces and the implications for this • Recognize the rights of others online in how you treat and your actions towards others • Develop an understanding of appropriate digital use at school and home • Make a clear link to Australian Values Education and refer to being a CITIZEN online	• Refinement of skills for searching and exploring information on the internet, recognition of reliable websites • Use of specific apps and websites for supporting learning • Exploration of the orientation of websites for specific purposes • Develop an understanding of digital footprint
DIGITAL ACCESS (DA)	**Digital Commerce (DC)**	**DIGITAL LAW (DLA)**
Full Electronic Participation In Society	**Electronic Buying And Selling Of Goods**	**Electronic Responsibility For Actions And Deeds Guarantee Safety**
• Use a range of technology to support specific needs and the development of individuals • Expose and use the terminology of digital technology • Explore the concept that everyone has the right to access and what this may mean in our homes and beyond our community • Design and run parent workshops about use of technology (older students)	• Awareness and use of copyright laws and use of creative commons • Explore the purpose, responsibilities and consequences for buying and selling items online • Explore the situations when access is free or comes at a cost, look for hidden charges • Explore online currency or token economies and the implications this has for $	• Learn about school rules for the use of digital technology and the consequences for inappropriate use • Awareness and use of copyright laws and use of creative commons • Develop a capacity for referencing online content

Main concept	S3	Sub-concept	PS - G/Y 2	G/Y 3-5	G/Y 6-9	G/Y 10-12	Touch Points/ Crossover with other Main Concepts	Cross-curricular Connections	Student DC Action & Demonstration of Learning
			Action Verbs: Remember & Understand						Apply, Analyze, Evaluate, Create
1. DIGITAL ACCESS	**SAFE**	Digital Inclusion	☑	☑	☑	☑	Digital Etiquette, Digital Rights & Responsibilities	English, ICT & S.S.	
		Digital Exclusion	☑	☑	☑	☑	Digital Etiquette, Digital Rights & Responsibilities	English, ICT & S.S.	
		Accessibility	☑	☑	☑	☑	Digital Etiquette, Digital Rights & Responsibilities, Digital Fluency	English, ICT & S.S.	Students use Read & Write for Google's "read aloud" feature to read an eBook.
	SAVVY	Home Access/ Homework Gap		☑	☑	☑	Digital Etiquette, Digital Rights & Responsibilities, Digital Fluency	All Subjects	
		Assistive Technology		☑	☑	☑	Digital Communication & Collaboration	All Subjects	Student uses the speech to text function to type their project design report.
		Equitable Access			☑	☑	Digital Etiquette	English, ICT & S.S.	
	SOCIAL	Digital Equality			☑	☑	Digital Rights & Responsibilities, Digital Fluency	All Subjects	Students compare and contrast the digital rights under two different current governments.

Main concept	S3	Sub-concept	PS-G/Y 2	G/Y 3-5	G/Y 6-9	G/Y 10-12	Touch Points/ Crossover with other Main Concepts	Cross-curricular Connections	Student DC Action & Demonstration of Learning
			Action Verbs: Remember & Understand						Apply, Analyze, Evaluate, Create
2. DIGITAL COMMERCE	**SAFE**	Web Storefronts & Shopping Carts	☑	☑	☑	☑	Digital Law, Digital Security	Economics, English, Social Studies,	Students research key elements of ensuring a "secure" and legitimate shopping website.
		Identity	☑	☑	☑	☑	Digital Law, Digital Security & Privacy	English, ICT, & S.S.	
		E-Commerce Secure Transactions		☑	☑	☑	Digital Security & Privacy	English, Economics, ICT & S.S.	Students create a checklist of what "Personal Information" is and write a summary of what information should and should not be shared online
	SAVVY	E-Commerce Recommendations & Ratings		☑	☑	☑	Digital Etiquette, Digital Rights & Responsibilities, Digital Fluency	All Subjects	
		Digital Advertising		☑	☑	☑	Digital Rights & Responsibilities	All Subjects	
		Digital Currency			☑	☑	Digital Law, Digital Security & Privacy	All Subjects	
		App Economy			☑	☑	Digital Law, Digital Fluency	All Subjects	
		Digital Economy		☑	☑	☑	Digital Law	All Subjects	
	SOCIAL	Data Sharing		☑	☑	☑	Digital Etiquette, Digital Law, Digital Security, Digital Communication	English, Economics, ICT & S.S.	
		Product Reviews		☑	☑	☑	Digital Etiquette, Digital Law, Digital Security, Digital Communication	English, Economics, ICT & S.S.	Students analyze reviews with a bias lens. Are they anonymous? Are proper disclosures made ("I received a preview copy")? Do extremely high or low star ratings seem justified in detailed explanations?

Main concept	S3	Sub-concept	PS-G/Y 2	G/Y 3-5	G/Y 6-9	G/Y 10-12	Touch Points/ Crossover with other Main Concepts	Cross-curricular Connections	Student DC Action & Demonstration of Learning
			Action Verbs: Remember & Understand						Apply, Analyze, Evaluate, Create
3. DIGITAL COMMUNICATION & COLLABORATION	**SAFE**	Phishing	☑	☑	☑	☑	Digital Security	Economics, English, Social Studies,	
		Spam	☑	☑	☑	☑	Digital Security	English, ICT, & S.S.	
		(Digital) Identity	☑	☑	☑	☑		English, Economics, ICT & S.S.	
	SAVVY	Notifications		☑	☑	☑		All Subjects	Student creates email notifications for school and community events.
		Co-Authoring		☑	☑	☑		All Subjects	
		E-mail		☑	☑	☑	Digital Etiquette	All Subjects	Student sends an email communication to city council members about local water quality concerns for environmental science class.
		Blogging/ Microblogging			☑	☑	Digital Fluency	All Subjects	Students create a "Book Blog" for ELA class addressing literary elements. (This is just an example demo of learning) Is that what you'd like?
	SOCIAL	Network Effect			☑	☑		English, Economics, ICT & S.S.	
		Forums/Discussion Boards			☑	☑	Digital Fluency	English, Economics, ICT & S.S.	
		Social Media			☑	☑	Digital Etiquette		Students are responsible for making a socially conscious hashtag and making it go viral, perhaps as part of a PBL. How much is it used and retweeted?

Main concept	S3	Sub-concept	PS-G/Y 2	G/Y 3-5	G/Y 6-9	G/Y 10-12	Touch Points/ Crossover with other Main Concepts	Cross-curricular Connections	Student DC Action & Demonstration of Learning
			Action Verbs: Remember & Understand						Apply, Analyze, Evaluate, Create
4. DIGITAL RIGHTS & RESPONSIBILITIES	SAFE	Digital Up stander/ Bystander	☑	☑	☑	☑	Digital Security, Digital Etiquette		
		Right to Privacy		☑	☑	☑	Digital Security & Privacy, Digital Law		
	SAVVY	Acceptable Use (Appropriate Use/ Responsible Use)		☑	☑	☑	Digital Etiquette		
	SOCIAL	Internet Bill of Rights				☑	Digital Security, Digital Etiquette	Social Studies	Students analyze the language of the Declaration of Independence and Bill of Rights, then propose what "Founding Parents" of today would say in light of a digital world.

Main concept	S3	Sub-concept	PS-G/Y 2	G/Y 3-5	G/Y 6-9	G/Y 10-12	Touch Points/ Crossover with other Main Concepts	Cross-curricular Connections	Student DC Action & Demonstration of Learning
			Action Verbs: Remember & Understand						Apply, Analyze, Evaluate, Create
DIGITAL HEALTH & WELFARE **5.**	**SAFE**	Eye Safety	☑	☑	☑	☑	None	Health, Physical Education	
		Distracted Driving	☑	☑	☑	☑	Digital Law	English, Health, Physical Education	Students play a racing game (such as Mario Kart) -- first with full attention, then attempting to text or read from their phone. Compare and chart the results.
		Screen Time	☑	☑	☑	☑	None	English, Health, Physical Education	Students practice writing or publish (create) a social media post celebrating the quality of time spent with a screen through digital content and apply the understanding that the most important thing is evaluating quality over time.
	SAVVY	Repetitive Stress Syndrome & Physical Ergonomics		☑	☑	☑		Health, Physical Education	
		Sound Ergonomics		☑	☑	☑		Health, Physical Education	
	SOCIAL	Internet Addiction			☑	☑		Health, Physical Education	
		FOMO			☑	☑		Health, Physical Education	

Main concept	S3	Sub-concept	PS-G/Y 2	G/Y 3-5	G/Y 6-9	G/Y 10-12	Touch Points/ Crossover with other Main Concepts	Cross-curricular Connections	Student DC Action & Demonstration of Learning
			Action Verbs: Remember & Understand						Apply, Analyze, Evaluate, Create
DIGITAL FLUENCY 6.	SAFE	World Wide Web	☑	☑	☑	☑			
		Searching and Processing	☑	☑	☑	☑	Digital Access		
		Apps	☑	☑	☑	☑	Digital Rights & Responsibilities		
		Creative Commons License		☑	☑	☑			
	SAVVY	Computing		☑	☑	☑			
		Digital Footprint		☑	☑	☑	Digital Communication		Students write down three things about themselves, from generic to specific. Share as a class. Use as samples to see if these "breadcrumbs" can be tracked back to specific students.
		21st Century Skills		☑	☑	☑	Digital Access		
		Fake News		☑	☑	☑	Digital Rights & Responsibilities	ELA, Social Studies, Science, Social Sciences, World Language, Career/Technical Education	Student creates "how-to evaluate sources" presentation for their inquiry design project.
		Media Literacy		☑	☑	☑			
		Just-in-time Information			☑	☑	None		
		Digital Productivity			☑	☑	Digital Access		
	SOCIAL	The Cloud			☑	☑	Digital Communication		
		Web Conferencing			☑	☑	Digital Etiquette		

Main concept	S3	Sub-concept	PS-G/Y 2	G/Y 3-5	G/Y 6-9	G/Y 10-12	Touch Points/ Crossover with other Main Concepts	Cross-curricular Connections	Student DC Action & Demonstration of Learning
				Action Verbs: Remember & Understand					Apply, Analyze, Evaluate, Create
Digital Security & Privacy · 7.	SAFE	Authentication/ Logging In	☑	☑	☑	☑	Digital Law, Digital Communication, Digital Commerce	(For any of these :) Create PSA's and a campaign to remind their peers -- anything from school newscasts commercials, posters in hallways, and/or social media postings.	
		Virus Protection		☑	☑	☑	Digital Law, Digital Communication, Digital Commerce		
	SAVVY	Data Backups		☑	☑	☑	None		
		Passwords		☑	☑	☑	Digital Law, Digital Communication, Digital Commerce		
		Authorization		☑	☑	☑			
	SOCIAL	Data Sharing			☑	☑	Digital Rights and Responsibilities, Digital Law, Digital Etiquette, Digital Communication, Digital Commerce		
		Identity (Identity Theft)			☑	☑	Digital Rights and Responsibilities, Digital Law, Digital Communication, Digital Commerce		
		Doxing			☑	☑	Digital Rights and Responsibilities, Digital Law, Digital Communication		

Main concept	S3	Sub-concept	PS-G/Y 2	G/Y 3-5	G/Y 6-9	G/Y 10-12	Touch Points/ Crossover with other Main Concepts	Cross-curricular Connections	Student DC Action & Demonstration of Learning
			Action Verbs: Remember & Understand						Apply, Analyze, Evaluate, Create
Digital Etiquette 8.	SAFE	Acceptable Use Policy	☑	☑	☑	☑	Digital Rights and Responsibilities		
	SAVVY	Digital Awareness		☑	☑	☑	None		
	SOCIAL	Harassment			☑	☑	Digital Communication & Collaboration		
		Flaming			☑	☑	Digital Communication & Collaboration		
		Trolling			☑	☑	Digital Communication & Collaboration		

Main concept	S3	Sub-concept	PS-G/Y 2	G/Y 3-5	G/Y 6-9	G/Y 10-12	Touch Points/ Crossover with other Main Concepts	Cross-curricular Connections	Student DC Action & Demonstration of Learning
				Action Verbs: Remember & Understand					Apply, Analyze, Evaluate, Create
Digital law 9.	SAFE	Copyright		☑	☑	☑	Digital Rights & Responsibilities	ELA, Social Studies, Science, Career/Technical Education	
		Digital Worms/Viruses/ Trojan Horses		☑	☑	☑	Digital Security	Computer Science	
		Identity Theft		☑	☑	☑	Digital Commerce, Digital Security	Social Studies, ELA	
		Children's Internet Protection Act		☑	☑	☑	Digital Security	Social Studies, ELA	
	SAVVY	Plagiarizing		☑	☑	☑	Digital Rights & Responsibilities	ELA	
		Fair Use		☑	☑	☑	Digital Rights & Responsibilities	ELA	An example of a middle school Fair Use lesson from our SCPS curriculum.
	SOCIAL	Cyberbullying		☑	☑	☑	Digital Communication, Digital Etiquette, Digital Health & Wellness	Social Studies, ELA	
		Hacking		☑	☑	☑	Digital Security, Digital Rights and Responsibility	Science, ELA, Math, Computer Science	
		Malware		☑	☑	☑	Digital Security, Digital Rights and Responsibility	Science, ELA, Math, Computer Science	
		Spam		☑	☑	☑	Digital Security, Digital Communication	ELA, Business	

NIS POLICY AND PROCEDURE FOR CYBER-SAFETY

The measures to ensure the cyber-safety of **Nefertari International Schools'** students outlined in this document are based on our Guiding Statements and Core Values. **Nefertari International School** is committed to providing equal **access to quality educational** experiences for its students and to the **provisions of current teaching resources** to all teaching staff.

Our aim is to offer educational experiences that develop creativity, initiative and a love of learning and to allow students to make a contribution to their world.

We recognise the place of technology in the future world of our students and their need to be able to access these technologies and take advantage of the opportunities they provide.

The school's smart boards, internet access facilities, computers and other school communication technology facilities bring great benefits to the teaching and learning programmes at NIS and to the effective operation of the school. They are for educational purposes appropriate to the school environment. This applies whether the ICT equipment is used on or off the school site.

The overall goal of the school in this matter is to create and maintain a cyber-safety culture which is in keeping with the values of the school. This use agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with cyber-safety breaches which undermine the safety of the school environment.

All students will be issued with a use agreement and once signed consent has been returned to school, students will be able to use the school ICT equipment/devices.

Internet access is also screened by the IT Department which aims to ensure that inappropriate sites are avoided. All data placed on Classera and the school's website is stored in online cloud formats which may be backed up in multiple global secure locations.

Nefertari International School, reserves the right to review any material in user accounts, file or cloud server space, or on personal electronic devices if brought to school, in order to monitor appropriate use by all users.

All use of School Classera including Google Apps for Education and Web/Video Conferencing must be used in accordance with the NIS' Cyber-safety Use Agreement and ICT Policy, even if students do the work from devices outside of school. Students using Classera tools will treat these tools as a classroom space.

The school may audit its computer network, Internet access facilities, computers and other school ICT equipment/devices or commission an independent forensic audit.

RULES TO HELP KEEP NEFERTARI INTERNATIONAL SCHOOL'S STUDENTS CYBERSAFE

Parents play an important role in developing knowledge, understanding and ethics around their child's safety and cyber-safety. Please discuss these rules with your child/ren so that they understand what it means to be a safe and responsible user of ICT.

1. I agree to safely using the school ICT equipment after my parents and I have discussed these rules and my signed **Use Agreement Form** has been returned to school.
2. I can only use the computers and other school ICT equipment for my schoolwork.
3. If I am unsure whether I am allowed to do something involving ICT, I will ask the teacher first.
4. I will log on only with my own user name. I will **NOT** allow anyone else to use my user name.
5. I will **NOT** tell anyone else my password.
6. I can only go online or access the Internet at school when a teacher gives permission and an adult is present.
7. I understand that I **MUST NOT**, at any time, use the Internet, email, social media, mobile phones or any ICT equipment to be mean, rude, offensive, or to bully, harass, or in any way harm anyone else or the school itself, even if it is meant as a joke.
8. I understand that there are laws surrounding technology use and that there are legal consequences for breaking them.
9. I understand that it is against the law for me to have a Social Media account that has age restrictions that are pertinent to me.
10. **While at school, I will NOT:**
    - Attempt to search for things online I know are not acceptable at our school. This could include anything that is rude or violent or uses unacceptable language such as swearing
    - Make any attempt to get around, or bypass, security, monitoring and filtering that is in place at our school.
11. If I find anything I know is not acceptable at our school on any ICT equipment, I will:
    - Not show others

- Turn off the screen and
- Get a teacher straight away.

12. I understand that I must not download, subscribe to or copy any files such as music, videos, games or programmes without the permission of a teacher. This is to ensure we are following copyright laws.
13. I will not connect any ICT equipment/device (such as a USB drive, iPad, camera or phone) to school ICT or run any software, without a teacher's permission. This includes all wireless technologies.
14. The school cyber-safety rules apply to any ICT equipment/devices brought to school from home like a mobile phone, USB drive.
15. I will always ask my teacher's permission before giving out any personal information online. I will also get permission from any other person involved. Personal information includes any of the following:
    - Name
    - Address
    - Email address
    - Phone numbers
    - Photos, recording or videoing someone
16. I will respect all school ICT and will treat all ICT equipment/devices with care. This includes:
    - Not intentionally disrupting the smooth running of any school ICT systems or changing any settings.
    - Not attempting to gain unauthorized access to any system.
    - Following all school cyber-safety rules, and not joining in if other students choose to be irresponsible with ICT.
    - Reporting any breakages/damage to a staff member.

NEFERTARI INTERNATIONAL SCHOOL'S CYBER-SAFETY USE AGREEMENT FORM

1. Parents please read this page carefully to check that you understand your responsibilities under this agreement. By signing this Cyber-Safety Use Agreement, you are also bound by this agreement when using or assisting to use any ICT equipment/devices at **Nefertari International School** or on any school related activities.
2. Parents and students (in Year 1-12) sign the appropriate section on this form.
3. Print out and return only the Agreement Form to the school.
4. Keep the document for future reference.

I UNDERSTAND THAT NEFERTARI INTERNATIONAL SCHOOL WILL

- Do its best to enhance learning through the safe use of ICT. This includes working to restrict access to inappropriate, illegal or harmful material on the Internet or school ICT equipment/devices at school, or at school-related activities.
- Work progressively with children and their families to encourage and develop an understanding of the importance of cyber-safety through education designed to complement and support the use agreement initiative. This includes providing children with strategies to keep themselves safe in Cyberspace.
- Keep a copy of this signed use agreement on file.
- Respond to any breaches in an appropriate and relative manner.
- Welcome enquiries from parents or students about cyber-safety issues.

MY RESPONSIBILITIES INCLUDE

- Reading this **Cyber-Safety Use Agreement** document.
- Discussing the information with my child and explain why it is important.
- Returning the signed agreement to the school.
- Supporting the school's cyber-safety programme by encouraging my child to follow the cyber-safety rules, and to always ask the teacher if they are unsure about any use of ICT.
- I acknowledge that I am aware of the current legal restrictions for all social media sites that preclude children under the age of 13 holding such an account.

By accepting this school policy, you are giving permission for your child to use online tools approved and supervised by their class teacher.

Throughout the year students may also have access to third party apps (i.e. an online video editing tool) that require parental permission. My signature below gives my consent to allow my child to use these third party apps at school.

Please print out and return the below section to school. Note: **A CYBER-SAFETY USE AGREEMENT FORM** must be signed for each child.

SCHOLASTIC YEAR
20---/20--

We have read this Cyber-Safety Use Agreement carefully and understand the significance of the rules and agree to abide by these rules. We are aware of the school's initiatives to maintain a cyber-safe learning environment.

STUDENT NAME		**GRADE/ YEAR**	
STUDENT SIGNATURE		**DATE**	
PARENT NAME		**RELATION TO THE STUDENT**	
PARENT SIGNATURE		**DATE**	

PLEASE NOTE
This agreement will remain in force for the current school year. If it becomes necessary to add/amend any information or rule parents will be advised.

SCHOLASTIC YEAR
20---/20--

I acknowledge that my child's photograph, work or video footage may be published with discretion as deemed appropriate by the school. I acknowledge that my child may use educational tools as per their teacher's advice for education and web/video conferencing as part of their school work I understand that use of children's surnames or personal details be will be avoided except in newsletters. I acknowledge that a photograph of my child may be used without acknowledgment, remuneration or compensation in publications (print, website, DVDs, CD ROMs) and/or presentations of the school.

Photographs will be taken for school purposes only. For example: blogs, school website, class activities, school assemblies, camps, excursions, school newsletter, School Facebook Page, Yearbook etc. These photographs may be printed and displayed in various parts of the school at any time. (i.e. classrooms and passageways).

I give permission for my child to be photographed by still or video camera and audio recordings whilst attending Nefertari International School either individually or in groups.

(Note: If you do not wish your child's image or work to be published in this way please notify the Administration in writing of this matter).

STUDENT NAME		GRADE/ YEAR	
PARENT NAME		RELATION TO THE STUDENT	
PARENT SIGNATURE		DATE	

PLEASE NOTE
This agreement will remain in force until a new one is issued.

PLEASE RETURN THIS SECTION TO YOUR CHILD'S CLASSROOM TEACHER

Issued 2019
Edited 10/9/2023