

SINGAPORE AMERICAN SCHOOL

ELEMENTARY SCHOOL

1:1 IPAD PROGRAM HANDBOOK



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ABOUT THE ELEMENTARY SCHOOL 1:1 IPAD PROGRAM

Why 1:1 iPads? Why now?

SAS is committed to creating and embracing a 21st century approach to teaching and learning and providing all students with 21st century learning experiences, environment, resources, and skills. An essential element in supporting this direction is adequate access to technology resources. 1:1 device programs are the norm in international schools and have proven to be successful in developing 21st century skills, attitudes, aptitudes and behaviours and in creating an institutional culture of learning, creativity, and innovation.

Why has the school selected Apple devices for the ES 1:1 Program?

Apple Computers have been committed to supporting public and private education for several decades. As such, their products and solutions provide an “ecosystem” that is widely known for its ease of use, reliability, innovation, and creativity. The emergence of iPads as a powerful learning tool for schools has furthered Apple’s presence and commitment to education. The consistency of design, functionality, and user experience from Apple’s operating systems, iOS and Mac OS, simplify use for users of all ages and experiences. These characteristics are ideal for educational settings and support our vision for educational technology.

Apple has dedicated resources for educational institutions and for educators and an extensive worldwide support structure. Apple has a robust professional development framework that includes providing innovative educational experts and consultants, professional development programs, and educator certificate programs. The Apple Distinguished Educator program is one of the most widely recognized programs for identifying and supporting outstanding educators. The growing number of international schools that have existing Apple programs - or have recently recently implemented or migrated - allows for a high level collaboration between educators and schools. It is also an indication that Apple products are widely recognized as an excellent choice for education. All of these factors led to the decision of choosing Apple as the single platform for SAS.



Vision

The SAS Vision for Technology:

Technology serves as a dynamic tool for learning that optimizes productivity, connectivity, collaboration and creativity.

When technology is integrated into the teaching and learning environment in meaningful and purposeful ways the following new learning opportunities will be created:

PRODUCTIVITY	<ul style="list-style-type: none">• Improved 21st century skills in the context of core subjects and knowledge areas.• Enhanced engagement and achievement in all academic and core subject areas.• Critical Thinking, Communication (SAS DSLO)
CONNECTIVITY	<ul style="list-style-type: none">• Increased connection of core subject and curricular areas to real world opportunities and experiences.• Increased opportunities for students and teachers to connect and communicate with other students, educators and experts around the globe.• Communication, Character (SAS DSLOs)
COLLABORATION	<ul style="list-style-type: none">• Increased opportunities for collaboration and communication inside and outside of school and classrooms.• Improved collaboration and communication skills using 21st century tools and learning environments.• Collaboration (SAS DSLO)
CREATIVITY	<ul style="list-style-type: none">• Encourage and promote creativity and innovation by integrating digital tools in a 21st century learning environment.• Promotes a variety of forms of expression that utilize digital tools and platforms best suited to individuals learning styles• Creativity and Innovation(SAS DSLO)

Therefore, students will demonstrate their learning in a variety of ways including:

- Collaborating and creating documents, spreadsheets, maps, presentations and websites using Google Apps for Education.
- Developing an authentic electronic portfolio in the form of a blog that supports reflective learners and that showcases growth and learning.
- Creating unique and dynamic multimedia projects such as movies, slideshows, and music.
- Connecting and collaborating with others students within and outside of SAS including the use of educational social networking.
- Publishing their creative works online.

We encourage students to publish both in-process and completed works in a variety of online spaces in order to build a positive digital presence. By sharing their works online, students will practice good digital citizenship and develop an increased understanding of responsible online behavior. Presenting their work online at local and global levels provides them a real audience from whom they can continue to grow and learn.

An important part of our 1-1 program is that it remains viable, relevant and flexible. We are fully expecting the programs and structures to evolve over time as technologies and needs continually change. Students and teachers will be involved in evaluating new tools and their effectiveness toward our learning goals and school vision. SAS will continue to support innovative and creative uses of technology for teaching and learning.

GUIDELINES AND AGREEMENTS

Introduction

The Institute of Global Ethics has identified five values (i.e., Compassion, Honesty, Fairness, Responsibility, Respect) as recognized core values of cultures throughout the world. The five core values are the basis for the Singapore American School's approach to Character Education and serve as the foundation for all relationships among students, staff, faculty, administrators, and parents. Guidelines and agreements for technology use also adhere to the five core values.

Being a Responsible User

Responsible use with regards to technology is expected for all of our users. The use of the various technologies at SAS are focused on teaching and learning. However, as students will have access to technology outside of school it can be used for personal purposes. Digital citizenship and responsible use are modeled and taught whenever it is appropriate. In this handbook, there are clearly articulated expectations, however students will often need to make wise decisions about their behaviour so that it aligns with our SAS Core Values. Students are expected to be responsible members of the community and act in a manner consistent with the Core Values both in a digital environment (no matter what device) and in face to face interactions.

Keeping Health and Balance in Mind

The 1-1 iPad Program is meant to be a positive, enriching tool to enhance learning and creativity. However, computers, mobile devices and other technologies can sometimes have a disruptive effect on a person's behavior and well-being. Proper usage of technology should never cause emotional or physical pain. Additionally, while technology can be an engaging way to spend time, over use is possible. You know your cyber life is out of balance when it gets in the way of other aspects of your life. If it interferes with school work completion or real life personal interactions, you might need to consider re-balancing your usage.

Digital Citizenship Agreement

Responsible citizenship means practicing good ethical behavior and adhering to the SAS Core Values whether online or offline. Students are encouraged to model good digital citizenship by making sure their actions and choices do not disrupt the learning environment for themselves or others, just like in the classroom. In order to participate in the SAS online community, students agree to the SAS Digital Citizenship Agreement which outlines common expectations and serves to guide student use and behavior.



Singapore American School ES Digital Citizenship Agreement

Singapore American School believes that technology serves as a dynamic tool for learning that optimizes productivity, connectivity, collaboration and creativity. Our goal in providing Internet access and digital devices to students is to promote educational excellence by facilitating innovation, communication and collaboration. In order to meet our goal, users are expected to abide by and model the accepted Digital Citizenship Agreement, which includes but is not limited to:

RESPECT YOURSELF	PROTECT YOURSELF
I will show respect for myself through my actions. I will select online names that are appropriate, I will consider the information and images that I post online to build a positive digital footprint.	I will not publish my personal details, contact details or a schedule of my activities. I will protect passwords, accounts and resources. I will find a healthy balance between online and offline activity.
RESPECT OTHERS	PROTECT OTHERS
I will show respect to others. I will show respect for other people in my choice of websites, I will not visit inappropriate sites.	I will protect others by not forwarding inappropriate materials or communications and not visiting inappropriate sites. I will protect others by reporting abuse.
RESPECT INTELLECTUAL PROPERTY	PROTECT INTELLECTUAL PROPERTY
I will respect copyright rules and follow fair use guidelines.	I will protect property of others by following fair use guidelines.
RESPECT PROPERTY	PROTECT PROPERTY
I will respect and properly care for the iPad issued to me. I will respect and properly use any SAS iPad or other device.	I will follow the SAS core values so that I am prepared to learn everyday.

If the Digital Citizenship Agreement is not followed, and disciplinary actions are necessary, the process will follow the standard procedures outlined in the divisional (PS,IS,MS,HS) student handbook.

This Agreement was adapted from the Digital Citizen AUA located at <http://edorigami.wikispaces.com/Digital+Citizen+AUA> and is licensed by Singapore American School under a Creative Commons Attribution-ShareAlike 2.5 Generic License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-sa/2.5/>.

Sharing Work Online

We encourage students to publish both in-process and completed work in a variety of online spaces in order to build a positive digital presence and develop a deeper understanding of how they can collaborate, create, share and communicate online. By sharing their work online, students will practice good digital citizenship and develop an increased understanding of responsible online behavior. Presenting their work online at local and global levels provides them a real audience from whom they can continue to grow and learn.

SAS Online Sharing Guidelines

Publishing student work online is a key component of the 1:1 iPad program. All students should be aware that once information is on the Internet, there is nothing to stop it from being replicated, shared and distributed widely without your control, both now and into the future. Additionally, it is important that students know there are certain pieces of information that should never be shared, such as passwords and private information. By following the SAS Online Sharing Guidelines that follow, students will be sure to be operating in a safe and responsible way.

STUDENT GUIDELINES FOR ONLINE SHARING

Why share online?

- To practice creating work for a bigger audience than just your teacher
- To connect and collaborate with other classmates and people around the world
- To collect your learning in one place and to reflect on your improvement
- To share your ideas and creativity with students, teachers, parents, family members and the world

Online Sharing Guidelines

When you share and comment on work online, you are expected to demonstrate the five “core values” of SAS (Compassion, Honesty, Fairness, Responsibility, Respect) in everything you do offline and online by following the guidelines below. Since what you post online is permanent, use the questions in italics to help you decide what is appropriate before you publish.

- **Think before you post.** Ask yourself: Is this something I want everyone to see? Would sharing this offend, surprise or shock anyone? Would I want this graded for proper grammar and spelling?
- **Treat other people the way you want to be treated.** Ask yourself: Would I say this to someone’s face? Would I want someone to say this to me?
- **Do not share personal information such as last name, address, phone number or email address.** Ask yourself: Could someone find me or someone else (in real life) based on this information?
- **Anytime you use media from another source, be sure you have permission and properly cite the creator of the original work.** Ask yourself: Who is the original creator of this work? Do I have permission to use this work?

Commenting Guidelines

Commenting on other people’s online work is just as important as posting your own work. It is your responsibility to moderate comments on things you post. Please report anything inappropriate or disrespectful to your teacher.

Use the following THINK poster as your guide before you post or comment online.



Google Terms of Service

SAS' Google Apps for Education complies with legal requirements for safety and security such as the Child Internet Protection Act (CIPA), Children's Online Privacy Protection Act (COPPA), and the Family Educational Rights and Privacy Act (FERPA).

Students under 13 ordinarily need parent permission to have email accounts, however SAS acts as the parents' agent and approves the accounts on their behalf. Therefore, all students will have Google Apps accounts (including GMail) built in SAS's private domain.

The Google Apps for Education accounts are property of SAS. This means that content in these accounts may be accessed or searched by delegated SAS employees. (IT Staff, Administrators, etc.)

As the provider of these services, Singapore American Schools has included several safety and educational features in Google Apps for Education.

- Parents, guardians, and administrators will have access to student's Google Apps
- Filters to block SPAM, viruses and inappropriate content
- Parent, Guardian and Administrator ability to review all student emails

Email Guidelines

Student email use at SAS should be appropriate and targeted.

Appropriate: At SAS, we expect our students behavior to reflect the core values and be consistent with general agreements outlined in our Digital Citizenship Agreement.

Targeted: Students should send email only from their school email account for school purposes.

Upper Elementary students will be issued a SAS Google apps accounts, which includes a school Gmail account for email. School email accounts will also allow students to engage in dynamic learning experiences using web 2.0 learning tools that extend learning beyond the classroom.

At the beginning of grade 3, students participate in digital citizenship lessons to learn how to use email to communicate in appropriate ways. We believe in teaching students the necessary technical skills in conjunction with increasing their awareness of digital citizenship. It is only then that students are informed of their email address and password and instructed on how to log onto their email account. Teachers hold a copy of all student email addresses. Parents are and also provided with their child's email address and password. It is appropriate, at the elementary level, for teachers and parents have access to student email accounts. Teachers will not use the passwords to 'spy' on the students, but rather as a tool for monitoring and safety purposes.

Keyboarding Skills

Typing speed should not hinder the writing process but should optimize productivity and communication. While keyboarding is not taught directly in any ES courses, students will have many opportunities to practice as it is an important input device for writing. It is expected that students, in upper elementary, whose typing speed is impacting their productivity make time to practice at home to improve speed and accuracy. A variety of web based and Google Chrome apps are available to practice and improve typing speed.

Suggested Resources

- Typing Test .Com <http://www.typingtest.com/>
- To test your typing speed, take a three minute typing test.
- For G5 we subscribe to Typingtraining.com
- For G3 and G4 we recommend and use TypingWeb.com

SAS IPAD USE GUIDELINES

Responsibilities of Using School Devices

Students are responsible for the proper care and maintenance of school-owned devices. This includes leaving school-defined settings and software as installed, and not voiding the warranty by disassembling the iPad or taking it to a non-authorized service center for service.

Students should also take careful steps to protect their iPads from damage or theft. Damage can be avoided by following the iPad Care instructions outlined in this handbook. When not in use, the iPad must be securely stored within the classroom. It must never be left unattended in open areas.

iPad Distribution and Return

iPad Acceptance

Prior to taking an iPad home, parents or guardians must agree to and sign the iPad Acceptance Form (see appendix).

Gifting Apps

Parents will be required to gift all basic productivity apps for the upper elementary 1-1 iPad Program. Additional apps, to meet the individualised learning needs of the student, may be requested to be installed by classroom and support teachers.

Students may install free apps and updates as needed throughout the year under the instruction of the classroom teacher.

Returning Your iPad

Upon the completion of grade 5, students will be required to return the iPad, case and power cord to SAS.

Collection and Inspection by School

SAS reserves the right to collect and examine school-issued iPads at any time for the purpose of assuring compliance with school rules and guidelines. The school may also monitor iPad and Internet use at school to ensure compliance. iPads may be restored to factory settings if found not to be in compliance.

Account Ownership

iTunes Accounts

Students are setup with an iTunes account in the same country as their parents. They are not linked to a credit card. iPad apps remain the property of the child.

Upon early withdrawal from SAS, steps are provided on how to change the iTunes account to a personal account on the ES iPad website.

Content and App Restrictions

Each ES iPad has restrictions set to stop students from downloading apps, music, videos and books with adult content.

The best “parent control” involves the low tech approach of on-going conversations between parents and students around “acceptable use” and “boundary-setting.” In the event that a student is experiencing difficulty adhering to the boundaries that have been set, it is best to seek consultation with your child’s classroom teacher and their counselor so that home and school can partner with low tech approaches as well.

Being prepared to learn

Students that are part of the 1:1 iPad Program must bring their iPad to school each day:

- In the school assigned protective case and zipped up in the carry pouch.
- With the battery fully charged.
- With headphones or earbuds.

Safety and Security

Security

Students are responsible for the security of their iPads at all times. iPads should never be left unattended or taken into environments that may prove harmful.

Passwords

A strong password is important because any individual password that is compromised can have adverse consequences. We encourage using the same password for all school accounts. Students are responsible for remembering their own passwords. Student passwords will be shared with parents at the beginning of the school year for safety and monitoring purposes.

iPad Care

It is generally expected that an iPad will be functional for three years if treated well. Students are expected to have their iPads in full-functioning order for every class every day at SAS. For this reason, it is vital that they exercise care at all times to keep their iPads functioning properly. There are several fundamental ways to retain the functionality of the iPad. This section will give students useful tips on how to take care of their iPads.

Use the school-provided iPad case

You must keep your iPad in the school-provided case. You may not remove any identifying inventory tags affixed to the computer by the IT Department.

Always carry your iPad safely

Carry the iPad zipped up in the school provided iPad pouch.

Keep iPad away from liquids and food

Don't eat or drink while using the iPad. Liquids should not be placed on the same surface as your iPad. If drinks or other liquids are on the same surface (table, etc.) as your iPad, they can spill into your iPad and cause irreparable damage. Also, do not put water bottles in your backpack alongside your iPad.

Place your iPad on a safe surface

Never put your iPad on surfaces where people walk or put their feet such as the floor, stairs, or a foot rest. Find a safe place to place your iPad before putting it down.

Be gentle with your iPad

Don't pound on screen. Treat your iPad well, and it will serve you well!

Online Help

iPad Program Documents

All of the documents regarding the ES 1:1 iPad Program can be found on the SAS Website.

The Web

Apple has an excellent support site where users can search for answers to questions. Apple has produced a collection of introductory videos located here: <http://www.apple.com/support/ipad>. Additionally, answers to most software or web application questions can be found by using a Google or YouTube Search.

Connecting to the Internet from Home

iPad Program Documents

Students in grades 4 and 5 are able to connect their iPad to a home wireless network. If you are having trouble connecting your school-owned iPad to your home wireless network, you will need to contact your internet service provider for assistance.

PARENT HANDOFF CHECKLIST

In 1:1 Programs around the world, we have found that some parents may have inadvertently relinquished their parental authority when it comes to all things digital. As a part of our program we recommend that parents spend time discussing expectations and boundaries with their child. The prompts below are our suggested topics for agreements.

- Agree that the iPad does not belong to the student but to the school, and that its purpose is for academic learning.
- Agree to where the iPad will be charged each night. (Consider the location, time and how this will fit into the student's routine, for example, "after brushing teeth.")
- Agree to where and when the iPad can be used at home. (Consider private vs. public spaces, balance between screen time and face time, establishing an "internet curfew". Be mindful of locations that are dangerous for iPads.)
- Agree on what happens during homework time. (Consider setting expectations about a specific location and what types of apps and services should be turned off. Consider "break time" and how that might look different than "homework time.")
- Agree to keep an open and honest dialogue about the student's digital life. (Consider setting expectations around how to deal with cyberbullying and what to do if students come across inappropriate websites, etc.)
- Agree to make future adjustments to these agreements or create new agreements as needed.



FREQUENTLY ASKED QUESTIONS

ES iPad 1:1

What type of iPad are the students issued with?

Each G3 student will be issued with a new iPad and they will keep the iPad until the end of Grade 5 as long as they remain a student at SAS. Students who enroll after the start of the school year may be issued with a refurbished iPad.

What accessories come with the iPad?

Each student is issued with a Griffin Survivor style military-grade protective case. The iPad must remain in the protective case at all times. For details see <http://store.griffintechology.com/survivor-for-ipad-air>

Students will also be issued with a set of their own 'inline' earbuds for the iPad. Each is individually labelled with their name. Students will not share earbuds due to health concerns. If the earbuds are lost or broken, it is the responsibility of the parents to replace them.

A carry pouch will also be issued to each student to hold the iPad, earbuds and name card.

Do we get to keep the iPad?

Your child will retain the same iPad from G3-G5 as long as they remain a student at SAS. The iPad remains the property of SAS.

How will we pay for apps?

Many of the apps we will utilize are free, but there are some paid apps we will ask parents to install during the year. To offset the cost of installing the apps, we will credit your child's SAS card with the equivalent amount.

Do I need an iTunes account?

A parent must have their own iTunes account so they can 'gift' apps to their child. The parent's iTunes account should be linked to a credit card.

Does my iTunes store need to be the same as my child's?

Yes, in order to 'gift' apps, you and your child must have iTunes accounts in the same country's iTunes store.

When will I have to 'gift' apps to my child?

Your child's classroom teacher will be in communication with you about which apps and then they need to be 'gifted'.

Can my child install apps on their iPad that will be charged to my credit card?

No. Your child can only install free apps. The account that has been set up for them is a 'free' iTunes account that is not linked to your credit card.

If we leave SAS, how do I retain all the gifted apps?

We have included a link on our ES iPads website to assist with the transfer of the iTunes account.

How can I assist my child with their learning on the iPad?

At SAS we consider the education of your child to be a joint effort. It is a partnership between admin, teachers, parents, counsellors, and the student. We encourage you to talk to your children about what they are doing and how they are learning. Follow up parent coffee workshops will also be held during the year to ensure parents can assist their children in making the most of learning with their iPads.

Will I be able to access my child's work online?

All Grade 3, 4 and 5 students utilize a blog in conjunction with their Google Apps account so that they can publish work, collaborate with peers and document their growth over time. Students are encouraged to use the blog to reflect on their learning and create a positive online presence. Teachers will ask students to post to their blogs and we encourage you to view their blog on a regular basis and to comment on their posts.

Will students be able to use the iPad during break times?

We are conscious that a balanced school day includes time when students do not use their iPads. Elementary students should be running around and playing during break.

Will all of the students' work be done on the iPad?

No. As stated in our overview, technology should be purposefully integrated into core curricular areas to enhance learning. 21st century learning requires a blend of digital and analog tools and experiences for students.

We are conscious of screen time for our students. Teachers will be mindful of best practices such as: students holding or placing the iPad at a reasonable distance from their face; keeping the room well lit; limiting continuous iPad activities to 20 min intervals; and encouraging students to run around during breaks and lunch recess.

What measures are in place to protect my child when searching online?

There are several safeguards that we have in place: we filter some content at our server; we physically monitor students during their use; and we teach digital citizenship to ensure students understand internet safety and develop appropriate habits.

Will students be able to put install apps on their iPad?

Students can install free apps on their school iPad that support their learning. They should do so only under the direction of their classroom teacher.

Will my child bring the iPad home?

Grade 3 students will not bring their iPads home. Starting in the 2014/15 school year, Grade 4 and 5 students will bring their iPads home.

What should I do at home to ensure that my child is using the iPad in the way intended?

It is important to establish an ongoing dialog about your child's technology use. Establishing use protocol is best determined by the school and parent's while involving the child's input. Duration, location, and purpose of use requires an ongoing assessment.

Will there be a place for my child to charge their iPad at school?

Grade 3 students will have a place in the class to charge their iPads. In Grades 4 and 5 we will send the iPad charger home. Your child will be required to charge their iPad overnight and come to school with the it fully charged and ready for use.

Set an expectation with your child that the iPad is charged in a common area of your home, such as the living room, by an agreed time. That way, your child will not have their iPad in the bedroom where they may be tempted to use it rather than going to sleep.

If my child takes the iPad home, is it insured?

Yes. The iPad is owned by SAS, and insurance has been purchased for the iPad.

If my child takes the iPad home, what if it is accidentally damaged?

If the iPad is accidentally damaged, the family will be responsible for paying SGD \$200 toward the insurance deductible for the first incident. The 'military' covers we have purchased should protect from most accidents.

If my child takes the iPad home, what if it is stolen?

If the iPad is stolen, the school insurance will cover up to SGD \$800 for replacement after a SGD \$200 deductible. Families will be required to submit a police report in order to make an insurance claim.

If my child takes the iPad home, what if the iPad is lost?

If the iPad is lost, the family will be responsible for paying SGD \$400 toward the cost of a new iPad. If the iPad is lost a second time, the family will be responsible for the full replacement cost of the iPad. If a student loses any of the accessories such as the power supply or earbuds the family will be responsible for 100% of the replacement cost.

Can I buy insurance for the iPad?

The laptop is owned by SAS and insurance has already been purchased for it. You may wish to see if your personal insurance will cover the deductible or losses not covered by the insurance provided by the school.

How will the iPad connect to the Internet at home?

iPads can be easily configured to access the Internet by connecting to your home wireless network.

ES iPad 1:1 (Lower ES)**What type of iPad are the students issued with?**

Grade 1 students will have access to an iPad Mini. Grade 2 students will use the iPad Air.

Do we get to keep the iPad?

The iPad will remain at school and stay with the classroom when your child moves to Grade 3.

Do we pay for apps?

No. In the lower elementary school management of the iPads is done by the classroom teacher.

Do I need an iTunes account?

Not for lower elementary students.

Can my child install apps on their iPad that will be charged to my credit card?

No. Your child can only install free apps. The account that has been set up for them is a 'free' iTunes account that is not linked to your credit card.

How can I assist my child with their learning on the iPad?

At SAS we consider the education of your child to be a joint effort. It is a partnership between admin, teachers, parents, counsellors, and the student. We encourage you to talk to your children about what they are doing and how they are learning. Follow up parent coffee workshops will also be held during the year to ensure parents can assist their children in making the most of learning with their iPads.

Will I be able to access my child's work online?

Grade 1 students present work in a class blog which will be shared with parents of each class. Grade 2 students maintain their own blog which will be available

Will students be able to use the iPad during break times?

We are conscious that a balanced school day includes time when students do not use their iPads. Elementary students should be running around and playing during break.

Will all of the students' work be done on the iPad?

No. As stated in our overview, technology should be purposefully integrated into core curricular areas to enhance learning. 21st century learning requires a blend of digital and analog tools and experiences for students.

We are conscious of screen time for our students. Teachers will be mindful of best practices such as: students will hold or place the iPad at a reasonable distance from their face; keeping the room well lit; limiting continuous iPad activities to 20 min intervals; and encouraging students to run around during breaks and lunch recess.

Will my child bring the iPad home?

KG-Grade 2 students will NOT bring iPads home.

What measures are in place to protect my child when searching online?

There are several safeguards that we have in place: we filter some content at our server; we physically monitor students during their use; and we teach digital citizenship to ensure students understand internet safety and develop appropriate habits.



APPENDICES – AGREEMENTS AND FORMS

SINGAPORE AMERICAN SCHOOL

ES DIGITAL CITIZENSHIP AGREEMENT



SINGAPORE AMERICAN SCHOOL

Singapore American School believes that technology serves as a dynamic tool for learning that optimizes productivity, connectivity, collaboration and creativity. Our goal in providing Internet access and digital devices to students is to promote educational excellence by facilitating innovation, communication and collaboration. In order to meet our goal, users are expected to abide by and model the accepted Digital Citizenship Agreement, which includes but is not limited to:

RESPECT YOURSELF	PROTECT YOURSELF
I will show respect for myself through my actions. I will select online names that are appropriate, I will consider the information and images that I post online to build a positive digital footprint.	I will not publish my personal details, contact details or a schedule of my activities. I will protect passwords, accounts and resources. I will find a healthy balance between online and offline activity.
RESPECT OTHERS	PROTECT OTHERS
I will show respect to others. I will show respect for other people in my choice of websites, I will not visit inappropriate sites.	I will protect others by not forwarding inappropriate materials or communications and not visiting inappropriate sites. I will protect others by reporting abuse.
RESPECT INTELLECTUAL PROPERTY	PROTECT INTELLECTUAL PROPERTY
I will respect copyright rules and follow fair use guidelines.	I will protect property of others by following fair use guidelines.
RESPECT PROPERTY	PROTECT PROPERTY
I will respect and properly care for the iPad issued to me. I will respect and properly use any SAS iPad or other device.	I will follow the SAS core values so that I am prepared to learn everyday.

If the Digital Citizenship Agreement is not followed, and disciplinary actions are necessary, the process will follow the standard procedures outlined in the divisional (PS,IS,MS,HS) student handbook.

Student: I understand and will abide by the Singapore American School Digital Citizen Agreement.

Name Signature Date

Parents: I have read the Singapore American School's Digital Citizen Agreement with my child. We have taken the time to openly discuss, understand, and commit to the Digital Citizenship Agreement.

Name Signature Date

This Agreement was adapted from the Digital Citizen AUA located at <http://edorigami.wikispaces.com/Digital+Citizen+AUA> and is licensed by Singapore American School under a Creative Commons Attribution-ShareAlike 2.5 Generic License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-sa/2.5/>.

This contract outlines the terms, conditions and obligations that the student and parent must accept in order to take home an iPad owned by Singapore American School.

The iPad remains the property of Singapore American School and as such must be returned to the school either on demand, at the end of the iPad life cycle, or at the end of your enrollment at SAS.

The user accepts responsibility for the physical security of the iPad. The device is insured by the school's insurance policies with a \$200 SGD deductible to be paid by the user (parent). However, this coverage does not extend to instances where the user is deemed negligent, such as the iPad being left unattended and in view in a car or unattended in a public place, in which case the user will be held personally liable for any loss or theft.

The user is responsible for the general care and maintenance of the iPad. The user accepts that he/she should take care of the iPad at all times and maintain it in good condition. The user is held liable for lost parts, damages caused by negligence, inappropriate usage, or abuse beyond normal wear and tear. This includes stickers, markings or decorations of any kind.

The user will adhere to the Responsible Use Agreement policies as stated in the Elementary School Student Handbook. In signing this form, the student and his/her parent or guardian acknowledge the following obligations to SAS in relation to the use and care of the iPad.

I hereby acknowledge and accept the conditions stipulated above:

STUDENT

Name Signature Date

PARENT

Name Signature Date



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SINGAPORE AMERICAN SCHOOL

CPE Registration Number: 196400340R

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Accredited by the Western Association of Schools and Colleges (WASC)