

## FAQs – e3 Schools

Q. How is this project funded?

A. This project is funded through Title I grants.

Q. Will every student have an iPad?

A. The intention is that every student will have an iPad. However, some parents may choose not to take responsibility for this device. In some cases, the school may decide to provide a small number of iPads for checkout during the day for those students.

Q. What will happen with students who do NOT have parent permission to use technology?

A. Every student issued an iPad must have a signed AUP. Teachers will be responsible for providing instruction and assignments for those students who cannot use technology. This project is not meant to exclude any student, in any way, from quality instruction.

Q. What is the plan for keeping track of the iPads?

A. Each school will incorporate the responsibility for the iPad into its publicized progressive discipline policy. Teachers will regularly check the status of the iPads, as students are in classrooms. Support staff will regularly monitor the status of the iPads through an online management system. All of these checks and balances must work together to ensure that the iPads are working, coming to school with students, and are useable.

Q. What happens if an iPad is broken, lost, or stolen?

A. Students will be instructed to report broken, lost, or stolen iPads immediately. Support staff technicians will work with school staff to repair or replace broken iPads. Students may be charged for the cost of the repairs, depending on how the device was broken. Students will be charged for lost iPads. The District procedures (including a police report) will be followed for stolen iPads.

Q. Will students have Internet connection in class?

A. Yes, the iPads will have Internet connections, through WiFi, at school. This access will be through the District's filtered system. Teachers will be responsible for when and how the iPads are used in class.

Q. Will students have Internet connection at home?

A. We do not know how many students will have access to WiFi when not on site. Parents will be provided with information on [low-cost Internet options](#). Parents are responsible for monitoring their students home use of the Internet with the iPad. While the Internet will be filtered for inappropriate material when used at school, it will not be filtered while connected to a home or public network.

Q. What are the expectations for using iPads in my classroom?

A. All teachers are expected to incorporate the iPads into classroom activities. As a starting point, all students will be expected to calendar their assignments and daily objectives with their iPads. All students should use the Internet regularly for research, resources, and primary sources, based on curricular objectives. All students should use their iPads to participate in formative assessments.

Q. What professional development will be provided to teachers?

A. All teachers will receive initial training over two days. The first is in June when the iPads will be deployed. The second will be provided in August. It will focus on classroom management strategies, online collaboration (including the workflow of posting assignments, receiving assignments from students, and providing feedback on assignments), and formative assessment.

Each school will identify 20 lead teachers who will receive in-depth training from vendors, project facilitators, and District staff. They will be expected to assist other teachers and provide training on staff development days.

Two project facilitators will serve as technology integration coaches for the nine schools. They will plan with teachers, model lessons and strategies, and assist teachers.

Q. How will we judge the success of this initiative?

A. A formal evaluation of the initiative will be conducted.

Progress towards professional development objectives will be measured by the frequency of identified behaviors in classrooms. This will be done through a combination of administrators observing and teachers reporting.

We are interested in more than student achievement, as measured by standardized tests. Each school has identified goals that are important to them. We are interested in efficiencies for student time-on-task and cost savings for such things as paper and copying. We would like to see if classroom instruction could change to allow more one-on-one or small group instruction.

Several researchers have proposed specific research questions. These proposals are being evaluated for the usefulness of the research. Any research will involve informed consent on the part of students, parents, and teachers, and will follow District guidelines for research.