APPENDIX B: DISTRICT OVERVIEW
Parent Survey Results

PARENT SURVEY RESULTS

In April 2013, the District 39 Community Review Committee asked parents of students to complete an online survey about their children's school-related use of technology at home. The survey asked about specific ways children use technology and surveyed parents about the importance of technology as a learning tool. It also encouraged parents to describe their children's positive and negative experiences using technology at home and offer suggestions or other feedback.

Parent Survey Question: Which District 39 schools do your children attend? (Please check all that apply) Response to the survey was high with 770 parents participating and district schools were represented.

Which District 39 schools do your children attend? (Please check all that apply.)		
Answer Options	Response Percent	Response Count
Central	21.3%	164
Harper	13.1%	101
McKenzie	18.7%	144
Romona	17.7%	136
Highcrest	36.1%	278
WJHS	32.5%	250
	answered question	770
	skipped question	0

Parent Survey Question: In what grade is your eldest District 39 child currently? While about two-thirds of responses came from parents of children in fifth through eighth grades, the CRC received responses from parents of children at all grade levels, including early childhood.

In what grade is your eldest District 39 child currently?		
Answer Options	Response Percent	Response Count
District 39 Early Childhood	0.8%	6
K	5.3%	41
1	6.9%	53
2	6.5%	50
3	10.6%	82
4	11.8%	91
5	11.3%	87
6	13.1%	101
7	17.0%	131
8	16.6%	128
	answered question	770
	skipped question	0

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Parent Survey Question: New Trier High School and all other New Trier elementary sender school districts are pursuing some form of 1:1 personal learning initiatives. This means providing students with a tablet or laptop device to use at home and throughout the school day. How important is it to you that District 29 investigates a 1:1 personal learning initiative if there is no increase in overall student fees or to the District budget? At the junior high level, 79.8% of parents gave a response of important or very important. At the middle school level, 64.7% of parents gave a response of important or very important. At the elementary level, the highest frequency responses were neutral (34.7%) to not important (30.6%). 141 parents provided comments to this particular survey question.

New Trier High School and all other New Trier elementary sender school districts are pursuing some form of 1:1 personal learning initiatives. This means providing students with a tablet or laptop device to use at home and throughout the school day. How important is it to you that District 39 investigates a 1:1 personal learning initiative if there is no increase in overall student fees or to the District budget?

Answer Options	Very important	Important	Neutral	Not important	Response Count
In the junior high	**399**	201	96	56	752
In the middle school	224	**245**	179	76	724
In the elementary schools	122	123	**245**	216	706
Comments:					141
				answered question	770
				skipped question	0

Parent Survey Question: Which technology devices do your children have access to at home? (Please check all that apply.)

Which technology devices do your children have access to at home? (Please check all that apply.)

Answer Options	Response Percent	Response Count
Tablet (Android, iPad, Google Nexus, Kindle Fire...)	79.0%	608
Handheld technology (iPod Touch...)	69.0%	531
eReader (Kindle, Nook...)	43.6%	336
Desktop computer	69.0%	531
Digital camera	77.3%	595
Digital video camera	44.4%	342
Gaming system (Nintendo, X-Box 360, Sony Playstation...)	72.3%	557
Laptop computer	77.3%	595
Other (please specify)		40
	answered question	770
	skipped question	0

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Parent Survey Question: Do you feel you have adequate technology devices at home, such as computers or tablets, to support your children's learning or homework requirements? Wilmette District 39 families are well equipped with technology and 90% of District 39 parents feel they have adequate technology devices to support their children's homework requirements, according to the responses the CRC received.

Do you feel you have adequate technology devices at home, such as computers or tablets, to support your children's learning or homework requirements?		
Answer Options	Response Percent	Response Count
Yes	90.4%	696
No	9.6%	74
Comments:		99
	answered question	770
	skipped question	0

Parent Survey Question: How often do you see your ELDEST child using technology at home for the following activities? About 40% said their child uses technology to complete homework daily, 38.0% said their child uses technology to communicate with peers daily, 28.1% use it to conduct research daily, 24.7% use social media daily, 24.3% said their children are gaming daily and 17.8% use technology daily to learn about the world outside of school. Respondents said other activities involving technology occur less frequently, such as collaborating on projects, communicating with teachers, expressing creativity (through blogs, music, movies, graphic arts or presentations), and accessing supplemental educational resources.

How often do you see your ELDEST child using technology at home for the following activities?							
Answer Options	Daily	Several times per week	Once a week	Twice monthly	Not at all	I don't know	Response Count
Completing homework	313	228	60	63	99	3	766
Assisting with organizational skills (calendar, note-taking, reminders)	94	100	63	38	421	31	747
Conducting research on core academic subject areas	128	238	112	135	142	10	765
Conducting research in personal interest areas	215	260	105	79	93	12	764
Collaborating on projects	71	171	110	105	266	35	758
Communicating with peers	289	129	54	59	224	6	761
Social media	185	103	39	30	381	12	750
Communicating with teachers	43	102	111	159	293	47	755
Expressing creativity (blogs, graphic arts, desktop publishing, movies, music, presentations...)	98	160	116	136	220	24	754
Gaming (non-school related)	187	303	131	67	69	11	768
Learning about the world outside of school	135	279	159	105	61	19	758
Accessing supplementary educational Internet resources (Khan Academy, StarFall, etc.)	56	124	123	101	242	104	750
If your children are accessing supplementary educational Internet resources, please share which resources.							163
						answered question	770
						skipped question	0

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Parent Survey Question: In your opinion, how important is technology as a learning tool? 90% of parents responding to the survey said technology as a learning tool is "extremely important" (54.4%) or "important" (36.8%), while 18 people (2.3%) rated it as "unimportant" or "extremely unimportant." Many comments demonstrated strong support for technology while others cautioned that it should be treated as a tool and used thoughtfully.

"21st Century Learners absolutely need technology as a learning tool to compete and succeed in our ever changing world." Quote from District 39 Parent Survey

 "I think it is important to treat it as a tool, not the answer to all problems or a shortcut for doing the work." Quote from District 39 Parent Survey

| In your opinion, how important is it technology as a learning tool?		
Answer Options	Response Percent	Response Count
Extremely important	54.4%	419
Important	36.8%	283
Neutral	6.5%	50
Unimportant	1.9%	15
Extremely unimportant	0.4%	3
Comments:		82
	answered question	770
	skipped question	0

Parent Survey Question: In your opinion, how well is the district preparing students to use technology tools for future academic years and careers? Three out of four parent respondents said they believe District 39 is preparing students "well" or "extremely well" to use technology tools in future academic years and careers, while 4.2% said the district was performing "poorly" or "extremely poorly" in this area.

In your opinion, how well is the district preparing students to use technology tools for future academic years and careers?		
Answer Options	Response Percent	Response Count
Extremely well	19.6%	151
Well	56.0%	431
Neutral	20.3%	156
Poorly	3.1%	24
Extremely poorly	1.0%	8
Comments:		97
	answered question	770
	skipped question	0

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Parent Survey Question: On an average day, how much time does your child need to use a computer, tablet or other device for school related work? Most parents (54.0%) responding to the CRC survey said their children spend 20 minutes or less on average each night using a computer or other technology device for homework. About one in four (24.7%) of respondents said their child spends 5 minutes per night using technology for homework, while a similar percentage (24.0%) said their child spends 45 minutes or more with technology for school work. A scant 3.4% said their child spends 95 minutes or more with technology for homework.
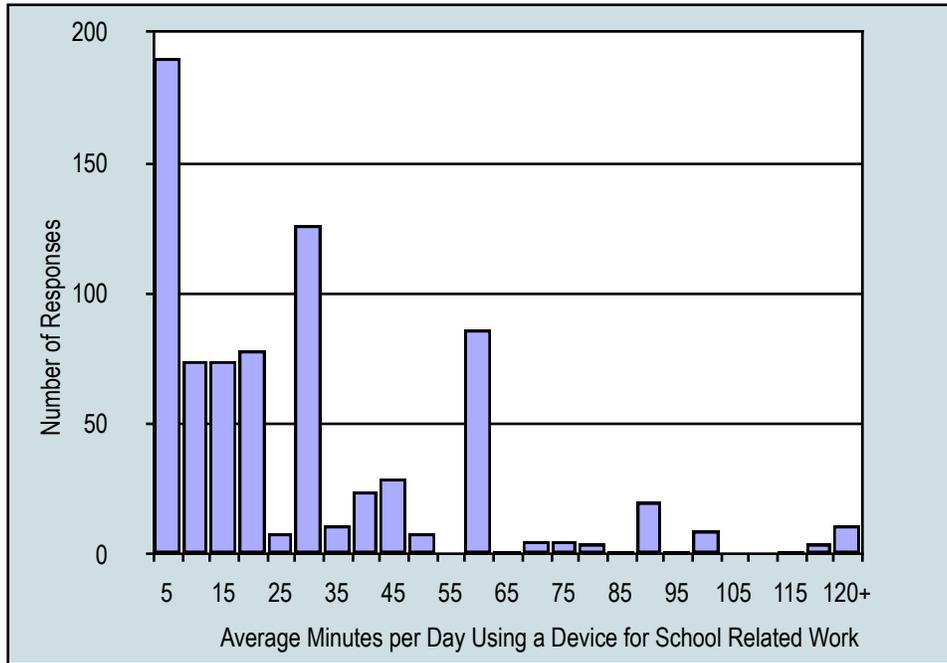
Parent Survey Question: How would you rate the amount of time your child spends using technology to complete homework on an average day? 73.2% of parents responding said the amount of time their child spends using technology for homework on an average day was "the right amount."

| How would you rate the amount of time your child spends using technology to complete homework on an average day?		
Answer Options	Response Percent	Response Count
Too much	3.5%	27
More than the right amount	7.7%	59
The right amount	**73.2%**	**564**
Less than the right amount	9.0%	69
Too little	6.6%	51
	answered question	770
	skipped question	0

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Parent Survey Question: Please describe any positive experiences that their child/children may have had related to the use of technology for school-related work and activities. ? There were 391 valid unique responses and a summary of the responses is below. The majority of the responses fell within the following categories:

- Collaboration - Collaborative interactions with peers and easy flexible contact with teachers. Includes use of Google Docs, blogging tools, and homework notification and tracking. Mentioned 129 times as a positive experience.

- Learning and Practice Tools – On-line tools designed to teach or reinforce specific subjects, including Khan Academy, Raz Reading, various math practice, language learning sites, etc. Mentioned 105 times as a positive experience.

- Engaging Students – Technology integrated within the learning process to create excitement about the subject and to facilitate unique opportunities to explore, learn and create. Use of technology engages the student to a higher degree, resulting in a greater understanding of and appreciation for the subject. Mentioned 56 times as a positive experience.

- Research Facilitation – Use of technology and on-line resources to facilitate research and ability for students to explore subjects of interest. Both faster access and depth of understanding. Mentioned 103 times as a positive.

- Quality of Presentations – Quality of subject matter and deliverable presentations. Mentioned 41 times as a positive.

- Technology Skill Development – Learning how to use technology. Building the necessary technology skill base for our students to function and compete in today's world. Mentioned 71 times as a positive experience.

- Enabler for Students with Challenges - Use of technology to help students who learn differently, have learning disabilities or have other impairments. Mentioned as a positive 13 times.

- Other noted positive experiences:

    - Facilitation of in-class teaching using the Smart Board was mentioned as a positive 4 times and the Flipped Classroom was mentioned as a positive 3 times.

Mentions - Positive Technology Experiences
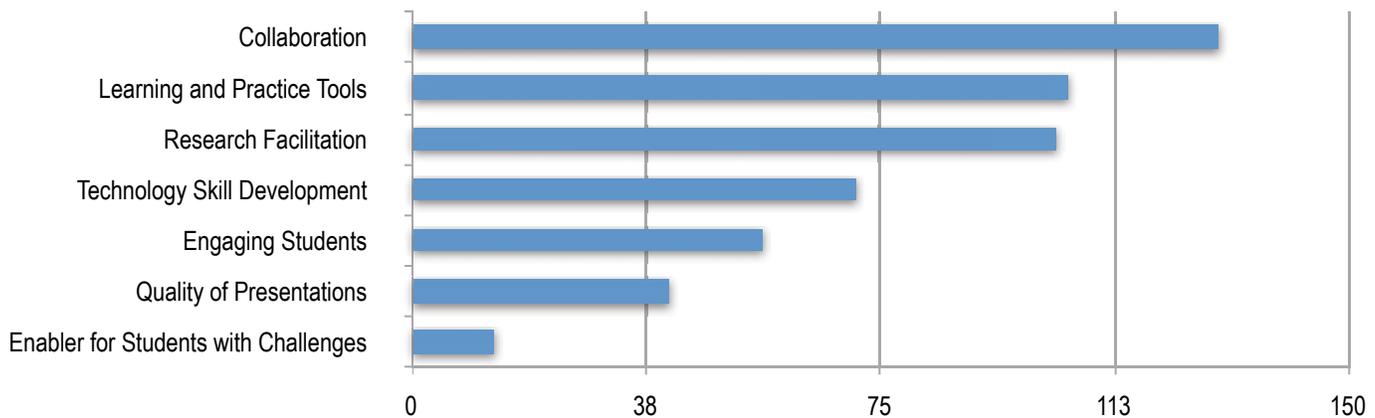
APPENDIX B: DISTRICT OVERVIEW
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Here are some examples of quotes from parents in regards to collaborative interactions with peers and easy flexible contact with teachers:

"The Blog created by the English teacher was a fun way for the kids and teacher to interact outside the classroom. My child also seemed to forget that he was writing ad thinking analytically while using the blog. Using a combination of FaceTime and Google Docs, my son and his collaborators completed a project."

"Since they all had various activities after school, the virtual meeting was awesome!"

"Email access to teachers after-hours has been very positive. Mr Dubnow was available after 9 pm one evening to clarify a lab science project due the next day. Access to alternative explanations and examples found on various topics not found in the basic textbook provides different perspectives and helps solidify the lesson. For example, simple Google searches regarding algebra topics provide helpful information for both child and [the] parent who is trying to explain."

"My eighth grader's social studies teacher posts videos, podcasts and slideshows that create an interactive out of school learning experience. This is an excellent use of current technology!"

Here are some examples of quotes from parents in regards to practical applications for tracking homework, practicing math and spelling facts, practicing reading:

"Being able to track homework online especially when missed school is wonderful."

"Practicing math facts and spelling words on the computer make those tasks more fun. The computer is an important tool in assisting my son with writing. He dictates his responses to literature and then practices editing. His class has a weekly blog which requires a brief response but is relevant to topics learned in class."

"Raz Kids has been great for my son learning to read. I was able to save money since I didn't have to purchase books for him to practice and its greener. Plus we can easily track his progress and see what level he was reading at. My daughter uses Google docs to submit her papers."

"I love the homework/teacher information online. That is very helpful. I love the Parent Portal - my child likes checking it too to make sure he stays on track. I like having access to the grade book to show him how much one score can affect a grade etc. and also for his accountability. I like them doing assignments on Google Docs. It allows them to work on assignments from anywhere w/o the fear of losing anything or not being prepared with the proper materials to complete assignments."

Here are some examples of quotes from parents in regards to creating excitement about learning and facilitating unique opportunities to explore, learn and create:

"They are able to much more creative in their assignments - they are able to focus on learning instead of memorizing, they are able to come to their own conclusions regarding information and they are able to organize information much better, i.e., use of excel, powerpoint, etc."

"I have been extremely impressed by her Google projects she's completed. She used the computers at school and in some instances, collaborated with other students on her project. She's able to go on any device to show them to me! Also, each time she's able to use the latest device at school, there's a level of excitement."

"My 8th grader uses the reverse learning technique (watching the lectures at home and doing homework at school). I think that this works for her. I also like that the textbook is online so we don't have to search the house for it. Great projects utilizing online tools for papers, presentations, etc."

"Allows my children to see and experience different cultures and viewpoints from around the world that they may never have known about. Also allows them to communicate with friends and family that are far away and thus be more connected to them."

"I think technology enables research to be extensive and thorough, and gaining knowledge about a given research topic is at a much higher level. The use of homework calendars and blogs is quite efficient and allows students to stay on top of their assignments. The ability to send documents to teachers rather than print, or collaborate with a group on Google docs are definitely strengths."

"My daughter had trouble understanding why the multiplication of two negative numbers resulted in a positive number. After browsing I found that the Khan academy website provided different explanations, one of those fitted my daughter's type of learning."

"I have been so impressed by how much our kids have learned about technology and its many uses. They are able to find information, images and music to create projects. For example, if my son (4th grade) is studying something in science that he finds interesting, he will look up additional info. on the subject on the internet. We often use the internet to figure out proper spelling, word definition or for general fact checking."

Parent Survey Question: Please describe any negative experiences that their child/children may have had related to the use of technology for school-related work and activities. There were 256 valid unique responses and a summary of the responses is below. The majority of the responses generally fell within the following categories:

- Technical Difficulties — Difficulties using technology tools such as losing work, slow connections with internet/school servers, software not available at home, Google docs with limited features. Mentioned 63 times as a negative experience.

- Disagreement with the Learning Approach — Comments regarding how the use of technology can detract from the learning process or is being inappropriately used to teach their children. Mentioned 35 times as a negative experience.

- Child Safety - Challenges regarding children's safety and well-being. Includes concerns about exposure to inappropriate on-line content, too much screen time, cyber bullying and other inappropriate use of technology. Mentioned 30 times as a negative experience.

- Students Easily Distracted — Issues with students not being able to focus on on-line homework assignments because of too many other on-line distractions and temptations such as social media, emailing, texting, games, etc. Mentioned 28 times as a negative experience.

- Limited Access - Concerns about at-home access to devices required to do homework. Includes lack of computer and only having one computer for multiple children. Mentioned 20 times as a negative experience.

- Inadequate Training — Issues with students and parents not having the required skills to complete assignments that require specific technology tools or software. Includes comments about students not receiving proper training and parents not having the technology skills to help theoir children when they have difficulty using the tools. Mentioned 18 times as a negative experience.

- Lack of Standard Approach Among Teachers — Observations on the wide variation between teachers on how they employ technology tools in their teaching methodologies. Includes comments on the lack of standardization on software used, websites recommended, and the amount of technology-based homework given. Mentioned 17 times as a negative experience.

- Dis-Information — Issues the quality of on-line Information. Includes comments on the lack of training for students on how to find high quality information sources and the propensity for students to take whatever they find on-line as the "truth". Mentioned 16 times as a negative experience.

- Poor Interpersonal Skill Development — Concerns that the amount of on-line collaboration detracts from the development of face-to-face interpersonal skills. Includes experiences where the on-line collaboration process did not work. Mentioned 13 times as a negative experience.

- Other noted negative experiences:

  o Issues with Xtra Math Tool — This tool was mentioned with great frustration by 9 respondents. Due to technology limitations (no number entry keypad), these families indicated that their children were not able to enter responses fast enough to satisfy the timer.

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Mentions - Negative Technology Experiences
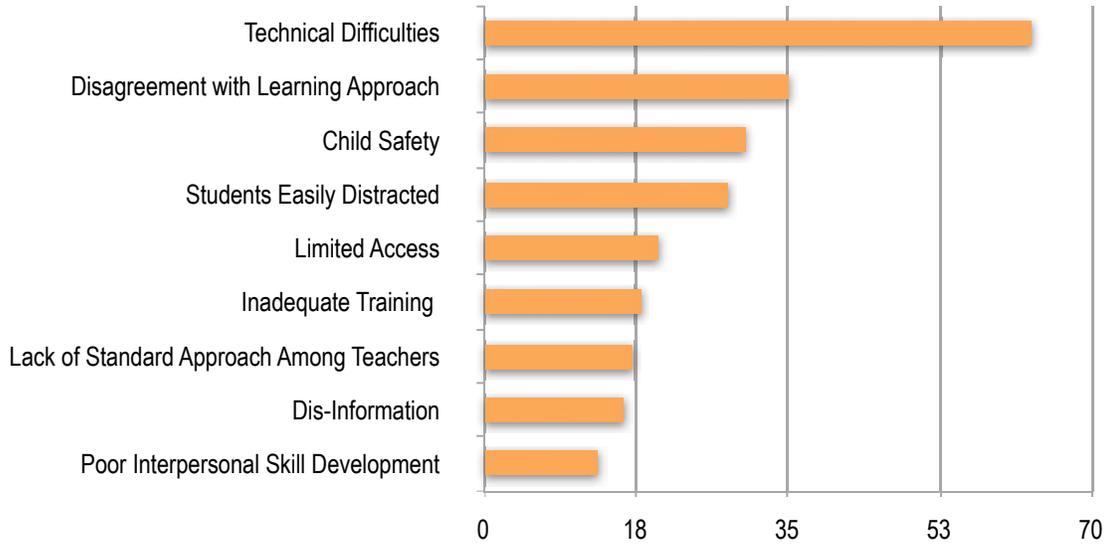
Here are some examples of quotes from parents in regards to technical difficulties:

"Google Docs is frustrating because it often doesn't hold format or do spell check and the kids are required to use it. I understand why, but its features are lacking and it seems it would be better to allow use of Microsoft word and the use of a memory stick. More hours have been logged fiddling with technology issues instead of doing homework. This goes for other sites his teachers ask him to use to complete homework. Also sometimes the school servers are slow and accessing files and student's account can be problematic."

"My child has completed projects that are on the shared server and are lost or deleted accidentally. This has been a source of frustration and loss of many hours. I personally feel that some of the programs particularly for presentations are just gimmicks and don't contribute to learning."

"Servers have been down and not able to access information for projects due the next day."

"The incompatibility with the school's chosen software is an ongoing challenge."

"Financial limitations prevent the home environment from having the latest and greatest."

"It is difficult to switch between mac and pc applications."

Here are some examples of quotes from parents in regards to the challenges regarding children's safety and well-being technical difficulties:

"I'll be honest, I recognize the importance of technology for research and communication with teachers, homework resources but I do feel that kids are on some sort of device too much in general. The personal devices the kids have are excessive and they're staring at them constantly. I feel there should be more regulations regarding personal devices at school. Instagram/Facebook also need to be regulated more...too much potential for danger."

"Every search brings some inappropriate material at some point."

"When my child, like so many others, has homework that needs to be completed on the computer either I have to sit with her looking over her shoulder the entire time or it takes six hours, because she spends most of it on YouTube, Facebook, and more dangerous places. So many parents actually think their child has six hours of homework. I know mine does not. A school provided computer or tablet with the same limitations as the school computers would be a godsend. I also see that the kids talk to each other on line, including some really nasty

bullying, both in class and when doing homework. I also see kids provoke cyberbullying so they can use it as a threat against the child who does not understand that what is said online is there forever, and can be taken out of context. I think the school is terribly naive about its role in this."

Here are some examples of quotes from parents in regards to concerns regarding distraction, interference with learning:

"Technology can be an easy distraction for children with ADD. It is easy for them to "get lost" in the research and takes a real effort to stay on task while online."

"It can be a distraction. Just a few letters, a .com, and hitting enter, you are just a mouse click away from a fun game."

"When she's on the tablet for homework, she easily gets distracted with her other things she likes to do on there (YouTube, games, surfing, fan blogs of TeenTitans and Dr. Who), and homework can take all night or be rushed and done poorly because she finds the other things much more interesting."

"Frankly, I think that technology can become a crutch for kids when they rely on it to do their thinking for them. I appreciate the volume of information that's accessible to them but think that relying solely on technology fails to foster a love of learning for learning's sake and distracts kids from that ultimate goal. Creating a flashy presentation is beside the point. The content is what matters and I am discouraged by how little my kids and my school grasp that. Additionally, I don't think school does an adequate job of teaching kids to be smart consumers of online information. They take at face value the validity of any information that comes to them over the internet, especially if the information was sought for a school related project."

"Group projects conducted on Google Docs have the potential to discourage group discussion and participation. Kids can avoid contributing, which isn't as easy to do when you're face-to-face. -On that same note, there sometimes is a lack of human interaction in class - kids seem to avoid actual conversations with other kids, preferring to text later. - There have been some overly long, drawn out homework nights when my daughter FaceTimes with a friend as they both complete the math assignment, problem for problem. -Problems with how a digital format lays out type or divides documents/technical issues have had my younger kids in tears."

Here are some examples of quotes from parents in regards to access to devices:

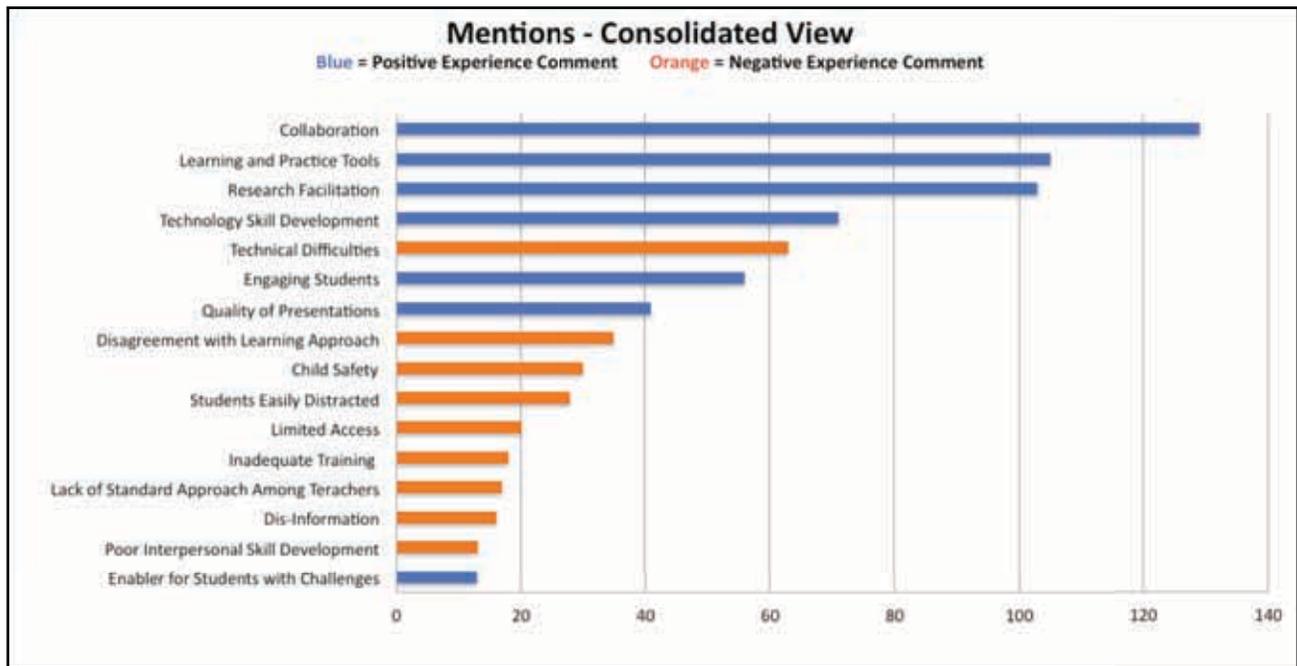"The only negative is when several of us need to use the same laptop at the same time."

"When my sixth grader has a lot of homework on the computer that it is tough for my third grader to have a turn at the computer! No other problems, luckily."

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Summary of Positive and Negative Input

The freeform responses have been categorized by positive technology experience categories and negative technology experience categories as outlined in the chart below. There were 391 positive experience responses and 256 negative experience responses.

Mentions - Consolidated View

Blue = Positive Experience Comment   Orange = Negative Experience Comment

Category	Value
Collaboration	
Learning and Practice Tools	
Research Facilitation	
Technology Skill Development	
Technical Difficulties	
Engaging Students	
Quality of Presentations	
Disagreement with Learning Approach	
Child Safety	
Students Easily Distracted	
Limited Access	
Inadequate Training	
Lack of Standard Approach Among Teachers	
Dis-Information	
Poor Interpersonal Skill Development	
Enabler for Students with Challenges	

Parent Survey Question: Please share any considerations or suggestions they would like to make about the use of technology tools in school. There were 276 unique responses and a summary of the responses is below.

The responses to this survey question reflected a diversity of opinion. Many parents supported the expansion of the use of technology [32 responses] emphasizing the importance of being on the cutting edge and encouraging the district to not fall behind. On the other hand, there were some parents responding with "less is more" and those who cautioned the district to not get caught up in the next new thing [7 responses].

The consideration of tradeoffs such as: the potential costs of technology [6 responses]; the importance of face-to-face contact with other students and teachers [10 responses]; the potential for reduced handwriting skills [7 responses]; and critical thinking skills [6 responses] were well presented in the survey. In regards to trade-offs, the highest frequency of responses came from parents concerned with maintaining balance [25 responses] and those who expressed safety concerns [24 responses]. Respondents encouraged schools to promote safety by making rules strict and enforcing them as well as taking steps to restrict access to material on the web in the schools and in the potential use of 1:1 devices. A number of parents would like the schools to provide additional information on the apps and programs being used by children and also to provide parent training [14 responses]. There were some parents who expressed concern on the over-reliance on Apple products in the district [3 responses].

Many parents commented on the desire for the technology curriculum to emphasize the importance of teaching typing skills [12] as well as organization and executive functioning skills [6]. Parents expressed support for Khan Academy [4] as a teaching tool, and others expressed a desire to improve internet research skills including the ability to discriminate by site quality [3]. Parents also mentioned the need and importance of professional development in the district in order to keep up with emerging technologies [6].

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While there was a separate question in the parent survey devoted to the potential for a 1:1 device program in the district, many parents used question 13 to comment on the 1:1 program. The majority of the comments were positive [23] with additional support from some parents but only if for older students [3]. Parents commented on the benefits of reducing the weight of backpacks and going paperless. On the other hand, a significant number of parents expressed concerns [16] that the distribution of devices would increase unsafe use, provide distractions in class, or get lost or broken in the hands of the students.

Frequency of Response Types to the Parent Survey request to share any considerations or suggestions they would like to make about the use of technology tools in school

	HIGH FREQUENCY	MODERATE FREQUENCY			LOW FREQUENCY
General Comments	Positively inclined "More is better" "Don't fall behind"	Negatively inclined "Less is more"			
Frequency	32	7			
Trade-off Concerns	Safety, privacy, and security	Screen time and loss of socio-emotional skills	Handwriting / note taking skills	Critical thinking skills	Creativity skills
Frequency	24	10	7	6	2
Exploration of Pilot for 1:1 Devices Comments	Positively inclined. Paperless, green, reduced weight of backpacks	Negatively inclined. Responsibility of device, distractions, access to inappropriate websites			Positively inclined but only in higher grades
Frequency	23	16			3
Training Comments		Need for parent training & improved communications	Need for standardization across teachers, schools, and classroom web pages	Need for professional development	
Frequency		14	6	6	
Curriculum Comments	Need for balance	Emphasize typing, keyboarding skills	Emphasize organizational skills	Support for Khan Academy	Emphasize web filtering skills
Frequency	25	12	6	4	3
Request for Analytics		Determine cost & efficacy			Concern on reliance on Apple products
Frequency		6			3

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Parent Survey Question: New Trier High School and all other New Trier elementary sender school districts are pursuing some form of 1:1 personal learning initiatives. This means providing students with a tablet or laptop device to use at home and throughout the school day. How important is it to you that District 29 investigates a 1:1 personal learning initiative if there is no increase in overall student fees or to the District budget?

This survey question No. 3 drew 140 written comments in addition to the 770 quantitative responses. Many of the written responses supported the idea while others suggested reservations about a one-to-one program involving personal technology devices. Based on the written comments, it appears that many parents have a different perspective than the district's teachers voiced in their survey on the need for additional technology, or specifically personal technology devices, particularly in the lower grades. While the financial considerations of a one-to-one technology device program were a concern, some parent respondents also revealed a developmental philosophy with regard to technology in schools. One said what's good for New Trier students isn't necessarily good for District 39 students while another parent expressed concern that preparing for New Trier required experience with technology at earlier grades. Others suggested junior high school students had different technology needs from younger students.

Many felt strongly that a 1:1 program should not place responsibility to carry devices to and from school on younger students. A few suggested the devices could detract from their children's education. However, the responses also indicate a large majority of parents continue to support technology in the schools, with several specifically advocating the district help equip families who can't afford sufficient technology in their homes.

Parents who felt the district should explore one-to-one cited the benefits technology can provide:

"We had tablets at District 74 (Lincolnwood) and it had a very positive impact on my child's learning." (P. 1, Q3, Response 31).

"As a clear path to better organization, executive functioning and online workbooks, worksheets and textbooks emerges, d39 should embrace the efficiencies available. I use my mobile device to keep myself organized and find it saves me a lot of time. They are wonderful tools. It is less clear that devices are better teachers than humans in all areas. Devices should be employed as teachers where it does the same or better job as a teacher. Hopefully this will free teachers up to work in smaller groups in areas where live teaching makes a difference." (P. 1., Q3, Response 1).

"My son has an expressive language learning disability. Access to a computer would facilitate his written communication - his ability to organize his writing and then key it in." (P. 1, Q 3, Response 14).

"Everything is moving to digital platforms; it will benefit them in the future." (P. 1, Q3, Response 39).

"This is the way the world is moving and to the extent we can give our children familiarity with this technological evolution, that is a very positive thing." (P. 1, Q3, Response 83).

"What is most important is that they learn how to utilize technology to enhance learning opportunities." (P. 1, Q3, Response 92).

Others felt it was important for Wilmette to prepare students to use technology for later grades and to maintain parity with other similar schools in technology.

"We've got to keep up with the private schools who start this in 5th grade. This is all in preparation for New Trier (and ultimately college) and is the way the world is going. The kids should have this technology at their fingertips, be exposed to it, get comfortable with it, and master it before New Trier - so they're not behind the curve when they get there. This is critical for note-taking, research, project work communication and sharing of information, teaching kids the online resources available to them to help them with their school work." (P. 1, Q3, Response 34).

"Since this is an initiative at New Trier, it is important that our students enter high school fully prepared as their peers from other sender schools." (P. 1, Q3, Response 41).

"Kids and school teaching needs to stay current with technology and world competition, schooling in Japan. etc." (P. 1, Q3, Response 73).

"I strongly believe in and advocate for tablet use as it will be the 21st Century chalk tablet. I think it offers more personalized educational opportunities, more parental involvement and is environmentally friendly. They will use these devices in college. The sooner they excel at them, the better." (P. 1, Q3, Response 124.)

Many parents said Wilmette was behind in technology. Several pointed to Glenview as an early adopter of technology in the classroom. Others had knowledge of New Trier's iPad pilot.

I'm a teacher in Glenview district 34 and we are in the process of rolling out 1:1. My 7th grade students will go 1:1 iPads next year and I have been observing in several 1:1 schools. It's pretty amazing to see how engaged students are in the 1:1 model. (P. 1, Q3, Response 108).

"We are behind." (P.1, Q3, Response 5).

"I am a teacher in a nearby school district. We already have 1:1 laptops for grades 4-8. Our technology for K-3 far surpasses anything I have seen in Romona school so far. At Open House there seemed to be a very limited amount of technology for a building that houses 5 grades (K-4). I don't know if other schools in the district have more technology available to them because of PTA funding, but Romona did not impress me with the amount of technology available to students. I would think it makes reserving laptops, iPads, computer labs, etc., very challenging for teachers in that building." (P. 1, Q3, Response 90).

"This is technology time. We should allow students to do that because the Glenview district has done that long time before." (P. 1, Q3, Response 84).

"The closer kids get to New Trier, the more important it will be for them to have experience using devices in the classroom so that they are prepared as freshmen." (P. 1, Q3, Response 43).

"I visited a high performing Chicago Public School last week and saw children in seventh grade using iPads for their instruction. Each child had their own iPad and they reported that they used the iPads for most of their lessons. If CPS is using iPads for instruction, we should certainly be pursuing this in Wilmette at the earliest opportunity. Our children are digital natives and technology instruction can only be enhanced by the availability of home/school assignments." (P. 1, Q3, Response 135).

"My kids use IPads for all kinds of educational enrichment activities. District 39 seems way behind other schools in bringing this kind of technology to students, especially when the technology is comparatively inexpensive. There isn't a grade level that wouldn't benefit from 1:1." (P. 1, Q3, Response 141).

Some parents made observations based on their older children's experiences with the iPad program being tested this year at New Trier.

"I have a jr. at New Trier who is participating in the tablet program and it is a huge benefit." (P. 1, Q3, Response 47).

"My 9th grade daughter has used an ipad at home and in her Spanish class as part of this initiative, and she's really gotten a lot out of it. Would love to see more of this." (P. 1, Q3, Response 104).

"I prefer it NOT be done. My New Trier daughter is suffering headaches to a severe level this year, due in part to exponential screen time and awkward neck position. She is in one of the beta testing classes at New Trier of iPad introduction. The neck position required for an iPad is at a much higher angular degree than that with a normal monitor. Research is only just beginning to study the physical and psychological effects of prolonged screen time, and none of it is in favor of more screen time. The proactive approach is the reverse of what may intuitively be an answer for teens." (P. 1, Q3, Response 57).

"My Junior at New Trier has 2 classes using the NT iPad and my senior has 3 classes using the NT iPad program. It has eliminated papers, heavy books, and helped with organization. I hear that there are high schools around the country that have gone 'text less' by using iPads or tablets." (P. 1, Q3, Response 74).

"My sophomore daughter has been part of the NT 1:1 learning initiative. It has only slightly enhanced her experience in the classroom and has been somewhat helpful at home or traveling. In fact, she reports that the laptop often interferes with instruction as the teacher and students

are side tracked from the original lesson. Individual laptops may be appropriate for high school students but would be a distraction to younger students." (P. 1, Q3, Response 22).

Other parents expressed their positive opinion of technology without specific mention of device type.

"I am a fan of this option. I think our student are capable of much more sophisticated use of technology than I currently observe in my sons' work. It is part of the world we all live in." (P. 1, Q3, Response 102).

"I think that learning technology early in life is a wonderful positive attribute to have, which my generation didn't have." (P. 1, Q3, Response 9).

"This is the wave of the future and I think that it is critical to keep our schools current." (P. 1, Q3, 99).

"Teaching technology is VITAL! Every student should be using laptops!! " ("Would love to cut down on paper and "lost" homework." (P. 1, Q3, Response 117).

Some parents offered opinions on what devices should be utilized.

"Laptops are a much better option all around." (P. 1, Q. 3, Response 79).

"The Google Education platform is free for schools, and android-based tablets and laptops are very inexpensive. D39 could easily meet a 1:1 personal learning initiative without breaking the bank. Check it out here.
http://www.google.com/edu/ " (P. 1, Q3, Response120).

"I think it's important for children to have access to technology at all grade levels, buy not necessarily their own laptop." (P. 1, Q3, Response 130).

"While tablets look like they will be around for a while, I think it is more important for the schools to keep abreast of developing technology that is necessary for students to interact with the workforce and make certain that they make that available. I would want to be wary of investing too much in today's tech at the expense of tomorrow's." (P. 1, Q3, Response 136).

Some parents supported the idea behind one-to-one for ecological and ergonomic reasons, with several stating the technology devices help save trees by reducing the amount of paper used while also reducing the weight of backpacks students carry to and from school.

"I'm not for only using a tablet, but would love to cut down on the weight of their backpacks!" (P. 1, Q3, Response 58).

"Backpacks too heavy. Prefer to see kids use iPad or similar devise rather than carrying so much weight of old fashion paper supplies." (P. 1, Q3, Response 62).

"Would love to cut down on paper and "lost" homework." (P. 1, Q3, Response 129).

"If the idea could mean that the students could do more homework in a paperless fashion and not lug around quite so much 'stuff' from class to class, the idea might be a good one. However, I do not think the initiative should distract from learning. It is merely a tool." (P. 1, Q3, Response 98).

Many parents said they did not understand how the school district would be able to provide students with a tablet or laptop device with no increase in student fees or overall budget. The apparent confusion prompted a number of comments, including the following:

"Which part will have 'no increase in overall student fees or to the district budget' -- the investigation or the actual initiative to provide the devices to students?" (P. 1, Q3, Response 6).

"Your question has an assumption that is absurd. There is always an increase in fees/cost/budget." (P. 1, Q. 3, Response 19).

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"It is hard to believe providing each student with a tablet or laptop device to use at home and throughout the school day would not increase fees or the district budget." (P. 1, Q. 3, Response 54).

"The premise to the question is misleading. Of course providing every student with a tablet will increase costs." (P. 1, Q. 3, Response 88).

Several parents also questioned whether the school district should provide personal devices for each student to take home. Several used the terms "luxury" or "extravagant" in their comments to describe the one-to-one program, and one said providing a personal device in elementary school would spoil the children. Here's a sampling:

"I think this district is going overboard in this area with no thought of what is happening with family incomes in this economy." (P. 1, Q3, Response 23).

"If it would mean an increase in fees, I feel my student can wait until entering New Trier. Children learn quickly and would catch up with students from the other feeder schools." (P. 1, Q. 3, Response 55).

"I think it is spoiling children to provide a laptop or a tablet in the elementary stage....I would like elementary stage children to learn more about art, music or social skills. It is dangerous if we adults encourage children to choose to have communication with friends through the technology before they learn how to build up trust and friendship person to person. Please do not spoil them! Let them think and allow them to live as a child, please!!!" (P. 1, Q3, Response 40).

"I don't understand how this cannot eventually affect us financially. Every year we pay a fee for 'additional instructional materials'.... Our school district doesn't even provide these basic needs, so why not start there before giving our kids tablets or laptops? Besides, many kids in our area already have their own tablets or laptops. Why do they need a 1:1
personal experience with something the taxpayers would own collectively? I'm not opposed to advancing technology, but why can't it be accessible to kids and remain primarily in the classroom? Have there been successes with providing students individual laptops? Giving my child every advantage is not always giving my child an advantage. Some skills - discipline, perseverance, value, ethics, hard work - are extremely important and not reliant on technology." (P. 1, Q3, Response 101).

Many objected on a philosophical basis, pointing out that most families already have technology for their children to use at home and suggesting a one-to-one program was unnecessary and could detract from a focus on teachers. For example:

"Prefer focus stays on teaching quality." (P. 1, Q3, Response 110).

"We already have a computer she can use at home. I think this is an extravagance, frankly." (P. 1, Q3, Response 29).

"We live in a district where most households have the resources to avail themselves of technology and the kids are exposed to it on a regular basis. There are other areas in my student's education where I see deficits which are more basic and would not require an expenditure of resources in time and money, e.g. grammar, how to do research." (P. 1, Q3, Response 15).

Several said the district should provide a device only for those who couldn't otherwise afford one.

"Should be for needy students only." (P. 1, Q3, Response 38).

"Most families have adequate devices and/or the means to obtain them. Those that do not should be supplemented with school resources." (P. 1, Q3, Response 46).

"I think it is only important for the families that cannot afford these electronic devices to be provided with one because in reality and in New Trier school particularly, there are fewer families that need the help. I would like to see the money spent somewhere else, such as student enrichment programs or differentiated programs." (P. 1, Q. 3, Response 70).

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Some parents expressed concern that a one-to-one program could lead the district to reduce spending on other areas over time, and some parents suggested other opportunities might represent better use of the funds.

"Not sure how this could be done without increasing costs...would want to weigh/consider what is being traded out to fund this." (P. 1, Q. 3, Response 112).

"I am concerned about the cost of this initiative to the district, given that I would think most kids have access to computers at home. I think it sounds glitzy and forward-thinking, but not sure how necessary it is. I would rather see funds going to other areas, such as improved differentiation programming, foreign language opportunities, or overall increase in technology instruction." (P. 1, Q. 3, Response 137).

"I find it troublesome that the district is contemplating a 1:1 program with no increase in the budget, because that indicates to me that something else must be cut to make way for it....Further, the $640-per-student price tag that New Trier has put on its iPad program would seem to be a ridiculous amount to spend for each elementary school student. Given all of the time devoted to non-core subjects, such as related arts, P.E., foreign language, etc., I can't imagine why students would need a personal device every minute of the day. Can't several classrooms share the devices? A personal device for every child would seem to be a luxury (and certainly not a necessity) in a time when most families are watching their spending. I would urge the district to consider what else it could do with $640 per student to further their education before jumping on this particular bandwagon." (P. 1, Q3, Response 3).

Other parents citing the cost said they would prefer to fund other areas of education and that technology was a secondary consideration.

"Technology will change. It's a waste of money to buy one for every student....I would rather spend the money on TEACHERS! (Furthermore, most people have some device at home. Help the people who don't, but don't duplicate what's already there.)" (P. 1, Q3, Response 30).

"I would rather see the funds go toward curriculum development, whether or not delivered via IT." (P. 1, Q3, Response 46).

Further, some pointed out that technology by itself does not necessarily improve education, while another wanted to know what learning objectives the technology would accomplish.

"1:1 personal learning with a tablet or laptop sounds like overkill. I need to know how these devices will improve the current situation. Just throwing technology at the kids doesn't answer anything." (P. 1, Q3, Response 18).

"It matters to me more what learning objectives can be accomplished that aren't currently and that it go beyond learning to research on an iPad."
(P. 1, Q3, Response 21).

"Students already have access to laptops at home. We should be able to
implement 1:1 learning today without getting hung up on technology. What's more important is designing learning tools that can hold students' interest and homework exercises that test that knowledge." (P. 1, Q3, Response 67).

"I'd be more interested if there was specific software that was being discussed. Computers are great (I work as a computer tech) but unless the right things are being taught, they're just toys." (P. 1, Q3, Response 128).

Some referenced the cost while also indicating that expecting children to be responsible for an expensive device was a concern:

"I would prefer that younger children did not have the responsibility for taking care of an expensive device. They can't remember to bring their coats home some days. Take a look at the lost and found -- do you want to see broken iPads there?" (P. 1, Q3, Response 32).

"Elementary kids are not responsible enough for these devices--at least mine aren't." (P. 1, Q3, Response 42).

"My son is in 5th grade and would lose an iPad. By the time they reach 6th/7th, they are more responsible." (P. 1, Q3, Response 53).

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Some parents who would support a one-to-one technology program at the junior high level said they would not want it in the elementary grades, and many parents expressed reservations about too much technology too soon, without specifically mentioning cost as a consideration.

"I would be horrified to find my elementary school child with their own laptop. Good grief, this would be very excessive, at an age where they are still so tactile and experience-oriented. And it would make it that much harder for parents to limit screen time, which is hard enough as it is." (P. 1, Q3, Response 105).

"Technology is important, but not in the elementary school! These kids need to be able to learn for themselves, without a device in hand." (P. 1, Q3, Response 77).

"I am strongly against this at the elementary and middle school level. I do not have a child in junior high and am unsure whether it would provide useful. Please read http://www.nytimes.com/2013/03/17/sunday-review/reading-writingand-video-games.html?pagewanted=all&_r=0. Also.....http://online.wsj.com/article/SB10001424052702304451104577392410798575008.html" (P. 1, Q3, Response 140).

"It can be frustrating how much work is required on the computer at home and this often leads to family arguments. Because there is so much computer work in their future, I believe elementary school age children should be creating more with their hands, learning to write with a pencil and reading books." (P. 1, Q3, Response 80).

"I do not agree with young children using tablets or devices when they are in school." (P. 1, Q3, Response 119).

"I feel young kids need to learn the basics of writing and doing work with paper and pencil before moving to an electronic device. In terms of older (Junior high) probably makes sense with certain controls and limits imposed." (P. 1, Q3, Response 111).

"It is my opinion that this could be quite beneficial in the upper grades. In the lower grades I do feel there is merit to learning through reading a traditional book, calculating math on paper and working on handwriting on paper." (P. 1, Q3, Response 123).

Some parents felt children simply don't need more technology, and many expressed concern over the amount of "screen time" their children currently have.

"I have sons and feel strongly that they do not need any more screens in their life to increase their 'addiction.'" (P. 1, Q3, Response 11).

"I sometimes think there are too many screens in my child's life and am frequently setting limits and restraints. There is some research about great quantities of screen viewing and eye/brain function. So, I have mixed feelings about this." (P. 1, Q3, Response 28).

"Kids already spend too much time on TV and computers at home." (P. 1, Q3, Response 36).

"Kids need less screen time. Not more. Schools should be focusing on how to engage kids in real hands on learning - not putting them in front of another screen." (P. 1, Q3, Response 56).

"Children spend enough time on computers. They need to write in cursive with a pencil. Ereaders slow down the reading rate. It will not save money in the long run. I have been teaching for over 20 years and I can get 10 years out of a textbook. As a taxpayer, I am not paying for laptops or iPads. As a parent, I limit screen time to 2 hours per day. I do not want my child spending more time on screens in school. I think there is too much time spent on computers now at Harper. And another thing... we should get rid of the Chicago math, worry about giving letter grades by 3rd grade, and give 4 report cards a year." (P. 1, Q3, Response 97).

"More old fashion paper homework. Kids don't need more technology." (P. 1, Q3, Response 20).

"As a teacher myself, nothing beats a pencil and paper." (P. 1, Q3, Response 86).

Some were concerned about unsupervised Internet access or teachers using the devices to fill time.

"Don't like the idea of the kids having access to unsupervised Internet access & computer time. Unless the district allows the parents to change settings to meet each families' individual rules and expectations, I'm not in favor of devices for these ages." (P. 1, Q3, Response 16).

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"You are currently having an Instagram problem among Highcrest students and that reflects on the immature development stage that cannot responsibly handle tech devices. Elementary students have no need for
1:1 learning through tablet or otherwise. Our 2nd grade child already thinks
Googling is the source for answers to everything and her curious, investigative sense of resources has already narrowed due to Internet access." (P. 1, Q3, Response 19).

"Do not let them play games unsupervised under any circumstances. I will be furious, disappointed beyond belief at the District if this is allowed and would consider homeschooling my children. Do not introduce technology at the expense of developing the skills to communicate using penmanship - either cursive and printed. This skill must NOT be lost and as a cognitive learning cannot be replaced by keyboarding." (P. 1, Q3, Response 44).

"Kids need to be able to type, do research, read on these devices; however, teachers need to get together and create some guidelines for their use - things like 'use to only enhance learning, be in step with how the devices are used in working professions....' We don't want the schools or teachers to use the device as a crutch or a time filler. " (P. 1, Q3, Response 68).

Others felt more technology use could limit development of social skills, become a distraction or dilute academics.

"I am overall concerned about this generation's reliance on technology and resulting impact on interpersonal skills and relationships in general. This seems like the schools telling us our children will have a device rather than parents deciding when it is appropriate. I am absolutely opposed to this for anything other than junior high and would like it to be Facebook disabled." (P. 1, Q3, Response 85).

"Primary use seems to be as a toy. The kids use don't seem to 'learn' anymore through this medium than any other. What happened to all the investment in Smart Boards? Are the kids 'smarter' as a result? They get enough screen time as it is. I don't endorse it." (P. 1, Q3, Response 76).

"My concern is that it decreases discourse, collaboration and teacher preparation. Would need to know more about the specific proposal."   (P. 1, Q3, Response 17).

"There is already too much technology in our children's lives. It does not assist them in communication skills which are critical to success. It also sends the wrong message to parents - that if we don't allow our children access to technology during the week that we are hampering their ability to do homework. This sets up a battleground at home." (P. 1, Q3, Response 91).

"The kids get enough technology at home. Let the teachers teach the kids. The kids also need to learn to interact with the teacher and kids in their classroom. There is too much technology focus! These kids need to learn interpersonal skills! Talking to one another teaches a lot." (P1, Q3, Response 8).

"We have tablets at home. The kids try to use it for everything but homework. I see that it may be a distraction." (P. 1, Q3, Response 96).

"I'm skeptical of the value of providing students with their own tablets or laptops. Seems likely to me to be more of a distraction, and to lead to an increase in non-educational screen time. I'd much rather have my child use a desktop machine in a public place at home so I can monitor what they are doing and how much time they are spending at a screen." (P. 1, Q3, Response 45).

"My children have consistently found that school technology integrated projects dilute the content learning by having such a technology focus. The projects become about the technology not the content being studied." (P. 1, Q3, Response 50).

"I strongly feel that 'device' learning is a less intense and engaging intellectual experience for the student. As a grad school level teacher, I have repeatedly seen that students who read dense material on devices do not retain detail of analytical themes. Further, students who take notes on devices take more of a 'stenographer' role, merely typing all that is said during class, rather than participating as fully in discussions and using discretion to take notes of only what is important or interesting. Finally, the possibility for distraction by nonacademic possibilities on the devices is especially great among students at this age group. Devices can be useful for some research, for collaborative projects and the like." (P. 1, Q3, Response 93.)

"My son can't tear himself away from the iPad. I am hesitant to say he needs one throughout the school day. I understand the benefits it would have to teachers and enhancing the curriculum, but I would fear that the device would replace our school's most important resource: its teachers." (P. 1, Q3, 106).