

MINUTES
TECHNOLOGY TASK FORCE
One to One Governance and Instructional Integration Subcommittee
November 7, 2011

DATE: November 7, 2011
TIME: 1:30 pm
PLACE: EW 41
MEMBERS: Chair: Reed Demordaunt, Brian Duncan, Salvatore Lorenzen, Bicker Therien, Christopher Campbell, Debbie Critchfield, Linda Clark and Christine Donnell

Site Visits

Chairman Reed DeMordaunt called the meeting to order and 1:35 pm.

Matt McCarter and Christopher Campbell went on the site visit to Maine on October 24, 2011. The Committee asked that they share the information from their trip. Kevin Denton had put a video together so the Committee watched portions of the video.

Regarding the chain of custody and the RFP work in Maine, Matt explained that the state leases mobile devices and they are then leased to districts and they become the district's responsibility. The state purchases the devices for approximately \$40.00 and then the devices to the District for the same price. Each district has different policies but they usually self-insure devices, charging \$25 - \$50 per device.

Regarding students who cannot afford the fee, Mr. Campbell replied that it never seemed to be an issue. Mr. McCarter said that when he asked that question of the Principal from Freeport he was informed that if it was ever a problem; the district would handle it based on their policies.

In response to a question regarding cleaning the drives at the end of life, Mr. McCarter informed the Committee that 92% of the districts kept the machines and used them elsewhere. All of the drives that were sold were wiped clean and the state was responsible for that process.

Maine's policy allowed students to take the devices home and also encouraged parents to use the devices as well. There was no concrete example of parent misuse of a device and the AUP policies addressed illegal or unlawful use of devices. Two weeks before the task force arrived there had been a copyright issue and it was handled by the local school. Regarding student abuse, it was stated that students will always access inappropriate material and districts need to implement ways of dealing with it. One suggestion was that parents can help by encouraging boundaries for the students just like they do when their teenager is getting ready to go out on a weekend.

Mr. Campbell commented that everyone they spoke with was very positive and believed that Idaho should move forward. Everyone reflected that they would not want to work without their devices. This technology was ingrained in everything they did and every class that was being taught.

The Task Force was allowed access to the students as they led the task force around the buildings. One of the things that the students mentioned was that from their point of view the reason that is working so well for Maine is that the teachers listen to the students and there is respect by having ownership in the process.

It was concluded that the districts should be encouraged to include language about Digital Citizenship and that it is a very important piece of the process. The question was brought up as to what model could be referred to the districts so that they can be sure that the students are involved.

Parent Orientation is valuable so they can support their students in following the rules/guidelines. Maine offered more than one opportunity, multiple times per day, per month, etc, so that parents have every opportunity to get to the orientation because it is required for the student to use the device.

It was reiterated that it is ideal that the vendor of the device provides the wireless. There can be no argument as to the responsibility when there is a problem. Cisco gear was their choice.

Brian Duncan traveled to Crescent, Oklahoma as a member of the site visit team for the Task Force and shared the following information about the trip. Oklahoma's initiative started in 2003. Their device of choice is Mac Books. They are located in a rural area and the number of laptops for both the middle school and high school are only 250. They do not receive a lot of support from the state of Oklahoma. They only employ one technical advisor with an assistant. Students are encouraged to take their laptops home. At the end of each school year all of the devices are re-imaged. There is no advisory committee, only one person, which simplifies the decision making process, as he makes all the decisions. There are not a lot of concerns over AUP and filtering, etc. The problems are very low level and handled as they occur.

At the end of life, the students (seniors) have the opportunity to purchase the laptops for \$150.00. Each student has to pay a \$70 insurance fee and the school is self-insured. Repairs and maintenance are done in house. There are some sponsors and work programs for those that can't afford the fee. No digital text books or online programs are available except for one math program. Teachers are encouraged to create their own curriculum and websites.

One of the challenges they faced when implementing the program was they had to teach the teachers how to gather the information from the internet. When

asked about Common Core Standards they said they try to keep them in mind when creating curriculum. Parent Orientation is not mandatory. They have no separate portal for parents. They focus on using technology as a learning environment, not as a tool. Every Wednesday they send the students home two hours early and use this as professional development and they offer a stipend to teachers to learn the technology. There are not as many rules as you see in most districts but rather personal relationships with students. To create the learning environment, they use it in every class. The Chemistry teacher was one of the people that showed the task force around all day. Even though he spent the entire day with the task force, his class did not miss a beat because all information was available on their laptops.

The Task Force thanked Brian for his participation and his information.

Chairman Reed wanted to discuss the Reference Guide created by Matt McCarter at the direction of the Committee. He encouraged everyone to read it and the Policy Document thoroughly and make comments or recommendations before December's meeting. He felt that it was a helpful document that would benefit districts when creating policy.

It was brought up that if the program is compulsory, they cannot be charged a fee. The wording must be corrected so that the fee is reflected as insurance, allowing the student to take the device home. There will be some parents who do not want their student bringing the device home and they will opt out of paying the fee.

The roll-out model was discussed. It was explained that it probably isn't part of the scope of work for this Committee, but that many Committee members had concern and they could send a message. There needs to be more discussion as to the 1/3 of students that will be the first recipients of devices.

In rural schools having a mixed grade is very high. It would be advantageous to do a school at a time and implement device rollout in a school-wide manor, instead of grade-wide.

Regarding the life cycle of the devices, it was mentioned that some students will only use the device for one year and then graduate. After that year do they go back to a freshman and how will that work? If you roll out to grade level, then that student will use the same device for all 4 years. That will have to be managed.

The schools should be asked whether they are ready to be involved in the program before they receive the devices.

Teachers will have the devices a year in advance of the students. It is imperative that teachers have everything in place and ready to go before the students get the device. One piece in legislation that is in question: All teachers will get device next year, but not all teachers will need them because not all

their students will be getting them. The Committee discussed the details of how this will work.

It was suggested that the Committee come up with a recommendation on implementation.

Matt was asked to find out about the schedule for December and to let the Committee know whether they should meet for one or two days.

The Committee will submit ideas, comments and changes for the Policy Document and Reference Guide to Matt.

The decision was made to adjourn and not to meet again until December.

The meeting was adjourned at 3:30 pm.