Summary - October 21, 2015 Technical Advisory Council Meeting

In reviewing the community and staff feedback to date - share with us

Q: What did you hear and see?

As:
- Internet only devices have many constraints for needed software. There is software that has to sit on the desktop. Will most applications be available on apps?
- Subscription software can be funded by capital levy
- Options are good
- Saw pattern of several positive comments about option 3.
- Several comments about keeping voters in mind.

Q: What are your reactions to what you heard and saw?

A:
- Digital ink component- how will this be implemented as a tool to meet tasks in the classroom?
- What would the adapted supports look like?
- Wouldn’t getting levy and bond on opposite 4-year cycles be preferred?
- Equity in the new plans means more devices at elementary school.
- Timing should be thought about as well. Does taking 5 years to hit all MS equate to equity for our MS students? If finances are the concern, could leasing be an option?
- Teacher PD is critical. Also need to ensure we select a plan that our teachers can adopt.
- Are interactive projectors going to be adopted?
- If the apps related to the goals of the plan were purchased would those all use the internet - e.g. Tarheel Reader, video modeling apps?
- Need apps that support collaboration and critical thinking skills.
- We need to inform the board about facts of the realities of implementing each proposal.

Q: What are the most important ideas to carry forward?

A:
- When putting together viable packages, looking at 1:1 device access and looking at tools like digital inking, how will those expenditures save funds in other areas? (e.g. printing)
- Selling and explaining the packages will be important
- Even within one plan it seems that one size won’t fit all.
- Equity is good in plan 3. Also meets unique needs of students.
- Consider longer term effects of each option – Option 4 – internet-only devices for all grades – may not be the most useful for older students who require more specific programs
- Build the trust of the community in this initiative by doing it in a strategic, well-planned and well-executed way – enough time to plan, to implement and with enough resources to do it
- Equity – impacting a greater percentage of the population – like different devices at different levels
- Appears community wants something for each group – choice for each group really needs to meet those students’ needs
- In looking at tools – consider ways that using particular tools in particular ways impact savings (printers, paper, copier costs reduced)
- Tool only as effectives as the training those whose hands it is in use it – roll out and professional development (PD) - PD model that is effective in changing classroom practices
- Getting the right stuff is more important than getting it fast.
- Consider the longer term effects of each option (example: option 4, internet only devices for all grade levels may not be the most useful for older students who require more specific programs).
- Advanced and basic options are more “future-proof” than internet-only devices.
- In considering access – the adaptive supports need to be thought of from the Universal Design perspective - e.g. touch monitor to access technology, screen reading (text to speech)
General Individual Comments:
- Why start at high school? Why not middle school?
- Would an iPad be considered an internet only device?
- What will we do when one size doesn’t fit all? ("Each and every student", the mission of 1:1 devices)
- Running a 4-year levy may be more likely to pass (smaller sticker price) and also get onto that cycle
- Why is option 4 more expensive than option 3?
- Over a 5-year period do we save 20M in operating cost for going electronic?
- Why include a questionable option? There are problems with option 4 and it wouldn’t be best for the most students. It’s not ideal and doesn’t serve students best.
- Are we going to present pros and cons for each option to present board?
- Best options are highlighted and at the forefront of the presentation.
- We each like number 3 best.
- Will options be presented ordered by cost? or by preference (best option). Should we present best, ok and worst?
- Don’t pick option 4. :-)
