

Instructional Role of Student Learning Devices**Teacher Guidelines for Implementation of Student Learning Devices- IFB**

In CCSD, we are committed to a thoughtful and evidence-based review of all technology usage in our schools. We believe that there are many types of potential technology usage for instructional purposes in schools including:

- Teacher technology use – including whole group instruction using smartboards and interactive digital tools
- Individual student learning device use - using a Chromebook or other similar student learning devices for producing artifacts, accessing customized standards-aligned learning resources, assessment of learning, and targeted and defined research
- Cell phone or personal device use – now legislated as not permitted in elementary and middle schools and only used for instructional purposes in high school at the discretion of the teacher (concluding in the 2026-2027 School Year)

One of the primary purposes of this guideline is to position administrators and teams of teachers to have thoughtful discussions about the evidence of impact each type of technology has on student learning. Specifically, this guideline informs expected planning and instruction in our schools using individual student learning devices.

Student learning devices are instructional tools designed to enhance teaching and learning in support of standards-based instruction and prepare students for a workforce that is skilled at using multiple mediums for productivity and work responsibilities. In CCSD classroom instruction and homework assignments, devices should be used intentionally to strengthen high-impact instructional strategies and expand opportunities for collaboration, creativity, critical thinking, and communication. Technology is intended to serve as a tool that supplements effective teaching practices and does not replace the essential role of the teacher.

I. Balanced Use of Instructional Materials and Student Learning Devices**A. Elementary Grades (K-5)**

1. Student learning devices should support, not replace direct instruction, teacher feedback, classroom discussion, and relationship-building that happens without digital access.
2. Students should engage in active, meaningful, hands-on learning experiences rather than passive screen consumption. Devices should be used to access the core and supplemental resources that have been adopted and aligned to the customized CCSD Teaching and Learning Standards.

Instructional Role of Student Learning Devices

3. Use of individual student devices for Grades Pre-K-2 should not exceed 10% of the instructional time in both special classes and the core subject areas.
 4. Use of individual student devices for Grades 3-5 should not exceed 15% of the instructional time in both special classes and the core subject areas.
- B. Secondary Grades (6-12)
1. The use of individual student devices should not replace communication and collaboration that occurs face-to-face with teachers and classmates.
 2. Technology use should focus on student production over passive consumption.
 3. Student use of devices should focus on collaboration, communication, critical thinking, and creativity. This occurs through research and engagement with core resources that have been aligned to the CCSD Teaching and Learning Standards in the Learning Management System.
 4. Use of individual student devices should not exceed 20% of the instructional time in both elective classes and the core subject areas.
- II. Exceptions to Student Learning Device Limitations
- A. Adaptive technology required by a student's Individualized Education Program (IEP), Section 504 Plan, or other legally required accommodation
 - B. Courses that are designed as a digital course or virtual program
 - C. District, state, or nationally required assessments, screeners, classroom assessments, and progress monitoring
 - D. Use of digital tools and textbooks from the core resource selection that are aligned in the Learning Management System
 - E. Digital/Remote Learning Days
 - F. The use of Canvas Learning Management System to access and submit assignments
 - G. Computer Science and courses that require the use of determined software to complete the specific course expectations
- III. Specific Student Learning Device Uses
- A. Demonstration of understanding through authentic performance tasks
 - B. Collaboration with peers and engagement in peer review or feedback cycles (this should occur with and without devices)
 - C. Engagement in inquiry-based and project-based learning research
 - D. Communication of ideas by modeling and defending thinking
 - E. Analysis of data to solve real-world problems

Instructional Role of Student Learning Devices

F. Engagement with interactive simulations

IV. Responsible Use of Student Learning Devices

- A. Teachers should balance digital learning with opportunities for face-to-face interaction, the use of print materials and written work, discussion, hands-on learning, and independent thinking
- B. Device use should be limited to CCSD approved software and sites that have been aligned to CCSD Teaching and Learning Standards, as well as the core and supplemental resources.
- C. Students should be taught digital citizenship and appropriate technology use, as well as proper care for the device.

Cherokee County School District is committed to ensuring technology is used purposefully, balancing digital learning with print resources, hands-on experiences, and meaningful face-to-face instruction. Student learning devices are valuable tools that should be used in age-appropriate, instructionally sound ways that enhance learning, develop critical thinking, and prepare students for success in a complex world. This balanced approach will strengthen our partnership with families and the community while maximizing student achievement and supporting the healthy development of every learner.