

Lower Merion School District

ADMINISTRATIVE REGULATIONS

Policy No.:	141
Section:	PROGRAMS
Title:	K-12 TECHNOLOGY USE
Date Adopted:	8/17/26

R141 K-12 TECHNOLOGY USE

I. Purpose

These administrative regulations establish expectations and procedures in order to support the implementation of Policy 141 and to ensure that Technology Resources are used safely and responsibly for Educational Purposes, reflecting an appropriate, balanced approach across grades K-12 that prioritizes non-digital learning experiences and engagement of students.

Technology Resources are educational tools to enhance, not replace, effective teaching and human interaction. Staff shall intentionally balance digital and non-digital learning experiences so that reading, writing, discussion, collaboration, hands-on learning, and interpersonal interaction remain central components of instruction.

II. Defined Terms

For purposes of implementing Policy 141 and this related Administrative Regulation, the following terms apply:

- **Technology Resources:** All District-owned or District-approved technology systems, including:
 - All networks, servers and telecommunications systems maintained or operated by the District;
 - All District telephone, cellular phone, voicemail, electronic mail, intercom, and Internet resources;
 - All District-owned or issued hardware devices such as computers, laptops, tablets, telephones, cellular phones, drones, fax machines, printers, copiers, scanners, etc. (inclusive, but not limited to District-Issued Devices);
 - All web-based and cloud-based storage; and,
 - Web and cloud-based applications provided by the District through a third party.
- **LMSD-Net or Network:** Refers to the District's technology network. The District's Network is to be used to provide access to information beyond that which is available in District libraries, to expand the research capabilities of students, and to promote the exchange of educational ideas and information. The District's Network is accessible by students at home and at school. The Network also includes access to shared resources such as printers, folder shares, and backup folders.

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- **District-Issued Devices:** Any device provided by the District for student use for an Educational Purpose, including laptops, tablets, or similar equipment. These devices remain District property at all times.
- **Educational Purpose:** Use that directly supports curriculum, teaching, learning, school-sponsored student activities, school-related communication, or school-related responsibilities. This includes research, content creation, collaboration, and instructional activities aligned to curriculum goals. This also includes use in support of specialized educational plans that provide inclusion and access.
 - **Active Use (of Technology Resources):** Such use engages critical thinking through creation, problem-solving, design, collaboration, and interaction with others.
 - **Passive Use (of Technology Resources):** Such use involves consuming content without reflection, creativity, or participation.
- **Balanced Technology Use:** An instructional approach in which technology is used intentionally and in combination with non-digital methods, ensuring that use of technology supports and does not replace essential learning experiences such as reading, writing, discussion, hands-on activities, and interpersonal interaction.
- **Appropriate Use:** Technology use that aligns with a student's age, grade level, and cognitive development, with more limited and structured use in early grades and increasing independence over time.
- **Digital Citizenship:** The responsible, ethical, and safe use of technology, including respectful communication, protection of personal information, appropriate online behavior, and adherence to academic integrity standards.
- **Acceptable Use:** Use of technology resources in a manner that is safe, responsible, ethical, legal, and aligned with District expectations and educational purposes.
- **Inappropriate Use:** Any use of technology that violates District policy, including but not limited to accessing harmful content, harassment or bullying, misuse of devices, disruption of systems, or non-educational use during instructional time.

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- **Recreational Use:** Use, which is not permitted during the school day, and is for purposes that are not directly aligned with an Educational Purpose, including but not limited to:
 - use for entertainment or personal interest,
 - use intended to distract from instructional activities,
 - use to fill idle or unstructured time without a clear learning objective,
 - use as a behavior management tool unless specifically set forth in an individualized education plan or similar legal document.
- **Monitoring:** The District's ability to review, track, or access activity on its technology systems and devices to ensure safety, security, and compliance with policy. Users should have no expectation of privacy when using District technology resources.
- **Filtering:** Technology protections that limit access to content that is harmful, inappropriate, or not aligned with educational purposes, in compliance with applicable laws.
- **End User Licensing Agreements:** Agreements establishing the District's right to use software which the District in turn provides to students for student use.
- **System/Network Administrator:** An Information Systems Department Professional responsible for the day-to-day maintenance and upkeep of the District's Network and other District Technology Resources.
- **System Integrity:** The maintenance of accurate and consistent information throughout the District's Network and other District Technology Resources.
- **Personal Technology:** Privately owned devices (e.g., phones, tablets, laptops) that are not issued by the District but may be used on District property in accordance with this Policy and the District's administrative regulations.

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III. General Roles and Responsibilities

STUDENTS	STAFF	ADMINISTRATORS	TECHNOLOGY DEPARTMENT	FAMILIES
Students are expected to:	Staff are responsible for:	Administrators will:	The Technology Department will:	Families are encouraged to:
• Use Technology Resources for Educational Purposes. • Follow Acceptable Use and Digital Citizenship expectations. • Protect their account information and Technology Resource device(s). • Report unsafe or inappropriate content or behavior to their teacher or principal	• Designing instructionally purposeful use of Technology Resources aligned with grade-level Guiding Principles for Student Use. • Ensuring appropriate implementation. • Monitoring student use during instruction. • Teaching and reinforcing Acceptable Use and Digital Citizenship. • Using classroom management strategies to limit distraction.	• Ensure implementation of Board Policy 141 and this Administrative Regulation. • Observe, evaluate, and support instructional practices involving Technology Resources. • Monitor for patterns of overuse, misuse, or practices inconsistent with balanced and appropriate use. • Provide training, feedback, and support to staff. • Review concerns raised by students, staff, or families regarding technology use and work with appropriate personnel to address them. • Support ongoing evaluation of the effectiveness and educational value of Technology Resources.	• Maintain secure and filtered systems. • Support device deployment and maintenance. • Provide tools that support instruction, not excess use. • Oversee technology systems that filter, monitor, and protect. • Support ongoing evaluation of the effectiveness, safety, and security of Technology Resources.	• Reinforce responsible use of Technology Resources. • Support balanced screen time at home. • Communicate concerns with child's teacher, counselor, or principal. • Utilize Parent Portal to filter and restrict device use at home in a manner that reinforces individual family preferences.

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IV. Instructional Use Expectations (Operational Guidance for Student Use)

A. Required Instructional Decision-Making: Before using Technology Resources for instruction, staff must consider whether the proposed use is educationally meaningful, balanced, and grade-level appropriate. In support of this objective, staff should apply the following decision-making questions when designing instruction that may include Technology Resources:

1. PURPOSE CHECK: Does the use of technology meaningfully support or improve the learning experience or outcome?	
CONSIDER:	• Does technology allow students to do something they could not otherwise do effectively? • Does it improve access, collaboration, feedback, creativity, organization, or communication? • Is technology supporting active learning rather than passive consumption? • Would a non-digital approach be equally or more effective?
EXAMPLES OF APPROPRIATE USE:	• Students collaboratively edit a shared document. • Interactive simulations supporting scientific understanding. • Students create presentations, videos, or multimedia projects. • Providing accessibility support or differentiated instruction.
EXAMPLES OF INAPPROPRIATE USE:	• Replacing a paper worksheet with a digital worksheet without added instructional value. • Using videos or apps primarily to occupy time. • Assigning screen-based activities without clear learning goals. • Using technology when direct discussion, reading, writing, or hands-on learning would be more effective.

2. BALANCE CHECK: Does the overall instructional plan, unit, or lesson maintain an appropriate balance between digital and non-digital learning experiences?	
CONSIDER:	• Are students also engaging in: ○ Face-to-face discussion ○ Hands-on learning ○ Writing or reading away from Technology Resources ○ Movement, collaboration, or problem-solving activities? • Is the use of Technology Resources limited to what is instructionally necessary? • Are there intentional opportunities for students to disengage from devices during the lesson or school day?
EXAMPLES OF BALANCED PRACTICE:	• Teacher leads introduction of content together with a hands-on activity. Students in small groups collaborate to record their findings on a shared digital worksheet. • Students research online and then discuss findings in small groups. • Students draft digitally but annotate or brainstorm on paper. • Technology is used for one portion of a lesson, followed by offline application or reflection.
EXAMPLES OF IMBALANCE:	• Extended periods of uninterrupted use of Technology Resources. • Entire class periods conducted exclusively through devices without an instructional need for individualized support. • Frequent use of Technology Resources during transition or downtime solely to occupy students.

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3. DEVELOPMENTAL CHECK: Is the use of Technology Resources appropriate for the students' age/grade level, attention span, and learning needs?	
CONSIDER:	- Does the activity align with grade-level expectations for technology use (see section IV.B., below)? - Is the amount of use of the Technology Resource appropriate for the age group/grade level? - Does the activity promote engagement, interaction, and focus? - Are students capable of using the Technology Resource independently and responsibly at this level?
INSTRUCTIONAL PLANNING BENCHMARKS:	- These ranges are intended to guide instructional design: - K-2: Limited, non-routine use 3-4: Typically, less than 30 minutes per school day 5-6: Typically, less than 60 minutes per school day 7-8: Less than 90 minutes per school day 9-12: Typically, less than 120 minutes per school day. Teachers should follow considerations above and prioritize in-person engagement over the use of technology. At the same time, high school students should have agency to utilize technology to individually support their educational needs (for example, note taking), which is not intended to be captured within the range applied to instructional design.
EXAMPLES OF APPROPRIATE USE:	- Teacher-led phonics reinforcement activities in primary grades. - Guided online research with curated resources in elementary school. - Collaborative project work in middle and high school.
EXAMPLES OF INAPPROPRIATE USE:	- Long periods of passive screen viewing. - Independent online navigation without supervision for younger students. - Excessive multitasking opportunities that reduce student focus.

B. Grade Band Implementation Requirements

- K-2:** Technology Resources are not to be used in the classroom environment except when needed for specialized instruction or support, specified diagnostics (approximately 3-4 times per year), and special classes, such as STEM (Science, Technology, Engineering, and Mathematics). When used, it must be teacher-directed only; brief and highly structured tied to specific learning objectives. Students will not be assigned individual devices. A limited number of devices will remain on carts in the classroom or storage location when not in use.
- Grades 3-4:** Use of Technology Resources must be limited and purposeful, with clear instructional objectives. Students may begin guided independent use. Typically, students should engage with Technology Resources for less than 30 minutes per school day, recognizing that instructional projects, research activities, assessments, or other educational needs may, at times, appropriately extend beyond this range. Students will be assigned computers that remain in the classroom (or storage location) and is used only when directed by the teacher.
- Grades 5-6:** Students shall have supervised, teacher-directed access to technology resources. Students will be assigned individuals devices; however, students shall not be required to use a computer at home. Parents/guardians may choose to allow their child

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to bring individual devices home for educational purposes, but are not required to do so. Devices shall not be used in school buildings in the morning before classes begin, between classes, at lunch, or during Intervention & Enrichment except for a specific instructional purpose and under teacher supervision, after school, or at any time on school transportation. This reinforces the stance that 5th and 6th graders do not need to take home devices on a daily basis. Teachers will support appropriate technology use through limited activities for research, creation, collaboration, and structured independent work, such as practice. Typically, students should engage with Technology Resources for less than 60 minutes per school day, recognizing that instructional projects, research activities, assessments, or other educational needs may, at times, appropriately extend beyond this range. Students may be responsible to take computers home only for pending weather events or other emergency circumstances as determined by the Superintendent.

- **Grades 7-8:** Students will have supervised, purposeful access to technology resources. They will be assigned individual computers to carry from classroom to classroom, but computers may be used only when directed by the teacher. Students are encouraged, but are not required, to take their assigned computers to and from school. District-issued devices and technology resources shall support increasing academic responsibility and regular classroom use for collaboration, research, and organization. Their use shall also promote greater student independence, with clear expectations for appropriate use and digital citizenship aligned with standards, objectives, and curriculum. Teachers must actively monitor for off-task behavior and passive consumption. Typically, students should engage with Technology Resources for less than 90 minutes per school day, recognizing that instructional projects, research activities, assessments, or other educational needs may, at times, appropriately extend beyond this range. Students in grades 7 and 8 may use technology resources before and after school.

Grades 9-12: Students will be assigned individual computers to carry from classroom to classroom. Devices may be used only when directed by the teacher, and students will be expected to take them to and from school. District-issued devices and technology resources shall support growing academic responsibility and regular classroom use for collaboration, research, and organization. Their use shall also promote greater independence and more frequent use for academic research, creation, college and career readiness, school-related activities, communication, and productivity, with clear expectations for appropriate use. The District recognizes that technology use is more variable due to the size and complexity of the high school program, including diverse

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course selections, instructional requirements, and technology-intensive courses. As a result, the recommended daily range is intended to guide practice while allowing reasonable flexibility based on educational purpose.

C. Classroom Management Expectations

Direct instruction shall ordinarily be delivered by the teacher rather than through student-facing technology resources. Technology Resources may supplement, reinforce, or extend instruction but shall not serve as the primary delivery method for core instruction except where required for accessibility, approved virtual learning, specialized programming, or other District-approved purposes.

Staff must implement clear routines for use of Technology Resources, including:

- Teacher-directed times when Technology Resources are permitted to be used for Educational Purposes. When not in use, Technology Resources must be closed or put away.
- Active supervision of screens through classroom walkthroughs and other available tools, including technology applications.
- Refraining from using Technology Resources as a default engagement tool or to replace classroom management practices (such as managing idle time).
- Technology Resources are not to be used for Recreational Purposes.

V. Technology Resource Review and Approval

The District shall maintain a process for reviewing Technology Resources before they are introduced for student use and throughout their continued implementation. Consistent with Board Policy 141, Technology Resources shall be approved only when they support teaching and learning, aligned with the District's mission, curriculum, instructional goals, and developmental expectations for students.

In reviewing the educational value of proposed Technology Resources, the District shall consider whether the resource enhances instruction; supports student engagement; facilitates creation, inquiry, collaboration, communication, feedback, differentiation, or accessibility; promotes active learning; and/or otherwise contributes positively to the instructional experience beyond what could be achieved through non-digital means alone. The review process shall also consider developmental appropriateness, student data privacy and security, accessibility, and compliance with applicable legal requirements.

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Requests for the adoption or use of new Technology Resources shall be reviewed through procedures established by the Superintendent or designee. Staff shall use only District-approved Technology Resources with students unless otherwise authorized in writing by the Superintendent or designee.

The District shall periodically evaluate approved resources to determine whether they continue to support instructional goals, provide educational value, remain appropriate, and satisfy applicable privacy, security, accessibility, and legal requirements. Resources that no longer meet these expectations may be modified, restricted, or discontinued.

The Superintendent or designee shall maintain procedures for the review, approval, implementation, and ongoing evaluation of Technology Resources and shall periodically report on technology implementation and effectiveness as part of the District's annual review of technology use.

VI. Acceptable Use & Digital Citizenship

A. Acceptable Use Standards and Prohibited Activities

District Technology Resources shall be used for Educational Purposes only. The following actions while using Technology Resources shall constitute a violation of the District's Acceptable Use standards:

1. Using Technology Resources to engage in, facilitate or promote illegal activity;
2. Communicating threats to the welfare of the school community, school property, or any individual;
3. Using Technology Resources for fundraising purposes, unless otherwise permitted by District Policy or authorized in advance by the Superintendent or designee;
4. Using Technology Resources for commercial or for-profit purposes;
5. Using Technology Resources to promote or participate in gambling, gaming, or betting activities;
6. Using obscene, inappropriate or profane language;
7. Accessing, sending, transferring, viewing, sharing or downloading obscene, pornographic, lewd, or otherwise illegal or inappropriate materials, images or photographs;
8. Using Technology Resources to transmit hate mail/speech, communication deemed to constitute defamation or discrimination under Board Policy or applicable law, or threatening, racially offensive, or sexually explicit material;
9. Engaging in conduct that constitutes unlawful harassment, bullying, cyberbullying, or hazing under District Policy or applicable law;

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10. Sharing account passwords and electronic access with others;
11. Using, or allowing another to use, a user name, account or password not their own;
12. Destruction, unauthorized modification or repair, vandalism, or abuse of Technology Resources;
13. Unauthorized access (i.e. hacking) or exceeding the scope of one's authorized access, including trespassing in another's user account, folders, work or files;
14. Attaching or connecting unauthorized external devices to Technology Resources;
15. Attempting to circumvent system security, guess passwords, bypass firewall, web filtering or anti-virus systems, or in any way gain unauthorized access to Technology Resources;
16. Unauthorized scanning of Technology Resources for system vulnerabilities;
17. Unauthorized or illegal installation, distribution, reproduction or use of copyrighted materials;
18. Intentionally wasting limited resources such as network bandwidth or storage, paper, toner, and other supplies;
19. Using Technology Resources to disrupt the work of others or normal school operations;
20. Impersonation of another user or quoting personal communications in a public forum without the original author's prior consent;
21. Using Technology Resources to intentionally obtain or modify files, passwords, or other data belonging to another;
22. Uploading or downloading games, programs, files, or other electronic media absent permission from the Superintendent or designee(s). Teachers who receive requests from students to upload or download games, programs, files, or other electronic media shall direct such requests to the building principal;
23. Making deliberate attempts to disrupt the performance of Technology Resources or destroy data by spreading computer viruses, worms, or other malware;
24. Unauthorized establishment of websites linked to District websites or themselves purporting to be District affiliated websites and social media groups; and,
25. Engaging in any conduct that violates school rules, Board Policy or any accompanying Administrative Regulation, directives or regulations of the Superintendent or designee(s) regarding appropriate use of Technology Resources, any applicable code of conduct, student handbook, or any local, state or federal law.
26. Using Artificial Intelligence (AI) websites, "bots," or resources in a manner that is not in accordance with Board policy, District guidelines (Policy 134.1), or any local, state, or federal law.

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Student Users of Technology Resources shall promptly report violations of this Administrative Regulation or the accompanying Board Policy to their teacher or building principal.

Student Users of Technology Resources shall immediately notify their teacher, building principal or Director of Information Technology and Cybersecurity if they have identified a possible security threat or breach.

If a Student User of District Technology Resources inadvertently accesses any inappropriate material, as described above, they shall immediately disclose the inadvertent access to their teacher or building principal.

These Acceptable Use standards will be incorporated into Student/Family Handbooks/Guides.

B. Digital Citizenship Instruction

Schools will embed instruction on online safety, respectful communication, information literacy, and academic integrity. Instruction must be ongoing and integrated into classroom practice.

C. Personal Technology/Cell Phones

Beginning with the 2027-28 school year, the District will prohibit student cell phone use at the high school level during the school day. Consistent with the requirement currently applicable to students in grades K-8, high school students will be required to keep cell phones and other personal communication devices turned off and stored away for the duration of the school day. This represents a change from the current high school requirement, which restricts use of such devices during instructional periods.

Prior to implementation, the District will provide additional guidance to staff, students, and families regarding expectations, procedures, exception, and enforcement of this requirement.

VII. Addressing Student Misuse of Technology Resources

Misuse of District Technology Resources may lead to disciplinary action in accordance with school rules, District Policy, and applicable Administrative Regulations. Such action may include, but is not limited to, usage restrictions, suspension, expulsion, termination, restitution, referral

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to law enforcement, and/or any applicable consequence outlined in a student handbook/code of conduct, or Board Policy/Administrative Regulation, as appropriate under the circumstances.

VIII. District-Issued Technology Resources – Devices

A. General Expectations

Devices remain District property. All policies apply on campus and off campus. Devices are for Educational Purposes only.

B. Student Responsibilities

Students must care for devices appropriately, bring devices to school as required (if applicable), and avoid damage, misuse, or unauthorized access.

C. Loss, Damage, and Misuse

Incidents must be reported promptly. Consequences may include repair/replacement responsibility (as determined by the District) and disciplinary consequences.

Beginning with the 2026-27 school year, families will no longer be charged an annual insurance fee for District-issued student devices. As with other District-owned property entrusted to students (such as textbooks, library materials, musical instruments, athletic uniforms, or laboratory equipment) students and families are expected to exercise reasonable care while a device is in the student's possession, custody, or control.

If a District-issued device is damaged while in a student's possession, custody, or control, the repair will be covered under the District's extended-care plan through the manufacturer; however, in the event of the loss or theft of a device while in a student's possession, custody, or control, the District's insurance program may not cover the claim. In both of these instances, families remain responsible for the applicable deductible associated with the claim.

Since District-issued devices remain District property, if a device is lost, stolen, or damaged while under a student's care, the District reserves the right to assess repair or replacement costs in accordance with the above.

IX. Equity and Access

The District will ensure that all students have equitable access to learning. Nothing in this Administrative Regulation shall limit student access to approved assistive technologies,

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including audiobooks, speech-to-text, adaptive programs, communication tools, or other supports required by a student's IEP, Section 504 Plan, or other documented need.

X. Professional Learning and Support

The District will provide staff with training and support regarding using Technology Resources for Educational Purposes (including balanced, age-appropriate use), classroom management of devices, digital citizenship integration, and ongoing support for effective instructional practices.

XI. Review and Continuous Improvement

The District recognizes that Technology Resources, instructional practices, and student needs continue to evolve. To ensure that technology use remains aligned with the District's mission, curriculum, instructional goals, and the developmental needs of students, the Superintendent or designee shall conduct a periodic review of the implementation of this Policy and Administrative Regulation.

The review may include consideration of instructional practices, technology usage patterns, student and staff experiences, professional learning needs, digital citizenship implementation, approved technology resources, student well-being considerations, and emerging issues related to privacy, security, accessibility, or instructional effectiveness.

The Superintendent or designee shall use the results of this review to identify areas for improvement, recommend modifications to practices, procedures, or approved technology resources, and support continuous improvement in the District's use of technology.

XII. Family Communication and Partnership

The District recognizes that supporting students in the safe, healthy, and productive use of technology is a shared responsibility among schools, families, and students. To promote consistent expectations and understanding, the District shall provide families with information regarding student technology use, digital citizenship, online safety, District filtering and monitoring practices, personal technology expectations, and other topics related to the implementation of Board Policy 141 and this Administrative Regulation.

Communications may include guidance regarding age-appropriate technology use, responsible online behavior, academic integrity, student well-being, and strategies for supporting healthy technology habits outside of school. The District may also provide information regarding

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approved technology resources, significant changes to technology practices, and emerging issues affecting student technology use.

The Superintendent or designee shall ensure that information regarding technology expectations and resources is made available to families annually and updated as needed to support effective implementation of Board Policy 141 and this Administrative Regulation.

XIII. Limitation of Liability

The District does not warrant that the use of specific District technology resources will meet any specific requirements, or that they will be error free or uninterrupted. The District shall not be liable for any direct, incidental, or consequential damages sustained or incurred in conjunction with the use, operation or inability to access or use District technology resources, including the loss of data, information or anything else of value.

The District shall not be liable for any damage incurred due to harmful programs or materials (including computer viruses), which may be accessible or propagated through District technology resources. The District shall not be responsible for any financial obligations arising out of the unauthorized use of District technology resources.

XIV. 2026-27 Implementation

For purposes of supporting the implementation of this Policy and Administrative Regulation, the attached **Addendum A** is provided as a plain-language, public-facing resource intended to further explain and clarify their provisions. **Addendum A** should be read in conjunction with the Policy and Administrative Regulation and is not intended to modify, expand, or supersede their requirements. In the event of any inconsistency or conflict, the language of the Policy and Administrative Regulation shall control.

Cross References:

- Board Policy and Admin. Reg. 114 (Individual Student Supports and Services)
- Board Policy and Admin. Reg. 235 (Student Rights and Responsibilities)
- Board Policy and Admin. Reg. 142 (K-12 Technology Safety , Monitoring and Privacy)