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Administrative Regulation 141 (K-12 Technology Use)

Implementation Summary – 2026-27

Purpose

This summary explains how the District implements Administrative Regulation 141R. It is intended to help students, staff, and families understand expectations for purposeful, balanced, age-appropriate technology use. The Administrative Regulation and Board Policy remain the governing authorities if there is any difference between this summary and the Regulation.

What the Regulation Is Designed to Accomplish

Administrative Regulation 141R establishes expectations for safe, responsible, educationally meaningful technology use across grades K-12. It recognizes that Technology Resources include District networks and systems, District-issued devices, cloud storage, and District-provided web or cloud applications. District-issued devices remain District property, and the District's Network is available to extend research and educational opportunities beyond what is available in District libraries.

- Technology should enhance teaching and learning rather than replace effective teaching or human interaction.
- Technology use should be intentional, active, developmentally appropriate, and connected to a clear educational purpose.
- Recreational use is not permitted during the school day, including entertainment, personal-interest use, use intended to distract from instruction, or use to fill idle time without a learning objective.
- Students are expected to protect account information and devices and to report unsafe or inappropriate content or behavior.

How Teachers Decide When to Use Technology

Before using Technology Resources for instruction, staff are expected to consider whether the proposed use is educationally meaningful, balanced, and appropriate for the students' age, grade level, attention span, and learning needs. For example:

- *Purpose check:* Does technology meaningfully improve the learning experience or outcome? Can it provide access, collaboration, feedback, creativity, organization, communication, or an activity that would otherwise be difficult to accomplish effectively?
- *Balance check:* Does the lesson or unit include face-to-face discussion, hands-on learning, reading or writing away from devices, movement, collaboration, problem-solving, or other non-digital experiences?
- *Developmental check:* Is the duration, independence, and complexity of technology use appropriate for the students?

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Instructional design should favor active learning over passive consumption. A digital worksheet that simply replaces paper, a video used mainly to occupy time, or extended device use without a clear learning goal does not satisfy the Regulation's standard.

Grade-Band Practices

The Regulation establishes grade-band expectations that progressively increase student independence while maintaining limits on device use and emphasizing teacher direction and supervision.

- *K-2:* Technology use is limited, non-routine, teacher-directed, brief, and tied to specific learning objectives. Students are not assigned individual devices; limited devices remain on carts or in storage when not in use. Exceptions include specialized instruction or support, specified diagnostics, and special classes such as STEM.
- *Grades 3-4:* Use is limited and purposeful with clear objectives. Guided independent use may begin, generally within less than 30 minutes per school day, recognizing that projects, research, assessments, or other educational needs may occasionally require more time. Devices remain in the classroom or storage and are used only when directed by the teacher.
- *Grades 5-6:* Students have supervised, teacher-directed access to assigned individual devices. Daily home use is not required. Device use is restricted during arrival, transitions, lunch, Intervention & Enrichment, after school, and transportation unless specifically authorized for an instructional purpose under supervision. Typical instructional use is less than 60 minutes per day, subject to legitimate educational exceptions.
- *Grades 7-8:* Students carry assigned computers between classrooms and may use them when directed by teachers. The District expects increasing academic responsibility and independence, with active monitoring for off-task behavior and passive consumption. Typical instructional use is less than 90 minutes per school day; students may use technology before and after school.
- *Grades 9-12:* Students have assigned computers and greater academic responsibility for research, creation, communication, productivity, college and career readiness, and school-related activities. Use remains directed by teachers, while the District recognizes that high school course needs vary and the recommended daily range therefore provides reasonable flexibility.

Classroom Management and Student Engagement

Direct instruction is ordinarily delivered by the teacher. Technology may supplement, reinforce, or extend instruction, but it is not the primary delivery method for core instruction except where accessibility, approved virtual learning, specialized programming, or another District-approved purpose requires it.

- Staff establish clear routines for when devices may be used and require devices to be closed or put away when they are not being used for an Educational Purpose.
- Teachers actively supervise screens through classroom walkthroughs and available technology tools, such as Securly Classroom.

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- Technology should not be used as a default engagement tool or as a substitute for classroom-management practices, including managing idle time.
- The District's classroom-management tools can complement teacher supervision by helping direct students to assigned sites, create class-specific allow/block lists, limit browser tabs, and monitor device activity during instruction.

Acceptable Use and Digital Citizenship

Technology Resources are to be used for Educational Purposes and in a manner that is safe, responsible, ethical, legal, and consistent with District expectations. Digital Citizenship instruction is ongoing and integrated into classroom practice.

- Students may not use Technology Resources for illegal activity, threats, commercial or unauthorized fundraising purposes, gambling or betting, obscene or inappropriate material, harassment, bullying, cyberbullying, discriminatory or threatening communications, or other conduct prohibited by the Regulation.
- Students may not share passwords, use another person's account, obtain unauthorized access, bypass filtering or security controls, attach unauthorized devices, scan for vulnerabilities, misuse copyrighted material, disrupt network operations, or intentionally obtain or modify another person's files, passwords, or data.
- Artificial intelligence tools must be used consistently with Board Policy and District guidelines, including Policy 134.1, and applicable law.
- Students should immediately report suspected security threats or breaches to a teacher, building principal, or the Director of Information Technology and Cybersecurity. Inadvertent access to inappropriate material should also be reported immediately.
- Schools embed instruction on online safety, respectful communication, information literacy, and academic integrity.

Family Partnership and Parent/Guardian Controls

The Regulation recognizes families as partners in developing healthy, responsible technology habits. The District provides information about technology expectations, Digital Citizenship, online safety, filtering and monitoring, personal technology, and other implementation matters. The District's new Parent Portal (Securly) will support family oversight of District-issued devices outside of school.

- Parents and guardians can review activity associated with their student's District-issued device and, outside instructional hours, may apply stricter filtering, block specific websites or categories, establish schedules, or temporarily pause device access.
- Family controls are intended for home use and do not give parents/guardians control over District-issued devices during the school day, although families may see usage information.
- Families are encouraged to reinforce responsible use and balanced screen habits at home and to communicate concerns with the student's teacher, counselor, or principal.
- The District will make annual information about technology expectations and resources available to families and will update information as needed.

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District-Issued Devices: Responsibility, Care, and Access

District-issued devices remain District property and are for Educational Purposes. The same expectations apply on and off campus.

- Students are expected to care for devices appropriately, bring them to school as required by grade-level expectations, and avoid damage, misuse, or unauthorized access.
- Loss, theft, or damage must be reported promptly. Consequences may include repair or replacement responsibility, as determined by the District, and disciplinary consequences where appropriate.
- Beginning with the 2026-27 school year, the District will no longer charge an annual insurance fee for District-issued student devices. Families remain expected to exercise reasonable care while the device is in their possession, custody, or control.
- Damage is covered under the District's extended care plan through the manufacturer, while loss or theft may not be covered by the District's insurance program; applicable deductibles remain the responsibility of the family.

Equity, Accessibility, and Professional Support

Technology access is intended to support equitable learning rather than create barriers. Nothing in the Regulation limits access to approved assistive technologies or other supports required by a student's IEP, Section 504 Plan, or documented need.

- Approved assistive technologies may include audiobooks, speech-to-text, adaptive programs, communication tools, and other documented supports.
- The District provides staff training and support on balanced and age-appropriate technology use, classroom device management, Digital Citizenship integration, and effective instructional practices.
- Administrators support implementation by observing instructional practices, monitoring patterns of overuse or misuse, providing feedback and training, and responding to concerns raised by students, staff, or families.

Personal Technology and Cell Phones

Personal technology (including cell phones, smart watches, and other communication/recording devices) can create unnecessary distraction, interfere with student engagement and attention, and undermine the District's goal of maintaining human-centered, instructionally purposeful learning environments. To this end, students are expected to adhere to the following expectations:

- *Grades K-8:* Personal Technology may not be used in school buildings during regular school hours. Students may bring devices to school for communication with caregivers before or after school, but devices must remain turned off and stored in a backpack or locker throughout the school day, unless an exception is authorized in accordance with District requirements.

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- *Grades 9-12:* Cell phones must be turned off and stored in a teacher-designated location during instructional periods. Each instructional classroom will have an established storage procedure so that expectations are predictable and consistently implemented across classrooms. Beginning with the 2027-28 school year, Administrative Regulation 141 provides for expansion of this restriction so that cell phones and other personal communication devices are turned off and stored away for the duration of the school day.

Students who fail to follow Personal Technology expectations may be subject to appropriate interventions and consequences under Board Policy and Administrative Regulation 235 and applicable school rules. Staff should address violations consistently and report repeated failure to follow technology directions through established school procedures.

These restrictions are intended to establish a clear default during the school day: personal technology is stored rather than available for routine student use. This approach reduces distraction, protects instructional time, promotes face-to-face interaction and student engagement, and reinforces the District's broader expectation that technology should be present in the learning environment when it serves a defined educational purpose rather than simply because a device is available.

Continuous Review and Improvement

Technology use is not static. The District will periodically review implementation to determine whether practices continue to align with the District's mission, curriculum, developmental expectations, student needs, and emerging technology issues. Related authorities include Board Policy and Administrative Regulation 141; Administrative Regulation 142 (K-12 Technology: Safety, Monitoring and Privacy); Board Policy and Administrative Regulation 114 (Individual Student Supports and Services); Board Policy and Administrative Regulation 235 (Student Rights and Responsibilities); and Policy 134.1 as referenced in AR 141R.