



A GUIDE FOR FAMILIES

Technology in Your Child's Classroom

Learning through play, with a little help from technology

At this age, learning is hands-on. Children play, build, move, talk, and explore. Technology is a small, occasional part of the day, and the teacher is always leading it.

What to expect in the classroom



Devices

There are no student devices in kindergarten. When technology is used, it is on the classroom screen, with the whole class together.



How often

Brief and occasional. Many days include no screen activities at all. Most of the day is play, stories, and movement.



Teacher's role

The teacher leads every screen moment: pausing, asking questions, and connecting it to what the class is learning.

What good technology use looks like

A short virtual field trip

The class takes a five-minute video tour of a zoo, then partners talk about their favorite animal and draw it.

Songs that get kids moving

The class follows a counting song on the big screen, standing, clapping, and moving along while the teacher pauses to ask questions.

Stories and sounds on screen

The teacher shares a book or letter-sound practice on the classroom display, much like a whiteboard.

Skills your child is building

- Taking turns and caring for shared classroom tools
- Following along with the teacher on a group screen
- Talking about what they see and sharing their own ideas
- Knowing screens are one small part of the school day

Digital citizenship

- Being kind, on and off screens
- Asking a trusted adult before clicking anything
- Knowing when it's time to put screens away and play



Be Safe

Protect yourself and your information online.



Be Responsible

Use technology honestly and with a purpose.



Be Kind

Treat others with respect in digital spaces.



Be Balanced

Know when to use screens and when to step away.



About AI at this age

Kindergarten students do not use AI tools. Teachers may have simple, age-appropriate conversations about how computers follow instructions from people. That's it. The goal is curiosity, not use.

How you can partner with us at home

TRY ASKING

"What did you play today?"

Young children talk about play more easily than "the computer." You might also ask if they drew, built, or made anything.

TALK ABOUT

What came after the screen

If your child mentions a video or song from school, you might ask what the class did next. Often it was drawing, talking, or moving, and that's where the learning happens.

AT HOME

Screens are better together

At home, screens tend to work best when a grown-up is nearby to watch and chat about what's on. It's the same approach we take in class.

Every child is different. If your child has an IEP or 504 plan, technology may be used differently to support their learning. Questions? Your child's teacher is the best place to start.



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Technology in Your Child's Classroom

Building foundations, one short session at a time

In first and second grade, most learning is still hands-on and led by the teacher. Technology is one learning option among several, used in short sessions to practice skills and create simple projects.

What to expect in the classroom



Devices

Classrooms share iPad carts. Devices stay at school, and students use them only for teacher-assigned activities.



How often

Short sessions, usually as one of several learning options. Some days devices are not used at all, and many days use very little.



Teacher's role

The teacher moves around the room, checks in, asks questions, and keeps every activity tied to a learning goal.

What good technology use looks like

Retelling a story in their own voice

After a read-aloud, a student records a 30-second retelling and adds a drawing. The teacher listens to check understanding.

Explaining their math thinking

Students solve a problem, then draw and record themselves explaining how they solved it. The teacher gets to hear every child's reasoning.

Writing a story with a friend

Two students each add a page to a short digital book about a science topic the class is studying.

Skills your child is building

- Carrying and caring for a shared device
- Opening the right app and following directions
- Recording their voice, drawing, and typing simple words
- Working with a partner on a shared project

Digital citizenship

- Using only the apps the teacher assigns
- Asking before clicking on anything unfamiliar
- Understanding that screens are one part of learning, not all of it



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Be Balanced

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About AI at this age

Students in grades 1–2 do not use AI tools. Teachers may talk simply about how computers follow instructions from people, the way you might explain how a recipe works. The goal is curiosity, not use.

How you can partner with us at home

TRY ASKING

"Did you make anything on the iPad this week?"

If the answer is a recording, drawing, or story, ask them to tell it to you. Retelling is great practice.

TALK ABOUT

The classroom iPad rules

Ask your child what the rules are: two hands, only the teacher's apps, ask before clicking. Kids love explaining rules, and it helps them stick.

AT HOME

Routines that work for your family

Many families find a few predictable habits help, like a regular stopping time for screens. Whatever fits your home is what matters.

Every child is different. If your child has an IEP or 504 plan, technology may be used differently to support their learning. Questions? Your child's teacher is the best place to start.



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Technology in Your Child's Classroom

Moving from using technology to creating with it

In grades 3–5, students begin using technology to research, make, and share. The question we ask before every activity: does this help students think and create in a way paper can't? If not, we use paper.

What to expect in the classroom



Devices

Classrooms share iPad carts. Devices stay at school and are used for projects and practice.



How often

It varies by lesson. Some days are mostly hands-on. Project days may use more. Screens are never a time-filler or a reward.



Teacher's role

Before: sets the goal. During: circulates and checks in. After: talks about what students learned, not just what they made.

What good technology use looks like

A research journal

Students research an animal's habitat, then build a journal with typed facts, hand-drawn diagrams, and a recorded narration.

Real data, real charts

Partners survey classmates on a question they care about, enter the data, make a chart, and present one finding.

Talking through a scenario

Small groups discuss what to do if a classmate's photo is shared without permission, then record their decision.

Skills your child is building

- Typing, organizing files, and using shared documents
- Finding information and deciding if a source is trustworthy
- Creating slides, audio, video, and simple charts
- Beginning coding and problem-solving with technology

Digital citizenship

- Keeping passwords and personal information private
- Respecting other people's work and giving credit
- Understanding that what you do online leaves a footprint



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Be Responsible

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Be Kind

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Be Balanced

Know when to use screens and when to step away.



About AI at this age

Students learn what AI is and how it works, but only with a teacher guiding the experience, such as watching a teacher demonstrate how a chatbot responds. Students do not chat with AI on their own. Some creative tools have built-in AI features; teachers set the limits and review the work. The goal is understanding, not avoidance.

How you can partner with us at home

TRY ASKING

"What did you do that you can't do on paper?"

It's the same question teachers ask themselves, and a window into how technology is used in class.

TALK ABOUT

Where facts come from

When your child shares something they found online, you might ask, "How do you know it's true?" It's a skill we're building at this age.

AT HOME

Let your child be the expert

Students learn about safe passwords and private information at school. Ask your child to show you what they know.

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Technology in Your Child's Classroom

Developing independence with clear structure

Middle school students have their own device for the school day, but having a device does not mean using it all day. Every day includes lessons with screens off, and students practice clear routines for when devices are on or off.

What to expect in the classroom



Devices

Each student has a school device that stays at the building. It does not go home.



How often

It changes by class and by day. Some lessons are digital (writing, research, data). Others are device-free on purpose: discussion, labs, group work.



Teacher's role

Teachers use "screens off" routines during instruction, move around the room while devices are in use, and build in non-screen learning every day.

What good technology use looks like

Which source can you trust?

Students compare three articles about the same event (one reliable, one biased, one satire) and write a paragraph defending their pick.

Feedback from a classmate

Students draft an essay, then trade with a partner who leaves two compliments and one suggestion using comments.

Telling a story with data

Students survey their grade, build charts, and write a short analysis. They present while the audience keeps screens off.

Skills your child is building

- Writing, editing, and giving feedback in shared documents
- Organizing and analyzing data in spreadsheets
- Making videos, presentations, and portfolios
- Coding and digital design

Digital citizenship

- Spotting misinformation and bias
- Standing up to cyberbullying; communicating with respect
- Knowing who can see what you share
- Noticing when it's time for a screen break



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Be Responsible

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Be Kind

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Be Balanced

Know when to use screens and when to step away.



About AI at this age

Students learn how AI tools create content, how to recognize AI-made material, and when AI is (and is not) a good tool. Any use happens in teacher-guided activities with district-approved tools and clear rules about honesty. The standard: a student should be able to explain what the AI did and whether they trust its output.

How you can partner with us at home

TRY ASKING

"What did you do today with your screen off?"

There's always an answer. Discussion, labs, and group work are part of every school day.

TALK ABOUT

What's real online

Look at a headline or post together and ask, "How could we check this?" Spotting misinformation is a core skill now.

AT HOME

Device-free moments

Middle schoolers are still building self-control with screens. Many families find a device-free meal or evening, with adults joining in, goes a long way.

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Technology in Your Child's Classroom

Preparing for college, career, and life

High school students use technology the way adults do at work and in college: to research, create, and collaborate. Just as important, they learn when not to use it, and teachers guide them toward making that call themselves.

What to expect in the classroom



Devices

Each student has a school laptop that goes home for the evening. In-school use is still guided by the teacher.



How often

It depends on the subject and task. Some days are heavily digital. Others are low-tech on purpose: seminars, labs, writing by hand.



Teacher's role

Teachers explain why laptops are open or closed for each activity, stay present when devices are in use, and model professional habits.

What good technology use looks like

A brief for a real audience

Groups research a local issue, co-write a two-page brief, and share it with a community partner.

Producing a podcast

Students interview a community member, record and edit a five-minute episode, then write a reflection tied to class.

A digital portfolio

Students gather their best work into a portfolio for college applications, scholarships, and job searches.

Skills your child is building

- Research that weighs and combines many sources
- Co-authoring and giving feedback in shared workspaces
- Producing podcasts, videos, websites, and data visuals
- Digital portfolios and college and career applications

Digital citizenship

- Managing a reputation colleges and employers may see
- Knowing the line between using tools and original work
- Writing professional emails and messages
- Knowing when to disconnect



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Be Kind

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Be Balanced

Know when to use screens and when to step away.



About AI at this age

Students learn to use AI with teacher guidance and transparency: as a thinking partner, research starter, or editing help, never a replacement for their own thinking. The standard: a student can explain what the AI did, what they did, and how they checked the result. If they can't defend the work without the AI, the AI did the learning.

How you can partner with us at home

TRY ASKING

"What did you work on this week that you're proud of?"

Teens don't always volunteer details. Asking about the work, rather than the device, tends to open things up.

TALK ABOUT

Their digital footprint

Ask what they'd want a college or employer to see online, and what they wouldn't. People look.

AT HOME

A laptop routine

A charging spot outside the bedroom and a set "laptop closed" time build habits they'll need in college.

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