



TECHNOLOGY WITH PURPOSE

REDEFINING OUR APPROACH

WHY NOW?

Technology has transformed what's possible in our classrooms and was a lifeline during Covid.

But as technology has become ubiquitous, we have an opportunity and responsibility to be more intentional about when it enriches learning.

How does this relate to our mission to prepare all students to thrive in an evolving world?



HOW DID WE GET HERE?

Insight from educators and administrators

Rethinking technology dependence

Cognitive and clinical research



LATEST RESEARCH AND THE PATH FORWARD



Growing body of cognitive science and clinical research that shows excessive digitization can compromise deep reading comprehension, long-term memory recall, and child development.



Summit Public Schools believes in a purposeful, informed approach to teaching and learning where technology enriches, never replaces, human connection, discourse, and instruction in our classrooms.



By integrating modern technology with rich experiential learning, we foster adaptable, well-rounded learners who are prepared to thrive in an evolving world.

In developing these guidelines,
we used the following

GUIDING PRINCIPLES



- 01 Enrich student learning
- 02 Provide targeted differentiation
- 03 Empower teachers with measurable data
- 04 Develop digital skills

TRANSFORMATIVE

Produces a unique outcome
or develops a high-level skill

SUPPORTIVE

Supports learning in helpful ways;
use in moderation

RESTRICTIVE

Restricts learning outcomes;
use sparingly

DISRUPTIVE

Disrupts learning and/or breeds
habitual use; avoid using

Ed Tech Triangle

Minimal Processing to Deep Processing

Technology Usage Zones

The Guided Anchor Zone

Passive / Deep

Listen to expert podcasts, watch documentaries to gather evidence, and conduct research.

The Target Zone

Active / Deep

Coding, simulations, multimedia productions, global collaborations, and digital design.

The Mindless Zone

Passive / Minimal

Scrolling algorithmic feeds, consuming entertainment without reflection, and clicking through documents.

The Click Bait Zone

Active / Minimal

Rote, repetitive drills, fast-paced trivia clicks, gamified learning.

Passive Consumption to Active Consumption

WHAT WILL LOOK DIFFERENT...



In-classroom oversight (Google Class Tools) of screens

Not used during free time (i.e. lunch, recess)

Not used as an incentive or reward

Not used when the objective is best met without technology

WHAT THIS LOOKS LIKE IN PRE-K THROUGH 5TH GRADE



**Students will not bring
Chromebooks home**

Chromebooks stay in the
classroom cart (not
student's desk) until needed

Teacher training on what to
do after an assignment is
completed instead of
deferring to the Chromebook

More handwritten classwork
including the reintroduction
of cursive instruction in
grades 3-5

Audit of the curriculum to
ensure appropriate
technology use

Chromebooks will not go to
Specials (i.e. STEAM or World
Language) unless requested
by the teacher

WHAT THIS LOOKS LIKE AT THE SECONDARY LEVEL



Purpose over routine: Students directed when they need to take out their Chromebooks

More handwritten classwork

Transparency & consistency across classrooms

All teachers utilizing Google Class Tools to maintain active engagement

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS K-12

Digital citizenship

Information and media literacy

Technology literacy



THE OUTCOMES WE WANT



Students who can:

- 01 Focus deeply.
 - 02 Think critically.
 - 03 Communicate clearly.
 - 04 Connect with others.
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TECHNOLOGY WITH PURPOSE



Prepare all students to thrive in an evolving world.

NEW JERSEY'S NEW BELL-TO-BELL LEGISLATION

Begins in the 2026–2027 School Year

**Prohibits personal internet-enabled devices
throughout the school days**

**Designed to minimize distractions, foster meaningful
face-to-face social engagement and bolster mental
health**

