SMFCSD
TECHNOLOGY USE TASK FORCE

Reports, Studies, and Guidance on Technology, Wellness, and Student Learning

Summary for Task Force Discussion
October 2026

The SMFCSD Technology Use Task Force is engaged in a seven-month process to examine how technology can best support student learning, development, well-being, access, and responsible participation in a digital world. The Task Force brings together students, parents and caregivers, teachers, classified staff, administrators, specialists, and community perspectives. Its purpose is not to begin with a predetermined conclusion about whether technology is inherently beneficial or harmful. Rather, the Task Force is charged with asking careful questions, examining evidence, studying current practices, listening to multiple perspectives, and developing recommendations appropriate for SMFCSD students and schools.

Our work should continually return to the learner experience we want to create. For every technology practice, we should ask:

What does this help students learn or do?

What might it displace?

Is it developmentally appropriate?

How is it supervised?

Is it accessible and equitable?

What evidence would tell us whether it is working?

How the Task Force Will Interact with Evidence

- **No single study, report, organization, survey, expert, or data point should dictate SMFCSD policy.**

Research about children, learning, wellness, and technology is complex. Different studies examine different technologies, age groups, settings, outcomes, and levels of use. A study of adolescents' social media use, for example, should not automatically be treated as evidence about teacher-directed Chromebook use in an elementary classroom. Likewise, research about personal smartphones should not automatically be generalized to instructional devices, and findings about open-ended artificial intelligence tools should not automatically be generalized to all educational technology.

The sources already included in this brief illustrate this problem well.

The AAP guidance does not establish a single correct screen-time target; the Common Sense Media survey describes self-reported patterns rather than establishing causation; the JAMA Pediatrics study involves 472 youth ages 13–17 and does not measure K–8 classroom AI

effects; and the Children and Screens synthesis cautions against treating phone policies and instructional-device use as the same question.

For that reason, the SMFCSD Technology Use Task Force should consider a body of evidence, rather than searching for one study that appears to settle a question.

The strongest recommendations will emerge when multiple forms of evidence point in a similar direction or when the Task Force understands why they do not.

Asking Questions About Every Source

Reading Research Critically

As Task Force members encounter studies, articles, reports, presentations, and advocacy materials, we should ask:

- **Who was studied?** Are the participants similar in age and circumstances to SMFCSD students?
- **What technology was studied?** Smartphones, social media, gaming, Chromebooks, educational software, AI, and teacher-directed digital resources are not interchangeable.
- **Where was the technology used?** Home use and recreational use may be very different from supervised classroom use.
- **What outcome was measured?** Achievement? Attention? Mental health? Engagement? Sleep? Behavior? Something else?
- **What kind of evidence is this?** Experimental research, observational research, survey data, expert guidance, policy analysis, research synthesis, or advocacy?
- **Does the research establish causation or only an association?**
- **How large and representative was the sample?**
- **Has the finding been replicated or supported by other research?**
- **What are the study's limitations?**
- **What other credible evidence supports, complicates, or contradicts the finding?**

Practical Considerations

Emerging Considerations for Task Force Study

Independent Learning
When should students be expected to read, write, reason, calculate, create, and explain independently? When might technology or AI strengthen that work, and when might it interfere with the development of foundational skills?

Digital Literacy
What should students understand about verification, privacy, bias, synthetic media, digital citizenship, and AI before increasingly independent use?

Supervision & Safeguards
What types of technology require teacher selection, restricted access, adult supervision, monitoring, or additional safeguards?

Purposeful Technology Use
How should SMFCSD distinguish purposeful instructional technology from passive, distracting, redundant, or developmentally inappropriate use?

Continuous Improvement
How should the District pilot practices, gather evidence, measure intended and unintended effects, and revise its approach over time?

A Developmental Framework for Task Force Consideration

Grade Band	Questions for the Task Force
TK–2	What experiences should remain predominantly hands-on, conversational, playful, and print-based? Where, if anywhere, does technology clearly add value?
3–5	What foundational skills should students demonstrate independently? What digital-literacy skills become increasingly important?
6–8	How should students learn to navigate digital media, bias, privacy, authorship, misinformation, and increasingly independent technology use?

SMFCSD Evidence

Published research is essential, but it won't answer every question our technology Use Task Force is trying to deal with.

Our students learn in our classrooms, with SMFC teachers, our district chosen curriculum, with instructional practices unique to many campuses, some emerging technology, and site-specific supports.

The Task Force recommendations should consider published research alongside evidence from our own schools.

Potential SMFCSD evidence could include student and family surveys, teacher feedback, classroom observations, student achievement and engagement indicators, technology-use patterns, disciplinary or behavioral information where relevant, accessibility considerations, student work, pilot results, and direct student voice.

Evidence & Guidance Task Force Library

Building the Task Force Evidence& Guidance Library

These sources are a starting point.

Throughout the seven-month process, the Task Force should examine research representing different methodologies, disciplines, perspectives, populations, and conclusions. Members should distinguish among:

Peer-reviewed original research · Systematic reviews and meta-analyses · Government guidance · Professional association guidance · Large-scale surveys · District data · Student and educator experience · Advocacy and policy reports

Our Charge

The SMFCSD Technology Use Task Force is being asked to determine which technologies, for which students, at which ages, for which purposes, under which conditions, with which safeguards, produce educational experiences consistent with the SMFCSD Vision for Learner Experience.

That requires curiosity rather than predetermined conclusions and multiple sources of evidence.

Our goal is not more technology or less technology. Our goal is delivering on the kind of education our new district vision demands.