Technology & Library Ad Hoc Board Committee Minutes

November 18, 2026
6pm - 8pm
Burleigh Viking Room

Chris Thompson welcomed participants and thanked them for their interest and willingness to engage in this work. In particular, Chris recognized the student participants.

Emily Greiber and Gabe Velez were introduced as Co-Chairs of the Committee.

This presentation was delivered by several District Office Administrators; Chris Thompson, Emily Greiber, Dan Scott, Kay Benning, Lisa Rettler, and Mekenna Ellis.

Technology & Library Presentation - Information & Data Story (Slides 11-27)

Key Observations

- Didn't know how to use Securly as a parent
- Didn't know that 4k, 5k, 1st grade had access to technology
- Budget
- Percentage use of technology across schools
- Fall to spring reading stats
- Naturalized civil engagement
- Safeguards re: data privacy, AI use generally
    - Securely repository
    - Pace
    - Critical thinking
    - Unregulated industry
    - Agentic (No AI — AI)
- Digital books
- Opportunities to read
- Library access (phys / digital) outside school hours
- Our kids check out A LOT of books!
    - 24/7 Access!
    - 50/50 Print / Digital
- 88% chromebook repairs done by HS team
- Quantity is large of digital content
- Almost too much communication - whats important gets lost

Questions & Follow-Up

- How do parents learn this? How can teachers help inform parents?
- Is there an app for parents?
- For what? How much?
- How do parents & students become aware?

- Do parents realize how much time students spend on assessments that are computer-based?
    - Want kids to have enough exposure to perform well (i.e., Forward performance matters on state report card)
- Curious what percent of school day is on technology (across schools)
- Impact on learning
- What's the % breakdown of non-educational use of chromebooks?
    - ex: playing games
    - at school & at home
- Are there incentives to checking out more books?
- What is the budget for lost/damaged books?
- Can we see family specific data? (Who is checking out all these books?)
- Book Bikes!
- Summer Circulations
- Growth in both digital and print checkouts
- Securly game restrictions blocking?

Teaching and Learning - Purposeful Use (Slides 28-39)

Key Observations

- K4 starts teaching good citizenship
- All State testing is now digital! Wow!
- Active vs. passive use of tech
- Being intentional with technology

Questions

- Didn't realize we had so many accessibility tools in assessments?
- How do they introduce citizenship to a young age
- How often is passive tech used for SWD - esp. students w/ severe disabilities?
    - ex: Brainpop -> The material, not just passive tech
- How can tech be used to challenge our GT learners?
- How does active vs passive use affect / interact creativity?
- Reducing "passive" device use
- Passive use in classrooms - how is this tracked?

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Survey Analysis (Slides 41-44)

Elementary, Middle and High School Teams were asked to review and analyze family, student and teacher survey data that was collected in October 2026.

High School Survey

Strengths

- Family - Confidence in student use of Apps, but not their own use
- Student - Accessibility, Efficiency of use - work / turn in w/ instant results; Portable / more efficient *(linked to eBook/digital textbook below); (Note: Digital Citizenship scored high, must be reaching them);* Clear guidelines of AI use as directed by teacher; eBook / digital textbook relevance / up-to-date
- Teacher - Gen. AI / Content differentiation for lesson plans to better meet student needs
- Guidance & Guardrails for families and faculty on AI and tech use.
- One idea for everyone -> textbook use, tech use (teachers, parents)
- Device use at school, and later at home
- Kids can't do / read cursive
- Some learn better on paper; better retention
- Teachers & students use because of efficiency

Opportunities

- Family - Understanding of AI use in classroom; Up to Grade 8 - More balance of Paper / Digital
- Student - Coding at MS - opp for increase; Use of Ebooks in classroom vs. positive for Library check-out
- Teacher - Tech distraction for students - off task behavior, digital short cuts to get around doing the hard work; How can lesson planning support w/ active vs. passive engagement
- People think we should have limits on time on school devices - what would that look like?

Middle School Survey

Key Discoveries

- MS students were split in requests for change
    - Use tech less (~18%)
    - Block less (~14%)
    - -> 6% Asked to change YouTube
    - -> 15% Teachers ask for help w/ blocking games
    - -> 17% Parents want change re: games
- Most parents believe computers are used for research & kids top use reason is for research.
    - Do library research data-bases use support this?
- Families and students like the variety of apps, but teachers are concerned about platform overload.

Questions & Follow-Up

- Are blocked apps like YouTube more appealing to kids b/c it's blocked? If it were unblocked would they care as much?
- If we were to pursue a "less tech" approach - what would that look like? Textbooks? Brown Paper Bags?!
    - What will the financial implications of that be?

Elementary Survey (3rd - 5th)

- Parents are unsure about amount of use of technology @ school - could be simple communication improvement
- Feel okay about amount of use at home for homework
- Parent preference for the amount of time used @ school largely matched student actual estimate of time used at school.
- Most teachers think students use technology effectively
- Parent buy-in for skill development (communication, collaboration, etc.) - lots of "somewhat." Buy in for technology as a means to develop these skills?
- ~1/3 families "don't know" how much time is spent on school-provided device
- 3/4 of teachers report distraction of tech
- Some skills can't be replaced by tech
- Screen time vs. quality tools (learning)

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Research (Slides 47-48)

Members were assigned to read 1-2 articles in advance of the meeting, and identify shared observations or wonderings about the research/articles.

Group 1

Mekenna Ellis; Amie Farley; Jakob Eisen; Mary Beth Bartels; Sienna Bonfilio

Research Article(s)
Auxier B., Anderson M., Perrin A., Turner E. (2020). *Parenting children in the age of screens.* Pew Research Center.

Overview
Examines parent perspectives and practices regarding children's digital screen usage and technology habits at home. Due to length - feel free to scan.

Reflections
Noticings:
Use of youtube, social media
Survey was 2020 - likely pre-COVID
Now moving to AI - moving quickly
Perception Data

Wonderings:
Trusting information from AI
How to keep up with the speed of technology

Group 2

Kristin Olson; Dan Scott; Preetha Kurudiyara; Tyler Fitzgerald; Ella Zierath

Research Article(s)
American Academy of Pediatrics (2025). Digital Ecosystems, Children, and Adolescents.

Crompton & Burke (2024). The Nexus of ISTE Standards and Academic Progress. TechTrends.

Overview
Provides policy guidance on digital environments for youth and explores the integration of ISTE standards to enhance academic progress.

Reflections
Nexus article should not be used/referenced.

AAP Article

- #3** planful, purposeful use
- #2** structured by age bands
- #3** caregiver/family relationships

- #3** protect learning
- #4** regulation of content
- #2** readiness

Group 3
Lisa Rettler; Kay Benning; Robert Mathia; Hillary Amon; Anna Johnston; Evelyn Bowan

Research
JAMA Pediatrics (2022). Screen Time Among Children Aged 3-18.

AAP Center of Excellence (2024). Screen Time at School.

Overview
Analyzes screen time trends in children aged 3–18 and provides recommendations from the AAP Center of Excellence on managing screen use at school.

Reflections
Screen time *(TABLE #3)*
1. 90% of US public schools have enough devices for each child in their school
2. Students should engage actively at schools
3. Define education use with the EDTECH triangle (4 levels of impact tech has - positive/ negative)
4. AI expectations & routines are set & communicated to both students, parents, & teachers

* Important to learn how to use responsibly - but when?

Big takeaway

* Technology as a whole doesn't have a direct causation with poor development

What matters
* Child, content, calm, crowding out, & communication

Group 4
Bob Hall; Jaclyn Durham; Lisa Rispoli-Goshorn; Nanditha Nagaraj; Collen Fenno Ladwig; Wes Sylla

Research
Sved, C. (2025). Screens in balance: Education, technology, and community conversations. Consortium for School Networking (CoSN).

Overview
Offers a comprehensive framework for balancing educational technology use with community dialogue and student well-being.

Reflections

****Distraction Article****
* More distracting to *see* other kids on technology than personal distraction via multitasking
* Multitasking also inhibits learning
* Students need time to process information
* From a student lens, one task at a time is best. Overwhelmed w/ multiple tasks - feeling like they need to work on all at once
* Need to increase teacher awareness/intentionality of how they use technology impacts students and their learning
* Teacher clarity in tech use
* Distraction article connected most to first & third pillars

****ISTE Article****
* Connected most to 2nd pillar
* Positive correlation to student achievement, particularly if teachers were confident in the standards
* Would love to see meta-analysis ~ how would this generalize?
* Older studies
* Small sample size
* As we shape policy, need a strong focus on how we develop teachers to implement
* AI happened so quickly - teachers and students are exposed & learning simultaneously

Group 5

Cindy Buchan; Liz Nelson; Julianne Vees; Joanna Manuel; Laura Price; Angela O'Regan

Research

Webber C, Wilkinson K, Duncan L and McGeown S (2023). Approaches for supporting adolescents' reading motivation: existing research and future priorities.

American Association for Schools and Libraries (2025). AASL Standards Framework for Learners.

Overview

Investigates strategies for fostering adolescent reading motivation alongside purposeful learning guidelines from the AASL Standards Framework.

Reflections

Approaches for Supporting Adolescents' Reading**
1 | Device Environment & Rationale:**

- There has been a decline in reading.
    - What do we do?! (-> Performance & Motivation!)

2 | Guideline & Grade Band Examples:**

- AASL Standards framework for Learning
    - How is this adopted across grade bands?
    - There is not a "one size-fits-all" approach

3 | Responsible & Intentional Use:**

- School-wide culture & language
    - ex: What does "screen time" mean to you?
    - ex: "Book Clubs" - A reading culture!
        - Assigned v. Choice
- The best way to increase student performance may be to increase student autonomy & choice.
    - Motivation ↔ Performance

4 | Digital Citizenship & AI Integration:**

- D.C. & AI is not mentioned in AASL standards for learning.

Group 6

Marie Morrell; Liz Stegemann; Julie Hargraves; Caroline Laubusch; Phonekeo Siharath; David Farner

Research

Crompton & Burke (2023). ISTE Standards for Educators Leading to Learning Gains.

Sana, Weston, & Cepeda (2013). Ravizza, Uitvlugt, & Fenn (2017).

Overview

Connects ISTE Educator Standards to student learning outcomes while highlighting research on how device multitasking impacts attention and retention.

Reflections

1. Device environment is broad - Cellphone, Entertainment, Ed Tech.
2. Students will have to touch on these through school lifecycle
3. Students will be exposed to tech tools, focus on how students can be trained on their use in and out of school. Prepare students on flexibility.
4. Parents see educational value in screens but fear harms and guilt on over usage at home.
5. Balance on using tech. Academic and Non-Academic use.
6. Children missing out on social skills with over device usage.

Group 7

Gabe Velez; Omema Sultan; Kamaljeet Kaur; Raheel Palla; Sarah Putman; Elizabeth Theis

Research

International Society for Technology in Education (2024). ISTE Standards for Students Practical Guide

Madigan et al. (2019). JAMA Pediatrics. Scienceline (2026).

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Overview
Guides practical application of ISTE Student Standards while examining early developmental research on screen time exposure.

Reflections
Madigan: Screen time ↔ Development

- Protect developmentally appropriate offline experiences (ex: regulation, gross motor, interpersonal) *(2)*
- Doesn't prove class tech harms older kids
- "Lag effect" → assessing proficiency may not see/tap into longer term impacts (may be assessing previous learning)

ISTE Standards 2024

- Evaluate tech by competency
- Are we using technology because it's there?
- How we assessing this? And improving. *(3)*
- Digital wellness as part of digital citizenship *(4)*