900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.gov

Danny Zeck District 1
Melanie Haas District 2
Michelle Dombrosky District 3
Connie O'Brien District 4
Cathy Hopkins District 5
Dr. Beryl A. New District 6
Dennis Hershberger District 7
Betty J. Arnold District 8
Jim Porter District 9
Debby Potter District 10

Policy Regarding the Effective Use of Instructional Technology in Kansas Schools

Purpose and Rationale

The Kansas State Board of Education recognizes the integral role instructional technology plays in modern education and acknowledges the many benefits instructional technology can provide to students and educators, including expanded access to information and resources, opportunities for interactive and personalized learning, and preparation for participation in an increasingly technology-driven society and workforce.

At the same time, the Kansas State Board of Education recognizes the importance of ensuring that technology is utilized in a manner that supports, rather than harms, the academic, social, emotional, and physical well-being of students. Research has demonstrated that prolonged or inappropriate use of digital devices can present challenges related to student engagement, attention, social interaction, and the overall health and well-being of children. Therefore, the Board emphasizes the importance of the developmentally appropriate use of instructional technology within educational settings.

Parents play a fundamental role in their child's education. Accordingly, schools should engage with families in the development of their policies and plans regarding instructional technology, provide clear and complete information regarding their school's use of digital devices, and allow families to opt out of their child's use of digital devices in the classroom.

The Kansas State Board of Education believes technology should only serve as a tool to enhance instruction and learning rather than replace effective instructional practices and meaningful human interaction.

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Therefore, education technology tools should be aligned to the curriculum and support the intended learning objective. Tools purchased or adopted to provide targeted or supplemental support should demonstrate effectiveness through ESSA Tier I or Tier II evidence, an outcome-based contract, or ongoing evaluation through an Institutional Review Board (IRB)-approved study. When evidence identifies effective implementation conditions, including the frequency, duration, or intensity of use, instructional technology-supported interventions should be implemented within those evidence-based dosage parameters.

All technology should add value that a non-digital approach cannot, otherwise the Board believes the non-digital approach should be used. Public school districts and accredited nonpublic schools are encouraged to maintain a human-centered educational experience that incorporates instructional technology when it can meaningfully support student learning. When possible and effective, the Board encourages public school districts and accredited nonpublic schools to enact learning opportunities rooted in hands-on learning, physical activity, interpersonal relationships, and other non-digital educational experiences.

These guidelines are intended to apply schools' general use of instructional technology within educational settings and are not intended to limit the use of technology necessary to meet individual student needs or legal requirements. Students with an Individualized Education Program (IEP), Section 504 plan, or other individualized needs may require different or increased use of technology to access instruction, communicate, receive accommodations or services, or address sensory, behavioral, medical, or other needs. Instructional technology use may also differ from these guidelines when necessary to support English learners, administer assessments, screeners, diagnostic or progress-monitoring tools, or meet other educational or medical needs. When an individual student's documented needs, accommodations, services, or other applicable legal requirements differ from these guidelines, those needs and requirements shall take precedence. A public school or accredited nonpublic school's policy and plan should address exceptions for students to comply

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with state and federal law and for students' use of technology for medical or translational purposes, assessments, screeners, diagnostic, or progress-monitoring tools.

Within this framework, the Kansas State Board of Education is committed to supporting public school districts and accredited nonpublic schools in the development of policies and practices that maximize the educational benefits of instructional technology while promoting the health, safety, and well-being of students. A cautious and directed approach to technology use for instruction, combined with meaningful engagement of parents, educators, students, and community stakeholders, can help ensure that the use of instructional technology enhances the educational experience and contributes to positive student outcomes while promoting the developmental, social, emotional, and physical well-being of students.

A. Technology Use Policy and Plan

Each public school district and accredited nonpublic school within the state of Kansas shall adopt and implement a policy governing the effective and intentional use of instructional technology in elementary and secondary education settings. The policy shall require the development and periodic review of an instructional technology-use plan in consultation with relevant community stakeholders.

At a minimum, each district's or school's instructional technology-use plan shall address:

1. **Purpose and intended use.** A statement describing the purposes and intended uses of technology in elementary and secondary education settings.

2. **Student Technology Access and Use.** The technology-use plan shall establish and clearly articulate the district's or school's approach to student access to and use of instructional technology by grade level or grade band. At a minimum, the plan shall identify:

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a. **Technology access and availability.** The instructional technology and student devices that will be made available to students within each grade level or grade band, including whether technology is provided through classroom-based resources, shared or rotating devices, individually assigned devices, or another model;

b. **Expectations for student use.** The purposes and expectations for student use of instructional technology within each grade level or grade band, including the types of instructional activities for which technology is intended to be used and any grade-level or developmental considerations governing its use; and

c. **Take-home access.** Whether school-provided technology or devices may be taken home by students within each grade level or grade band and, if so, the conditions governing take-home use, including any applicable responsibilities of students and parents or guardians and the resources available for students and parents or guardians in need of technical support.

3. **Digital citizenship and student well-being.** Methods for developing students' digital citizenship skills and promoting the responsible use of technology while supporting the physical, mental, and social well-being of students.

4. **Artificial intelligence.** The manner in which artificial intelligence technologies are addressed and appropriately incorporated into teaching and learning, as applicable to each grade level or grade band.

5. **Privacy and security.** Security measures and practices implemented to protect student data, privacy, and other personally identifiable information.

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6. **Technology-use expectations and violations.** Procedures for communicating expectations for the appropriate use of technology and for submitting, reviewing, and responding to alleged violations of those expectations.

B. **Public Accessibility and Submission.** Each public school district and accredited nonpublic school shall make its adopted technology-use policy and plan readily accessible to the public and shall submit the adopted policy and plan to the Kansas State Department of Education no later than the conclusion of the 2026–2027 school year.

C. Beginning in the 2027 – 2028 school year, prior to a student receiving access to an individual technology device provided or authorized by the district, the district shall provide the student's parent(s) or guardian(s) access to the district's technology-use plan/policy and obtain verification that a parent or guardian has acknowledged receipt and review of the policy. Each public school district and accredited nonpublic school shall establish procedures for maintaining documentation of required acknowledgements.

D. Any substantive revisions of the technology-use policy must be communicated to parents or guardians, students, and staff in a timely manner.

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