



AR 6161.5 High-Quality Instruction and Purposeful Intentional Use of Technology

Policy Details

Status Draft

Added Removed ~~Proposed addition, later removed~~

The Kenai Peninsula Borough School District provides students with learning experiences centered on strong relationships, excellent teaching, active engagement, and meaningful learning. Technology is one of many instructional tools available to educators and is used intentionally to strengthen instruction, increase student learning, develop digital literacy, and prepare students for success in college, careers, and life.

Teaching and learning throughout the District is centered on direct instruction by highly effective teachers and prioritizes reading, writing, math, discussion, collaboration, critical thinking, creativity, movement, and hands-on learning. Technology enhances these experiences and does not replace effective teaching or instructional practices that provide greater educational value.

The District recognizes that the quality of instruction is determined not by the amount of technology used, but by the effectiveness of teaching and the learning experiences provided to students.

Routine instructional technology use refers to regularly scheduled classroom instruction during which students are engaged in learning on an individual device. An individual student device is a digital device operated by a single student, including tablets, laptops, Chromebooks, and desktop computers. Routine instructional technical use does not include district or state assessments, short-term instructional projects, keyboarding instruction, computer skills instruction, digital research, Career and Technical Education activities, distance education, intervention services, or specialized instructional supports. It also does not include teacher-directed instructional technology, such as interactive flat panels, televisions, projectors, or other classroom presentation tools when students are not individually using a device.

The availability of an individual student device does not constitute permission for its use. During instructional periods, students will use individual devices only with teacher direction or permission and for a specific instructional purpose.

Individual devices will not serve as the default activity during free or unstructured time, after students complete assignments or assessments, or during advisory periods. When technology does not serve a specific instructional purpose, devices will be put away in favor of nondigital activities and learning experiences

Elementary Schools (Grades K through 5)

Elementary instructional programs will be centered on teacher-directed instruction and non-digital learning experiences. Reading, writing, mathematics, discussion, collaboration, movement, and hands-on learning will comprise the majority of each instructional day.

The following expectations describe routine instructional technology use during a typical instructional day. They are intended to guide instructional practice while recognizing that lesson design, curriculum requirements, student learning needs, and school activities may occasionally require reasonable variation.

Grade Level

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4/5

Routine Instructional Technology Use

Up to 15 minutes per instructional day

Up to 15 minutes per instructional day

Up to 20 minutes per instructional day

Up to 60 minutes per instructional day

Up to 90 minutes per instructional day

Students participating in evidence-based intervention programs may have additional instructional technology use when it is necessary to support academic growth as determined by the school intervention team.

Students receiving services through an Individualized Education Program, a Section 504 Plan, English learner services, or other specialized instructional supports may exceed these expectations when necessary to implement their instructional program or legally required accommodations.

Secondary Schools (Grades 6 through 12)

Instructional technology in grades 6 through 12 will be purposeful, developmentally appropriate, and aligned with course objectives. Because Instructional needs vary significantly by grade level, content area, and course design, routine daily technology limits are not established for secondary schools.

At the secondary level, instructional technology will:

- Not serve as the default instructional method when direct instruction, discussion, reading, writing, math, laboratory experiences, Career and Technical Education, fine arts, physical activity, or other hands-on learning opportunities provide greater educational value.
- Prepare students for college, careers, and responsible citizenship.
- Support research, analysis, problem solving, and authentic learning experiences.
- Support collaboration, creativity, critical thinking, and digital literacy

Principal Responsibilities

Principals will:

1. Monitor instructional technology use within their schools.
2. Review instructional technology practices to ensure technology is used intentionally, reflects this regulation, and supports high-quality instruction.
3. Review instructional technology practices annually with staff.
4. Communicate instructional technology expectations with families.
5. Approve reasonable exceptions to the instructional technology guidelines when educationally appropriate or instructional needs warrant additional technology use.

District Expectation

Every classroom in the Kenai Peninsula Borough School District will provide students with a rich balance of teacher-directed instruction, meaningful relationships, reading, writing, math, discussion, collaboration, critical thinking, creativity, movement, and hands-on learning. Technology serves as one instructional tool that supports these experiences and prepares students for success in an increasingly digital world.

Instructional decisions regarding technology will always be guided by one fundamental principle: technology will only be used when it strengthens teaching, enhances student learning, and provides greater educational value than other available instructional approaches.