

A Resolution of the Tigard-Tualatin School Board of Directors Regarding Intentional, Developmentally Appropriate, and Student-Centered Use of Educational Technology

WHEREAS, the Tigard-Tualatin School District is committed to every student's academic growth, sense of belonging, well-being, creativity, critical thinking, communication, collaboration, and preparation for college, career, and civic life; and

WHEREAS, the District believes that educators, not educational technology companies, automated systems, nor applications, must remain the primary designers and leaders of teaching and learning; and

WHEREAS, the District further believes that educational technology should supplement, extend, and support high-quality instruction, not replace educator-led instruction, hands-on learning, discussion, collaboration, physical movement, printed text, writing by hand, creativity, play, or meaningful peer and adult interaction; and

WHEREAS, the Board recognizes that not all screen use is of equal educational value, and that passive, excessive, recreational, or poorly aligned screen use interferes with student attention, engagement, wellness, social interaction, reading, writing, physical activity, and educator-led instruction; and

WHEREAS, the Tigard-Tualatin School District also recognizes that instructional technology, when used intentionally and appropriately, can expand access to learning, support differentiated instruction, provide accessibility tools, strengthen communication, and help students develop skills necessary for their future; and

WHEREAS, the Board acknowledges that student needs vary by age, grade level, subject, program, language development, disability, accessibility need, and learning context, and that district guidance must be developmentally appropriate and responsive to these differences; and

WHEREAS, the Board recognizes particular community and educator interest in reviewing the role of student devices in the early grades, including early elementary student access to iPads outside required assessment and necessary accessibility or accommodation uses; and

WHEREAS, the Board recognizes the importance of maintaining access to assistive technology, language supports, and other digital tools when required by a student's Individualized Education Plan (IEP), Section 504 Plan, accessibility need, or other documented student support plan; and

WHEREAS, the Board recognizes that families have a strong interest in understanding how and when students use district devices, what digital tools and websites students access, how student data is protected, and how the District makes decisions about educational applications and platforms; and

WHEREAS, the Board recognizes the need to regularly monitor student data privacy, parent/guardian consent, digital tool approval processes, and the educational value and legal compliance of applications and online platforms used with students; and

WHEREAS, the Board recognizes that existing web filtering is an important safeguard, but that filtering alone does not provide sufficient instructional clarity or developmentally appropriate limits, particularly for younger students or assignments that do not require open-ended browsing; and

WHEREAS, the Board recognizes the need to evaluate whether teacher-provided approved-site lists, district-approved applications, and curated instructional resources can better support focused, safe, and purposeful learning; and

WHEREAS, the Board recognizes community and educator concern regarding student access to certain video-streaming platforms, games, and other high-distraction or entertainment-oriented digital content, while also acknowledging that some video or interactive resources may serve a legitimate instructional purpose when selected, reviewed, and directed by educators; and

WHEREAS, the Board recognizes that students' use of district-issued devices at home may support access and equity for some families, while also creating challenges for families seeking to manage school-related screen use outside the school day; and

WHEREAS, the Board recognizes the importance of giving educators clear parameters and practical guidance while preserving appropriate professional judgment to use technology when it clearly strengthens instruction; and

WHEREAS, the Board recognizes that implementation must be thoughtful, feasible, and informed by staff, students, families, administrators, technology staff, student services staff, and community partners;

NOW, THEREFORE BE IT RESOLVED, that the Tigard-Tualatin School Board of Directors affirms the District's recommendations for intentional, developmentally appropriate, and student-centered use of educational technology and student screen time; and

BE IT FURTHER RESOLVED, that the Board directs the Superintendent, or designee, to implement these recommendations through a thoughtful, phased process that includes significant input from educators, school administrators, the Technology Department, Student Services, Teaching and Learning, students, families, and other relevant partners; and

BE IT FURTHER RESOLVED, that implementation shall be guided by educator expertise, developmental appropriateness, student accessibility needs, instructional quality, family partnership, student data privacy, technology system capacity, operational feasibility, and equity across schools and programs; and

BE IT FURTHER RESOLVED, that the District shall develop implementation guidance for grade-level bands regarding the amount, purpose, and nature of student screen use during the school day; and

BE IT FURTHER RESOLVED, that implementation shall address early elementary student access to iPads outside required assessment, including expectations for when device use is appropriate for instruction, assessment readiness, accessibility, and individualized accommodations; and

BE IT FURTHER RESOLVED, that implementation shall address grade-band expectations related to cumulative student screen time, recognizing that implementation will vary by developmental level, subject area, instructional purpose, student need, and the practical complexity of tracking screen time across class periods at the secondary level; and

BE IT FURTHER RESOLVED, that implementation shall address student access to YouTube, video-streaming platforms, games, and entertainment-oriented digital content, including the use of educator-approved links, curated instructional resources, grade-band access expectations, and technology systems that support appropriate implementation; and

BE IT FURTHER RESOLVED, that implementation shall address a more intentional student web access model, including the use of approved sites, approved applications, teacher-curated resources, and web filtering practices that support focused, safe, and purposeful learning; and

BE IT FURTHER RESOLVED, that the Technology Department shall be a central partner in determining the feasibility, staffing implications, management systems, approval processes, and technical supports necessary for any approved-site, approved-application, filtering, reporting, or device-management changes; and

BE IT FURTHER RESOLVED, that educators shall be central partners in determining how implementation guidance translates into classroom practice, including how technology can supplement instruction without becoming the primary source of learning when educator-led, collaborative, hands-on, movement-based, printed, written, or discussion-based approaches would better serve students; and

BE IT FURTHER RESOLVED, that implementation shall include guidance regarding the use of device time, games, videos, recreational browsing, or other screen-based activities as rewards, incentives, free-choice activities, or early-finisher options, with emphasis on alternatives that promote movement, creativity, reading, writing, social interaction, and non-digital learning; and

BE IT FURTHER RESOLVED, that implementation shall address family communication and reporting, including how families may receive clearer information about student use of district devices, digital tools, categories of websites or applications accessed, aggregate usage trends when available, screen-time guidance, and available family supports; and

BE IT FURTHER RESOLVED, that implementation shall address student data privacy, parent/guardian consent where applicable, approval and review of digital applications, and the use of student data by third-party platforms; and

BE IT FURTHER RESOLVED, that implementation shall address whether and when students may take district-issued devices home, instructional need, family request, accessibility, extended absence, coursework requirements, and equity considerations for families who rely on district devices; and

BE IT FURTHER RESOLVED, that accommodations and exceptions shall continue to be guided by individualized student plans, including IEP and Section 504 Plans, and by documented accessibility, language access, assessment, or specialized instructional needs; and

BE IT FURTHER RESOLVED, that implementation shall include consideration of device selection and distribution to better support focused instruction, college and career readiness skills, keyboarding, writing, and reduced continuous access; and

BE IT FURTHER RESOLVED, that the Superintendent, or designee, shall provide staff guidance, family communication, professional learning, technology support, and implementation tools necessary to support consistent and practical application of the recommendations across schools; and

BE IT FURTHER RESOLVED, that implementation shall proceed in phases as appropriate, allowing time for educator input, technology system adjustments, professional learning, family communication, and review of unintended consequences; and

BE IT FURTHER RESOLVED, that the Superintendent, or designee, shall provide the Board with periodic updates on implementation, including progress, challenges, educator and family feedback, technology feasibility, student accessibility considerations, and any recommended adjustments.