## Policy 6162.7: ^Use Of Technology In Instruction

**Status:** DRAFT

**Original Adopted Date:** Pending **| Last Reviewed Date:** 10/22/2026

### Purpose

PVPUSD's approach to technology is grounded in purposeful use and balanced instruction. Technology should strengthen teaching and learning rather than replace teacher expertise, student interaction, hands-on experiences, reading, writing, discussion, movement, or creativity.

As a recommended best practice, teachers are encouraged to communicate their classroom screen time practices with families, including the digital platforms and software used for instruction, their instructional purpose, and the approximate amount of time students are expected to spend using them, at the beginning of the school year and routinely throughout the year.

Classroom instruction includes a mix of "Engage" learning experiences and "Student Digital Learning" experiences, as defined below.

### Definitions

#### Teacher-Led Digital Instruction

During "*Engage*" learning experiences, technology helps students build background knowledge, visualize concepts, and participate in classroom discussion. Students are primarily interacting with the teacher, classmates, and content—not independently using a device. An example of an "*Engage*" learning experience is a teacher using an interactive whiteboard to teach a Math lesson.

#### Student Digital Learning

*Student Digital Learning* refers to learning experiences during the school day in which students work individually or collaboratively on a device to practice skills, investigate ideas, solve problems, receive feedback, or produce authentic work. An example of "*Student Digital Learning*" is students practicing Math standards using IXL or other Board adopted supplementary curriculum.

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### Recommended Student Digital Learning Guidelines

These guidelines apply to student device use during the school day and do not include homework completed outside school hours. Teachers should use professional judgment based on instructional goals, student needs, and lesson design. Exceptions shall be made for state-mandated assessments and district-required assessments, practice for such assessments, and accessibility accommodations required by law or a student's Individualized Education Program (IEP) or Section 504 Plan.

| Grade Level | Weekly Guidelines Limit* |
|---|---|
| **TK** | 0 minutes |
| **K** | 0 minutes |
| **Grade 1** | Up to 45 minutes |
| **Grade 2** | Up to 45 minutes |
| **Grade 3** | Up to 75 minutes |
| **Grade 4** | Up to 90 minutes |
| **Grade 5** | Up to 140 minutes |

**TK–5 Screen Time and Instructional Practices**

**Physical Education, Music, and Visual and Performing Arts**

For the purposes of Physical Education, Music, and Visual and Performing Arts (VAPA), screen time includes both teacher-led digital instruction and student use of digital devices for instructional purposes.

**Physical Education**
Elementary physical education classes shall be screen-free learning environments, except during inclement weather or when safety concerns necessitate the use of screen-based instructional resources related to physical education.

**Music/VAPA**
Music and VAPA classes shall prioritize hands-on instruction, with teacher-led digital instruction limited to no more than 10 minutes per 60-minute class.

**Non-Instructional Screen Time**

The use of videos, shows, and other digital media shall be minimized during non-instructional activities, including brain breaks, rewards, indoor recess, rainy-day activities, and other similar occasions. Screen-free alternatives shall be prioritized whenever feasible.

**Teacher-Led Read-Alouds and Literacy Instruction**

Teacher-led read-alouds using physical books shall be prioritized in TK–5 classrooms to support literacy development, listening comprehension, vocabulary acquisition, and student engagement. Digital books and audio read-alouds should not replace opportunities for teachers to read directly to students, facilitate discussion, and model fluent reading.

**Homework**

Digital homework should be aligned with District-adopted curriculum and standards, grade-appropriate, and purposeful. Assignments should minimize prolonged screen use. When requested by a parent or guardian, a non-digital alternative shall be provided that allows students to meet the same learning objectives.

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