

A REFERENCE DOCUMENT FOR THE BOARD OF DIRECTORS

BISD Board Packet

Classroom Technology

A working document on peer district action, outcomes data, and a feasible path for the 2026–27 school year. Prepared as a reference for the BISD Board of Directors, not as advocacy.

PREPARED BY

Intentional Tech Bainbridge

DATE

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SECTION 01

Executive summary.

How peer districts are approaching classroom technology, what outcomes have been reported, and how those patterns align with our community.

The national pattern

In the past six months, roughly **thirty US school districts** have enacted, approved, or formally moved into consideration of policies that limit, restructure, or place new transparency requirements on classroom technology. Recent action includes Los Angeles Unified, Beverly Hills Unified, Bend-La Pine, Cambridge Public, Canon-McMillan, South Orange-Maplewood, and Burke County. Two states have signed laws addressing classroom screen time in early elementary grades, with twelve additional state bills active in 2026.

Similar parent-led advocacy is underway elsewhere in Washington State, including Seattle Families for Intentional Tech in Seattle Public Schools. The direction is clear: districts are moving toward more intentional, developmentally calibrated use of classroom technology, with K-2 the most consistent point of action and AI governance increasingly addressed through precautionary frameworks following the Brookings Institution's January 2026 global study.

Alignment with the BISD community survey

The November 2025 community survey collected responses from **327 community members**.

TOP APPROACH	Reducing screen time, named first among approaches to improving student outcomes.
TOP CHALLENGE	Excessive screen time, named first among challenges to student learning.
TOP PRIORITY	Information, media, and technology literacy, named first among curriculum priorities.

The peer evidence and the BISD community survey point in the same direction, independently.

Outcomes where data exists

Burke County, North Carolina passed a screen reduction resolution in June 2025 and reported results from the first year of implementation. The comparison is the same week of October 2024 to the same week of October 2025:

K-5 SCREEN TIME	17% reduction , year over year, in time spent in district-provisioned instructional applications.
6-8 SCREEN TIME	13% reduction , same measurement, broader grade band.
TECH-MISUSE REFERRALS	26.2% reduction in office referrals categorized as misuse of technology, year over year.

Burke County is the only US district with eight months of published outcomes from this kind of work. The case study at **Section 03** develops what the data does and does not show.

What implementation looks like

Districts taking action have followed a consistent pattern: a public board commitment in late spring, focused summer preparation including staff resources and family communication, and implementation beginning with the new school year. The work is structured, bounded, and supported by examples like Granville County's publicly available Tech Free Playbook for teachers.

What this packet contains

- A landscape analysis of peer district action.
- A case study of Burke County's eight-month outcomes.
- A description of what intentional technology looks like in practice across grade levels.
- An analysis of summer implementation timelines and what BISS has working in its favor.
- A sample of resolution language adopted by peer districts, as an appendix.

SECTION 02

Peer district action on classroom technology in 2026.

A survey of how peer school districts and state governments are approaching classroom technology in early 2026. This is organized around the policy questions peer districts have addressed and the implementation choices they have made.

Framing this work

Intentional Tech Bainbridge is not anti-technology. The questions raised here, like the questions raised by similar communities across the country, concern intentionality, transparency, and developmental fit. Sweden's Education Ministry, in describing its own pivot, has used the phrase "*recalibration rather than reversal.*" That framing applies to the conversation in BISD as well.

The shape of the field as of early May 2026

Roughly thirty U.S. school districts have enacted, approved, or formally moved into consideration of policies that limit, restructure, or place new transparency requirements on classroom technology. The pace has accelerated sharply through spring 2026. Most enactments cluster between January and May.

A few patterns are worth naming up front. **K-2 is the most consistent point of convergence** among districts taking action. Resolutions typically come first and detailed policy follows, often over the next twelve months. Several districts have paired immediate restrictions with audits to inform longer-term policy. And a small number have begun reporting measurable outcomes after implementation.

STATE CONTEXT

At the state level, two states have signed laws establishing classroom screen time restrictions for early elementary grades. **Twelve additional state bills are active in 2026** across both major parties. Missouri's House passed its bill 143 to 10. Washington State has not yet introduced legislation — BISD retains full discretion on direction and pace.

Internationally, Sweden, the Australian state of Victoria, Madrid, and the United Arab Emirates have all established or expanded classroom technology limits since 2024.

Peer districts on K–2 classroom devices

K-2 device reduction, effective Fall 2026, fits comfortably inside the median of district action nationally. The following peers have all taken explicit early-grade action.

Cambridge Public Schools, Massachusetts

APRIL 7, 2026

The School Committee considered a motion to suspend all student-facing screen use for Pre-K through Grade 2 pending the screen time audit it commissioned in December 2025. Carve-outs for assistive technology, translation tools, mandatory assessments, and teacher-displayed curriculum. The *Boston Globe* described it as one of the most restrictive proposals of its kind in Massachusetts.

Bend-La Pine Schools, Oregon

APRIL 14, 2026 · RES. 2013

Directs the district to review all technology, websites, and apps; create grade-level standards for use; remove non-evidence-based technology from devices; limit screen time to educational purposes only; promote non-screen reading and writing to the greatest extent possible; and conduct annual compliance checks. Followed a petition signed by 1,100 parents representing 1,500 students. **The closest peer to BISD geographically and demographically.**

Medford School District, Oregon

SPRING 2026

Announced K–2 device use will be reduced beginning in the 2026–27 school year. The superintendent cited research on language development during the most critical period for cognitive growth.

South Orange-Maplewood Schools, New Jersey

APRIL 8, 2026

Eliminated 1:1 devices in PK–5, allowed parental opt-out PK–5, and instituted a whitelist-only approach PK–8. Framing: reducing screen saturation to support student focus, reduce cyberbullying opportunity, and support the developmental need for unstructured, screen-free play.

Croton-Harmon UFSD, New York

FEBRUARY 10, 2026

Eliminated 1:1 devices for K–5. Devices remain at school. Policy includes a public annual reporting requirement on enforcement, including demographic disparity analysis.

Canon-McMillan School District, Pennsylvania

MAY 5, 2026

Chromebooks eliminated K–2 starting the 2026–27 school year, with reduction in higher grades. The superintendent stated that gamified learning applications are among the categories being eliminated. The district has resumed purchasing hardcover textbooks.

East Greenwich Public Schools, Rhode Island

JANUARY 12, 2026

Eliminated 1:1 K–5 device assignment, prohibited use of district devices as rewards or punishments, prohibited use during free time and indoor recess, and banned personal devices bell-to-bell including on buses. Adopted an AI policy alongside without waiting for state guidance.

Mesick (MI), Galesburg (IL), Shenandoah County (VA)

2025–26 ACADEMIC YEAR

All have moved to eliminate or significantly reduce 1:1 device use in elementary grades, with framing centered on more handwriting, more paper-based work, more teacher-led instruction, and devices opened only when a teacher assigns a specific task.

Beverly Hills Unified, California

MARCH 24, 2026 · RES. 2025-26-14

Passed "*Using Technology with Intention: Establishing Guidelines for Student Screen Time*," directing the development of a comprehensive screen time policy for the 2026–27 school year. Built directly on the work of an Education Technology Committee operating since August 2024.

Los Angeles Unified, California

APRIL 21, 2026 · UNANIMOUS

Passed unanimously a resolution titled "*Using Technology with Intention*," requiring the district to present a detailed screen time policy in June 2026 for implementation in the 2026–27 school year. **LAUSD is the largest district in the country to take this step**, and the second to use the "Using Technology with Intention" title.

Peer districts on transparency and vetting

The transparency side of the conversation is genuinely thinner across the field. Most district action so far has focused on volume, rather than on what specifically gets vetted, by whom, and against what standard.

Cambridge Public Schools, Massachusetts

DEC 2025 – MAY 2026 AUDIT

The audit-then-decide structure offers the closest peer example for transparency and vetting work. The School Committee asked for the audit in December 2025, deferred its policy decision pending the audit, and is releasing the audit in May 2026.

Worcester Public Schools, Massachusetts

MARCH 2026

Developing what it describes as an app ecosystem framework with the explicit goal of increasing transparency.

Santa Barbara Unified, California

APRIL 9, 2026

Established a standing Tech Use Committee, tightened firewalls, eliminated recreational use, prioritized purpose-driven use. A parent who is also an IT consultant conducted an independent technical assessment of the district's filters and presented vulnerability findings to the board.

McPherson MS (KS) & Evanston SD (IL)

PUBLISHED 2025–26

Both have published specific lists of platforms blocked on student devices, including YouTube, Spotify, and Pinterest in the McPherson case. *Specificity of this kind is what transparency looks like at the implementation level.*

Implementation outcomes: Burke County, NC

Burke County passed its resolution, "*Encouraging Balanced Instruction Through Reduced Screen Use*," on June 16, 2025. It is the only district in the field with eight months of implementation outcomes data. The board reported the following findings, comparing the same week of October 2024 to October 2025:

- K–5 students saw a **17 percent reduction** in classroom screen time.
- Grades 6–8 saw a **13 percent reduction**.
- Office referrals categorized as misuse of technology declined by **26.2 percent**.
- Paper use increased; teachers reported spending less time policing student device use.
- The board chair described the new classroom environment as resembling pre-COVID learning conditions.

Burke County's resolution prioritizes investment in physical learning materials and reserves screen time for activities where technology offers clear, evidence-based instructional advantages. Its structure, resolution first and outcomes measurement second, is one model the BISD Board could examine. The case study at Section 03 develops this further.

A note on screen-free days

Several districts have begun designating specific days of the week as screen-free or tech-free. This model preserves digital instruction within the broader curriculum while protecting predictable, structured time for non-screen learning.

Granville County Public Schools (NC) has implemented Tech-Free Tuesdays and Thursdays beginning with the 2025–26 academic year, applying district-wide across all grades. Before the school year began, the district published a Tech Free Playbook for Educators, a 10-page teacher resource produced by the Curriculum and Instruction Department with activity catalogs for K–5 and 6–12, suggested weekly flows, and explicit guidance on alignment to state standards.

Welch Public Schools (OK) has incorporated tech-free days alongside its return to classroom device sets. Mesick Consolidated Schools (MI) has structured a K–5 "No Screens" literacy initiative on similar principles.

The screen-free day model is implementation-friendly. It does not require eliminating tools the district has already invested in.

State legislation: a brief context

Two states have signed classroom screen time legislation into law in 2026: **Alabama House Bill 78** and **Utah House Bill 273**. Utah's law, signed March 18, 2026, directs the State Board of Education to develop model policies by December 1, 2026, prohibits classroom screen time in grades K through 3 except for computer science standards and assessment preparation, and requires balance between digital and analog instruction in grades 4 through 6.

Missouri House Bill 2230 passed the Missouri House 143 to 10 on March 30, 2026, and is now in the Senate. Iowa, Oklahoma, Kentucky, Tennessee, Vermont, New York, and Kansas all have active bills in 2026, addressing combinations of screen time caps, parent opt-out rights, AI restrictions, EdTech provider registration, and safelist-versus-blocklist filtering approaches.

WASHINGTON STATE

Has not yet introduced legislation in this area. BISD retains full discretion to determine its direction and pace, neither pre-empted by state action nor compelled to wait for it.

How peer districts have framed their work

The language districts are using to describe their direction is consistent in tone. Beverly Hills described its resolution as "*thoughtful, forward-looking*" and grounded in research and best practices. Bend-La Pine emphasized recalibration toward best practices for learning and student wellbeing. LAUSD framed its resolution as ensuring technology is used to support student learning while prioritizing wellbeing, safety, and social development. Sweden's Education Ministry describes the goal as recalibration, not reversal.

This is the same posture Intentional Tech Bainbridge has taken throughout. The work is forward-looking, not retrospective. The intent is partnership with the district, not opposition to it.

A closing note

Districts across the country are asking these same questions. They are doing so because parents, educators, and researchers have raised real concerns about classroom screen exposure, and because the early evidence from districts that have acted is positive. The path forward typically involves a public commitment to direction, followed by the operational work to translate direction into practice. BISD has the authority and the capacity to take that path on whatever timeline the Board considers appropriate.

SECTION 03 · CASE STUDY

Burke County, North Carolina: one year with reduced classroom screen time.

The only district in the country to have passed a classroom screen reduction resolution, implemented it for a full semester, and publicly reported outcomes data.

Context

Burke County Public Schools is a PreK–12 district in western North Carolina serving roughly 12,000 students across fourteen elementary schools, five middle schools, and four high schools. On June 16, 2025, its Board of Education unanimously passed Resolution No. 2025-06-16, "A Resolution Encouraging Balanced Instruction Through Reduced Screen Use." Implementation began with the August 2025 school year.

The resolution

It affirms pen-and-paper instruction as the primary mode of classroom learning for note-taking, reading comprehension, writing, and assessments. It commits the district to invest in physical learning materials including printed textbooks, notebooks, and writing supplies, and to provide professional development for educators on traditional instructional methods. It reserves screen time for activities where, in the resolution's words, technology offers clear, evidence-based instructional advantages.¹

At passage, Board Chair Tiana Beachler stated explicitly that the district is not anti-technology. The district's Public Information Officer characterized the resolution as a firm guideline intended to guide professional conversations and shape ongoing professional development.²

Reported outcomes

At its February 9, 2026 board meeting, district staff presented an initial outcomes report. The comparison was the week of October 28, 2024 to the week of October 27, 2025. The measurement was student time in district-provided instructional applications, including Renaissance, Lexia, and Schoolnet, tracked through the ClassLink platform.³

Classroom screen time, year over year

GRADE BAND	CHANGE	DIRECTION
K-5	17% reduction	reduction
6-8	13% reduction	reduction
9-12	3.97% increase	increase

Operational data, 2024 to 2025

INDICATOR	CHANGE
Office referrals categorized as misuse of technology	-26.2%
Student device damage rates	-2%
Paper use and printing costs	increase, not yet quantified

Teachers reported spending less time managing student device behavior. Administrators surveyed described the resulting classroom environment as resembling pre-COVID learning conditions.⁴

Implementation notes

The high school number indicates uneven implementation across grade bands. Some teachers asked the district for clearer definitions of "balanced instruction" and more autonomy in interpretation. A board member subsequently asked administrators to develop suggested time windows for teachers who prefer more structured guidance.

What the data does and does not show

The Burke County outcomes are observational, not experimental. They compare two same-week snapshots roughly twelve months apart in a single district. They cannot isolate the resolution as the cause of the observed changes, and they do not establish that the same outcomes would appear in another district. The screen time measure captures time in district-provisioned instructional applications, not all on-device activity. The qualitative findings on student well-being and behavior come from parent and teacher survey self-report.

These limitations are real and are normal for district-level reporting. **The value of the Burke County record is not that it has proven a causal mechanism.** The value is that the district committed publicly, implemented across a school year, measured what it could, and published the results.

Relevance for BISD

Burke County is one district. Its choices are not BISD's. What the Burke County record offers the BISD Board is a working example of how a public commitment to reduced classroom screen use, paired with a measurement plan, can produce reportable operational outcomes within a single school year. It also illustrates that strong recommendation language can drive measurable change in K-8 while remaining more difficult to operationalize in high school.

1. Burke County Board of Education, Resolution No. 2025-06-16, June 16, 2025. burke.k12.nc.us/board-of-education/balanced-instruction-through-reduced-screen-use.
 2. Wilkerson Queen, S. *The Paper* (Morganton, NC), June 24, 2025. Government Technology, June 20, 2025.
 3. Banks, M. *The Paper* (Morganton, NC), February 13, 2026.
 4. McBrayer, S. *The News Herald* (Morganton, NC), via Government Technology, February 18, 2026.

SECTION 04

What this looks like in practice.

Resolutions and policy commitments translate, in classrooms, into recognizable patterns. This section describes what those patterns look like, drawing on the implementation choices peer districts have actually made.

These patterns are not prescriptive. They are illustrative. The specific approach BISS takes would be developed by the administration, in partnership with educators, and supported by the Tech Advisory Committee beginning in September.

The screen-free day model

The simplest structural change available to any district. Granville County Public Schools in North Carolina implemented Tech-Free Tuesdays and Thursdays beginning with the 2025–26 academic year, applying district-wide across all grades and all electronic device types. Teachers retain flexibility on which two days fit their pacing.

ONE DAY PER WEEK	Approximately a 20 percent reduction in weekly classroom screen time. Mechanical, built into the schedule.
TWO DAYS PER WEEK	Approximately 40 percent . The Granville model. Implementation-friendly because it does not require eliminating any existing tool.
TEACHER RESOURCE	Granville published a 10-page Tech Free Playbook for Educators before the school year began.

Teachers continue to use technology daily for instructional purposes, including timers, projecting lesson plans, and displaying instructional videos. The framing throughout is intentional use of technology, not removal of it. *This model is a very efficient first step a district can take.*

K–2: routine device use removed, intentional carve-outs preserved

Multiple peer districts have moved to remove tablets and laptops from routine K–2 classroom instruction beginning with the 2026–27 school year. LAUSD's April 2026 resolution institutes a complete ban on device usage for kindergarten and first grade. Canon-McMillan announced on May 5, 2026 that Chromebooks will be eliminated for K–2. South Orange-Maplewood allows parental opt-out from classroom device use for PK–5, giving families direct say in their children's instructional environment.

Each district has structured the change with carve-outs for assistive technology, translation tools, mandatory assessments, and teacher-displayed curriculum. Cambridge Public Schools has taken a related approach: pause and audit, with policy following the audit.

In practice, a K–2 classroom under either model runs on patterns familiar to anyone who attended elementary school before the device era. Partner reading aloud, reader's theater, word sorts, story retelling with props, reading response journals. Math centers with manipulatives, math journals, real-life measurement, pattern building.

These are evidence-based approaches for early literacy and numeracy, particularly for handwriting, retention, and language acquisition. They are also approaches BISD K–2 teachers practice every day. **Early elementary instruction at BISD is largely device-free already.** Implementation of a K–2 commitment to routine device removal would draw on what teachers already do, requiring little new professional development.

Grades 3–5: balanced instruction

Burke County Public Schools passed its resolution in June 2025, affirming pen-and-paper as the primary mode of classroom learning for note-taking, reading comprehension, writing, and assessments. It reserves screen time for activities where technology offers clear, evidence-based instructional advantages.

The classroom practice that follows is *partial reduction rather than removal*. Reading on paper rather than on screens, except where specific applications offer clear advantages. Writing on paper, with revision and final copies handled traditionally. Math practice on paper, with software supporting specific skill-building rather than serving as the default delivery mechanism. Canon-McMillan has identified gamified math applications specifically as a category being eliminated for its grade 3–6 reduction.

Burke County reported a 17 percent year-over-year reduction in K–5 classroom screen time after the first year.

Grades 6–8: targeted reduction and research-informed limits

Middle school is where peer district action has been most varied. Two patterns are emerging in parallel.

Pattern one · Target weak categories, retain strong ones

LAUSD's April 2026 resolution restricts elementary and middle school device use during lunch and recess and prohibits students from seeking out YouTube on their own. East Greenwich Public Schools prohibits district devices as rewards, punishments, during free time, indoor recess, snack, or free choice. McPherson Middle School blocks YouTube, Spotify, and Pinterest specifically. The common thread is reducing discretionary, recreational, and reward-based device time while leaving intentional classroom instruction less affected. Burke County's 13 percent reduction in grades 6–8 came from this kind of broader framing.

Pattern two · Commit to limits, develop the numbers later

LAUSD's resolution requires district staff to create grade-level and subject-specific screen time limits, with specifics due to the board in June 2026. Bend-La Pine's Resolution 2013 directs the creation of grade-level standards and the removal of non-evidence-based technology, with annual compliance checks. LAUSD also requires schools to track and share student screen time numbers with parents.

The Tech Advisory Council is a natural venue for this work at BISD.

Internet access: an allowlist approach

A structural commitment worth surfacing separately. Canon-McMillan has committed that internet usage for all PreK–8 students will be tailored to include only those sites essential for their curriculum.

ALLOWLIST VS BLOCKLIST

Allowlist (Canon-McMillan, SOMSD, what BISD could move toward): the default state is restricted. Sites must be explicitly approved to be accessible.

Blocklist (the model most districts currently run, including BISD): the default state is open. Sites must be explicitly blocked to be inaccessible.

The allowlist approach is structurally stronger. New harmful sites appear faster than they can be added to a blocklist. Students find workarounds for known blocks more easily than they can bypass a curated allowlist.

Tennessee HB 1886 would require an allowlist approach statewide for K–5 schools. South Orange-Maplewood has implemented a whitelist policy for PreK–8. Worcester Public Schools' app ecosystem framework implies a similar structural commitment.

AI: a precautionary approach

In January 2026, the Brookings Institution's Center for Universal Education released "*A New Direction for Students in an AI World: Prosper, Prepare, Protect.*" The report is the result of a yearlong global study based on consultations with more than 500 students, teachers, parents, education leaders, and technologists across 50 countries, supported by a review of more than 400 studies and a Delphi panel.

At this point in its trajectory, the risks of generative AI in children's education currently outweigh its benefits.

— Brookings Institution, January 2026, central finding

The report is explicit that this is not an anti-AI position. The recommendation is to change the conditions under which AI is used, not to disengage from AI entirely. Three pillars: **Prosper**, use AI only when it demonstrably strengthens deep learning. **Prepare**, develop AI literacy with shared norms and guidance. **Protect**, governance, safety, privacy, and developmental safeguards before expansion.

Bend-La Pine cited Brookings directly in Resolution 2013. East Greenwich adopted a district-level AI policy in January 2026 without waiting for state guidance. New York Assembly Bill A9190 would prohibit most generative AI in K–8 classrooms except for diagnostic purposes or explicit instructional interventions. The UAE prohibits generative AI use for students under age 13 entirely.

BISD has already begun this work with the Student AI Code of Conduct adopted in January 2026. What is absent so far is a parallel staff-facing framework, a public inventory of AI tools currently being used or considered, and a clear position on age-appropriate thresholds for AI introduction.

Grades 9–12: the most complex case

High school is the grade band where peer districts have moved least, and where Burke County's data showed a 3.97 percent increase in screen time, indicating uneven implementation. The structural reasons are real. High school students operate with greater autonomy. AP and dual-enrollment coursework often requires specific software. College preparation involves substantial digital literacy practice.

A reasonable path for BISD at the high school level is to identify the work for the Tech Advisory Committee rather than commit to specific structural changes in advance. The committee can study the BHS device footprint, identify which platforms and practices generate the highest pedagogical return relative to screen time, and propose targeted reductions for the 2027–28 school year. *This is the part of the work that benefits most from a year of dedicated study before commitment.*

Implementation tools

Across every peer district that has moved, the artifact that distinguishes successful implementation from rocky implementation is a teacher resource guide. Granville's Tech Free Playbook is the strongest published example. It was produced over a single summer and given to teachers before the school year began. **Whitney Skarbek, BISD's incoming Director of Instructional Technology, is positioned to lead such a development.** Adapted to BISD's curriculum and classrooms, the resource could be in teachers' hands by August.

The pattern, summarized

- Two days per week with no student-facing screen use.
- K–2 routine device use removed, with carve-outs for accessibility and mandatory assessments.
- Grades 3–5 returning to pen-and-paper as the primary instructional mode.
- Grades 6–8 reducing discretionary, recreational, and reward-based device use, with parent-facing screen time reporting on the model of LAUSD.
- An allowlist approach to internet access for PreK–8.
- A precautionary framework for AI deployment, grounded in the Brookings 2026 study.
- Grades 9–12 studied carefully for the 2027–28 school year through the Tech Advisory Committee.
- A teacher resource guide produced over summer 2026.

FEASIBILITY

These patterns are familiar to teachers. They are achievable on the available timeline. They are operationally bounded. Many are already practiced in BISD classrooms every day. **BISD has every reason to expect the same outcomes as peer districts that have already moved.**

SECTION 05

Is implementation possible by fall 2026?

The most common procedural objection to acting now is that the timeline is too tight. We should take an honest look.

The summer implementation runway

Every district implementing classroom technology changes for the 2026-27 school year passed directional action between late February and early May 2026. The summer break ahead provides each district approximately twelve weeks of focused implementation time. The work that fills that window is structured, bounded, and consistent.

DISTRICT	DIRECTION PASSED	IMPLEMENTATION BEGINS
Beverly Hills Unified, CA	March 24, 2026	Fall 2026
South Orange-Maplewood, NJ	April 8, 2026	Fall 2026
Bend-La Pine, OR	April 14, 2026	Fall 2026
Cambridge Public, MA	April 7 motion, May audit	Fall 2026 (anticipated)
LAUSD, CA	April 21, 2026	2026–27, June presentation
Medford, OR	Spring 2026	2026–27 K–2 reduction
Canon-McMillan, PA	May 5, 2026	Fall 2026 K–2

Granville County's Tech-Free Tuesdays and Thursdays followed the same pattern in 2025, with summer 2025 used for the development of the teacher playbook and August 2025 launch. **The runway is well-traveled.**

What peers used the runway for

Two patterns dominate. The first is **staff preparation** — Granville used the summer of 2025 to write a teacher resource guide. Bend-La Pine adopted Resolution 2013 directing the administration to begin grade-level standards work during the summer of 2026. The second is **targeted communication** — districts used the summer to communicate the change to families, train principals, and align early-year professional development with the new instructional approach.

What peer districts did not do over the summer: build complete measurement infrastructure, finalize vetting frameworks for every grade band, set specific screen time ceilings for every level, or develop comprehensive AI governance policies. Those pieces are being developed through the 2026–27 school year, often with the support of newly constituted advisory committees. *The summer work begins with the board's public commitment to specific action, followed by staff preparation and front-of-year communication with families.*

What BISD has working in its favor

The Board has the authority to act. The Washington State Office of Superintendent of Public Instruction has confirmed that decisions about how, when, and to what extent classroom technology is used in schools are made at the local district level. There is no statewide mandate requiring device use at any grade level.

Beyond authority, three district-specific factors strengthen the feasibility argument:

Curriculum revisiting is technology revisiting

BISD is undertaking significant curriculum work this summer to align with new ELA and Math standards. The natural read is that curriculum work and technology work are separate workstreams competing for the same staff time. An alternative read is that they are the same work. New ELA and Math standards address what students learn and how, which makes revisiting classroom technology part of that work. **Integrating intentional technology considerations into the summer scope-and-sequence work is more efficient than treating technology as a separable question.**

The new PD schedule is structured for exactly this kind of work

BISD's 2026–27 schedule replaces weekly Monday early release with four full professional development days and four half-days. The total time is less, but the longer blocks are designed for deeper collaboration. Intentional technology work requires sustained collaborative time through the school year. *The new schedule is built to provide it.*

Peer districts span a wide range of size and resources

With approximately 3,280 students, BISD sits between Beverly Hills Unified (3,074 students, resolution passed in March) and Canon-McMillan (roughly 5,400 students, K–2 elimination announced in early May). Bend-La Pine, more than five times BISD's size, passed its resolution while simultaneously planning to cut seven million dollars from its 2026–27 budget.

The common factor is not size, budget, or administrative capacity. It is a public commitment to act on what the research and the community have both made clear.

What does *not* need to be finalized by fall

The summer does not need to produce:

- A complete screen time measurement infrastructure.
- A final EdTech vetting framework for every grade band.
- A comprehensive AI governance policy.
- A finalized scope and sequence for media literacy across all grades.

Each of these is real and important. None needs to be finished before August. All are appropriate work for the Tech Advisory Committee through the 2026–27 school year.

What *does* need to be finalized by fall

- Removal of tablets and laptops from routine K–2 classroom instruction, with carve-outs for accessibility, translation, and mandatory assessment.
- Identification of low-tech alternatives for the specific K–2 applications currently used in Tier 1 or core curriculum.
- A teacher resource guide modeled on Granville's Tech Free Playbook, adapted to BISD curriculum and grade bands.
- A directional commitment to screen time reduction across all grades through structural changes, with research-informed ceilings to be developed by the Tech Advisory Committee through the school year.
- Communication to families before August about what changes and what does not.

Each is bounded. Each is achievable in a summer window. Together they constitute a feasible, focused summer that gives the school year its starting point.

What the runway requires

The summer ahead has room for this work alongside the curriculum alignment already underway. Peer districts have made the choice to act with the available evidence rather than wait for measurement infrastructure to be perfect first. **BISD can make the same choice.**

IN SUMMARY

Twelve weeks of summer. Staff preparation. Family communication. A teacher resource guide. A directional Board commitment. Feasible if we accept a less than perfect start.

APPENDIX

Sample resolution language.

Drawn from the patterns used in peer district resolutions – LAUSD's "Using Technology with Intention" (April 2026), Bend-La Pine's Resolution 2013, Beverly Hills 2025-2026-14 (March 2026), and Burke County's Resolution on Balanced Instruction (June 2025). Provided for the Board's reference. Not a finished document.

SAMPLE · FOR REFERENCE ONLY

A Resolution Establishing Guidelines for Intentional Classroom Technology in Bainbridge Island School District

A Resolution of the Board of Directors of Bainbridge Island School District No. 303

PREAMBLE

WHEREAS, the Board of Directors of Bainbridge Island School District is responsible for setting the policy direction of the District and for stewarding student learning and student well-being;

WHEREAS, the Board affirms that teachers are the experts in teaching our students, not educational technology companies, non-teacher-led applications, or automated systems;

WHEREAS, the Board affirms its commitment to an evidence-based framework for decisions about classroom practice, including decisions about the role of technology in instruction;

WHEREAS, Washington State law affords local school districts authority over decisions about classroom technology implementation, including the instructional approach, tools, and depth of technology integration, with no statewide mandate for device use at any particular grade level;

WHEREAS, the District's current Strategic Plan commits to intentional technology balance and to media literacy skills that allow students to ethically navigate and thrive in a digital world;

WHEREAS, the District's November 2025 community survey of 327 respondents identified reducing screen time as the top approach to improving student outcomes, excessive screen time as the top challenge to student learning, and information, media, and technology literacy as the top curriculum priority;

WHEREAS, peer districts across the country are establishing similar guidelines, including the Los Angeles Unified School District's resolution on technology with intention, the Bend-La Pine Schools' Resolution 2013, the Beverly Hills Unified Resolution 2025-2026-14, and the Burke County Public Schools' resolution on balanced instruction;

WHEREAS, the Brookings Institution's January 2026 study, *A New Direction for Students in an AI World*, concluded that at this point in its trajectory, the risks of generative AI in children's education currently outweigh its benefits, and recommended that schools adopt precautionary frameworks before expansion;

WHEREAS, peer-reviewed research, including the 2019 umbrella review in *BMJ Open* synthesizing systematic reviews on screen use and youth outcomes, demonstrates measurable effects of classroom screen exposure on student development, including documented effects on attention, reading comprehension, language acquisition, sleep, mental health, and pediatric myopia rates;

WHEREAS, Burke County Public Schools has reported, after the first year of implementation of its screen reduction resolution, a 17 percent reduction in K-5 classroom screen time, a 13 percent reduction in grades 6 through 8, and a 26.2 percent reduction in office referrals categorized as technology misuse;

WHEREAS, the District is a responsible steward of community-approved financial resources, including the 2024 Technology Levy, and the Board affirms its commitment to ensuring that technology investments are evaluated by their demonstrated educational value;

WHEREAS, intentional classroom technology is not an absence of technology, but a deliberate use of technology grounded in evidence of educational benefit, with attention to developmental appropriateness, transparency to families, and student well-being;

ACTION

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors of Bainbridge Island School District No. 303 hereby directs the Superintendent and District administration to undertake the following actions:

1. **ROUTINE K-2 DEVICE USE.** Remove tablets and laptops from routine K-2 classroom instruction beginning with the 2026-27 school year, with carve-outs for assistive technology, accessibility support, translation tools, mandatory assessments that cannot be administered on paper, and teacher-displayed curriculum at the front of the class.
2. **SCREEN TIME REDUCTION ACROSS GRADES.** Reduce classroom screen time across all grade levels through structural changes, including reduction in discretionary, recreational, and reward-based device use, with research-informed grade-level ceilings to be developed by the Tech Advisory Committee through the 2026-27 school year.
3. **PUBLIC EdTECH INVENTORY.** Publish, and update annually, a comprehensive inventory of all educational technology applications and platforms in use across the District, including the grade levels at which each is used, the educational purpose served, the data each application collects, and links to applicable privacy policies.
4. **EdTECH VETTING FRAMEWORK.** Establish a framework for evaluating new and existing educational technology tools, drawing on independent research regarding each product's efficacy rather than studies provided by vendors, with explicit criteria for educational value, developmental appropriateness, and student data protection.

- 5. **INTERNET ACCESS APPROACH.** Move to an allowlist approach for student internet access in grades PreK through 8, in which access defaults to restricted and sites must be explicitly approved as serving curriculum.
- 6. **AI GOVERNANCE FRAMEWORK.** Adopt a precautionary framework for student-facing artificial intelligence use, building on the District's existing Student AI Code of Conduct, with companion commitments to a parallel staff-facing framework, a public inventory of educational applications currently in use that include generative AI components, age-appropriate thresholds for AI introduction, and professional development for educators on AI capability and effective use.
- 7. **MEDIA LITERACY STAFF ROLE.** Designate a staff position with explicit responsibility for digital citizenship and media literacy instruction across the District, and develop a scope and sequence for media literacy education at each grade level.
- 8. **FAMILY ENGAGEMENT.** Establish a process by which families may opt out of classroom device use for their children, with paper-based or non-screen alternative learning provided, and establish a process by which classroom screen time is reported to families on a regular basis.
- 9. **TECH ADVISORY COMMITTEE.** Affirm the establishment of the District's Tech Advisory Committee, scheduled to begin work in September 2026 under the direction of the Director of Instructional Technology, and direct that the Committee's charter, decision rights, membership composition, and reporting structure be published before applications for membership are opened.

IMPLEMENTATION AND ACCOUNTABILITY

BE IT FURTHER RESOLVED, that the District administration shall report to the Board on the implementation of this Resolution quarterly through the 2026–27 school year, with a comprehensive annual review at the conclusion of the 2026–27 school year and annually thereafter.

BE IT FURTHER RESOLVED, that this Resolution shall take effect immediately upon adoption.

ADOPTED by the Board of Directors of Bainbridge Island School District No. 303 on the _____ day of _____, 2026.

END OF PACKET

Sources and contact.

Sources

Board meeting minutes, district resolutions, and contemporaneous news reports from the districts named throughout the packet, including the Boston Globe, the Morganton Paper, the Morganton News Herald, and Government Technology. The Brookings Institution, *A New Direction for Students in an AI World: Prosper, Prepare, Protect*, January 2026. The 2019 umbrella review of systematic reviews on screen use and youth outcomes published in *BMJ Open*. Guidance from the Washington State Office of Superintendent of Public Instruction on local district authority over classroom technology decisions. The November 2025 BISD community survey administered as part of the District's strategic planning process.

A note on method

This packet was assembled in May 2026 from publicly available sources. Where outcomes data is referenced, the data presented is the data the district reported. The packet does not include analysis the underlying reports do not themselves support. Where peer district resolutions are quoted or paraphrased, links to the original documents are available on request.

Contact

Questions, corrections, and follow-up conversations are welcome at intentionaltechbi@gmail.com. Additional materials are posted at intentionaltechbi.org.

Prepared by Jordan Cumming on behalf of Intentional Tech Bainbridge. May 2026.