



Pacific Grove Unified School District Educational Technology Plan

Revision 2.0

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Table of Contents

- I. Executive Summary**
- II. Purpose of This Plan**
- III. Technology Planning Structure**
- IV. Areas of Focus**
 - 1. Classroom Technology**
 - a. Screen Technology Framework
 - b. Student Devices
 - c. Training and Support
 - 2. Digital Safety, Data Protection, and Security**
 - a. Robust Cybersecurity Infrastructure
 - b. Proactive Monitoring and Data Management
 - c. Operational Preparedness and Efficiency
 - d. Digital Safety and Citizenship
 - e. Training and Support
 - 3. Artificial Intelligence (AI)**
 - a. Staff Use
 - b. Teacher Use
 - c. Student Use
 - d. Training and Support
 - 4. Technology Management**
 - a. Software and File Management
 - b. Network and Core Services
 - c. Classroom Hardware
 - d. Printing, File Sharing, and Security Cameras
 - 5. Services and Support**
 - a. Support/Help Desk
 - b. Communications
 - c. Professional Development (PD)
 - 6. Signature Projects**
 - a. Staff Chromebooks
 - b. Student Device Fleet Refresh
 - c. FG Multipurpose - A/V Upgrades

- d. RD Otter-Torium - A/V Upgrade
 - e. PGHS Gym - A/V Upgrade
 - f. Security Cameras, NVR Installation
 - g. Asset Management and Inventory Control
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I. Executive Summary

The **PGUSD Educational Technology Plan (2026-2029)** outlines a strategic framework for managing digital resources, infrastructure, and instructional technology funded by the PGUSD Measure A/Ed Tech Bond.

This plan:

- Prioritizes intentional classroom technology use, establishing specific guidelines for student screen time based on grade level and developmental stages using research-backed pedagogical models.
- Addresses cybersecurity and data protection, implementing strict monitoring and authentication protocols to ensure a safe learning environment.
- Articulates the ethical and cautious integration of Artificial Intelligence (AI) and necessitates human oversight and rigorous privacy audits for all AI tools used.
- Details a three-year rollout of signature projects, which includes refreshing student and staff device fleets and modernizing campus security video and audio-visual systems.
- Seeks to implement balanced technological innovation with practical management and professional development to improve student learning outcomes.

II. Purpose of This Plan

The goals outlined in this plan will guide the implementation and management of the district's EdTech Bond/Measure A-purchased technology over the next three years, 2026-29. Measure A, an \$18 million general obligation bond with funds scheduled for release in six separate series at approximately \$3 million every three years, was approved by voters in 2014. This bond is intended to fund technology-related projects and improvements, including, but not limited to, increasing student access to updated computer technology, purchasing instructional hardware and software, and improving classroom and campus security systems. The overarching purpose of this plan is to articulate the vision, priorities, integration, support, and management of technology in PGUSD. Furthermore, this plan aligns with the district's Local Control and Accountability Plan (LCAP) and will serve to advance PGUSD's strategic goals and mission over the next three years.

III. Technology Leadership and Planning Structure

PGUSD Tech Committee

The district's tech committee meets monthly during the school year and comprised of school site and district-level personnel, including teachers, classified staff, administrators, and parents.

The Tech Committee serves to:

1. Provide input, guidance, and recommendations on technology projects, initiatives, and priorities outlined in this plan.
2. Review, evaluate, and endorse Measure-A technology purchase proposals, ensuring alignment with the initiatives contained in this plan, adherence to budget priorities, and compliance with the provisions and ballot language of Measure A/Ed Tech Bond.
3. Communicate initiatives and general technology-related updates to the broader school community.

PGTech - PGUSD's Tech Team

The district's core tech team, *PGTech*, consists of district-level administration and site IT technicians. The team meets weekly to identify and resolve current and emerging challenges, share best practices, and improve management procedures and protocols. PGTech members also serve on the district's technology committee and, along with other committee members, provide a crucial perspective in all aspects of technology management and budget development.

IV. Areas of Focus

1. Classroom Technology

Student use of screen-based digital technology in the classroom, which includes the use of Chromebooks and iPads, must be predicated on a *clear educational rationale* and anchored in four crucial conditions for use:

1. **Intentionality:** Use must be intentional and based on *instructional necessity*, rather than fulfilling device-use quotas.
2. **Engagement:** Active learning and engagement must be the predominant justification and driving force for student device use in all classrooms.

3. **Developmental Level:** Duration (i.e., time spent on a device) and the nature of the task must always be age-appropriate and account for students' cognitive developmental level.
4. **Digital Homework:** Assignments completed outside of class must strike a healthy balance between digital and traditional formats. Homework serves as an opportunity for *practice/reinforcement* of knowledge and skills, and the quantity assigned must reflect students' grade level/developmental stage.

To support student health and well-being, digital instruction and device use must also be accompanied by a set of essential physical and social-emotionally supporting routines. Such routines may include:

- **The 20/20/20 Standard:** Safeguarding vision through 20-second breaks every 20 minutes to focus on an object approximately 20 feet away (American Optometric Association, n.d.).
- **Strategic Movement:** Utilizing frequent “brain breaks” and light stretching to counteract sedentary phases and to sustain cognitive focus.
- **Ergonomic Integrity:** Prioritizing neutral posture and optimal screen placement to reduce orthopedic strain and long-term discomfort (Princeton University, n.d.).

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- a. **Screen Technology Use Framework:** Grounded in evidence-based education research, this framework establishes the guiding priorities for integrating digital tools into the curriculum. It serves as the official mechanism for aligning instructional design with the purposeful application of screen-based technology, ensuring that device usage in the classroom directly supports specific learning objectives and outcomes.

Screen Time in this context is defined as any instructional period during which students engage with a mobile computing device (e.g., iPad or Chromebook). This definition includes:

- **Individual Engagement:** Independent student work on a school-issued device (i.e., 1:1) .
- **Collaborative Engagement:** Shared device use occurring within centers or stations approach, in pairs, or small-group instructional settings.

Grade Span	Guidelines/Acceptable Use
TK	No student screen technology
K-2 : Early Elementary <i>Foundational skills and interactive learning.</i>	Active Engagement: Prioritize hands-on, physical, and face-to-face activities. Use of student devices only when it uniquely enhances the lesson (e.g., short, engaging educational videos, interactive phonics games). Short, Focused, Relevant Sessions: Keep screen sessions brief with frequent "unplugged" breaks for physical activity, movement, and social interaction. Co-viewing/Guided Use: Teacher supervision is crucial for modeling use, reinforcing learning, introducing foundational responsible, safe use, and ensuring comprehension. Priorities: ■ 10-15 minutes per session, with a maximum of 3 sessions per day. ■ Preclude the use of student devices for behavior management, rewards, or incentives. ■ Minimize students' passive exposure to the classroom's interactive display panel. When not in use, the panel should be turned off or put in stand-by mode. Homework: No screen-based homework.

3-5: Upper Elementary <i>Research, collaboration, skill practice, and reinforcement.</i>	Purposeful Integration: Screens should be used as a <i>tool to complete specific academic tasks</i> (research, writing, adaptive math practice), not as a constant presence. Active Creation: Devices used for creative purposes (e.g., digital stories, presentations, coding basics), not for passively consuming content. Digital Literacy Basics: Expand on responsible use, basic online safety, and how to find and cite trustworthy online information. Set Boundaries: Establish clear, consistent timelines when student devices must be put away (e.g., during whole-group instruction, partner work, or small-group instruction). Priorities: ■ <i>15-25 minutes per session, with a maximum of 3 sessions per day.</i> ■ Preclude the use of student devices for behavior management, rewards, or incentives. ■ <i>Minimize students' passive exposure to the classroom's interactive display panel. When not in use, the panel should be turned off or put in stand-by mode.</i> Homework: <i>Screen-based homework comprises no more than 10% to 15% of all assigned homework.</i>
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6-8: Middle School <i>Advanced research, digital collaboration, citizenship, awareness, and self-regulation.</i>	Promote Agency and Self-Regulation: Students increasingly manage their device use for schoolwork, guided by teachers' clear expectations. Digital Safety/Citizenship Focus: Intensify instruction on online safety, cyberbullying prevention, digital footprints, and respectful online communication. Collaborative Tools: Leverage cloud-based applications for complex interactive group projects, peer feedback, and shared document creation. Screen-Free Space: Emphasize the importance of screen-free time during class or on specific days of the week. Priorities: ■ 20-30 minutes per session, with a maximum of 4 sessions per day. ■ Preclude the use of student devices for behavior management, rewards, or incentives. ■ Minimize students' passive exposure to the classroom's interactive display panel. When not in use, the panel should be turned off or put in stand-by mode. Homework: Screen-based homework comprises no more than 40% to 50% of all assigned homework.
9-12 : High School <i>Critical thinking, career/college readiness, and content creation.</i>	Authentic Productivity: Technology use mirrors real-world professional and academic environments (e.g., advanced research, data analysis, specialized software, portfolio creation). Media and Information Literacy: Focus on critically evaluating news, sources, and social media content; discussing the impact of technology on society. Personalized Learning: Students use adaptive platforms to manage their own pace, take online courses and assessments, or receive differentiated support.

	Responsible Use: Devices are treated as essential tools, with clear policies prohibiting non-educational use (e.g., social media, gaming) during instructional time, while promoting focus and self-management. Priorities: ■ 30-40 minutes per session, with a maximum of 4 sessions per day. ■ Preclude student device use for behavior management, rewards, or incentives. ■ Minimize students' passive exposure to the classroom's interactive display panel. When not in use, the panel be turned off or put in stand-by mode. Homework: Screen-based homework makes up no more than 60-70% of all assigned homework.
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Note: Formative and summative online assessments (e.g., CAASPP, NWEA MAP) often require test sessions that typically exceed the maximum durations outlined in this framework.

Framework in Action

1. Identify Learning Objectives: Before deciding to use devices or selecting a digital tool, clearly define the primary learning objective. *Does the proposed use of technology enhance or accelerate students' understanding of the core concept, or is it merely a substitute for equally effective traditional/non-digital instruction?*

2. Determine the Level of Integration: Use this framework to categorize your planned activity. Not every lesson requires use of technology or digital immersion. Consult the **Ed Tech Triangle** (everyschool.org) and the **SAMR Model** (see below) to ensure the use of tech is justified. What level of integration is truly needed?

- **Supportive Use:** Technology is used briefly for research or data entry.
- **Core Use:** Technology is the primary medium for creation or collaboration.
- **Extended Use:** Technology facilitates long-term project-based learning.

3. Gauge Intentional Screen Time: Employ the framework's recommendations for student device use frequency and duration for your grade level based on the integration priorities.

The Goal: *Ensure that the time spent on a screen device is proportional to the cognitive value it adds to the lesson.* If screen time exceeds the learning value, consider a hybrid approach, significantly scale down student use of tech, or eliminate it from the lesson entirely.

4. Monitor and Iterate: Carefully observe students' active learning/engagement levels during the lesson. If students appear fatigued or distracted/off-task, pivot back to analog/non-digital instruction - peer-to-peer interactions, small group, hands-on collaborative physical tasks, or tech-free independent work (e.g., close reading, paper/pencil-based tasks).

Meaningful learning occurs when instruction is purposefully founded upon defined objectives and executed through evidence-based pedagogy (Hattie, 2009). Building on this foundation, Consoli et al. (2024) argue that targeted and strategic integration of technology can amplify these efforts, supporting essential educational outcomes in the modern classroom:

Differentiation - Individualized Learning

- **Personalization:** Tailor instruction to meet each student's specific pace and needs (remediation or acceleration), a level of differentiation that is typically more difficult to achieve with traditional methods.
- **Engagement:** Interactive tools, virtual simulations, and multimedia resources transform passive learning into active, hands-on experiences (e.g., running a virtual science experiment, exploring historical sites with VR/AR).
- **Access:** Facilitate access to up-to-date information, primary sources, digital libraries, and global experts, moving beyond the limits of a single textbook.
- **Creation:** Facilitate students' ability to create digital content (videos, coding projects, 3D-design, podcasts), thus promoting creativity, critical thinking, and application of knowledge.

Readiness - Preparation for the Future Workforce

- **Digital Literacy:** Technology proficiency is a foundational skill for success in college and careers. Students can develop competency in word processing, data analysis, digital communication, and troubleshooting.

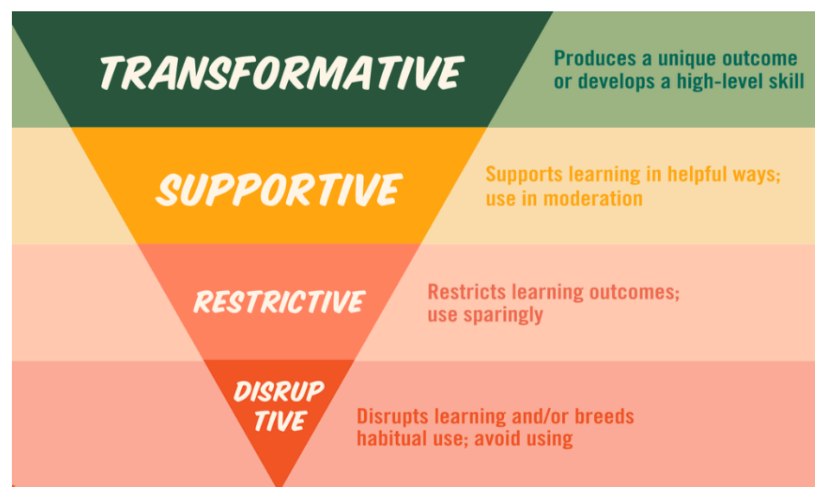
- **Future-Ready Skills:** Facilitates the development of essential collaboration skills (e.g., through shared digital content development), communication, research, critical thinking (e.g., evaluating online media sources), analysis, and creativity.

Access - Equity and Inclusion

- **Accessibility:** Assistive technologies (e.g., text-to-speech, screen readers, magnifiers, language translators, alternative input methods) improves equitable access to the curriculum for students with special needs.
- **Reducing the Divide:** Access to devices and connectivity helps close the *digital divide* for students who lack reliable technology at home, improving access to learning tools and resources.
- **Flexible Learning:** Online instructional modules and educational videos allow students to pause, rewatch, and review lessons at their own pace, benefiting English Language Learners, students with auditory processing challenges, and students who miss class.

The EdTech Triangle

Ensuring instructional integrity and guiding sound technology integration in the modern classroom, lesson design must be driven by research-based frameworks. The **EdTech Triangle** and **SAMR** technology integration models offer a strategic roadmap for purpose-driven educational technology integration; moving beyond superficial usage.



Source: EverySchool.org, <https://www.everyschool.org/the-edtech-triangle>, retrieved October 7, 2025

- **Transformative:** Facilitates a unique outcome or the development of a high-level skill (e.g., communication, design, peer-to-peer editing, programming, coding, etc.). *The district's goal is that teachers deliver instruction that provides students*

with opportunities throughout the year to use technology in this manner.

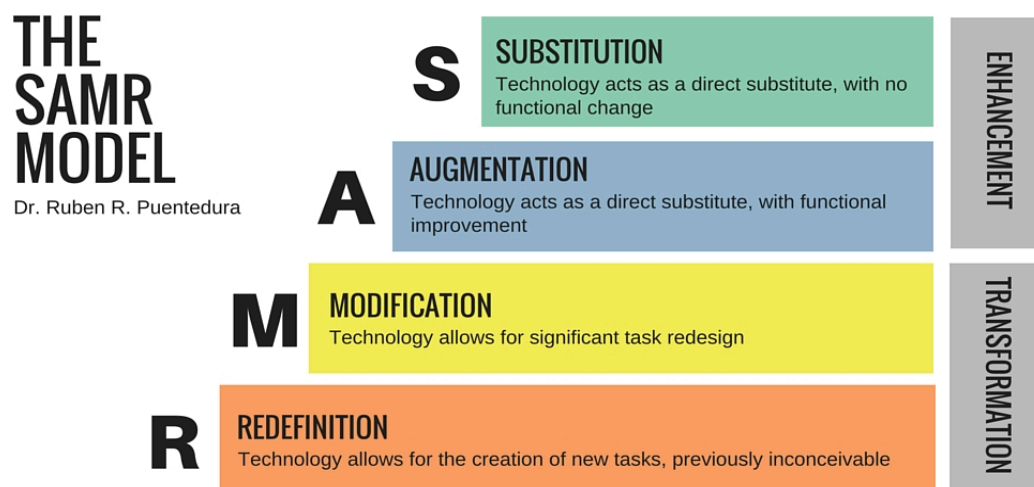
- **Supportive:** Strengthens learning activities (e.g., providing access to specific research, facilitating controlled drill-and-practice). *Technology is integrated selectively at this stage.*
- **Restrictive:** Restricts or inhibits learning outcomes, often by unnecessarily digitizing tasks that could be accomplished more effectively without it. *Technology used in this manner is minimized or avoided altogether.*
- **Disruptive:** Disrupts the learning process or contributes to habitual, non-educational use (e.g., social media, online gaming/gambling). *Use of technology in this manner must be avoided entirely.*

The SAMR Model

Dr. Ruben Puentedura's **SAMR Model** is the benchmark for measuring the impact of technology on learning. This model distinguishes between superficial technology use and deep pedagogical integration. Educators apply this framework in selecting and implementing technology during the planning and instructional design phase.

At the most basic level, technology serves as a simple substitution, offering no clear benefit. At the opposite end of the scale, technology is used to redefine the learning outcome entirely, enabling students to complete new processes or tasks that would not otherwise be possible.

Teachers consult this framework during instructional design and lesson planning, ensuring integration transcends mere functional enhancement and achieves substantive learning value.



Source:

Adapted from Dr. Ruben Puentedura <https://www.edutopia.org/article/powerful-model-understanding-good-tech-integration>, retrieved November 09, 2025

ISTE Standards

The **International Society for Technology in Education (ISTE)** standards serve as a roadmap for teachers to create meaningful learning experiences for their students. These standards, which contain purposeful and effective technology-enhanced learning outcomes, should be referenced when planning lessons that include the use of technology. These standards should be frequently referenced by teachers, guiding their lesson design from traditional, teacher-centered methods to authentic, learner-driven instructional routines. The ISTE standards promote a mindset of continuous improvement and collaborative practice among educators, where performance data and feedback are central in the planning of instruction.

b. Student Devices

Grades K-1: Students use iPads on a very limited basis to access carefully selected interactive learning applications that have been fully vetted and verified to directly support foundational learning, early literacy, and creative expression. Lesson integration favors the use of iPads as a “center-based” and collaborative tool at this grade span. On a more limited basis, iPads are used strategically to facilitate personalized learning, recording audio-visual evidence of student comprehension (e.g., recording students reading aloud or explaining math solutions). Students also use iPads to take assessments at designated times during the school year.

Grades 2-12: Students use Chromebooks with intentionality to develop transferable productivity skills and to promote digital citizenship and safety habits. Chromebook integration focuses on content creation, research, and collaboration as students use the **Google Education Suite** to prepare for text-intensive academic tasks and career readiness. Technology deployment directly supports curriculum goals at every grade level, moving students from interactive content consumption to actively creating complex digital artifacts as evidence of their deeper learning. **California Common Core Standards** call for the integration of technology to achieve key outcomes at each grade level tech-mediated collaboration, data collection, multimedia communication, and research. Lastly, students use Chromebooks throughout the year in preparing for and taking grade-level assessments and end-of-year state tests.

Evaluating The Impact of Technology in the Classroom

Technology implementation in the classroom, regardless of device, grade level, or subject area, should be evaluated against specific metrics that directly measure desired learning outcomes. Ultimately, the application of digital resources in the classroom must be strictly governed by pedagogical necessity. The following examples are common performance indicators in which the use of technology can improve academic achievement (Pellegrino & Quellmalz, 2010).

- **Core Subject Area Mastery:** Increase in class or standardized test scores (e.g., unit tests, benchmark assessments, end-of-year state tests).
- **Critical Thinking and Content Creation:** Improved accuracy, decrease in errors in complex problem-solving tasks, and more efficient production of personalized content.
- **Engagement, Motivation, and Effort:** Improved completion rates with verified increase in participation and performance outcomes on individualized assignments and group projects.
- **Personalized Achievement Gap Reduction:** Higher rates of overall growth and a narrowing of the achievement gap among student groups.
- **Transferable Digital Literacy Skills:** Greater proficiency in identifying credible versus non-credible digital sources in research-based assignments.

These outcomes ensure student devices serve as an accelerator, not merely a convenient substitute for traditional learning activities. *When technology is not clearly aiding in these areas of achievement, screen-free alternatives and conventional instructional methods and materials must be used instead.*

c. Training and Support

PGUSD is committed to high-quality instruction in every classroom. Through evidence-based professional development (PD), namely the collaborative **PLC (Professional Learning Community)** model, PGUSD will continue to equip teachers with common practical systems to critically evaluate and maximize the effectiveness of their use of digital tools to improve student academic success.

The following evidence-based frameworks will anchor the PLC process, ensuring purposeful and effective technology integration across all classrooms:

- **Triple E-Framework:** Guiding collaborative lesson design by ensuring that technology, when used during instruction, directly **Engages** students in the learning goals, **Enhances** student understanding of key concepts, and **Extends** student learning into real-world applications (Kolb, 2017).

- **SAMR Model and Ed Tech Triangle (everyschool.org):** Frequently referenced and applied as practical benchmarks for moving technology-aided instruction from mere substitution to transformative redefinition.
- **ISTE Standards:** Serving as the basis of foundational competency targets for both students and educators, and to inform teachers when technology should and should not be used during instruction.

Implementation:

Shifting to a multi-tiered PD model, the district ensures professional learning opportunities remain highly relevant, impactful, and tailored to the evolving needs of the modern classroom:

- **Tech Integration Clinics:** Quarterly, job-embedded PLC sessions allow teachers to co-plan lessons with grade-level, department, or course-alike colleagues. The goal is to collaborate around appropriate use of technology and identifying intentional and targeted curriculum integration when instructionally justified.
- **Consultative Support:** Educators will have access to ongoing, personalized instructional coaching through direct collaboration with PGTech and the school-site Teacher Tech Leads (TTLs). Focus is on using SAMR and the research-backed resources from [EverySchool.org](https://www.everyschool.org) to optimize the use of classroom technology.
- **PGTech Learning Series:** The district will provide a continuous schedule of virtual and in-person webinars from leading professional learning organizations (e.g., ISTE, SolutionTree, Edutopia, etc.). These sessions will focus on high-leverage, research-backed instructional design strategies and modern teaching methodologies.

2. Digital Safety, Data Protection, and Security

PGUSD is fully committed to promoting a safer, more secure, and ethical use of digital resources for all users: students, faculty, staff, and administration.

a. Robust Cybersecurity Infrastructure

To ensure a secure network, the district will deploy **Next Generation Antivirus** software across all district-owned Windows, Mac, and Linux devices. It may implement it on Chrome OS devices as needed.

A critical component of this security framework is email filtering, which involves defining specific email properties (keywords, phrases, sender, recipient, etc.) that will trigger a quarantine for evaluation and subsequent release or blocking.

Two-Factor Authentication (2FA) will be mandatory for all staff on their @pgusd.org accounts and any systems containing Personally Identifiable Information (PII) or those classified as sensitive.

b. Proactive Monitoring and Advanced Alerts

The district will continue to perform more rigorous monitoring of students' online activity to ensure a safe and secure learning environment. To date, PGUSD has established a comprehensive, multi-tiered monitoring framework designed to provide staff with instantaneous notifications when student online activity aligns with established safety indicators, including specific search queries, phrases, or high-risk recipients. Additionally, all devices on the PGUSD network will continue to have stringent content filtering enabled through our LAN and WiFi configurations, Google Admin Console settings, and county-wide firewall protocols. Beyond this, network monitoring will be conducted continuously to detect and report traffic anomalies. To support rapid response and forensic capability, the district will prioritize data logging from various systems and establish rules with integrated alerts to flag potential issues in real time.

c. Operational Preparedness and Efficiency

The district will remain focused on optimizing operational efficiency and preparedness. This involves creating smooth, well-defined processes for the entire employee lifecycle, ensuring efficient onboarding of new employees and robust, security-focused procedures for suspending employee access, permissions, and system services. This strategic vision emphasizes a proactive approach to risk management, requiring the creation of a list of potential issues and corresponding ideas/plans for effective mitigation and response to prepare for various challenges that could compromise system integrity.

d. Digital Safety and Citizenship

Students at targeted grade levels, specifically grades 5, 7, and 9, gain digital safety skills, awareness, and citizenship through a tiered, integrated curriculum and instruction that strategically embeds resources from leading organizations, including [Common Sense Media](#), [SmartSocial](#), [iKeepSafe](#), [Everfi](#) with priority given to topics such as media balance, online privacy, cyberbullying, and digital footprint awareness.

The district's approach to protecting student data and complying with federal requirements such as FERPA and COPPA is supported by the annual compliance standards covered in the district's mandated training for all employees. The goal is to ensure a safe and

responsible digital learning environment across all grade levels by educating students, staff, and parents on best practices and emerging online challenges.

3. Artificial Intelligence (AI)

PGUSD is undergoing a highly disciplined and vigilant adoption of Generative Artificial Intelligence (AI), ensuring every implementation is rigorously vetted for safety and used only where it demonstrably improves operational integrity and, under intentional and sound instructional integration, elevates student learning. AI will be subjected to continuous and stringent human oversight and ethical review to validate its outputs, mitigate inherent biases, ensure data protection, and guarantee the models align with the district's values and vision.

To ensure these standards are met, the district will implement the following pre-approval verification/vetting process for any AI use/tool.

Privacy and Security Compliance Audit

Before any AI model is permitted to be used within PGUSD, PGTech will perform a mandatory technical audit to include:

- **Data Sovereignty:** Verifying that student and staff data is encrypted and remains within secure, district-approved jurisdictions.
- **Legal Alignment:** Ensuring the tool is fully compliant with **FERPA**, **COPPA**, and California's specific data privacy laws.
- **Opt-Out and Deletion:** Confirming the vendor provides clear mechanisms for total data deletion upon request.

Continuous Monitoring and Recertification

Approval is not permanent. All AI tools will be subject to an annual recertification process. If the AI vendor updates their language model or changes their data privacy policy, the tool will be re-evaluated to ensure it still satisfies the district's rigorous safety standards.

As AI models rapidly evolve and the regulatory landscape changes, the district's AI governing guidelines will be examined and updated. PGUSD's standing Board Policy ([BP 0441](#)) and Administrative Regulation ([AR 0441](#)) on AI use provide the basis of how it is to be implemented, managed, and supported in PGUSD.

a. Staff Use

The district views AI as a potentially powerful tool that may improve selected internal operations. Staff may elect to use only vetted and district-sanctioned AI platforms to streamline workflows and enhance overall efficiency. AI may assist in automating routine administrative tasks, optimizing resource allocation, and providing rapid access to relevant

information, allowing staff to dedicate more time to critical, *student-focused* tasks and activities.

b. Teacher Use

For teachers, AI may be leveraged specifically to save valuable time and potentially enhance the quality of educational delivery. Teachers will be guided on the appropriate use of AI to expedite complex, time-consuming processes such as curating subject matter, designing learning activities, planning highly differentiated instruction, or creating rubrics. AI can potentially serve as a powerful assistant, freeing up teachers to focus more on *direct student interaction, mentorship, and personalized face-to-face educational support*.

To maintain instructional integrity and uphold the trust with their students and the school community as a whole, the following protocols must be followed when the use of AI is being considered for assisting in evaluating or grading student work:

- **Mandatory Disclosure:** Teachers must provide written notification to both students and their parents/guardians if AI tools are being used to assist in curating curriculum materials, generate instructional content, or, most importantly, in the grading process. This disclosure should specify which assignments or types of assignments are or will be impacted and to what extent AI will be used.
- **Teacher Oversight:** AI may serve as a preliminary evaluation tool, but it shall not be the sole arbiter of a student's grade on any assignment or assessment. If AI is used for evaluating student work, the teacher must conduct a manual review to ensure consistency, fairness, and scoring accuracy.
- **Final Authority:** *California Ed Code 49066* requires that the teacher of record remain the final authority on student grades. Teachers retain final accountability for all AI-assisted grading and feedback, and must be able to professionally justify the results.

c. Student Use

Students are prohibited from accessing any AI tool on all district-managed devices and networks. All AI models remain blocked for students.

However, PGUSD recognizes that AI literacy is an evolving skill, and permission for use must be strictly categorized by developmental level. Student use, if permitted by the teacher, is **restricted to the high school level** and, *if used, must serve to augment student learning, not supplant or replace it*. Responsible and ethical use to further explore concepts, synthesize information, and practice skills to accelerate understanding of subject matter is the prime objective. Additionally, AI may be used to support personalized learning pathways, encouraging critical thinking, and ensuring that the student remains

the active agent in the learning process.

- **Grades 9–12:** Students may only use AI on specific assignments with the teacher's explicit, prior approval and in strict accordance with the school's academic integrity policy.
- **Grades TK–8:** AI use on any school-related work (including homework) is prohibited. To verify the student's authentic and individual learning and skill development, all academic work must be entirely original and that of the student.

Teaching in the age of AI: Any permitted student use of AI must support learning and critical thinking. To achieve this, teachers must engage in considerable assignment and task redesign, shifting to process-oriented grading methods, and create highly specific constraints or personalized contexts as the basis of AI-assisted assignment and projects. Leveraging in-class time for monitored/proctoring writing assignments and assessments must be factored into the decision of having students use AI. Ultimately, any student use of AI must be predicated on achieving the following conditions:

- **Higher-Order Thinking:** Teachers may have their students use AI for tasks that promote analysis, synthesis, creation, evaluation metacognition, interrogation, debate, and deliberation. *This use of AI by students requires that class assignments have moved beyond mere factual recall, rote memorization, or basic presentation of subject matter.*
- **Skill Transferability:** Teachers may have their students use AI to develop skills that are valuable beyond a specific assignment (e.g., strong prompt engineering, output error auditing, critical media literacy, or complex problem-solving).
- **Curriculum Integration:** Teachers may have students use AI in support of established curriculum standards and learning outcomes. If and when used, AI must serve as an accelerator or collaborator, *not a replacement for essential teaching and learning.*
- **Explicit Rationale:** Teachers who have their students use AI must clearly communicate to their students why the tool is being used for the specific task and what skills students are expected to gain from their interactions with AI.
- **Equity and Access:** With any use of technology, teachers must ensure that students have equitable access. This includes AI.

Training and Support

The district will deploy a differentiated and relevant AI awareness and training program for staff, comprised of the following three-step sequence:

- 1) **Establish Foundational AI Literacy:** The initial phase must ensure all staff (teachers, administrators, and support personnel) understand what AI is, its capabilities and limitations, and the district's non-negotiable policies. This training will focus heavily on ethical considerations, including data privacy (e.g., specifically avoiding the input of personally identifiable student information into public AI tools), academic integrity guidelines for student work, and recognizing and mitigating AI-generated bias or misinformation. This foundational step provides the essential guardrails for responsible use before any practical application is promoted.
- 2) **Provide Role-Specific, Practical Application Training:** Following the foundational training (Step 1), the district will implement differentiated PD tailored to specific roles. For teachers, this includes hands-on workshops focused on integrating AI tools to enhance efficiency (e.g., lesson planning, rubric creation, generating differentiated instructional resources) and transform instruction (e.g., teaching *with* and *about* AI to foster student AI literacy). For administrative staff, training will focus on leveraging AI for approved operational efficiencies, such as data analysis and communications drafting, while strictly adhering to the district's established security and privacy protocols.
- 3) **Create a Culture of Continuous Learning and Iteration:** As AI rapidly evolves, the training plan must include a strategy for ongoing professional learning, moving away from one-time workshops. PLCs at each school site can serve as a venue where educators can share successes, troubleshoot challenges, and collectively vet new tools in a "sandbox" environment. Furthermore, the district will continue to schedule regular policy and guidance reviews with staff input, ensuring that training and usage guidelines remain current, relevant, and responsive to both technological advancements and practical classroom realities.

4. Technology Management

PGUSD envisions a cohesive, cloud-centric technology environment built around ease of use, efficient management, and robust security.

PGTech - IT Services and Support

PGTech shall be consulted on all site and/or district-level technology purchasing plans and decision-making, particularly when Measure A/EdTech Bond funding is being requested. PGTech cannot guarantee responsive tech support/troubleshooting services and/or management assistance for any technology purchased in the absence of adequate consultation before purchase.

a. Software Approval and File Management

The district's core software strategy is centered on Google Workspace and the district's Student Information System (SIS). The majority of users are encouraged to use district-provided, higher-end Chromebooks as their primary computing device. For the few users who occasionally require access to Windows applications, a system will be implemented to deliver these Windows apps only (not entire virtual desktops) directly to their Chromebooks. All file creation will utilize **Google Apps**, and all data will be stored securely in Google Drive. To streamline management and facilitate staff turnover, Shared Drives will be the standard for file storage, with limited use of My Drive for personal files.

The [i-SET](#) (**Instructional Software Evaluation Tool**) is used as a first step in purchasing supplemental teaching/learning software, digital programs, apps, or subscriptions to online platforms. Staff shall complete and submit the i-SET to PGTech for review to secure authorization. Any i-SET-approved software will be sanctioned for use in PGUSD and fully supported by PGTech. *Any non-core program, online subscription, app, and digital tool not approved by the district will be considered unauthorized and may be blocked on school-managed devices and networks.*

b. Student Access to Media-Streaming Platforms - YouTube

To ensure classrooms remain centers of high-quality, focused instruction, PGUSD is updating its approach to digital media access to students. To better support student focus, sustained concentration, and cognitive health, student access to discretionary entertainment-driven streaming platforms, such as YouTube, Hulu, Netflix, and others, will remain blocked on all district-issued devices and networks.

While these platforms contain valuable educational content, their core architectures are commercially driven and designed for maximizing passive engagement and perpetual viewing. This business model creates a clear conflict with the deep, sustained focus required for high academic achievement.

The goals of this initiative are to:

- Minimize digital distractions during the school day.
- Prioritize bandwidth for essential online educational activities.
- Support student developmental and digital wellness by reducing the urge for passive media consumption.

This shift moves the district to intentionally curated, teacher-approved instructional video content access only. Teachers retain full autonomy to integrate specific, high-quality educational video content into their lessons. Thus, students will continue to access relevant video content only when it is explicitly assigned and sanctioned by their teacher. This approach will ensure that digital media consistently remains an intentionally integrated tool for learning.

c. Network and Core Services

The district's network strategy emphasizes **Virtual Local Area Networks** (VLAN) separation and segmentation for enhanced security and manageability. Device types will be logically separated into distinct VLANs as appropriate for their specific use. Communication between devices on different VLANs will be strictly controlled, permitted only between approved VLANs. This design aims for a network that is both secure and easy to manage. For core services, DHCP and DNS servers will be strategically located and managed via a centralized interface. Crucially, both the DHCP and DNS systems must incorporate failover mechanisms, either with a backup system at another site or off-site, to ensure high availability.

d. Classroom Hardware Configuration

To ensure a seamless instructional experience, all hardware purchases must align with the district's standardized configuration models. Each classroom is equipped with a modern, grade-band-standardized hardware suite, managed and supported by school IT technicians:

- **Visuals:** A multipoint-touch, interactive, large flat-panel display and a high-resolution document camera.
- **Audio:** A stereo-enhanced soundbar.
- **Support:** Upgrades and modifications are scheduled based on needs.

Standard Classroom Hardware Configuration

Contained homeroom (Elementary) and core subject area (Secondary) classrooms

K-1	2-5	6-8	9-12+
- Shared iPads (grade level mobile cart) - Stereo headphones - Document camera 86" LED Flat Panel Interactive Display - Stereo Soundbar - HD Webcam - Teacher Chromebook	- Student Chromebooks (1:1) - Charging cabinet - Stereo headphones - Document camera 86" LED Flat Panel Interactive Display - Stereo Soundbar - HD Webcam - Teacher Chromebook	- Student Chromebooks (1:1) - Charging cabinet - Stereo headphones - Document camera 86" LED Flat Panel Interactive Display - Stereo Soundbar - HD Webcam - Teacher Chromebook	- Student Chromebooks (1:1) - Charging cabinet - Stereo headphones - Document camera 86" LED Flat Panel Interactive Display - Stereo Soundbar - HD Webcam - Teacher Chromebook

Student Device Accountability Standards

Maintaining student responsible use of technology and accountability requires that teachers adopt the following classroom device management best practices:

- **Active Monitoring:** Closely supervise all student technology use to ensure devices are handled safely, responsibly, and respectfully.
- **Student Device Monitoring:** Use of *Securly Classroom* is not optional. When students are on classroom devices (i.e., Chromebooks), a Securly Classroom session must be active for comprehensive monitoring.
- **Device Assignment:** Chromebooks must be numbered, and a specific device must be assigned to each student for every class period.
- **Intentional Use:** Ensure Chromebooks are only open when required for an instructionally-relevant and intentional task. Do not allow indiscriminate use of devices.
- **Damage Accountability:** Device assignments must be kept up to date so that any damage, misuse, or vandalism can be immediately traced to the responsible student for disciplinary action.

e. Instructional Staff Computing

High powered **Chromebooks** are the standard district-issued device for all instructional staff. In limited cases, alternative "job-suitable" computing devices may be provided based on specific role requirements. Chromebooks are utilized to facilitate a cloud-centric workflow via Google Workspace, offering teachers the following advantages:

- **Efficiency:** Rapid boot-up times and superior battery life for all-day mobility.
- **Security:** Robust built-in protection for sensitive district data.
- **Integration:** Seamless management of grading, curriculum planning, and real-time student collaboration through Google Classroom.

f. Printing and Peripherals

To streamline maintenance and supply costs, the district relies on a centralized, shared printing infrastructure as the primary standard for all staff. This shared system supports all operating systems (Chromebooks, Windows, and Mac), allows printing from any computer, and includes secure print-release options. Consequently, individual classroom printers are permitted only in special, rare circumstances based on specific technical needs. When these exceptions are approved, procurement is limited to the district's standardized manufacturer list, with Brother or Epson preferred and HP approved only in exceptional cases.

g. Supplies/Consumables

PGTech considers technology-related supplies/consumables (e.g., printer toner, batteries, projector bulbs, etc.) to be recurring operational expenses. Thus, these items should be purchased using non-technology funds (i.e., those dedicated to hardware and software). Measure A/EdTech Bond funds or budgeted site technology funds should not be used to purchase technology-related supplies/consumables.

h. Personal Devices On Campus

Staff personal devices are permitted for use on campus and can connect to the district's guest network. However, personal devices used on campus do not qualify for the same level of tech support as district-furnished devices. The district does not purchase accessories (e.g., adapters, charge cables, batteries, etc.) for personal devices. Per Board Policy, *students' personal devices are no substitute for a district-issued Chromebook and are not permitted on any campus unless the student receives prior authorization from the site administration.*

i. Asset Management and Camera Systems

Asset Management will be centralized in a system that site techs and school library techs can use to check-in/check-out assets to staff or students as needed. This system will be able to assign assets to a specific person or location and store and filter data based on the manufacturer, model, purchase date, and/or other metadata.

The camera system will enhance security with the ability to separate cameras by location. Permissions will be granular, allowing assignment by location with control over whether users have live view only or live view and recordings access. The system will provide video recordings of incidents. Camera footage will be retrievable at each campus based on user permissions.

5. Services and Support

The district will employ the following strategies to ensure robust technology services, effective communication, continuous professional development, and expert consultation to support all end-users.

- a. **Support/Help Desk:** A centralized, efficient, and accessible Support/Help Desk is critical for minimizing instructional downtime and maintaining operational efficiency. The district's goal is to optimize the single, district-wide online ticketing system for accessibility via a dedicated portal.
 - Acknowledge 75% of requests within one business day and resolve 90% of reported issues within 7 calendar days.
 - Utilize a three-tiered structure for support:
 - **Tier 1:** On-site support provided by school-based IT techs for common software issues, password resets, basic troubleshooting, and more complex hardware failures and software problems requiring physical intervention.
 - **Tier 2:** Specialized support from district-level tech administration for infrastructure, enterprise applications, and security incidents.
 - **Tier 3:** County-level and vendor-specific technical services and solutions expertise.
 - Continue developing the PGUSD self-service tech knowledge base: a staff-wide searchable online repository containing guides, FAQs, and video tutorials for common tech issues.
- b. **Communications:** Clear, timely, and targeted communication is essential for managing technology integration, service changes, and security. PGUSD will implement a multi-channel strategy to reach stakeholders effectively:
 - Email: Primary channel for official tech-related announcements and security alerts.
 - Google Calendar: for maintenance windows and planned outages
 - District Website/Portal: Dedicated section for current system status and tech-related news.
 - Quarterly PGTech Newsletter publication: Providing tech-related news, announcements, tech tips, best practices regarding data privacy, cybersecurity/phishing awareness, acceptable use, training opportunities, and informal updates aimed at staff.

c. Training/Professional Development (PD): Technology PD will be ongoing, relevant, and differentiated to ensure that staff can effectively integrate new tools into their workflow and instruction:

- **Role-Specific Training Opportunities:** Develop structured PD tracks tailored to specific end-user roles:
 - Instructional Staff: Focus on pedagogical integration of core tools (e.g., Google Apps, interactive displays, student devices) and digital citizenship.
 - Administrative Staff: Focus on productivity tools, data management systems (SIS/HRIS), and security protocols.
 - New Hire Orientation: Mandatory technology training for all new staff covering essential tools, help desk access, and Acceptable Use Policy (AUP) review.
 - **Blended Learning Model:** Utilize a mix of delivery formats to maximize reach and engagement:
 - Live workshops: Scheduled, in-person, or virtual sessions for deep dives and hands-on practice.
 - Peer-to-Peer Coaching: IT Techs and Teacher Tech Leads (TTLs) facilitate additional training to support their colleagues at the school level.
 - **Annual Tech Needs Assessment:** Conduct an annual survey to assess staff comfort levels and identify specific technology tools and skill gaps and support needs, directly informing the district's PD calendar for the following year.
-

6. Signature Projects

A phased-in, multi-year rollout to modernize both staff and student instructional hardware, enhance campus security, and an upgrade multi-use audio-visual environments/non-instructional spaces is planned.

Year 1: Foundation, High-Impact Upgrades

Priority: Security infrastructure, administrative hardware, and school assembly spaces.

- **Staff-Issued Chromebooks:** Continue deployment of high-end Chromebooks to all certificated staff to replace end-of-life Windows-based laptops. This initiative includes comprehensive PD on ChromeOS, Google Workspace, and instructional apps integration.
- **Forest Grove Multipurpose Room, Robert Down "Otter" Auditorium:** Complete AV overhaul. Installation of high-output rear or near-throw projection, motorized

retractable screen, and integrated digital audio mixers and wireless microphones to enhance school and community-based performances.

- **Student Device Refresh:** Continue targeted replacement of the oldest iPads at the primary grade levels (K-1), and replace aging devices with updated Chromebooks at designated classrooms..
- **Security Camera Optimization:** Final phase of camera additions, filling in "blind spots" as they are identified.

Year 2: Asset Management

Priority: Instructional continuity, inventory control, and computing device upgrades.

- **Life Cycle Management:** Roll out a district-wide Asset Management & Inventory tracking system (e.g., AssetCloud, Incident IQ, or the district's Library Management System Follett Destiny). All hardware to be tagged with standardized QR/Barcodes or identified by the device's serial number to automate audit trail and service history.
- **Staff Issued Chromebooks:** Final rollout to classified staff and remaining certificated staff.

Year 3: Optimization, Sustainability

Priority: Final fleet cycling, A/V upgrades, and refining security camera and asset management systems.

- **PGHS Gym A/V - Presentation Hardware:** Install an electronic/retractable projection screen and high-output projector. Upgrade the speaker and amplifier array and wireless audio communication devices.
- **Student Device Refresh:** Finalize the refresh cycle for the remaining elementary Chromebook fleet.
- **Security Cameras (NVR Upgrade):** Audit existing camera hardware and migrate to a high-capacity Network Video Recorder (NVR) system. This updated system will expedite searches for desired footage, send alerts on weapon detection, and allow for off-site access to camera views for staff and local authorities.
- **Asset Management Review:** Conduct the first full district-wide automated audit using the Year 2 tracking system to project the next 3-year budget cycle.

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Appendix

I. Change Management

To ensure the sustainable and successful implementation of this plan, particularly the shift toward strict intentional use of classroom technology, the district will use a structured change management strategy rooted in transparent leadership, multi-tiered support, effective communication, and continuous evaluation.

- a. **Transparent Leadership:** The foundation of change is a collaborative leadership model that ensures diverse stakeholder input and alignment with district goals.
 - **PGUSD Tech Committee:** Ensures that all technology purchase proposals align with the EdTech Bond/Measure A mandates. Minutes are documented and accessible to the public from the district's website.
 - **PGTech:** This team serves as the operational engine for the plan's rollout and provides frequent updates to the school sites, the superintendent, and to the school board at regularly scheduled meetings.
 - **Teacher Tech Leads:** Serve as site-based change agents, facilitating peer-to-peer coaching and helping colleagues integrate new methods and tools into their specific curriculum units, and aligning best practices.
- b. **Multi-Tiered Professional Support:** Successful change requires equipping staff with the skills and confidence to use new tools. The district utilizes a research-backed, differentiated PD model within the existing PLC structure which relies on a Cycle of Inquiry and action research to collaboratively align best practices and achieve instructional improvement. Additional support focuses on providing the following professional learning opportunities:
 - **Foundational Literacy:** Establishing baseline competencies, particularly for high-stakes transitions like the adoption of AI, focusing on ethics, safety, and data security.
 - **PLC Collaboration:** Grade level and/or departmental level teams meet regularly to review student work, including assessment data, identify learning needs, share best practices, and co-plan follow-up lessons, future instructional units, and interventions.
 - **Integration Clinics:** Quarterly, job-embedded sessions that allow teachers to co-plan lessons, ensuring technology is used only when it is instructionally justified.
 - **Consultative Coaching:** Personalized instructional coaching provided by PGTech and TTLs to reduce "instructional downtime" and address individual classroom needs.

c. Communication: To minimize resistance and manage expectations, the district maintains an effective multi-channel communication strategy.

- **Standardized Channels:** Regular updates via email, the district website, and the Quarterly PGTech Newsletter keep all stakeholders informed of system changes, security alerts, and upcoming training opportunities.
- **Predictability:** The use of shared Google Calendars for planned outages and maintenance windows ensures that staff can plan instruction without unexpected disruptions.

d. Evaluation and Iteration: Change is an iterative process. The district uses specific metrics to monitor the impact of technology and pivot when necessary.

- **Metrics:** Classroom technology integration will be continuously evaluated against student learning outcomes, including core subject mastery, student engagement levels, and the narrowing of achievement gaps.
 - **Quantitative Measures:**
 - End-of-Year State Assessments (CAASPP, SBAC)
 - NWEA MAP Growth Reports.
 - Network Monitoring Reports
 - Student Device Use Analytics.
 - **Qualitative Measures:**
 - PGUSD Technology Committee Input
 - Classroom visits, walk-throughs, observations (site admin)
 - Annual Tech Use/Needs Surveys
 - Instructional staff and student level Interviews
- **Digital Program Evaluation:** Programs that rely on passive consumption (consuming without interaction) or overly “gamified” tasks, where the game mechanics outweigh the actual learning content, will be flagged for removal. Tools must demonstrate that they require critical thinking rather than visual stimulation, entertainment rewards and/ or low cognitive effort (e.g., repetitive clicking, scrolling). The district’s [i-SET tool](#) will continue to be used as the first step in the evaluation process to ensure that any proposal for the purchase or use of a new digital tool in the classroom is fully evaluated for its student data privacy, instructional relevance, and learning value. Other reputable online metrics such as Common Sense Media Privacy Program are also used during the evaluation process.

II. SAMR in Action:

Sample teaching methods and learning tasks by SAMR integration level: *Substitution, Augmentation, Modification, Redefinition* (Source: ED Technology Specialists, 2025)

Elementary

Substitution:

- Students use an interactive whiteboard app to complete a matching activity instead of using paper and pencil.
- Teachers share digital worksheets via a learning platform instead of handing out physical copies.
- Students listen to an audiobook version of a story instead of the teacher reading aloud.

Augmentation:

- Students use a drawing app to create and narrate a digital storybook, adding their own voice.
- Teachers use interactive quiz platforms that provide immediate feedback to students on their understanding.
- Students use digital graphic organizers, allowing for easy editing and sharing of their thinking.

Modification:

- Students collaboratively create an interactive timeline of historical events using a shared online tool, embedding images and descriptions.
- Teachers use online virtual field trips to explore places they couldn't visit physically to enhance engagement and understanding.
- Students create a class blog to share their learning and comment on each other's work.

Redefinition:

- Students connect with experts in a field via live video conferencing to ask questions and learn firsthand.
- Students create a digital public service announcement using video and animation to raise awareness about a local issue, sharing it with the community online.
- Students participate in global collaborative projects, sharing data or creative work with peers from around the world.

Middle School

Substitution:

- Students use a calculator app on a tablet instead of a handheld calculator for math problems.
- Teachers post announcements and assignments on an LMS instead of writing them on the board.
- Students read primary source documents in a digital format.

Augmentation:

- Students use online citation generators to automatically format their research sources, improving accuracy and efficiency.
- Teachers provide video feedback on student writing using screen recording tools.
- Students use online mapping tools to explore geographic locations with embedded multimedia information.

Modification:

- Students work together on a shared digital whiteboard to brainstorm solutions to a science problem or analyze a literary theme.
- Teachers use online simulations to allow students to manipulate variables and observe the effects in a science or math context.
- Students create a digital portfolio showcasing their best work throughout a unit, including various media.

Redefinition:

- Students design and code a simple mobile app to solve a school-related problem or provide information to their peers.
- Teachers facilitate a virtual debate where students take on different roles and argue their points using online research and multimedia evidence, broadcast live.
- Students create a virtual museum showcasing historical artifacts or scientific concepts, allowing others to explore and interact with the content online.

High School

Substitution:

- Students take notes on laptops or tablets during a lecture instead of using traditional notebooks.
- Teachers use online polling tools for quick formative assessments instead of raising hands.

- Students submit research papers as digital files instead of printed documents

Augmentation:

- Students use collaborative annotation tools to analyze literary texts together, highlighting and commenting on specific passages.
- Teachers conduct virtual office hours via video conferencing, offering more flexible support to students.
- Students create dynamic graphs and charts using spreadsheet software to analyze data for science or social studies.

Modification:

- Students design and conduct online surveys using survey platforms to gather data for a social science research project, then analyze the results collaboratively.
- Teachers use learning management systems to create personalized learning pathways with differentiated resources and activities.
- Students create interactive presentations with embedded quizzes and polls to engage their classmates during presentations.

Redefinition:

- Students collaborate to create a citizen science project, collecting and analyzing real-world data using online platforms and contributing to scientific research.
- Teachers facilitate student-led online conferences where students present their research to a wider academic audience.
- Students design and develop a website or interactive simulation to teach a complex concept to others, incorporating multimedia and feedback mechanisms.

III.

PGUSD i-SET: Instructional-Software-Evaluation-Tool**Use this scoring tool for:**

1. Making informed decisions around the purchase of curriculum-related/supplemental learning software and digital resources (including apps).
2. Ensuring consistency, intentional use, and alignment with core curriculum and content standards.
3. Promoting equity of access to technology for both students and teachers.

Directions:

1. Answer each question/condition with a simple "Yes" or "No".
2. Score your i-SET: Add up your answers: "Yes" = 1 and "No" = 0
3. Provide a completed copy of this i-SET to the tech committee.

Note: these questions apply to requests for software/digital resources/online programs only.

Criteria/Condition	Y/N
Does the app/software directly align with the grade level and/or subject area core standards?	
Does the software provide functionality beyond simple, unidirectional content delivery or passive vs active consumption of digital content? Does this program transform the learning task/experience beyond a traditional non-digital program or resource? SAMR Model Reference	
Has the app/software been piloted by at least one other teacher and found suitable for use by any teacher in your department or grade level who wishes to use it in the classroom?	
Has the app/software been shared with and has the full endorsement of the principal?	
Will the app/software be accessible to <u>all</u> students in the particular grade level and/or subject area/department (not just a single classroom)?	
Is the app/software easy to use (i.e., not require extensive training and/or additional hardware/equipment) to fully implement?	
Is this app/software cross-platform/device compatible? (PC, Mac, Chromebook, iPad/mobile, etc.)	
For 3rd party systems/programs where student login is required, will student data be fully protected (i.e., not sold, rented, freely shared, etc.) in accordance with FERPA, COPPA, as specifically stated in the vendor's user agreement/privacy policy?	
i-SET Score (8 max total)	