

INSTRUCTIONAL TECHNOLOGY AND SCHOOL-ISSUED DEVICES

DISTRICT POLICY GUIDELINES

STAND for children

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Digital Promise

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INSTRUCTIONAL TECHNOLOGY AND SCHOOL-ISSUED DEVICES

INTRODUCTION

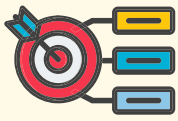
Across the country, school district leaders are under pressure to make decisions about instructional technology, school-issued devices, and internet filtering amid a polarized public debate. On one pole, instructional technology is treated as inherently beneficial and allowed to proliferate with few meaningful guardrails; on the other, it is treated as inherently harmful and something schools should ban entirely. Neither view is in the best interest of students.

Research shows that passive, non-educational screen time is harmful, while high-quality instructional technology, used in moderation and guided by educators, can accelerate learning.[1] The central questions for district leaders to answer are when, where, and how instructional technology can improve educational outcomes.[2]

To answer those questions effectively, districts should focus on screen value. Screen value is measured by the proven impact of instructional technology on student learning. Instructional technology that does not demonstrably improve learning has no place in the classroom, no matter how little time students spend on it. To add value, technology must serve clear learning objectives, align to students' age, grade level, and state standards, and strengthen—not replace—teacher-led instruction and face-to-face learning.

In addition, districts must build guardrails that protect students while preparing them for the future. Students will live and work in a technology-rich world, so the goal should not be to keep technology out of schools but rather to ensure its productive use. Strong guardrails include both intentionality in what instructional technology is utilized as well as effective monitoring software, rigorous student data privacy protections, and transparency among schools, students, and parents about which tools are in-use, how they are used, and how student data is handled.

SCREEN VALUE RUBRICS



SERVES CLEAR LEARNING OBJECTIVES



ALIGNS TO STUDENTS' AGE, GRADE LEVEL, & STATE STANDARDS



STRENGTHENS TEACHER-LED INSTRUCTION & FACE-TO-FACE LEARNING

These District Policy Guidelines distill research, expert perspectives, and practitioner recommendations into a practical framework for district-wide policy development and implementation. They are designed to help you evaluate instructional technology and device filtering through a balanced, research-informed lens, so technology is used effectively, responsibly, and equitably in service of learning.

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1 The American Academy of Pediatrics, *Digital Ecosystems, Children, and Adolescents: Policy Statement*, Tiffany Munzer, MD, FAAP Corresponding Author; Joanna Parga-Belinkie, MD, FAAP; Libby Matile Milkovich, MD, FAAP; Suzy Tomopoulos, MD, FAAP; Taiwo Ajumobi, DO; Corinn Cross, MD, FAAP; Roslyn Gerwin, DO; Sheri Madigan, PhD; R. Psych; Council on Communications and Media, January 20, 2026.

2 Carrie Spector, Stanford Accelerator for Learning, *New study explores what makes digital learning products more - or less – effective*, August 6, 2024.

OVERVIEW

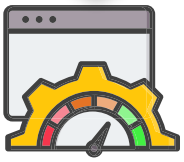
Ensuring high-impact instructional technology requires more than simply selecting the right software or device.

Effective district policies are built on five pillars:



1 EVALUATING AND APPROVING APPROPRIATE INSTRUCTIONAL TECHNOLOGY

- Select technology that is developmentally appropriate, supported by evidence of academic impact, and designed to complement rather than replace teacher-led instruction.



2 IMPLEMENTING TECHNOLOGY EFFECTIVELY

- Establish clear expectations, training, monitoring, and accountability systems to ensure technology is used as intended, delivers meaningful benefits for students, and is evaluated regularly as technology evolves.



3 MAINTAINING STRONG COMPUTER FILTERING AND MONITORING SYSTEMS

- Utilize filtering and monitoring tools that support implementation, reduce distractions, protect students from harmful content, and provide actionable data to identify what is working and where adjustments may be needed.[3]



4 PROTECTING STUDENT PRIVACY

- Because instructional technology often involves the collection and storage of student data, maintain robust data privacy, interoperability and security protocols that safeguard student information and comply with all applicable legal and ethical standards.



5 PROVIDING TRANSPARENCY AND COMMUNICATION

- Ensure teachers, students, parents and guardians, school leaders, and governing bodies receive clear and regular information about technology use, student outcomes, and implementation practices.

Together, these five pillars provide a comprehensive framework for developing instructional technology policies that maximize student learning, minimize unintended harms, and ensure technology serves as a tool to support great teaching rather than replace it.

3 K-12 web filtering and classroom management platforms include Securly, GoGuardian, and Lightspeed Systems



DISTRICT POLICY GUIDELINES

The following guidelines will help your district enact each pillar. They are based on careful review of research and feedback from a range of experts spanning educational development, research, and evaluation. Interviewees included university researchers, policy leaders, nonprofit executives, education technology providers, and practitioners with expertise in evidence-based instruction and educational technology implementation.[4] The guide closes with two companion resources: a District Model Policy and a State Model Policy.[5]

4 *Appendix A*
5 *Appendix B*



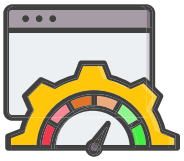
EVALUATING AND APPROVING APPROPRIATE INSTRUCTIONAL TECHNOLOGY

- To ensure instructional technology increases student outcomes, it must be approved at the district-level and satisfy the following nine criteria:

1

1. **Meets a developmentally appropriate learning need.** Instructional technology must be appropriate for the intended age and grade-level and designed around a clearly defined learning objective.
2. **Supports and supplements core teacher instruction.** Instructional technology must extend learning opportunities or make otherwise inaccessible learning experiences possible, without replacing direct instruction or classroom interaction. For example:
    - Providing students with additional supported reading time, including timely help when they are stuck on a word.
    - Enabling students to engage in a physics simulation or other learning experience that would otherwise be difficult or impossible to access.
3. **Preserves productive struggle.** Instructional technology must keep students as the primary drivers of their own learning by prompting them to think, solve problems, explain their reasoning, and build understanding rather than simply receive answers or complete low-level tasks. For example:
    - Students read a story aloud and answer open-ended comprehension questions rather than watch a video and answer multiple-choice questions about it.
4. **Promotes active engagement and social learning.** Instructional technology must create an environment of active time-on-task learning and support discussion, collaboration, or co-use with peers or teachers rather than isolated learning.
5. **Demonstrates evidence of improved student outcomes.** Claims of positive academic outcomes should be grounded in rigorous research and evidence-based practices, aligned with the ESSA tiers of evidence and with clear evidence of student outcomes.[6]
6. **Aligns with core instruction.** Instructional technology must support a coherent instructional experience by aligning with state standards, district curriculum, and age-tailored classroom learning goals.
7. **Builds durable skills.** Instructional technology should build skills that students can use after the tool is removed. Otherwise, the tool is replacing rather than building skills.
8. **Provides actionable data.** Instructional technology should give teachers and students clear, usable information about student learning progress and support goal-setting based on that data.
9. **Adapts to student learning needs.** Instructional technology should adjust support, pacing, or content to meet diverse learner needs, including multilingual students and students with different learning abilities.

6 See Triple E Framework, Evidence for Essa, Three Cs Framework



IMPLEMENTING TECHNOLOGY EFFECTIVELY

- Accruing the benefits of instructional technology depends not only on selecting high-quality tools but also on implementing them effectively to achieve the intended student outcomes.

2

Enacting these nine guidelines will help your district ensure effective implementation:

1. Instructional technology may only be assigned by authorized school personnel.
2. Classroom devices may only be used for identified learning objectives and minimize or eliminate non-instructional screen time.
3. Instructional technology is used in accordance with vendor and district usage guidelines.
4. Teacher-led instruction on a main projector or classroom display, dedicated computer science courses, assessments or preparation for assessments, and assistive technology for students are allowable technology uses.
5. Teachers, administrators, and other relevant school system leaders must be provided with digital usage summaries at the school and grade-level each semester in order to calibrate learning and monitor learning outcomes.
6. Where schools have the capacity to support a 1:1 device process, they may allow students to take school-issued devices home and must provide families with a clear parental and guardian opt-out process.
7. When selecting and implementing instructional technology, district administrators should get input from relevant stakeholder groups, including teachers, school administrators, IT staff, and other school system leaders.
8. Instructional technology vendors must provide onboarding, training, and ongoing support, including regular and timely system fixes when critical issues are identified.
9. Districts must review currently approved instructional technology every two years, at a minimum, in order to:
    - Evaluate the data and research regarding the ongoing educational effectiveness of the approved instructional technology.
    - Review stakeholder feedback from teachers, administrators, students, parents and guardians.
    - Review the instructional technology to ensure continued prioritization of student privacy, security, and interoperability.

MAINTAINING STRONG COMPUTER FILTERING AND MONITORING SYSTEMS



3

- District leaders should establish comprehensive content filtering and monitoring policies for school-issued devices that complement evidence-based bell-to-bell cell phone-free school policies (see Cell Phone-Free Schools: A Guide for Educators), support implementation of approved instructional technology, promote appropriate device use, reduce distractions, protect students from harmful content, and provide actionable data on technology use.

The following are six guidelines to ensure strong filtering protocols:

1. Districts should select content filtering and monitoring systems that include the following capabilities:

    - Monitoring and filtering tools, including internet, AI, and device activity monitoring, allow/block categorization, and real-time safety alerts.

    - Classroom management capabilities that enable teachers to view student screens, push links, close windows, lock devices, and restrict browsing in real time.

    - Comprehensive reporting and analytics that provide district, school, classroom, and student-level data on website and application usage, time spent, and attempts to access blocked content.

2. Require school-issued devices be configured to allow access only to approved instructional technology and approved digital resources.

3. Require that school-issued devices permitted for home-use maintain the same filtering and monitoring protections in effect at school.

4. Establish parameters that allow additional district or state-approved digital resources only when used for teacher-led instruction on a classroom display or through digital classroom management tool that can monitor and control student access.

5. Establish a graduated discipline framework for school-issued device misuse (e.g. attempts to circumvent filtering and monitoring configuration systems); the consequence framework should not include fees, fines, suspensions, expulsions, or the deployment of a school resource officer or local law enforcement officer.

6. Regularly review filtering and monitoring data to evaluate whether approved instructional technology is being used as intended and identify opportunities to strengthen implementation.



PROTECTING STUDENT PRIVACY

▶ Enacting the following guidelines will help your district ensure that approved instructional technology protects student privacy and data:

4

1. Instructional technology must comply with all applicable federal and state student privacy laws.

2. Instructional technology may only collect data essential to its educational purpose and must not sell, share, or rent data to third parties.

3. Instructional technology vendors must have strict privacy protections and security practices for data collected through use of instructional technology.

4. Instructional technology vendors must comply with the school district's student data access and sharing policy, including requirements that specify:
   - Who may access student data obtained through instructional technology;
   - When and how that data may be shared; and
   - Which individuals, entities, or systems may receive the data.

5. The school district must annually review user access to approved instructional technology.



PROVIDING TRANSPARENCY AND COMMUNICATION

- The following recommendations will ensure your district's parents and guardians, teachers, administrators, and governing bodies receive regular and understandable information about instructional technology and school-issued device use:

5

1. Establish a process for publicly communicating and making available to families and stakeholders all policies related to instructional technology, computer filtering and monitoring, school-issued devices, digital resources, and related practices.

2. Establish a process for publicly communicating and making available to families and stakeholders a list of all tools used within a district, their purpose, and what grade bands use the tool.

3. Establish parameters for when and how parents and guardians receive usage reports and data for instructional technology programs used by their student(s).

4. Establish clear expectations regarding when and how parents and guardians receive reports on digital content accessed by their student(s) on school-issued devices during school hours.

5. Establish a process for teachers and school administrators to regularly review internet filtering-system data and usage reports in order to monitor technology use, ensure alignment with instructional expectations, identify concerns or unauthorized use, and make timely adjustments.

6. Regularly publish summaries of implementation, usage trends, and key findings for parents and guardians and other stakeholders.

7. Administrators annually report to their governing body on instructional technology use and impact and school-issued device internet filtering effectiveness.



APPENDIX A

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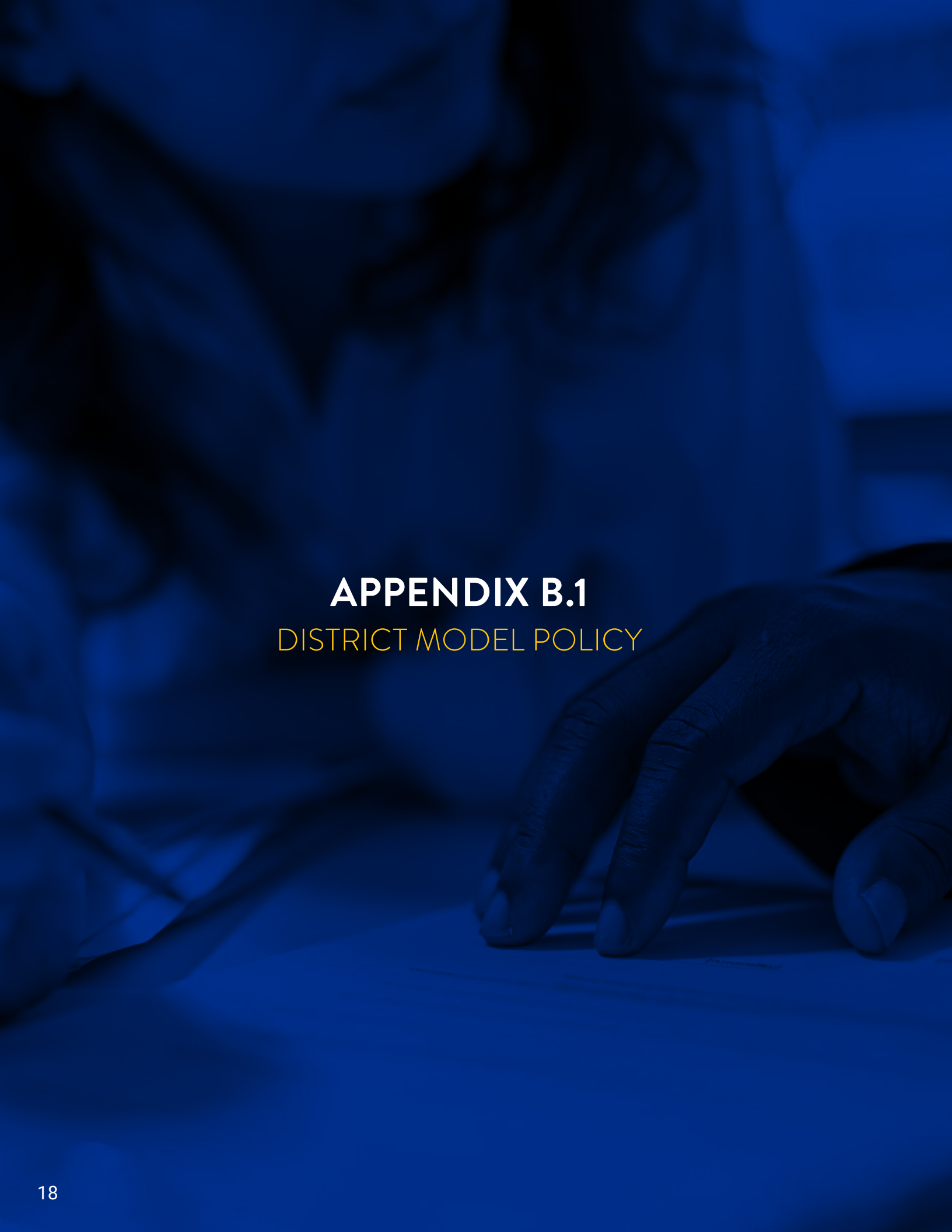
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APPENDIX B.1

DISTRICT MODEL POLICY

INSTRUCTIONAL TECHNOLOGY & SCHOOL-ISSUED DEVICES

I. PURPOSE STATEMENT

The **[DISTRICT NAME]** School Board recognizes that instructional technology can support student learning when it serves a clear educational purpose, is developmentally appropriate, aligns with academic standards and District curriculum, and strengthens high-quality instruction.

The purpose of this policy is to ensure that instructional technology and school-issued devices are selected, implemented, and monitored in ways that:

1. Serve clear learning objectives.
2. Are appropriate to students' age and grade level.
3. Align with applicable academic standards and District curriculum.
4. Strengthen and supplement, rather than unnecessarily replace, teacher-led instruction, face-to-face learning, and meaningful interaction among students and educators.
5. Promote active learning, productive struggle, and development of durable skills.
6. Minimize non-instructional use of school-issued devices.
7. Protect student privacy, safety, and data security.
8. Provide families, educators, school leaders, and the Board with meaningful information about technology use and implementation.

II. DEFINITIONS *(FOR PURPOSES OF THIS POLICY)*

Approved Digital Resource	A website, application, platform, service, artificial intelligence tool, or other digital content that the District has authorized for student use
Approved Instructional Technology	Instructional technology reviewed and approved by the District in accordance with this policy
Instructional Technology	Software, applications, digital platforms, online programs, artificial intelligence tools, or other digital resources used primarily for teaching, learning, assessment, academic practice, intervention, or student academic support
School-Issued Device	An internet-connected computing device owned, leased, or otherwise provided by the District for student use
Student Data	Information collected or maintained through instructional technology that identifies or is reasonably linkable to an individual student

III. EVALUATION AND APPROVAL OF INSTRUCTIONAL TECHNOLOGY

A. DISTRICT APPROVAL

Instructional technology shall be reviewed and approved through a District-established process before being assigned for regular student use.

The Superintendent or designee shall establish procedures identifying:

1. Individuals authorized to request instructional technology;
2. District personnel responsible for reviewing proposed technology;
3. Information required as part of a review of technology;
4. Conditions under which limited pilot use may occur; and
5. Individuals authorized to grant final approval.

A teacher or other employee shall not independently require students to use instructional technology that has not been approved through the District process, except as authorized through an approved pilot or other District procedure.

B. EVALUATION CRITERIA

Before approving instructional technology, the District shall consider whether the technology:

1. **Meets a developmentally appropriate learning need.**
   The technology shall be appropriate for the intended age and grade level and address a clearly defined learning objective.
2. **Supports and supplements core teacher instruction.**
   Technology should extend learning opportunities or provide learning experiences that would otherwise be difficult or impossible to access, without unnecessarily replacing direct instruction or classroom interaction.
3. **Preserves productive struggle.**
   Technology should keep students actively responsible for learning by requiring them to think, solve problems, explain reasoning, create, practice, and build understanding rather than primarily receive answers or complete low-level tasks.
4. **Promotes active engagement and social learning.**
   Technology should promote active time-on-task learning and, when appropriate, facilitate discussion, collaboration, or co-use with teachers and peers.
5. **Demonstrates evidence of improved student outcomes.**
   Claims regarding academic effectiveness should be supported by appropriate evidence or research, including consideration of applicable evidence standards under the federal Every Student Succeeds Act.
6. **Aligns with core instruction.**
   Technology shall align with applicable academic standards, District curriculum, and grade-level learning objectives.
7. **Builds durable skills.**
   Technology should develop knowledge and skills that students can apply independently when the technology is no longer present.
8. **Provides actionable data.**
   When technology generates student-performance information, the information should be clear, usable, and capable of informing teaching and student learning.
9. **Responds to student learning needs.**
   Technology should appropriately support diverse learners, including multilingual students and students with different learning needs.

C. APPROVAL DECISION

The District shall maintain a record of approved instructional technology, including, as appropriate:

- Educational purpose;
- Approved grade-level or grade-band;
- Approved subject area or instructional application;
- Student-data considerations; and
- Conditions or limitations associated with approval.

D. REVIEW OF INSTRUCTIONAL TECHNOLOGY CURRENTLY IN USE

An LEA shall review instructional technology currently in use to determine whether it meets the standards established in this section.

The LEA shall evaluate whether each instructional technology:

1. Meets a developmentally appropriate learning need;
2. Supports and supplements core teacher instruction;
3. Preserves productive struggle;
4. Promotes active engagement and social learning;
5. Demonstrates evidence of improved student outcomes;
6. Aligns with academic standards, District curriculum, and grade-level learning objectives;
7. Builds durable knowledge and skills;
8. Provides actionable data, when applicable; and
9. Responds appropriately to diverse student learning needs.

The LEA shall also consider available information about how the technology is currently being used and whether its use remains consistent with its intended educational purpose.

Following the review, the LEA shall determine whether the instructional technology should be approved for continued use, approved with modifications or restrictions, or discontinued.

E. PILOT USE

An LEA may establish a time-limited process for piloting instructional technology before final approval, provided that:

1. The LEA determines that the pilot serves an identified educational purpose;
2. The instructional technology satisfies applicable privacy and security requirements;
3. Participating educators and students receive appropriate instructions concerning its use;
4. The LEA establishes the duration and scope of the pilot; and
5. The LEA evaluates the pilot before approving the instructional technology for broader use.

IV. EFFECTIVE IMPLEMENTATION

A. INSTRUCTIONAL USE

Approved instructional technology shall be used consistent with its approved educational purpose.

School-issued devices used during instructional time shall be used for identified learning objectives. Teachers and administrators shall take reasonable steps to minimize or eliminate non-instructional screen use during instructional time.

B. INSTRUCTIONAL TECHNOLOGY AS A TOOL

Technology shall support effective instruction rather than drive it.

Nothing in this policy shall be interpreted as requiring technology when an educator determines that direct instruction, discussion, collaborative learning, print materials, hands-on learning, or another instructional approach better serves the applicable learning objective.

C. EXCEPTIONS AND SPECIALIZED USES

Nothing in this policy shall restrict appropriate use of:

1. Technology used by an educator on a projector, interactive display, or classroom display;
2. Dedicated computer science or technology coursework;
3. Required assessments or preparation for required assessments; or
4. Assistive technology or other technology necessary to meet a student's individual educational needs.

D. TRAINING AND SUPPORT

The District shall provide appropriate training and support to employees responsible for implementing approved instructional technology.

When appropriate, technology providers shall be expected to provide onboarding, training, ongoing support, and timely response to critical system issues.

E. STAKEHOLDER INPUT

For instructional technology intended for use across schools, grade levels, or instructional programs, the District shall seek appropriate input from stakeholders responsible for selection or implementation, which may include:

- Teachers;
- School administrators;
- Curriculum and instruction staff;
- Information technology staff;
- Student support personnel; and
- Other appropriate District personnel.

V. MONITORING TECHNOLOGY USE AND EFFECTIVENESS

A. USAGE INFORMATION

At least once each semester, appropriate teachers, administrators, and other school leaders shall receive available school- and grade-level information regarding instructional technology and school-issued device use.

Such information should be used to:

1. Determine whether technology is being used as intended;
2. Evaluate alignment between technology use and instructional goals;
3. Identify significant non-instructional use;
4. Identify implementation or professional-development needs; and
5. Inform decisions concerning continued implementation.

B. PERIODIC REVIEW

The District shall review approved instructional technology at least once every two years. The review shall consider:

1. Available research and evidence regarding educational effectiveness;
2. Available student learning and usage information;
3. Feedback from teachers, administrators, students, and parents or guardians, as appropriate;
4. Continued alignment with District curriculum and learning objectives;
5. Student privacy and security;
6. Interoperability; and
7. Whether continued use remains educationally justified.

Following review, the District may continue, modify, restrict, suspend, or discontinue use of an instructional technology.

VI. SCHOOL-ISSUED DEVICE FILTERING AND MONITORING

A. FILTERING AND MONITORING

The District shall maintain comprehensive filtering and monitoring protections for school-issued devices consistent with applicable federal and state law and appropriate to students' age and grade-level. Filtering and monitoring capabilities should include:

1. Internet, artificial intelligence, and device-activity filtering and monitoring;
2. Allow/block categorization of websites, applications, and other digital content;
3. Appropriate safety alerts;
4. Classroom management capabilities that enable teachers to manage student device access during instructional time; and
5. Reporting and analytics regarding website and application usage, time spent, and attempts to access blocked content.

B. APPROVED DIGITAL RESOURCES

School-issued devices shall be configured to provide students access to approved instructional technology and approved digital resources.

The Superintendent or designee shall establish procedures under which teachers may provide access to additional approved digital resources for an identified instructional purpose when student access can be appropriately managed.

C. SCHOOL-ISSUED DEVICES USED AT HOME

If the District permits students to take school-issued devices home:

1. Applicable District filtering and monitoring protections shall remain in effect outside school;
2. Parents and guardians shall receive clear information regarding expectations for take-home use; and
3. The District shall establish a reasonable process through which a parent or guardian may decline take-home use.

A student's access to required instruction shall not be adversely affected solely because a parent or guardian declined take-home use.

VII. STUDENT MISUSE OF SCHOOL-ISSUED DEVICES

The District shall establish a developmentally appropriate, graduated response to misuse of school-issued devices, including attempts to circumvent filtering, monitoring, or security controls.

Responses should emphasize correction of behavior, responsible use, restoration, and preservation of access to instruction. A consequence imposed solely for misuse of a school-issued device shall not include:

1. A monetary fine or fee;
2. Suspension;
3. Expulsion; or
4. Referral to a school resource officer or law enforcement.

This limitation does not restrict the District from responding to conduct that independently constitutes a violation of law or another District policy.

VIII. STUDENT PRIVACY AND DATA SECURITY

A. LEGAL COMPLIANCE

All instructional technology shall comply with applicable federal and state student privacy and data-security requirements.

B. DATA MINIMIZATION

Approved instructional technology shall collect only student data necessary for its authorized educational purpose.

C. USE AND DISCLOSURE OF STUDENT DATA

Consistent with applicable law and District policy, providers shall not sell, rent, or disclose student data to third parties.

D. SECURITY

Providers shall maintain appropriate privacy protections and security practices for student data collected, stored, or processed through instructional technology and make that policy available to parents or guardians.

E. ACCESS CONTROLS

The Superintendent or designee shall establish procedures specifying:

1. Who may access student data obtained through instructional technology;
2. The purposes for which access may be granted;
3. When and how student data may be shared;
4. The individuals, entities, or systems authorized to receive the data; and
5. How access is terminated when no longer required.

The District shall review user access to approved instructional technology at least annually.

IX. PARENT, GUARDIAN, AND PUBLIC TRANSPARENCY

A. PUBLIC INFORMATION

The District shall make readily available to parents, guardians, educators, and the public:

1. This policy and related administrative procedures;
2. District policies governing filtering and monitoring;
3. Policies governing school-issued devices and digital resources;
4. A current list of approved instructional technology;
5. The educational purpose of each technology; and
6. The grade-levels or grade-bands in which each technology is used.

B. PARENT AND GUARDIAN INFORMATION

The Superintendent or designee shall establish procedures governing when and how parents and guardians may receive available information regarding:

1. Instructional technology used by their child; and
2. Available information concerning their child's use of assigned instructional technology.

Information shall be provided consistent with applicable student privacy laws, the privacy rights of other students, and reasonable security safeguards.

X. SCHOOL AND DISTRICT REVIEW

Teachers and administrators shall regularly review available filtering and usage information to monitor technology use, ensure alignment with instructional expectations, identify concerns or unauthorized use, and make appropriate adjustments.

The District shall periodically make available summaries of implementation, usage trends, and significant findings, consistent with student privacy requirements.

XI. REPORT TO THE BOARD OF EDUCATION

At least annually, the Superintendent or designee shall present to the Board a report addressing:

1. Instructional technology implementation and use;
2. Available evidence concerning educational impact;
3. Significant usage trends;
4. Implementation or professional-development needs;
5. Significant changes resulting from periodic reviews; and
6. Effectiveness of filtering and monitoring on school-issued devices.

XII. ADMINISTRATIVE RESPONSIBILITY

The Superintendent shall be responsible for implementation of this policy and may establish administrative regulations, procedures, forms, and approval processes necessary to carry it out.

Administrative procedures should address:

- Technology application and approval;
- Pilot programs;
- Procurement review;
- Vendor review;
- Privacy and security review;
- Approved/blocked technology and digital-resource lists;
- Employee training;
- Device configuration;
- Filtering and monitoring;
- Parent notification;
- Take-home devices;
- Student misuse;
- Technology usage reports; and
- Biennial review of approved technology.

XIII. LOCAL AUTHORITY AND RULES OF CONSTRUCTION

Nothing in this policy shall be construed to:

1. Require the District to purchase or use instructional technology;
2. Require the District to purchase or use a particular device, platform, application, program, or service;
3. Require the District to provide an individual device to each student;
4. Limit appropriate teacher-directed use of classroom technology;
5. Limit use of assistive technology required by applicable law or an individual student's educational program; or
6. Supersede a federal or state law that provides greater protection for student privacy, security, accessibility, or educational rights.

XIV. REVIEW OF THIS POLICY

The Superintendent or designee shall periodically review this policy and recommend revisions to the Board as necessary to reflect changes in instructional technology, research, District practices, and applicable law.

Adopted: _____

Revised: _____

Legal References:
[District counsel to insert applicable federal and state statutes and regulations]

Cross References: *(if applicable):*

Acceptable Use Policy	Student Records Policy	Curriculum Policy	Data Privacy/ Security Policy	Student Discipline Policy	Artificial Intelligence Policy



APPENDIX B.2

STATE MODEL POLICY

A BILL FOR AN ACT

- relating to public education;
- establishing requirements governing instructional technology and school-issued devices
- requiring local education agencies to adopt policies governing the evaluation, approval, implementation, monitoring, and review of instructional technology;
- establishing student data privacy and public transparency requirements; and
- providing for implementation and an effective date.

Be it enacted by the Legislature of the State of *

SECTION 1. SHORT TITLE.

This Act may be cited as the **"Responsible Instructional Technology and School-Issued Devices Act."**

SECTION 2. LEGISLATIVE FINDINGS AND PURPOSE.

(A) FINDINGS.

1. Instructional technology can support student learning when it serves a clear educational purpose, is developmentally appropriate, aligns with academic standards and local curriculum, and is implemented effectively;

2. Instructional technology is most effective when it supplements and strengthens teacher-led instruction, face-to-face learning, student collaboration, and other evidence-based instructional practices;

3. Instructional technology should promote active learning, productive struggle, and the development of knowledge and skills that students can apply independently of the technology;

4. The effectiveness of instructional technology depends on both the quality of the technology and the manner in which the technology is selected, implemented, monitored, and periodically evaluated;

5. School-issued devices require safeguards that protect students from inappropriate content, reduce non-instructional use, protect student privacy and data security, and provide educators and school leaders with information necessary to support effective implementation; and

6. Parents, guardians, educators, governing bodies, and the public should receive clear and accessible information concerning the instructional technologies used in public schools and the manner in which school-issued devices are managed.

(B) PURPOSE.

The purpose of this Act is to:

1. establish minimum statewide requirements for the evaluation, approval, implementation, and periodic review of instructional technology;
2. ensure that instructional technology supports identifiable learning objectives and complements teacher-led instruction;
3. establish safeguards governing school-issued devices and student access to digital resources;
4. protect student privacy and data security;
5. require meaningful transparency regarding instructional technology and school-issued device use; and
6. preserve local authority over curriculum, instruction, and procurement within the requirements established by this Act.

SECTION 3. DEFINITIONS.

As used in this Act:

(1) APPROVED DIGITAL RESOURCE.

"Approved digital resource" means a website, application, platform, service, or other internet-based resource that an LEA has authorized for student use.

(2) APPROVED INSTRUCTIONAL TECHNOLOGY.

"Approved instructional technology" means instructional technology reviewed and approved by an LEA in accordance with Section 4 of this Act.

(3) DIGITAL RESOURCE.

"Digital resource" means a website, application, platform, service, artificial intelligence tool, or other digital content accessible through an internet-connected device.

(4) GOVERNING BODY.

"Governing body" means a local school board, charter school governing authority, or other entity authorized by state law to govern an LEA.

(5) INSTRUCTIONAL TECHNOLOGY.

"Instructional technology" means software, an application, a digital platform, an online program, an artificial intelligence tool, or another digital resource used primarily for:

1. teaching or learning;
2. academic practice or intervention;
3. assessment or assessment preparation;
4. curriculum delivery;
5. student academic support; or
6. the collection or reporting of information concerning student academic progress.

Instructional technology" does not include technology used exclusively for administrative, transportation, food service, facilities, accounting, or other noninstructional operations.

(6) LOCAL EDUCATION AGENCY.

"Local education agency" or "LEA" means a school district, charter school, or other public entity authorized under state law to operate one or more public elementary or secondary schools.

(7) PROVIDER.

"Provider" means a person or entity that develops, operates, licenses, maintains, or provides instructional technology to an LEA.

(8) SCHOOL-ISSUED DEVICE.

"School-issued device" means an internet-connected laptop, tablet, computer, or other computing device owned, leased, or otherwise provided by an LEA or public school for student use.

(9) STUDENT DATA.

"Student data" means information collected or maintained by an LEA or provider that identifies or is reasonably linkable to an individual student.

SECTION 4. EVALUATION & APPROVAL OF INSTRUCTIONAL TECHNOLOGY.

(A) APPROVAL REQUIRED.

An LEA shall establish and maintain a documented process for reviewing and approving instructional technology before the instructional technology is:

1. assigned to students for regular use;
2. used to deliver required instruction;
3. used to collect student data; or
4. purchased, licensed, or renewed by the LEA.

(B) AUTHORIZED APPROVAL.

The governing body or its designee shall identify the personnel authorized to approve instructional technology on behalf of the LEA.

A school employee may not require students to use instructional technology that has not been approved in accordance with this section, except as permitted under a temporary or pilot-use process established by the LEA.

(C) EVALUATION CRITERIA.

Before approving instructional technology, the LEA shall evaluate whether the instructional technology:

1. **meets a developmentally appropriate learning need,** including whether it is suitable for the intended age and grade-level and is designed to address a clearly defined learning objective;
2. **supports and supplements core instruction,** including whether it extends learning opportunities or provides an educational experience that would otherwise be difficult to access without unnecessarily replacing direct instruction, classroom interaction, hands-on learning, or other effective instructional practices;
3. **preserves productive struggle,** including whether it requires students to think, solve problems, explain reasoning, create, practice, or build understanding rather than primarily receive answers or complete low-level tasks;
4. **promotes active engagement and social learning,** including whether it supports active time-on-task learning and, when appropriate, discussion, collaboration, or co-use with educators or peers;
5. **is supported by evidence,** including whether claims of improved academic outcomes are supported by relevant and sufficiently rigorous research, evidence-based practices, or other credible evidence of student impact;
6. **aligns with core instruction,** including whether it aligns with applicable state academic standards, locally adopted curriculum, and grade-level learning objectives;
7. **builds durable knowledge and skills** that students can apply independently of the instructional technology;
8. **provides actionable information,** including whether information generated about student learning is clear, relevant, and usable by educators and students; and
9. **supports diverse learning needs,** including the needs of multilingual learners and students with disabilities, consistent with applicable state and federal law.

(D) WRITTEN DETERMINATION.

The LEA shall document its approval decision and the grade-levels, subject areas, educational purposes, or other conditions governing the use of the approved instructional technology.

(E) PILOT USE.

An LEA may establish a time-limited process for piloting instructional technology before final approval, provided that:

1. the LEA determines that the pilot serves an identified educational purpose;
2. the instructional technology satisfies applicable privacy and security requirements;
3. participating educators and students receive appropriate instructions concerning its use;
4. the LEA establishes the duration and scope of the pilot; and
5. the LEA evaluates the pilot before approving the instructional technology for broader use.

(F) PROCUREMENT AND RENEWAL.

An LEA shall complete the evaluation required by this section before entering into or renewing a contract for instructional technology.

SECTION 5. REVIEW OF INSTRUCTIONAL TECHNOLOGY CURRENTLY IN USE

(A) CURRENT INSTRUCTIONAL TECHNOLOGY.

Following adoption of this policy, the District shall review instructional technology currently in use to determine whether it meets the standards established in **Section 4, Evaluation and Approval of Instructional Technology.**

The District shall evaluate whether each instructional technology:

1. Meets a developmentally appropriate learning need;
2. Supports and supplements core teacher instruction;
3. Preserves productive struggle;
4. Promotes active engagement and social learning;
5. Demonstrates evidence of improved student outcomes;
6. Aligns with academic standards, District curriculum, and grade-level learning objectives;
7. Builds durable knowledge and skills;
8. Provides actionable data, when applicable; and
9. Responds appropriately to diverse student learning needs.

The District shall also consider available information about how the technology is currently being used and whether its use remains consistent with its intended educational purpose.

Following the review, the District shall determine whether the instructional technology should be approved for continued use, approved with modifications or restrictions, or discontinued.

SECTION 6. IMPLEMENTATION OF APPROVED INSTRUCTIONAL TECHNOLOGY

(A) LOCAL IMPLEMENTATION REQUIREMENTS.

Each LEA shall adopt procedures to ensure that approved instructional technology is implemented in accordance with its approved educational purpose.

The procedures shall require that:

1. instructional technology be assigned to students only by authorized school personnel;
2. use of instructional technology and school-issued devices during instructional time serve an identified learning objective;
3. noninstructional student use of school-issued devices during instructional time be minimized or eliminated;
4. instructional technology be used in accordance with applicable LEA policies, approved uses, and provider requirements;
5. educators and other relevant personnel receive appropriate onboarding, training, and continuing support;
6. implementation concerns, including critical system issues, be identified and addressed in a timely manner; and
7. implementation be adjusted when available evidence indicates that the technology is not being used as intended or is not supporting the approved educational purpose.

(B) USAGE INFORMATION.

At least once during each academic semester, an LEA shall provide appropriate teachers, administrators, and other relevant school leaders with available summaries of instructional technology and school-issued device use at the school and grade-level.

The information provided under this subsection shall be used to:

1. assess whether instructional technology is being used in accordance with its approved purpose;
2. identify material differences in use among schools or grade-levels;
3. identify professional development or implementation needs;
4. evaluate whether noninstructional use is occurring; and
5. inform decisions regarding continued, modified, or discontinued use.

(C) STAKEHOLDER INPUT.

When evaluating or implementing instructional technology that will be used across multiple schools, grade-levels, or academic programs, an LEA shall obtain input, as appropriate, from:

1. classroom teachers;
2. school administrators;
3. curriculum and instructional personnel;
4. information technology and data security personnel;
5. student support personnel; and
6. other personnel whose responsibilities are materially affected by the technology.

(D) PROVIDER SUPPORT.

A contract entered into or renewed by an LEA for instructional technology shall, as appropriate to the nature of the product or service, address:

1. onboarding and implementation support;
2. educator training;
3. continuing technical assistance;
4. resolution of critical system issues;
5. data privacy and security; and
6. termination of services and disposition of student data.

(E) TAKE-HOME DEVICES.

An LEA that permits a student to take a school-issued device home shall:

1. provide the student's parent or guardian clear information regarding the conditions governing home use;
2. notify the parent or guardian of applicable filtering, monitoring, privacy, acceptable-use, and damage policies;
3. maintain applicable filtering and monitoring protections when the device is used outside school; and
4. establish a clear process through which a parent or guardian may decline take-home use of the device.

A parent or guardian's decision to decline take-home use may not result in the denial of required instruction or educational services. The LEA shall provide a reasonable alternative means of accessing required instruction or completing assigned work.

(F) PERMITTED USES.

Nothing in this section prohibits or restricts the appropriate use of:

1. projector, interactive display, or classroom display used to support teacher-led instruction;
2. technology used in a dedicated computer science or technology course;
3. technology necessary to administer or prepare students for an assessment authorized by law or LEA policy; or
4. assistive technology used to provide accommodations, modifications, accessibility, or special education services.

SECTION 7. PERIODIC REVIEW OF APPROVED INSTRUCTIONAL TECHNOLOGY.

(A) REVIEW CYCLE.

An LEA shall review each approved instructional technology at least once every two years.

(B) REVIEW REQUIREMENTS.

The review shall consider:

1. available research and evidence concerning educational effectiveness;
2. available information concerning student academic outcomes;
3. actual use of the technology relative to its approved purpose;
4. feedback from teachers, administrators, students, parents, and guardians, as appropriate;
5. privacy and security practices;
6. interoperability with relevant LEA systems;
7. accessibility;
8. implementation and support concerns;
9. the continuing need for the technology; and
10. whether the educational benefits justify continued use and cost.

(C) REVIEW DETERMINATION.

Following the review, the LEA shall determine whether to:

1. continue approval without modification;
2. continue approval subject to modified conditions;
3. limit the grade-levels, subjects, schools, or purposes for which the technology may be used;
4. require corrective action by the provider or LEA;
5. suspend new use pending further evaluation; or
6. discontinue use.

(D) EXPEDITED REVIEW.

An LEA shall conduct an expedited review when it becomes aware of:

1. a material student privacy or data security concern;
2. a significant change in the technology's function or data practices;
3. credible evidence that the technology is not being used for its approved purpose;
4. credible evidence of material educational or student-safety concerns; or
5. a provider's material failure to comply with applicable law, contract requirements, or LEA policy.

SECTION 8. FILTERING, MONITORING, AND MANAGEMENT OF SCHOOL-ISSUED DEVICES.

(A) REQUIRED SAFEGUARDS.

Each LEA that provides school-issued devices shall maintain filtering and monitoring safeguards that are appropriate to the age and grade-level of the students using the devices and comply with applicable state and federal law.

(B) SYSTEM CAPABILITIES.

The filtering and monitoring system shall provide capabilities for:

1. monitoring and filtering internet, application, artificial intelligence, and device activity;
2. allowing or blocking categories of websites, applications, or digital content;
3. providing safety alerts when warranted;
4. managing student access during instruction including capabilities that enable teachers to view student screens, push links, close windows, lock devices, and restrict browsing in real time;
5. generating information concerning website and application use;
6. identifying time spent using websites and applications;
7. identifying searches or attempted access to blocked content; and
8. generating information at the district, school, classroom, or student-level when authorized by law and necessary for an educational, safety, security, or compliance purpose.

(C) APPROVED ACCESS.

An LEA shall configure school-issued devices to permit student access to approved instructional technology and approved digital resources consistent with the student's age, grade-level, educational needs, and assigned learning activities.

(D) ADDITIONAL DIGITAL RESOURCES.

An LEA may authorize access to an additional digital resource when:

1. the resource serves an identified instructional purpose;
2. access is directed or supervised by an educator;
3. access is limited to the duration and scope reasonably necessary to fulfill the instructional purpose; and
4. use complies with applicable privacy, security, and content requirements.

(E) CLASSROOM MANAGEMENT.

An LEA shall provide educators with reasonable means of managing student access to digital content during instruction, as appropriate to the devices and instructional technology used by the LEA.

Such management shall include the ability to:

1. view student device activity;
2. provide links or instructional resources;
3. restrict browsing;
4. close applications or browser windows; and
5. temporarily limit device functionality.

(F) OFF-CAMPUS USE.

A school-issued device authorized for use outside school shall maintain substantially the same applicable filtering and monitoring protections that apply when the device is used at school.

(G) REVIEW OF INFORMATION.

Authorized LEA personnel shall regularly review available filtering, monitoring, and usage information to:

1. assess whether approved instructional technology is being used as intended;
2. identify material non-instructional use;
3. identify attempts to access unauthorized content;
4. assess the effectiveness of filtering categories and configurations;
5. identify implementation or training needs; and
6. make timely adjustments to LEA practices.

SECTION 9. STUDENT MISUSE OF SCHOOL-ISSUED DEVICES.

(A) LOCAL POLICY.

Each LEA shall establish a developmentally appropriate and graduated response to misuse of school-issued devices, including attempts to circumvent required filtering, monitoring, or security configurations.

(B) RESPONSE FACTORS.

In determining the appropriate response, an LEA shall consider:

1. the student's age and grade-level;
2. the nature and seriousness of the conduct;
3. whether the conduct was intentional;
4. whether the conduct was repeated;
5. whether the conduct compromised device or network security;
6. whether the conduct caused identifiable harm; and
7. whether instruction, redirection, restoration, or additional support would appropriately address the conduct.

(C) PROHIBITED CONSEQUENCES.

An LEA may not impose any of the following solely for misuse of a school-issued device or an attempt to circumvent filtering or monitoring controls:

1. a fee or monetary fine;
2. out-of-school suspension;
3. expulsion;
4. referral to a school resource officer; or
5. referral to a law enforcement agency.

(D) HUMAN REVIEW.

An LEA may not impose disciplinary action or make a final determination materially affecting a student based solely on an automated alert, automated classification, or other automated monitoring output without appropriate review by authorized school personnel.

(E) CONSTRUCTION.

Subsection (c) does not prohibit an LEA from responding to conduct that constitutes a separate violation of law or school policy independent of the device-use violation.

SECTION 10. STUDENT DATA PRIVACY AND SECURITY.

(A) COMPLIANCE WITH LAW.

An LEA and an instructional technology provider shall comply with all applicable state and federal student privacy and data security laws.

(B) DATA MINIMIZATION.

Instructional technology approved for student use may collect, maintain, use, or disclose only the student data reasonably necessary to provide the authorized educational service or satisfy a requirement of law.

(C) PROHIBITED TRANSACTIONS AND USES.

Except as expressly authorized by law, an instructional technology provider may not:

1. sell or rent student data;
2. disclose student data to a third party for a purpose unrelated to the authorized educational service;
3. use student data for targeted advertising;
4. create a student profile for a purpose unrelated to the authorized educational service; or
5. retain student data longer than reasonably necessary to provide the authorized educational service or satisfy a requirement of law.

(D) PROVIDER SAFEGUARDS.

An LEA shall require an instructional technology provider to maintain reasonable administrative, technical, and physical safeguards designed to protect student data against:

1. unauthorized access;
2. unauthorized acquisition;
3. unauthorized use or disclosure;
4. alteration;
5. loss; or
6. destruction.

(E) LEA DATA ACCESS POLICY.

Each LEA shall adopt a student data access and sharing policy that identifies:

1. the persons or categories of persons authorized to access student data;
2. the educational, administrative, safety, security, or legal purposes for which access may be granted;
3. the circumstances under which student data may be disclosed;
4. the individuals, entities, or systems authorized to receive student data;
5. procedures for authorizing, modifying, and terminating access;
6. procedures for responding to an unauthorized disclosure or security incident; and
7. procedures for disposing of student data when access is no longer authorized or the data is no longer required.

(F) ANNUAL ACCESS REVIEW.

At least annually, each LEA shall review user access to approved instructional technology and shall modify or terminate access that is unnecessary, outdated, or inconsistent with an individual's duties.

(G) CONTRACT REQUIREMENTS.

A contract between an LEA and an instructional technology provider shall, as applicable, address:

1. the categories of student data collected;
2. the purposes for which student data may be used;
3. restrictions on disclosure;
4. security safeguards;
5. incident notification;
6. data retention and deletion;
7. access by subcontractors;
8. return or destruction of student data following termination;
9. public disclosure of these policies; and
10. the LEA's right to require corrective action for material noncompliance.

SECTION 11. PUBLIC TRANSPARENCY.

(A) PUBLICLY AVAILABLE POLICIES.

Each LEA shall make the following information readily accessible to parents, guardians, educators, students, governing-body members, and the public:

1. policies governing instructional technology;
2. policies governing school-issued devices;
3. filtering and monitoring policies;
4. acceptable-use policies;
5. student data privacy and access policies; and
6. procedures for submitting questions or concerns regarding instructional technology or school-issued devices.

(B) PUBLIC INVENTORY.

Each LEA shall maintain and make publicly available a current inventory of approved instructional technology that identifies, for each technology:

1. the name of the technology;
2. its educational purpose;
3. the grade-levels or grade-bands in which it is authorized for use;
4. the subject areas or programs in which it is used, if applicable; and
5. a description of the categories of student data collected, if applicable.

Nothing in this subsection requires the public disclosure of information that would compromise network, device, or data security.

(C) ACCESSIBILITY.

Information required by this section shall be presented in a clear, understandable, and accessible manner and, to the extent required by applicable law, in languages used by a significant number of families served by the LEA.

SECTION 12. INFORMATION PROVIDED TO PARENTS & GUARDIANS.

(A) LOCAL PROCEDURES.

Each LEA shall establish procedures specifying when and how a parent or guardian may receive available information concerning:

1. instructional technology assigned to the parent or guardian's child; and
2. the child's use of instructional technology.

(B) SCOPE AND LIMITATIONS.

Information provided under this section shall be subject to:

1. applicable student privacy law;
2. the privacy rights of other students;
3. legitimate school safety and security considerations;
4. the technical availability of the requested information; and
5. reasonable procedures adopted by the LEA for verifying identity and processing requests.

(C) NOTICE.

At least annually, each LEA shall notify parents and guardians how to:

1. access the policies and inventory required by Section 10;
2. request information under this section;
3. report an instructional technology, privacy, filtering, or device concern; and
4. exercise any applicable take-home device opt-out right.

SECTION 13. REPORTING TO THE GOVERNING BODY & PUBLIC.

(A) ANNUAL REPORT.

At least annually, the superintendent, charter school administrator, or other chief administrative officer of an LEA shall present a public report to the LEA's governing body concerning:

1. implementation of instructional technology;
2. school-issued device use;
3. material usage trends;
4. available evidence concerning educational effectiveness;
5. professional development and implementation needs;
6. material privacy or security concerns, subject to lawful confidentiality restrictions;
7. significant corrective actions taken during the reporting period;
8. the effectiveness of filtering and monitoring systems; and
9. instructional technologies approved, materially restricted, suspended, or discontinued during the reporting period.

(B) PUBLIC SUMMARY.

Following presentation of the report, the LEA shall publish a summary in a readily accessible location on its public website.

The summary may aggregate, redact, or withhold information when necessary to protect:

1. personally identifiable student information;
2. information protected by law;
3. cybersecurity;
4. network security;
5. device security; or
6. the integrity of an active investigation.

SECTION 14. LOCAL POLICY ADOPTION.

(A) REQUIRED POLICY.

Not later than **[DATE]**, each LEA shall adopt or revise a policy governing instructional technology and school-issued devices that complies with this Act.

(B) GOVERNING BODY APPROVAL.

The policy shall be approved by the LEA's governing body at a public meeting conducted in accordance with applicable law.

(C) MINIMUM CONTENTS.

The policy shall address:

1. evaluation and approval of instructional technology;
2. authorized assignment and use;
3. educator training and provider support;
4. periodic review;
5. school-issued device filtering and monitoring;
6. management of digital resources;
7. take-home device use;
8. responses to student misuse;
9. student data access, sharing, privacy, and security;
10. parent and public transparency;
11. complaint and concern-resolution procedures; and
12. annual reporting to the governing body.

(D) PUBLIC INPUT.

Before final adoption or material revision of the policy, the governing body shall provide a reasonable opportunity for public review and comment.

SECTION 15. RULEMAKING.

The **[STATE BOARD OF EDUCATION OR STATE EDUCATION AGENCY]** may adopt rules reasonably necessary to administer this Act.

A rule adopted under this section may not:

1. require an LEA to use a particular instructional technology product;
2. prescribe a statewide curriculum;
3. establish a minimum amount of student screen use;
4. require technology to replace teacher-led instruction; or
5. reduce student privacy protection established under other state or federal law.

SECTION 16. PRESERVATION OF LOCAL & EDUCATOR AUTHORITY.

(A) LOCAL AUTHORITY.

Subject to this Act and other applicable law, an LEA retains authority over:

1. curriculum and instructional materials;
2. instructional methods;
3. technology procurement;
4. device distribution;s
5. technology staffing and support; and
6. implementation procedures.

(B) NO REQUIRED TECHNOLOGY USE.

Nothing in this Act shall be construed to:

1. require an LEA to purchase or use instructional technology;
2. require one-to-one student devices;
3. require students to take school-issued devices home; or
4. substitute technology for a qualified teacher.

SECTION 17. RELATIONSHIP TO OTHER LAW.

(A) ADDITIONAL PROTECTIONS.

The requirements of this Act supplement, and do not replace, protections established under other applicable state or federal law.

(B) CONFLICTING REQUIREMENTS.

If a provision of this Act conflicts with a state or federal law providing greater protection for student privacy, data security, disability access, or educational rights, the requirement providing greater protection controls to the extent of the conflict.

(C) SPECIAL EDUCATION AND ACCESSIBILITY.

Nothing in this Act limits a student's right to assistive technology, auxiliary aids, accommodations, modifications, specially designed instruction, or related services under applicable state or federal law.

SECTION 18. ENFORCEMENT AND CORRECTIVE ACTION.

(A) LOCAL RESPONSIBILITY.

Each governing body is responsible for ensuring that its LEA complies with this Act.

(B) COMPLAINT PROCEDURE.

Each LEA shall establish a procedure under which a parent, guardian, student, employee, or member of the public may submit a concern alleging material noncompliance with the LEA's policy or this Act.

The procedure shall provide for:

1. submission of the concern in writing or through an accessible alternative process;
2. review by an authorized LEA official;
3. a written response within a reasonable period;
4. corrective action when noncompliance is substantiated; and
5. an opportunity to request review by the superintendent, chief administrator, or designee.

(C) STATE CORRECTIVE ACTION.

If the **[STATE EDUCATION AGENCY]** determines that an LEA has materially failed to comply with this Act, the agency may require the LEA to submit and implement a corrective action plan.

(D) NO PRIVATE RIGHT OF ACTION.

Nothing in this Act creates a private right of action or authorizes an award of monetary damages against the state, an LEA, a governing body, or an employee of such an entity.

SECTION 19. FUNDING AND IMPLEMENTATION.

(A) USE OF AVAILABLE FUNDS.

An LEA may use available state, local, or federal funds to implement this Act, including funds used for:

1. instructional materials;
2. professional development;
3. educational technology;
4. information technology;
5. cybersecurity;
6. student data privacy;
7. special education and accessibility; or
8. school improvement.

(B) IMPLEMENTATION SCHEDULE.

The **[STATE EDUCATION AGENCY]** shall publish any guidance authorized under this Act not later than **[DATE].**

Each LEA shall:

1. adopt the policy required by Section 13 not later than **[DATE]**;
2. publish the inventory required by Section 10 not later than **[DATE]**; and
3. submit or present its first annual report under Section 12 not later than **[DATE]**.

SECTION 20. SEVERABILITY.

If any provision of this Act or its application to any person or circumstance is held invalid, the invalidity does not affect another provision or application of this Act that can be given effect without the invalid provision or application.

SECTION 21. EFFECTIVE DATE.

This Act takes effect on **[DATE]**.