



Good Foundations Academy

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BALANCED INSTRUCTIONAL TECHNOLOGY USE POLICY

Purpose

Good Foundations Academy (the "School") recognizes that instructional technology can enhance learning, improve access to educational resources, and support student achievement when used appropriately. However, the School also believes that the use of instructional technology should be limited and used to complement rather than replace teacher-led instruction, collaborative learning, hands-on activities, and print-based resources.

The purpose of this policy is to establish standards for the selection and use of instructional technology at the School consistent with Utah law and to promote a balanced approach to technology use in the classroom.

Definitions

"Instructional technology" means technology the School issues to a student in connection with the student's public education, including an electronic device, a digital tool, or a digital application.

"Screen-time" means the time a student spends using an electronic device with a screen in a classroom setting when the use of the electronic device does not involve instruction, guidance, or interaction with a teacher, an instructor, or other designated educational personnel.

Policy

Selection and Approval of Instructional Technology

The School shall ensure that any instructional technology used in classrooms at the School:

1. Is demonstrated to have significant educational value;
2. Does not have design features that interfere with learning, distract from instruction, or reduce academic focus;
3. Is supported by evidence, data, or demonstrated educational value appropriate to the grade level;
4. Is safe for a student's physical, cognitive, and emotional development;
5. Is effective in supporting student learning outcomes;
6. Is not used as a substitute for instruction;
7. Is intentionally integrated into instruction to enhance student learning outcomes; and

8. Complies with state standards and law, including but not limited to Utah Code § 53G-10-10 regarding sensitive instructional materials and Utah Code Title 53E, Chapter 9 regarding student privacy and data protection.

Role of Instructional Technology

Instructional technology shall be used only as a tool to support teaching and learning and shall not serve as a substitute for meaningful teacher involvement, instruction, supervision, or student engagement.

Teachers shall exercise professional judgment regarding the appropriate use of instructional technology in their classrooms and shall integrate technology into instruction only when doing so advances educational goals and objectives and enhances student learning outcomes.

Teachers shall not send instructional technology home with students and shall not assign homework that requires the use of instructional technology or internet access outside of school.

The School shall not adopt or implement a requirement that each student be assigned an individual electronic device.

All student access to the internet at the School shall be filtered and restricted in a manner consistent with age-appropriate standards.

Balanced Technology Use

The School shall provide a balanced educational environment that prioritizes direct instruction, meaningful student engagement, and learning experiences that do not depend on technology, with instructional technology serving as a supplemental tool used only for specific educational purposes that enhance student learning.

To promote balanced technology use, the School shall emphasize:

1. Direct teacher-led instruction;
2. Classroom discussion and student collaboration;
3. Hands-on learning experiences;
4. Reading and learning through print-based and other non-digital materials when appropriate;
5. Critical thinking, problem solving, and independent work; and
6. Purposeful, limited, and age-appropriate use of instructional technology.

With respect to students in grades K-3, all screen-time (as that term is defined above) in the classroom is prohibited except for the introduction of state kindergarten through grade 5 computer science standards and preparation for and administration of a standards assessment. K-3 teachers shall emphasize hands-on, print-based, and developmentally appropriate learning exercises. Students in grades K–3 shall spend no more than 60 minutes per day on computers, including Tier 2 intervention time for programs such as Lexia, i-Ready, Heggerty, and state

assessment preparation. All such computer use must be accompanied by instruction, guidance, or interaction with a teacher, an instructor, or other designated educational personnel.

For students in grades 4-6, the use of instructional technology shall be balanced with instruction through teacher-led, print-based, and analog methods. Teachers in grades 4-6 shall limit the use of instructional technology to only instances that serve a defined academic purpose and where the use is directly supervised by the teacher. Students in grades 4–6 shall average no more than 90 minutes of computer use per day. Computers shall be used for academic purposes, including writing, keyboarding, reading instruction, and approved educational software programs such as i-Ready and Reflex Math.

Movies for entertainment purposes shall not be shown in K-6 classrooms on a weekly basis. Movies shall always have an educational purpose and be reserved for special celebrations or classroom rewards.

Approved instructional technology resources that provide educational games and activities designed to reinforce academic and cognitive skills and enhance student learning, such as ABCya!, may be used in classrooms in accordance with this policy. Such resources shall only be used on a limited basis to supplement classroom instruction and shall not serve as a regular component of daily instruction.

Student Use of Instructional Technology

Students shall use instructional technology in accordance with School policies, classroom expectations, and acceptable use rules.

Instructional technology shall be used only for educational purposes authorized by the School. Students shall not use instructional technology in a manner that disrupts instruction, compromises academic integrity, threatens the security of School systems, or violates School policy or applicable law.

Students are prohibited from taking home School-owned instructional technology.

Students with Disabilities and Accommodations

Any requirement, restriction, or prohibition contained in this policy regarding the use of instructional technology shall not apply to the extent that the use of instructional technology is required by or consistent with a student's Individualized Education Program (IEP), Section 504 Plan, or other accommodation or service required by applicable law

Administrative Procedures

The Director shall develop and implement administrative procedures necessary to carry out this policy, including procedures related to:

1. Evaluating and approving instructional technology for classroom use;
2. Monitoring compliance with this policy and the classroom technology requirements in Utah Code § 53G-7-228;

3. Providing training to faculty and staff regarding this policy and the requirements of Utah Code § 53G-7-228; and
4. Measuring the effectiveness of instructional technology used in the School's classrooms.

Review and Future Changes

The School acknowledges that Utah law requires the Utah State Board of Education ("USBE") to develop a model policy regarding balanced technology use in public schools, and that public schools must adopt the model policy or an amended version of the model policy by July 1, 2027. Accordingly, after the USBE issues its model policy and before July 1, 2027, the School shall review the model policy and this policy and determine whether to adopt the model policy or amend this policy as necessary to ensure compliance with applicable law and USBE requirements.