

Future Ready Learning with Purposeful Technology

Public family edition of the district technology use guidelines. This is the parent-facing operating rule, not the staff procedure binder.

Technology should amplify teaching, not replace it. The goal is not less technology or more technology. The goal is better use: intentional, active, and balanced.

Balance
Screens do not dominate the day. Students still need hands-on work, talk, movement, and creative time.

Quality
When students use a tool, they should be creating, collaborating, or solving a problem, not clicking through.

Digital citizenship
Students practice being safe, responsible, kind, and balanced in digital life.

IEP, 504, and assistive technology. These guidelines apply to all students. If a student’s IEP or 504 plan specifies a tool, that plan wins. Assistive technology is access to learning. It is not discretionary screen time.

What families should expect by grade band

Grade band	Device	What you should see	What you should not see
Kindergarten	No assigned student device. Teacher uses a screen for short group lessons.	A short video, then talk and draw. A counting song that gets kids moving. A virtual field trip followed by a hands-on activity.	Children sitting alone with a screen. Screens used to keep children busy or calm. Videos with no lesson afterward.
Grades 1–2	Shared iPad. Used in some lessons, not all day.	Kids recording a story in their own words. Partners making a short digital book. A teacher-chosen practice app, then a hands-on activity.	Screens for most of the day. Long stretches on apps with no teacher help. Screens used as a reward.
Grades 3–5	Shared iPad. More research, writing, and projects.	Research that becomes a project with writing, pictures, and voice. Class data turned into a chart. Lessons on being safe online and what a digital footprint is.	A screen most of the day. Technology used when paper would work just as well. Children using AI tools on their own.

Grade band	Device	What you should see	What you should not see
Grades 6–8	School laptop. Stays at school. Does not go home.	Real writing and peer editing. Source checking. Honest talk about when AI helps and when it does not.	Laptops open all day. Videos with nothing to do afterward. Free computer time with no learning goal.
Grades 9–12	School laptop. Goes home.	Shared real-world projects. Podcasts, videos, or sites as part of the work. AI used as a thinking tool, not a substitute for thinking.	Technology replacing the teacher. AI doing the assignment. Screens all day with no analog work.

Five questions before a tool earns the day

1. What learning problem does this tool solve?
2. For whom, when, and for how long?
3. Does it add value that paper or talk cannot?
4. Are students thinking, or just clicking?
5. What happens before and after the screen, and what evidence will we review?

Digital citizenship, including AI

Be safe. Be responsible. Be kind. Be balanced.

K–2: no student AI tool use. Talk about how computers follow instructions.

3–5: teacher shows how AI works. No independent student AI use.

6–8: supervised use of approved tools, plus honesty about schoolwork.

9–12: students should be able to say when they used AI, why, and how they checked it.

Personal phones, watches, and earbuds are not the instructional environment. That is a different rule from the school-issued laptop or shared iPad.

Wichita Public Schools · Every Student Future Ready · Balance · Quality · Digital Citizenship

Questions belong first with the teacher or the school office. This public edition was prepared for families from the 2025–2026 technology use guidelines and the parent one-pager.