



2026-2027 FACILITATING LEARNING WITH TECHNOLOGY

Best Practice Recommendations and Guidelines

Richardson ISD Instructional Technology

COMMUNITY NOTE

This document is shared on the RISD website to provide transparency for parents and community members on Richardson ISD's technology beliefs and expectations. Technology use may vary by classroom based on instructional goals and students needs. If there are questions or concerns about technology use in a student's classroom, please contact the teacher or principal as they have the most complete understanding of the classroom context and learning objectives.

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INTRODUCTION

Empowering Learning Through Inspired Teaching and Technology

At Richardson ISD, we believe in the growth of every student—and we know that inspired teaching, powered by purposeful technology, is the key to unlocking their extraordinary potential. Our commitment to educational excellence is rooted in the belief that when educators are equipped with the right tools, training, and vision, they can create learning experiences that are not only relevant and rigorous, but also deeply empowering.

Technology in RISD is not just about devices—it's about transformational learning. We are building a future-ready learning environment where every student has access to the digital tools and resources they need to thrive in a connected, ever-evolving world, in alignment with RISD's Graduate Profile. Guided by the Technology Applications TEKS, our approach ensures that students are not only consumers of technology, but creators, collaborators, and critical thinkers prepared for the challenges and opportunities of the 21st century. RISD values a balanced approach to learning that incorporates technology when it enhances instruction while also prioritizing hands-on experiences, reading from books, handwriting, discussion, inquiry, and the use of manipulatives to deepen understanding and support student development. **The goal is not to learn from technology, but to learn with it.**

This handbook is designed to support teachers, campus leaders, and instructional staff in leveraging technology

to elevate student learning. It reflects our shared vision of innovation, excellence, and a commitment to meaningful, authentic learning experiences that resonate with students and prepare them for real-world success.

The Technology Applications TEKS provide the foundation for this work, aligning with RISD's mission to foster digital literacy, creativity, and problem-solving across all grade levels and content areas.

To bring this vision to life, RISD's Instructional Technology Department offers a robust support system:

- District and Campus Technicians ensure that every student device is functional and ready for learning. They manage the behind-the-scenes logistics—hardware, repairs, inventory—so that classrooms run smoothly.
- iTeam Specialists provide instructional support. These former teachers partner with teachers through professional development, PLC collaboration, co-teaching, and coaching. Their mission is to help educators integrate technology in ways that are meaningful, effective, and aligned with best pedagogical practices as well as district goals and initiatives. Additionally, iTeam specialists partner with other central departments to provide support and coaching both at the central level and alongside them as they directly work with teachers.

Together, we are not just keeping up with technology—we are leading with it. We are cultivating classrooms where curiosity is sparked, creativity is unleashed, and every learner is empowered to succeed.



TECHNOLOGY WITH PURPOSE

Technology in Richardson ISD is about more than devices—it's about transformational learning. Through a balanced approach that combines purposeful technology use with hands-on instruction, we empower students to grow, achieve, and meet our North Star Goal of academic success for every learner.

What Matters the Most is **How** Technology is Used

PRODUCTIVE SCREEN TIME

Students are actively creating, problem-solving, collaborating, and engaging with learning.



PASSIVE SCREEN TIME

Students are primarily watching or consuming content.



RISD prioritizes active, student-centered learning experiences.

Passive Screen Time Guidelines

Daily instructional screen time recommendations apply only to passive screen time, such as watching videos or presentations.

Grade Level	Max Passive Time	Format
Pre-K - Kindergarten	10-15 minutes	Single session
Grades 1-4	15-20 minutes	In chunks
Grades 5-6	20-30 minutes	In chunks
Grades 7-12	15-20 minutes	Per class period

Learning Beyond the Screen

RISD remains committed to:

- Hands-on learning experiences
- Reading authentic books and literature
- Explicit and systematic phonics instruction
- Handwriting instruction
- Teacher-led learning and discussion



Preparing Students for the Future

Using technology to support RISD's teaching and learning strategies:



Technology tool as part of TEKS



The RISD Graduate Profile



Digital citizenship and real-world skills



Learner Growth Experience Framework

Focused, Safe Learning



Technology is not used as a reward, behavior incentive, or indoor recess activity.



During independent learning, teachers use district-approved monitoring tools to help students stay focused and engaged.

Technology supports great teaching—it does not replace it!

STUDENT LEARNING EXPECTATIONS

The Instructional Technology Department draws guidance from TEA, the Texas Technology Applications TEKS, and the ISTE Standards for Educators and Students to shape how technology enhances learning and to define the essential digital skills students need to succeed in a connected world. These standards seamlessly blend with our RISD Learner Growth Experience, and support the development of life-ready RISD Graduate Profile Skills.

The Technology Applications Texas Essential Knowledge and Skills (TEKS) consist of five strands that prepare students to be literate in technology applications by Grade 8. Communication and collaboration skills are embedded across the strands.



Computational Thinking

Students break down the problem-solving process into four steps: decomposition, pattern recognition, abstraction, and algorithms.



Creativity and Innovation

Students use innovative design processes to develop solutions to problems. Students plan a solution, create the solution, test the solution, iterate and debug the solution as needed to implement a completely new and innovative product.



Data Literacy, Management, and Representation

Students collect, organize, manage, analyze, and publish various types of data for an audience.



Digital Citizenship

Students practice the ethical and effective application of technology and develop an understanding of cybersecurity and the impact of a digital footprint to become safe, productive, and respectful digital citizens.



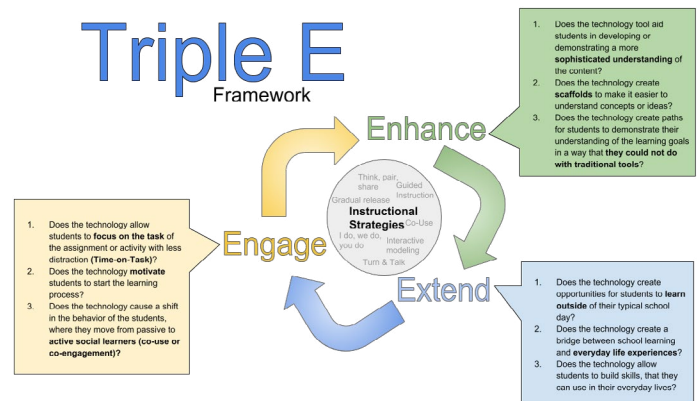
Practical Technology Concepts

Students build their knowledge of software applications and hardware, focusing on keyboarding and use of applications and tools.

Source: [TEA Technology Application TEKS](#)

ISTE Student standards are “designed to empower student voice and ensure that learning is a student-driven process. The educator section of the ISTE Standards provides a road map to helping students become empowered learners. These standards will deepen your practice, promote collaboration with peers, challenge you to rethink traditional approaches and prepare students to drive their own learning.” (ISTE)

Instructional Technology approaches technology integration through the lens of the purpose and intended outcome of the learning experience. To support this, we use the Triple E Framework as a reference point for evaluating quality instructional use of technology. This framework focuses on the student learning experience and instructional strategies versus the tool, with Triple E referring to the capacity for the technology to Engage, Enhance, and/or Extend.



Sources: [Triple E Framework](#) • [Kolb, L. \(2017\) Learning First, Technology Second. ISTE](#)

With innovative and purposeful technology integration, we are leading students to create, collaborate, communicate, and think critically as they build content knowledge.

SCREEN TIME AWARENESS

Rethinking Screen Time for Deeper Learning

Screen time is often oversimplified. In reality, it's not about how much time students spend on devices, but how they use that time. The purpose, quality, and level of



engagement matter far more than the minutes counted.

At Richardson ISD, we recognize **two** distinct types of screen time that should guide instructional planning:

- **Passive Screen Time:** Watching videos or consuming content, interactive skill rehearsal platforms. This offers limited engagement and should be used intentionally, keeping in mind purpose and time.
- **Productive Screen Time:** Creating, designing, and collaborating. This is where students become thinkers and makers through digital tools. Students may be working independently or in groups.

To ensure technology use is developmentally appropriate and purposeful, daily instructional recommendations for passive screen time:

Grade Level	Maximum Passive Time	Recommended Format
Pre-K – Kinder	10–15 Minutes	Single Session
1st – 4th Grades	15–20 Minutes	In Chunks
5th – 6th Grades	20–30 Minutes	In Chunks
7th-12th Grades	15–20 Minutes	Per Class Period

Regardless of the type, students should take breaks every 15–20 minutes to protect their vision, encourage movement, and foster interpersonal connection. These recommendations are in alignment with [HB3489](#) .

Most importantly, we believe students should spend the majority of their screen time in productive use—where they are actively creating, reflecting, and collaborating. When students produce digital artifacts of their learning, they demonstrate deeper understanding, apply critical thinking, and engage in meaningful feedback cycles with peers and teachers. These experiences are not only academically rich—they also build the skills outlined in the RISD Graduate Profile and the RISD Learner Growth Experience.

A note about WIN (What I Need) Time. In the past, this may have been called ‘iTime.’ To eliminate any misconceptions this is ‘iPad Time,’ it is rebranded to WIN Time. During WIN Time, students will engage in personalized and adaptive learning using district resources, including technology platforms. This continues to be personalized and targeted

reinforcement. Research supports using adaptive software to meet this need.

The goal is not to learn from technology, but to learn with it. Watching a video or playing a quiz game may reinforce content, but it doesn’t challenge students to think deeply or express their ideas. True learning happens when students use technology to explore, create, and connect—turning screen time into a powerful tool for authentic learning.

DEVICE MANAGEMENT & MONITORING

Devices are a tool for teaching and learning, not behavior modification. Therefore, a device should not be used as a classroom consequence or reward and should not be part of a classroom behavior management plan. Devices should not be used as busy work for early finishers, an incentive for good behavior, during indoor recess or taken away due to negative behavior (unless directly related to technology).

To support effective digital learning environments, RISD equips teachers with powerful classroom management tools for all student devices. When technology is used during independent learning, teachers should use the district management tools to monitor students and keep them focused.

IPAD: CLASSROOM MANAGEMENT WITH APPLE CLASSROOM & JAMF TEACHER

To support effective digital learning environments, RISD equips teachers with powerful classroom management tools: Apple Classroom and Jamf Teacher.

Apple Classroom allows teachers to guide and monitor student learning in real time. From a MacBook or iPad, teachers can:

- Launch the same app across all student iPads or targeted groups
- View what students are working on live
- Lock iPads into a specific app or temporarily freeze the screen to regain focus



For Apple Classroom to function properly, both teachers and students must sign in to their assigned devices using their Managed Apple ID. Students are expected to use only the iPad assigned to them each day to ensure proper syncing and access.

Jamf Teacher complements Apple Classroom by allowing teachers to manage access to specific apps and websites during a lesson. This helps maintain focus and ensures students are engaging with the right tools at the right time.

Both platforms are automatically rostered based on student schedules in Focus, making setup seamless and efficient.

For guidance on using Apple Classroom or Jamf Teacher to lead learning effectively, reach out to your iTeam specialist.

For iPads that go home, parents/guardians have access to JAMF Parent to help monitor a student's district-issued iPad at home. Parents/Guardians can access information on the RISD Website.

CHROMEBOOK: CLASSROOM MANAGEMENT WITH GOGUARDIAN

To support focused and effective digital learning, RISD provides GoGuardian as a powerful classroom management tool for teachers using Chromebooks.

GoGuardian enables teachers to guide students through lessons, monitor progress in real time, and keep them engaged. From their laptop, teachers can:

- Launch the same activity or website for the entire class or specific groups
- View live screens to see what students are working on
- Lock student devices into a single tab or temporarily disable access to regain attention

GoGuardian is designed to enhance instruction by helping teachers create a safe, structured, and distraction-free digital learning environment. For guidance on using GoGuardian to lead learning effectively, reach out to your iTeam specialist.

Device use should always connect to learning objectives, and students will only use the device issued to them. Teachers should create and implement a plan to spot

check student devices. If inappropriate content is found, teachers should refer to the campus student expectations, student handbook, and notify campus administration. By maintaining consistent expectations and modeling appropriate use, educators help foster a culture of responsible, purposeful technology use in every classroom.

For Chromebooks that go home, parents/guardians have access to GoGuardian Parent to help monitor a student's district-issued Chromebook at home. Parents/Guardians can find directions on the RISD Website.

COMMUNICATION

Telling Our Story Through Meaningful Communication

As Richardson ISD continues to be a technology-rich learning environment, it's essential that we not only integrate technology into instruction—but also communicate its impact with purpose and pride. Technology is helping students grow as collaborators, communicators, creators, and critical thinkers. Sharing that journey with families and the community is key.

Positive and proactive communication empowers classrooms and campuses to tell their unique stories—highlighting the innovation, growth, and meaningful learning happening every day. Teachers, in all content areas, are encouraged to regularly share updates that showcase how technology is enhancing instruction and student engagement. Using district-supported platforms like Schoology, Seesaw, and ParentSquare, communication should be consistent, purposeful, and aligned with campus expectations. Campuses should develop a plan for regular communication, for example, including technology highlights in a campus newsletter, as well as developing communication expectations for campus staff.

Campuses are also encouraged to celebrate their technology integration during parent and community events. These moments not only build trust and transparency but also reinforce RISD's commitment to authentic, future-ready learning in alignment with our North Star Goal and Graduate Profile.



DIGITAL CITIZENSHIP

Richardson ISD's Digital Citizenship Initiative promotes responsible, informed, and balanced technology use. Developed collaboratively by the Instructional Technology and Library & Information Technology departments, this district-wide framework supports educators, students, families, and the broader community in navigating digital spaces with confidence and care.

As educators, we model and teach responsible online behavior—such as using secure passwords, citing sources, and communicating respectfully. Teachers are expected to integrate digital citizenship into instruction, especially when students are researching, citing content, or collaborating online. For example, students should use vetted resources through ClassLink rather than open search engines like Google or Safari, which may not be age appropriate or vetted sources.

Digital citizenship is not a one-time lesson—it's an ongoing practice. Whether students are conducting research or creating digital content, they should be guided to use safe, district-approved tools and demonstrate ethical, thoughtful technology use. RISD encourages consistent modeling of these practices to build lifelong digital responsibility.

DISTRICT RESOURCES & DIGITAL TOOLS

To ensure safe, effective, and instructionally aligned use of technology, RISD provides a structured process for identifying and approving digital learning tools. All approved district tools are reviewed based on the following:

- Alignment with TEKS and Teaching & Learning Department approval
- Terms of Service, including age restrictions.
- Privacy Policy compliance (e.g. COPPA)

This includes all instructional resources, including iPad Applications and Chrome Extensions. For iPads, students can only download apps through Self service, RISD's district-managed app library. The App Store is disabled on student devices. Similarly, students may only access Chrome extensions and add-ons through the RISD-

managed Chrome Web Store. Both iPad applications and Chrome Extensions are vetted for instructional alignment, privacy compliance, and age appropriateness.

Beginning the 2026-2027 school year, YouTube will be blocked for all students PK-12. Teachers may request specific videos to be approved for student viewing. These videos are evaluated for digital security and approved by the Teaching & Learning Department for alignment to the TEKS.

Teachers play a critical role in guiding students to use digital tools responsibly and effectively. This includes modeling appropriate use, understanding platform limitations, and ensuring students access only district-approved resources. Teachers should always ensure tools support lesson objectives.

To access a comprehensive list of district resources rostered through ClassLink, please refer to the ClassLink Public Portal on the Technology page of the RISD Website.

INSTRUCTIONAL TECHNOLOGY OPERATIONS

STUDENT DEVICES

Elementary (PK–6):

- All students are issued an iPad for on-campus use.
- Pre-K–1 students may check out external keyboards as needed.
- Grades 2–6 receive an iPad case with a built-in keyboard and trackpad and Logitech Crayon.

Secondary (RHS, RWJH & WWJH):

- Students are issued an iPad with a keyboard/trackpad case, Logitech Crayon and charger for use both at school and at home, including weekends, holidays, and summer break.

Secondary (All Other Campuses):

- Students receive a Chromebook and charger, also for use at school and at home, including weekends, holidays, and summer break.



For all students, it is recommended they have a set of inexpensive earbuds for daily use. It is at the discretion of the campus to provide earbuds for students who do not bring their own.

The district utilizes Jamf (Apple/iPads) and Google (Chromebooks) to manage settings, restrictions, and access to applications on student devices.

ELEMENTARY EXPECTATIONS AND PROCEDURES

Before distributing iPads to students, teachers or campuses should create a classroom iPad contract that clearly outlines expectations for responsible and appropriate use. This contract should align with campus-wide expectations, Responsible Use Guidelines in the Student & Parent Guidebook, and include specific, student-friendly guidelines such as:

- Carry the iPad with two hands
- Keep the iPad on the desk while in use
- Use only the apps directed by the teacher
- Plug and unplug headphones and chargers carefully
- Never share personal information without teacher guidance
- Do not take photos or videos without teacher permission

Once developed, the contract should be signed by each student and parent, and revisited regularly throughout the year. If students do not follow the agreed-upon expectations, teachers should follow the campus and district discipline process.

In addition to setting expectations, teachers should establish clear iPad procedures for daily routines and instructional use. These procedures help minimize disruptions and support smooth classroom management. Examples include:

- Start and end of day routines: Closing apps, checking battery levels, and returning iPads to their designated location
- When and how to retrieve iPads
- Charging protocols
- How to get students' attention during iPad use

- Expectations for independent and group work with iPads
- Guidelines for using iPads when leaving the classroom

It is considered best practice to model, teach, and rehearse these procedures with students at the beginning of the year and revisit them as needed to reinforce expectations.

By proactively setting norms and routines, teachers create a structured environment where iPads are used purposefully to support learning.

SECONDARY EXPECTATIONS AND PROCEDURES

Before distributing student devices, teachers or campuses should develop a classroom technology contract/agreement that outlines clear expectations for responsible use. This contract/agreement should reflect both district and campus guidelines and may include expectations such as:

- Bring your device to class fully charged
- When it is appropriate to use the device.
- Keep the device clean and handle it with care
- Use the device only on your desk or designated workspace
- Access only the apps, sites, or tools directed by your teacher
- Plug and unplug headphones and chargers carefully
- Never share personal information without teacher guidance
- Do not take photos or videos without teacher permission

Once finalized, the contract/agreement should be reviewed and revisited regularly throughout the year. If expectations are not followed, teachers should refer to the campus and district discipline process.

In addition to setting expectations, it's essential to establish consistent procedures for how and when devices are used. These procedures help reduce classroom management issues and ensure smooth transitions. Consider creating routines for:

- When and how students retrieve and return devices
- Charging protocols and storage expectations



- Transitions between activities involving device use
- How to get students' attention during device-based work
- Expectations for independent and group work
- Guidelines for using devices when leaving the classroom

Rehearsing these procedures early and revisiting them throughout the year helps build a culture of responsible, purposeful technology use that supports learning.

PROFESSIONAL LEARNING WITH ITEAM

At Richardson ISD, we believe that professional learning should be relevant, timely, authentic, and directly connected to teaching and student learning. The Instructional Technology iTeam is committed to providing a variety of professional development opportunities that are engaging, practical, and aligned with instructional goals.

Throughout the year, the iTeam offers face-to-face, online, and blended learning experiences designed to support teachers in integrating technology meaningfully into their classrooms. These sessions are crafted to be flexible and responsive to teacher needs, with a focus on tools and strategies that enhance student engagement and achievement.

Teachers are required to earn non-duty professional development hours annually, based on their TTESS goals and areas of professional growth. The iTeam provides a wide range of options that count toward these hours, ensuring that technology integration is not an add-on, but a seamless part of instructional practice.

Campus administrators may also choose to embed professional learning into campus-based sessions—such as staff meetings, PLCs, or designated professional learning days—to support ongoing growth and collaboration.

For additional support or to explore available learning opportunities, please reach out to your assigned iTeam specialist.

SUBSTITUTE PROCEDURES

To ensure proper usage, Instructional Technology has created recommendations and considerations for technology use while a sub is in the classroom. Technology loaner devices are available at the campus for use by substitutes. Teachers should not leave their staff devices or credentials for use by a substitute.

STUDENT USE OF TECHNOLOGY WITH A SUBSTITUTE

If students need a device, clearly define what student expectations are when using devices, including any relevant procedures, and what work will be completed using technology. At secondary schools, clearly state the procedures in place for students who do not bring a device or do not have a charged device. Substitutes should be actively, moving around the room, monitoring what students are doing with technology throughout the class period.

ADDITIONAL CONSIDERATIONS

It is not possible to give subs access to Apple Classroom, Jamf Teacher, or GoGuardian to monitor student use and behavior on iPads or Chromebooks. Students are not required to use devices when the teacher isn't present. Administrators can determine if it is or is not appropriate for students to use their devices in the absence of their teacher.

SCREEN TIME RESEARCH SOURCES

American Academy of Pediatrics (AAP), National Association for the Education of Young Children (NAEYC), Organisation of Economic Co-Development (OECD) PISA 2022, American Academy of Child & Adolescent Psychiatry (AACAP), American Academy of Ophthalmology (AAO), International Society for Technology in Education (ISTE)

