REED UNION SCHOOL DISTRICT

Belvedere • Tiburon • Corte Madera

Nurture • Teach • Inspire

DISTRICT TECHNOLOGY PLAN

2026-27 School Year

Empowering Creative Problem Solvers • Personalizing the Learning Experience • Fostering Digital Well-Being

Serving PreK/TK through Grade 8

Reed Elementary School | Bel Aire Elementary School | Del Mar Middle School

Board of Trustees

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1. Introduction and Purpose

1.1 Purpose of the Plan

The Reed Union School District (RUSD) District Technology Plan describes how the district will select, manage, teach with, and protect the technology that supports student learning and district operations. It is written to fulfill the Governing Board's District Technology Plan policy, to advance the RUSD Strategic Plan 2024–2030, and to give families, staff, and students a clear, shared picture of *why* and *how* technology is used in Reed Union schools.

The plan is grounded in a simple belief that runs through our Strategic Plan, our AI vision, and the work of our task forces: technology deepens the capacity for learning, curiosity, compassion, and intellectual capacity Every device, application, and AI tool in RUSD must earn its place by improving learning, extending access, strengthening well-being, or making the district run more effectively.

1.2 District Profile

RUSD serves approximately 1,150 students in Belvedere, Tiburon, and a portion of east Corte Madera in southern Marin County. The district operates three schools organized by grade span, with average class sizes of roughly 20 students:

School	Grades	Technology Context
Reed Elementary School	PreK/TK –2	Foundational learning; teacher-led and shared-device use; Reed Tech Use Group of staff and caregivers drafted the *Reed School Technology Overview and Guiding Principles*.
Bel Aire Elementary School	3–5	Growing independence with 1:1 iPads; digital literacy, research, and creation skills; IT-led AI tool tutorials at staff meetings.
Del Mar Middle School	6–8	Deeper integration across content areas; AI literacy and academic integrity focus; 2026–27 school theme "Back to the Basics" on when screens help and when they do not.

The district provides a 1:1 device program for students in PreK through grade 8, supported by a district technology department that manages, filters, and secures all district-issued devices. RUSD is an Apple district: students learn on **iPads** and adults work on **Apple devices (MacBook and iPad)**, which gives us a single, well-integrated ecosystem for instruction, accessibility, device management, and security.

1.3 How This Plan Was Developed

Consistent with Board policy, this plan is based on an assessment of current technology use and an identification of future needs. Its development drew on:

- The RUSD Strategic Plan 2024–2030 and its Year 1, Year 2, and Year 3 action steps, including the Pillar 5 *Data and Technology Management Plan*.
- The 2026–27 District Priority Areas presented to the Board on August 18, 2026.
- The work of the **AI Task Force** (2025–26), reported to the Board on June 2, 2026, including the draft AI Vision, AI Guidelines, AI Student Use Framework, PK–8 AI Literacy Scope and Sequence, and Protocol for Evaluating AI Tools.
- The launch of the **Tech Framework Task Force** (2026–27) to define intentional, age-appropriate technology use.
- Site inventories of current technology practices at Reed, Bel Aire, and Del Mar; YouthTruth survey results; and input from Grade Level Collaboratives (GLCs), caregivers, and trustees.
- Research-based frameworks (ISTE Standards, Triple E, SAMR, Universal Design for Learning, NIST Cybersecurity Framework) and exemplary practices from high-performing districts (see Appendix A).
- State and federal requirements, including CIPA, E-Rate, FERPA, COPPA, California student data privacy law, and the Phone-Free Schools Act (AB 3216).

1.4 Plan Term and Review

This plan covers the **2026–27 through 2028–29 school years** and is aligned to the remaining years of the 2024–2030 Strategic Plan. It is a living document. The Superintendent or designee will report progress to the Board annually, and the AI sections will be reviewed every six months through 2027–28, consistent with the AI Guidelines' commitment to "living guidelines."

2. Alignment to the RUSD Strategic Plan and District Priorities

> *At RUSD, each student will be challenged and inspired to reach their fullest intellectual, social-emotional and creative potential to positively impact the world.*
> — RUSD Mission, Strategic Plan 2024–2030

2.1 Mission and Graduate Vision

Graduate Vision Attribute	How Technology Supports It	Guardrail / Balance
Motivated Learner Committed to Academic Excellence	Adaptive practice and immediate feedback; access to rich digital texts and research databases; tools that personalize pacing and challenge.	Foundational skills (handwriting, phonics, math facts) practiced without devices; rigor is measured by thinking, not screen time.
Creative Problem Solver	Coding, design, video, music, and VR exploration; AI used as a thinking partner to generate and critique ideas.	Human-originality requirement: core ideas and final voice remain the student's own.
Effective Communicator	Multimedia presentations, digital publishing, collaborative documents, real-time translation for multilingual learners.	Face-to-face discourse, Socratic seminars, and oral presentations remain central.
Engaged Citizen	Digital citizenship, media literacy, and AI literacy; evaluating sources and misinformation; ethical use.	Explicit instruction in empathy online, privacy, and responsible AI use.
Balanced Individual / Best Self	Tools that support self-regulation, accessibility, and wellness; family media partnership.	Age-appropriate limits; phone-free school day; monitoring AI's effect on engagement and mental health.

Technology in RUSD exists to serve this mission. The table below shows how each attribute of the RUSD Graduate Vision is supported by the technology practices in this plan.

2.2 Alignment to the Six Pillars of Commitment

Strategic Plan Pillar	Technology Plan Contribution	Plan Section
1. Academic Excellence — rigorous curriculum and evidence-based practices for each student	Intentional integration that increases rigor, differentiation, and personalization; digital curriculum (e.g., Amplify Desmos Math); assessment tools (MAP, mClass); tool evaluation tied to learning outcomes.	5, 7
2. Social Emotional Learning — well-being and respect for differences	Age-Appropriate, Intentional Tech-Use Framework (2026–27 priority); digital well-being; cyberbullying prevention; phone-free school day.	7, 10, 13
3. Staff — recruit, develop, and retain talented staff	Differentiated professional learning (Apple Teacher, AI PD, coaching); AI to reduce administrative burden and increase "teacher time."	8, 9
4. Community & Families — nurture partnerships	Task force model; Caregiver Tech Talks; ParentSquare; plain-language, multilingual communication about tools and AI.	6, 10, 13
5. Facilities & Infrastructure — campuses for 21st-century learning and safety	Data and Technology Management Plan; network, security, and device lifecycle; AI Framework Year 2; Aeries SIS (2027–28); data management system exploration.	5, 11, 12
6. Finance — long-term financial stability	Total-cost-of-ownership review; staggered replacement cycle; E-Rate and bond funding; cost-benefit analysis of every tool.	5, 17

2.3 Pillar 5: Data and Technology Management Plan

The Strategic Plan's *Category #2: Data and Technology Management Plan* sets the vision this technology plan carries forward:

> *RUSD will harness the power of technology to create personalized learning experiences and data driven analysis. We will empower educators to integrate technology seamlessly, allowing students to become active participants in their own learning journeys. We are committed to fostering a culture of creativity, critical thinking, and collaboration, preparing students to thrive in a rapidly evolving world.*
>
> — RUSD Strategic Plan 2024–2030, Pillar 5

The Pillar 5 objectives, and how this plan addresses each, are summarized below.

Strategic Plan Objective	Where Addressed
Incorporate tech responsible and ethical use for students and staff (tech care, tech leadership, cyber ethics, digital citizenship)	Section 10 (Digital Citizenship), Section 11 (Cybersecurity)
Modernize integrated and sustainable learning opportunities for parents, students, and staff (SIS, communication tools)	Sections 5.4, 7.6, 8
Explore emerging technologies that help meet student personalization needs, like AI and VR, including better app integration, while balancing tech time with other experiences	Sections 7, 9, 13.3
Deepen technology integration into instructional practices to the extent that the technology offers high-leverage opportunities that personalize and individualize learning	Section 7
Research and invest in technological resources in facilities for infrastructure and hardware improvements	Sections 5.3, 5.6, 17
Pillar 1: Incorporate innovative tech opportunities to personalize learning	Sections 5.5, 7.4

2.4 2026–27 District Priority Areas

On August 18, 2026, the Superintendent presented the Year 3 Strategic Plan and 2026–27 Priority Areas to the Board. Two technology priorities are named explicitly, and both are designated for committee or task force input:

> **Technology Priorities for 2026–27**
>
> **Pillar 2 — Social Emotional Learning:** Develop an Age-Appropriate, Intentional Tech-Use Framework *(Tech Framework Task Force)*.
>
> **Pillar 5 — Facilities & Infrastructure:** AI Further Implementation & AI Framework — Year 2 *(AI Task Force 2.0)*.
>
> Related priorities: New Student Information System next steps (Aeries for 2027–28); explore a data management system (EduClimber or comparable for 2028–29); Communication Tool Implementation (ParentSquare); Impactful Professional Development; Instructional Strategies — Rigor / Relevance / Challenge (including through differentiation). *Safety, Equity, and Innovation are ongoing throughout the plan.*

Year 3 Strategic Plan action steps further direct the district to establish a Tech Committee to develop a Tech Usage Framework that continues the work started at Reed, Bel Aire, and Del Mar; to advance the use of technology to support personalized and differentiated instruction; and, at each site, to analyze how technology is being used in the classroom with a focus on using it only to maximize learning and engagement.

3. Alignment to Board Policy

3.1 Governing Board Policy on the District Technology Plan

> *The Governing Board recognizes that technological resources, including resources that utilize artificial intelligence (AI), can improve student outcomes and modernize instruction by empowering creative problem solvers, personalizing the learning experience, and fostering digital wellbeing. Effective use of technology can also increase the efficiency of the district's non-instructional operations and governance. However, the Board also recognizes the potential for technological resources to undermine student achievement, health, and well-being.*
>
> — RUSD Board Policy, District Technology Plan

The policy directs the Superintendent or designee to ensure technology is aligned to district goals, objectives, and academic standards and is used safely and responsibly; to develop and regularly revise a comprehensive technology plan based on an assessment of current use and future needs; to integrate the plan into the district's vision and goals for student learning with research-based strategies; to address the components required by any state or federal grant program; and to protect the private and confidential information of students and employees in accordance with law. The policy also authorizes an advisory committee of staff and community stakeholders, which RUSD fulfills through its task force model (Section 13).

3.2 Required Components Crosswalk

#	Board Policy Requirement	Plan Section(s)
1	What technological resources will be utilized by the district and the process for selection	5. Technology Resources and Selection Process
2	How these resources will be equitably accessible to all students, staff, and schools	6. Equitable Access
3	How these resources will be used to improve educational services	7. Instructional Vision: Balanced, Intentional Use
4	Professional development opportunities or materials available to staff	8. Professional Learning
5	How AI may be used by students and staff in accordance with BP 0441, BP/E(1) 4040, BP 5131.9, and BP/E(1) 6163.4	9. Artificial Intelligence
6	How students acquire knowledge and skills for digital citizenship, social media and AI literacy, ethical and responsible use, and identifying online misinformation	10. Digital Citizenship, Media, and AI Literacy
7	How the district prevents and responds to cyberattacks, addresses other cybersecurity concerns, and steps students and staff can take to enhance security	11. Cybersecurity

—	Based on assessment of current uses and identification of future needs	4. Current State Assessment
—	Integrated into district vision and goals; research-based strategies	2, 7, Appendix A
—	Components required for state or federal grant programs (E-Rate / CIPA)	3.4, 10, 11, 12
—	Protect private and confidential information of students and employees	12. Data Privacy
—	Advisory committee of staff and community stakeholders	13. Task Force Model

3.3 Related Board Policies

Policy	Title	Connection to This Plan
BP 0441	Artificial Intelligence	Governs AI use by students and staff; implemented through the AI Guidelines and AI Student Use Framework (Section 9).
BP/E(1) 4040	Employee Use of Technology	Staff acceptable use, AI use, data protection, and security responsibilities (Sections 9.4, 11.4).
BP 5131.9	Academic Honesty	AI Credits, Traffic Light and 0–4 Integrity Rubric, and process-focused assessment (Section 9.5).
BP/E(1) 6163.4	Student Use of Technology	Student Technology Use Agreement, responsible use, filtering, and consequences (Sections 6, 10).
BP 5131.8	Mobile Communication Devices	Phone-Free Schools Act implementation (Section 7.5).
BP 5131.2	Bullying	Cyberbullying prevention and response, including AB 772 off-campus provisions (Section 10).
BP 3580 / 5125	District Records / Student Records	Data retention, privacy, and records protection (Section 12).
BP 0410 / 5145.3	Nondiscrimination	Equitable access and bias-aware tool selection (Sections 6, 9).
BP 6162.6	Use of Copyrighted Materials	Copyright and fair use, including AI-generated content (Section 10).

Note: Policy numbers follow the CSBA numbering convention used by RUSD. Titles and numbers should be confirmed against the current RUSD policy manual during Board review.

3.4 Legal and Grant Requirements

As a participant in the federal E-Rate program, RUSD must maintain an Internet Safety Policy under the **Children's Internet Protection Act (CIPA)**, including technology protection measures (filtering), monitoring of minors' online activities, and education of students about appropriate online behavior, including interacting with others on social networking sites and in chat rooms, and cyberbullying awareness and response. This plan addresses those elements in Sections 5.3, 10, and 11. The plan also reflects:

- **Federal:** FERPA, COPPA (including the 2025 rule updates expanding personal information to biometric identifiers), CIPA, PPRA, IDEA and Section 504 (accessibility), and ADA Title II web and digital accessibility requirements.
- **California:** Education Code 49073.1 (contracts for digital student records), the Student Online Personal Information Protection Act (SOPIPA), Education Code 49073.6 (social media information), the Phone-Free Schools Act (AB 3216) and AB 962, AB 772 (off-campus cyberbullying policy by July 1, 2027), AB 873 (media literacy in curriculum frameworks), AB 2876 (AI literacy in curriculum frameworks), and Civil Code data breach notification requirements.
- **Guidance:** California Department of Education AI guidance and the state AI in Education Workgroup; U.S. Department of Education and CISA K–12 cybersecurity guidance.

4. Current State Assessment

Board policy requires the plan to be based on an assessment of current technology use and an identification of future needs. The following summary draws on Strategic Plan progress reports, site inventories of current practices, AI Task Force findings, and Technology Department reports to the Board.

4.1 Strengths

- **Mature 1:1 Apple program.** Every PreK–8 student has access to a district-managed iPad; staff have current laptops and mobile devices; all district devices are managed and filtered by the Technology Department.
- **Modernized network.** Firewalls have been upgraded at each campus; network speed doubled from 1 Gbps to 2 Gbps; CalNET costs dropped after the upgrade; E-Rate consultation is underway for switch and access point upgrades; Cisco Meraki licensing was renewed for 2026–27 (Board approval, August 18, 2026).
- **AI readiness.** The AI Task Force completed its foundational year (three meetings, November 2025–April 2026) and delivered a vision statement, guidelines, a student use framework, an AI literacy scope and sequence, and a tool evaluation protocol. Early pilots included ChatGPT for select middle school teachers, Google Gemini for leadership, Snorkl at Del Mar evaluated using the new AI protocol, and a new AI-enabled web filtering solution (Securly) piloted first at the middle school.
- **Instructional innovation.** Amplify Desmos Math (K–5) with digital student features, mClass and MAP assessment, Edpuzzle for curated video, Meta Quest 3 VR carts for exploration, D-Lab photography and media projects, and Prop 28-funded arts technology.
- **Community partnership.** A Reed Tech Use Group of staff and caregivers, a Reed-hosted Caregiver Tech Talk, and Del Mar's "Back to the Basics" theme show that our community is already leading thoughtful conversations about screen use.

4.2 Identified Needs

Need	Evidence	Response in This Plan
Consistent, district-wide expectations for age-appropriate and intentional technology use	Site-by-site practices vary; trustees and community members have asked for clear grade-level guidance; 2026–27 Priority Area	Tech Framework Task Force; grade-band expectations (Section 7.3)
Move from AI visioning to classroom implementation	AI Task Force "Next Steps"; AI Framework Year 2 priority	AI Task Force 2.0; Student Advisory Panel; PD (Sections 8, 9, 13.3)
Keeping policy, PD, and tool lists current as technology changes	AI Task Force theme: "Pace of Change"	Six-month review cycle; annual Approved-Tools List (Section 5.5)
Capacity and budget for implementation	AI Task Force theme: "Capacity & Budget"	Phased roadmap; total-cost-of-ownership review; funding plan (Sections 15, 17)

Plain-language communication with families	AI Task Force theme: “Plain Language”	Family guides, multilingual summaries, ParentSquare (Section 6.3)
Aging network switches and access points; classroom technology refresh	Strategic Plan Pillar 5; Long-Range Facilities Plan	Replacement cycle; E-Rate; Measure O if approved (Sections 5.6, 17)
Integrated student data systems	SIS review; Innive vs. EduClimber comparison	Aeries (2027–28); data management system (2028–29)

5. Technology Resources and Selection Process

Board Policy Component 1: What technological resources will be utilized by the district and the process for selection.

5.1 The RUSD Apple Ecosystem

RUSD has standardized on Apple hardware and software for students and staff. A single ecosystem reduces training time, simplifies support, strengthens security, and gives every learner the same built-in accessibility features. Standardization also allows the Technology Department to manage every device centrally through Apple School Manager and a mobile device management (MDM) platform.

User Group	Primary Device	Key Apple Capabilities Used
Students, PreK–2(Reed)	iPad (district-managed; teacher-directed and shared-use routines)	Apple Classroom for teacher guidance and screen focus; restricted, age-appropriate app sets; Speak Screen, Guided Access; creative apps (camera, drawing, recording).
Students, 3–5 (Bel Aire)	iPad, 1:1 (with keyboard case as appropriate)	Managed Apple Accounts; Apple Classroom; Pages/Keynote/Numbers; Swift Playgrounds; Voice Control, Dictation, and Live Captions for access.
Students, 6–8 (Del Mar)	iPad, 1:1 (with keyboard case)	Content creation (Clips, iMovie, GarageBand, Keynote); coding; research tools; Managed Apple Accounts with district security controls.
Certificated staff	MacBook + iPad	Apple Classroom to guide student iPads; AirPlay to classroom displays; productivity and AI-assisted planning tools on the approved list.
Classified staff and administrators	MacBook (and iPad as role requires)	Business systems, SIS, communication; multi-factor authentication; FileVault encryption.
Classrooms and shared spaces	Interactive display or projector, Apple TV, document camera, audio	Wireless presentation for teachers and students; VR carts and specialty equipment checked out by lesson.

> **Why iPad for PreK–8?**
>
> iPad's touch interface, camera, microphone, and drawing capability suit young learners and creative work; its built-in accessibility features (VoiceOver, Speak Screen, Dictation, Magnifier, Guided Access) support students with disabilities and multilingual learners without additional software; and its managed-device controls let the district tailor what each grade band can access. Many Apple Distinguished Schools use a similar model: iPad as the primary learning device, with emphasis on creation over consumption.

5.2 Device Management and Filtering

- All district devices are enrolled in **Apple School Manager** and managed through the district's **MDM**, which enforces passcodes, OS updates, app deployment, content restrictions by grade band, and remote lock/wipe.
- **Managed Apple Accounts** give students district-controlled cloud storage and prevent use of personal accounts on district devices.
- Web content filtering (Securly) applies on campus and off campus to district devices, meeting CIPA requirements. The AI features of the filter are being piloted first at the middle school before any broader use.
- App requests are routed through the selection process in Section 5.5; students cannot install apps independently.

5.3 Infrastructure

Component	Current State	Next Steps (2026–2029)
Internet connectivity	CalNET service; bandwidth doubled from 1 Gbps to 2 Gbps	Monitor utilization against SETDA/FCC per-student bandwidth targets; plan for growth with AI and video.
Firewalls and security appliances	Upgraded at each campus	Maintain a five-year cycle; enable advanced threat features.
Wired and wireless network	Cisco Meraki; licensing renewed for 2026–27	Replace end-of-life switches and access points using E-Rate Category 2 funds and, if approved, bond funds; Wi-Fi coverage study for new learning spaces.
Enterprise systems and servers	Mix of on-premises and cloud	Move enterprise systems to secure cloud hosting (Measure O project list includes a cloud data center); retire aging servers.
Classroom technology	Displays, projectors, document cameras, audio	Standardize classroom kit and refresh on a 6–8 year cycle; include in facility modernization.
Safety and communications	VoIP phones, bell/intercom systems	Upgrade VoIP, clock, and intercom systems with facility projects.

5.4 Core Instructional and Operational Platforms

Purpose	Current or Planned Platform	Notes
Math curriculum and practice	Amplify Desmos Math (K–5); Dreambox (K–5); IXL (6–8)	Digital features used to support, not replace, discourse-rich instruction.
Literacy and assessment	mClass; NWEA MAP Growth; reading difficulties screener	Data used for MTSS and personalized intervention.
Video and media	Edpuzzle; Clips, iMovie, GarageBand	Teacher-curated video; student creation.
AI tools (approved list)	Examples piloted: Snorkl (Del Mar), ChatGPT (select MS teachers), Gemini (leadership)	Governed by the AI Guidelines and Protocol for Evaluating AI Tools; published annually by grade span.
Immersive learning	Meta Quest 3 VR carts (pilot)	Short, purposeful, teacher-led experiences.
Student information system	Current SIS → **Aeries** (planned for 2027–28)	Centralized student data; staff training in 2026–27.
Data management / analytics	EduClimber or comparable (exploration; target 2028–29)	Combine assessment and SEL data for MTSS decision-making.
Family communication	ParentSquare	Unified school-to-home communication with translation.
Web filtering and safety	Securly	CIPA compliance; student safety alerts.

5.5 Selection and Vetting Process

No technology is purchased or deployed for student use without review. RUSD applies a single, phased process to all digital tools, adapted from the **Protocol for Evaluating AI Tools** presented to the Board on June 2, 2026. The protocol's key question applies to every tool:

> *What does this app do that strong teaching alone cannot do as efficiently or effectively?*
>
> — RUSD Protocol for Evaluating AI Tools (draft), June 2026

Phase	What Happens	Who
1. Instructional Need & Alignment	Define the problem of practice; identify target students (grade, subject, subgroups including students with disabilities, English learners, advanced learners); confirm alignment to CA standards and instructional priorities; confirm the tool enhances, not replaces, high-quality instruction.	Requesting teacher/site; Coordinator of Educational Services
2. Initial Vetting	Student data privacy (FERPA, COPPA, SOPIPA, Ed Code 49073.1; signed California Student Data Privacy Agreement); security (encryption at rest and in transit, data retention, no training of AI models on district data); accessibility (UDL, IEP/504, WCAG); equity; cost-benefit; success criteria set up front.	ISETI Director; Educational Services; Business Services
3. Pilot Design	Pilot classrooms identified; baseline data collected; initial training; ongoing coaching; opportunities for collaboration and observation.	Pilot teachers; instructional coach
4. Implementation & Data Collection	Quantitative (student growth, usage analytics) and qualitative (teacher logs, student reflections, work samples) data; monitor fidelity, workload, and usability.	Pilot team
5. Collaboration & Reflection	Regular check-ins; share progress in grade-level and department teams; identify what is working and what needs adjustment.	Pilot team; GLCs
6. Broader Exposure	Share with additional teams; optional “try-it” sessions; schoolwide demonstrations.	Site leadership
7. Evaluation & Decision	Evaluate student impact, equity of access, teacher usability and sustainability, and cost-effectiveness. Decision: **Adopt / Continue pilot with revisions / Do not adopt.**	District leadership
8. Implementation Plan	Scaled PD and coaching; usage guidelines; integration with curriculum (not “one more thing”); annual review cycle; addition to the published Approved-Tools List.	Educational Services; ISETI

Approved-Tools List. The outcome of vendor review is a single district Approved-Tools List, published at the start of each school year, organized by grade span, and paired with plain-language privacy and data-use summaries for families. Tools that are not renewed are removed and student data deletion is confirmed with the vendor.

> **Exemplar in Practice**
>
> Districts recognized for strong privacy practices, such as those earning CoSN's **Trusted Learning Environment (TLE) Seal**, share three habits RUSD is adopting: a single, public inventory of approved tools; a standard data privacy agreement for every vendor (in California, the Student Data Privacy Consortium's CA-NDPA); and a clear process for teachers to request new tools. Membership in the California Student Privacy Alliance lets RUSD use agreements already negotiated by other districts, saving staff time.

5.6 Device Lifecycle and Replacement Cycle

A predictable replacement cycle keeps devices secure (supported by current operating system updates), reliable, and equitable across grades, while smoothing costs from year to year. RUSD uses a **staggered refresh** so that roughly one quarter of student iPads are replaced each year rather than all at once.

Asset	Target Lifecycle	Refresh Approach
Student iPads (PreK–8)	4 years	Staggered by grade cohort (~25% per year); devices meeting OS-support and condition standards may be redeployed to shared or lower-intensity uses before retirement.
Student keyboard cases and protective cases	2–4 years	Replaced as needed; accidental damage coverage evaluated annually.
Teacher MacBooks	4–5 years	Refreshed by cohort; replacement timed to summer to minimize disruption.
Teacher iPads	4 years	Refreshed with teacher MacBook cycle where practical.
Classified and administrative Macs	5 years	Refreshed by department.
Classroom displays, projectors, Apple TV, document cameras, audio	6–8 years	Aligned with classroom and facility modernization.
Network switches and wireless access points	7–10 years	E-Rate Category 2 and facility funds; replace before vendor end-of-support.
Firewalls and security appliances	5 years	Or sooner if vendor support ends.
Servers	Migrate to cloud	Retire on-premises servers as enterprise systems move to secure cloud hosting.

End-of-life. Retired devices are removed from MDM and Apple School Manager, securely erased to NIST 800-88 standards, and disposed of as surplus through Board-approved processes (Education Code 17545–17546) using certified e-waste recyclers or trade-in programs that return value to the technology budget.

The lifecycles above are targets. The ISETI Director will validate them annually against the device inventory, Apple's operating-system support, repair data, and budget, and report adjustments to the Board.

6. Equitable Access

Board Policy Component 2: How technological resources will be equitably accessible to all students and staff and to all schools.

The AI Guidelines describe RUSD's "Great Equalizer" commitment: every student has access to high-quality technology and tools within the school day, regardless of family income or home internet access. This commitment applies to all technology in the district.

6.1 Access for Every Student

- **Consistent devices across schools.** All three schools receive the same device standard, software baseline, and refresh cycle; no school or classroom depends on parent fundraising for core instructional technology.
- **Home connectivity.** Families who lack reliable home internet may request district assistance, including information on low-cost programs and, where available, hotspots. Assignments requiring home internet include a school-day alternative.
- **Socioeconomically disadvantaged students.** Aligned with the 2026–27 priority on achievement for socioeconomically disadvantaged (SED) students, the district monitors device condition, home access, and tool usage for this group and removes barriers proactively.
- **Students with disabilities.** iPad accessibility features and approved assistive technology are provided as specified in IEPs and 504 plans; every new tool is reviewed for accessibility (WCAG 2.1 AA) before adoption.
- **Multilingual learners.** Real-time translation, text-to-speech, and leveled texts support access to grade-level content; family-facing technology communication is translated into the primary languages of Reed Schools families.
- **Advanced learners.** Tools that extend depth and complexity (coding, research databases, simulations, AI as a critique partner) are available to students ready for acceleration.

6.2 Access for Every Staff Member

Equity extends to staff. Consistent with the AI Guidelines' "Equitable Teacher Access" commitment, every educator across grade levels and subject areas, and every classified employee whose role requires technology, receives current equipment, approved-tool access, and the time and training needed to use it well.

6.3 Access for Families

- Plain-language family guides to devices, filtering, and AI use, published at the start of each year alongside the Approved-Tools List and privacy summaries.
- Caregiver Tech Talks at each school (building on the Reed model) on device routines, digital well-being, and AI.
- ParentSquare as the unified channel for school-to-home communication, with built-in translation.
- Help Desk support (help.reedschools.org) for device and account issues.

7. Instructional Vision: Balanced, Age-Appropriate, Intentional Use

Board Policy Component 3: How technological resources will be used to improve educational services.

RUSD's instructional approach to technology rests on four commitments. Technology use in our schools is **balanced** (it takes its place alongside hands-on learning, reading, writing by hand, discussion, play, the arts, and the outdoors), **age-appropriate** (expectations grow with students' developmental readiness), **intentional** (every use has a clear learning purpose that technology serves better than the alternative), and **future-focused** (students leave RUSD ready for a world shaped by technology and AI, with the human skills that technology cannot replace).

7.1 Guiding Principles

1. **Learning first, tools second.** Lessons begin with the learning goal. Technology is used when it measurably increases rigor, access, feedback, creativity, or engagement.
2. **Rigor through thinking.** Technology is used to raise cognitive demand, such as analyzing, creating, evaluating, and critiquing, rather than to replace worksheets with screens.
3. **Differentiation for every learner.** Technology helps teachers meet students where they are, with adaptive practice, flexible pacing, multiple means of representation and expression, and targeted intervention and extension.
4. **Creation over consumption.** Students use devices primarily to make, build, write, record, code, and design, with minimal passive viewing.
5. **Human connection at the center.** Technology amplifies the teacher–student relationship and peer collaboration; it never substitutes for them.
6. **Well-being and balance.** Screen time is purposeful and bounded; the school day is phone-free; students learn to self-regulate their technology use.
7. **Evidence and evaluation.** We keep what works, change what does not, and retire what no longer serves students.

7.2 Research-Based Frameworks

RUSD uses a small set of complementary frameworks so that teachers, leaders, and families share a common language for evaluating technology use.

Framework	What It Asks	How RUSD Uses It
SAMR	Is technology used for Substitution, Augmentation, Modification, or Redefinition of tasks?	Coaching conversations on moving from substitution toward redesigned, higher-rigor tasks.
ISTE Standards for Students, Educators, and Leaders	Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator, Global Collaborator	Student learning targets by grade band; educator PD goals.

Universal Design for Learning (UDL)	Multiple means of engagement, representation, and action and expression	Tool selection criteria; differentiation planning; accessibility review.

7.3 Grade-Band Expectations

The following expectations are the district's starting point. The **Tech Framework Task Force** (Section 13.2) is refining them into the Age-Appropriate, Intentional Tech-Use Framework for Board review in 2026–27, including recommendations on daily screen-time guidance, take-home practices, and specific uses by grade.

	PreK–2 (Reed)	Grades 3–5 (Bel Aire)	Grades 6–8 (Del Mar)
Primary purpose	Foundational skills, early literacy and numeracy practice, creative expression, and exploration, mostly teacher-led	Building digital fluency: research, writing, creating, collaborating, and early coding	Deeper integration: analysis, research, multimedia production, coding, and critical use of AI
Nature of use	Short, purposeful sessions; small-group and teacher-guided; shared or class-managed devices	Structured independent use with clear routines; blended with hands-on work	Greater independence with accountability; students choose tools for purpose
Unplugged priorities	Handwriting, phonics, manipulatives, play-based and outdoor learning, read-alouds	Handwritten drafts, discussion, lab and project work	In-class writing, Socratic seminars, handwritten and oral assessments ("Back to the Basics")
AI use	Teacher-led, whole-class demonstrations only; students do not enter prompts or personal information	Traffic Light (Red/Yellow/Green) with AI Credits; limited, teacher-directed use on approved tools	0–4 Integrity Rubric with AI Credits; AI as tutor, editor, or critique partner on approved tools
Digital citizenship focus	Safe and kind online; screen routines; asking a trusted adult	Privacy, digital footprint, cyberbullying, recognizing ads and recommendations	Social media, misinformation, AI bias and ethics, intellectual property, digital well-being
Device routines	Devices remain at school unless a specific need exists	Take-home practices set by Tech-Use Framework	Take-home with family agreement; charged and ready daily

7.4 Using Technology to Meet Individual Student Needs

Personalization is the strongest reason to use technology in school. RUSD focuses technology where it offers high-leverage opportunities to personalize and individualize learning, as the Strategic Plan directs:

- **Multi-Tiered System of Supports (MTSS).** Screeners and progress monitoring (MAP, mClass Dibels Reading Difficulties Screener) identify needs early; adaptive tools deliver targeted Tier 2 and 3 practice; a future data management system will combine academic and SEL indicators.
- **Immediate, specific feedback.** The AI Guidelines' "Study Buddy" approach gives students feedback while practicing, so teachers can spend more time conferring one-on-one.
- **Challenge and extension.** Students who have mastered content use technology to go deeper, through simulations, coding, independent research, and design challenges, supporting the 2026–27 priority on rigor, relevance, and challenge through differentiation.
- **Access and accommodation.** Text-to-speech, speech-to-text, translation, captioning, and adjustable reading levels help students with disabilities and multilingual learners reach grade-level content.
- **Student agency.** Students set goals, track progress, and reflect.

7.5 Balance, Well-Being, and the Phone-Free School Day

The Board recognizes that technology can undermine student achievement, health, and well-being. RUSD therefore treats balance as a design requirement, not an afterthought:

- **Phone-free school day.** Consistent with the Phone-Free Schools Act (AB 3216), which required districts to adopt a policy limiting or prohibiting student smartphone use at school by July 1, 2026, personal smartphones are not used during the school day except as permitted by law (e.g., emergencies, IEP/504 needs, health needs, or teacher-authorized purposes). Policy is reviewed at least every five years.
- **Purposeful screen time.** Teachers plan device use for specific purposes and durations; walkthroughs look for balance between on-screen and off-screen learning.
- **Monitoring well-being.** The district monitors the effects of technology and AI on engagement, social development, and mental health (via YouthTruth and site data) and will reduce or pause practices when evidence points to harm, as committed in the AI Guidelines.
- **Family partnership.** Caregiver Tech Talks and family resources support consistent routines between school and home (e.g., family media plans, device-free bedrooms, charging stations outside bedrooms).

> **Exemplar in Practice**
>
> Districts nationally are pairing 1:1 programs with explicit "intentional use" guidance. Common features include grade-band screen-time expectations, a planning lens such as Triple E, "unplugged" protected time for foundational skills, and family-facing agreements. Del Mar's "Back to the Basics" theme and Reed's Technology Overview and Guiding Principles are strong local examples that the Tech Framework Task Force is building upon district-wide.

7.6 Improving Operations and Governance

The Board policy notes that technology can increase the efficiency of non-instructional operations and governance. Planned improvements include:

- **Aeries Student Information System (2027–28):** centralized student data, streamlined attendance, grading, and reporting, and improved report cards (a 2026–27 priority).

- **Data management system (2028–29):** a single view of academic and SEL data to guide MTSS decisions.
- **ParentSquare:** unified, translated family communication with adoption monitored for fidelity.
- **AI for productivity:** approved AI tools for drafting communications, lesson outlines, and routine paperwork, increasing “teacher time,” with human review of all outputs and no student personally identifiable information entered.
- **Cloud-based enterprise systems and paperless workflows** that improve resilience and reduce cost.

8. Professional Learning

Board Policy Component 4: What professional development opportunities or materials regarding these technological resources will be made available to staff.

Professional learning is where this plan succeeds or fails. The AI Task Force heard clearly that capacity is a concern; RUSD's approach is therefore **structured, short-form, job-embedded, and differentiated**, and it connects to the 2026–27 priority on impactful professional development.

Offering	Audience	Description
New staff technology onboarding	All new employees	Devices, accounts, security (MFA, phishing), acceptable use (BP/E 4040), data privacy, and approved tools.
AI professional learning	All certificated and classified staff	Short-form modules on the AI Guidelines, the Traffic Light and 0–4 Rubric, AI Credits, prompt design, bias, privacy, and designing "durable questions"; quarterly staff meeting sessions (building on Reed, Bel Aire, and Del Mar Year 1–2 work).
Intentional-use coaching	Grade-level and department teams	lesson design; walkthroughs focused on purpose, rigor, and balance; cross-classroom observation.
Curriculum-embedded technology training	Teachers adopting new curriculum	E.g., Amplify Desmos Math launch and stretch trainings; mClass and MAP data use.
Accessibility and assistive technology	Special education and general education staff	iPad accessibility features, assistive technology, and UDL.
Cybersecurity awareness	All staff	Information sharing and follow up
Systems training	Office, business, and student services staff	Aeries transition, ParentSquare, data management system.
Pilot teacher cohorts	Volunteers	Early access to new tools, with coaching and a voice in adoption decisions

Materials. A staff technology hub on the Help Desk site hosts quick-start guides, short videos, the Approved-Tools List, AI guidance, and lesson exampars. Effectiveness is measured through participation, staff satisfaction, classroom walkthrough data, and student outcomes.

9. Artificial Intelligence: Use by Students and Staff

Board Policy Component 5: How AI may be used by students and staff in accordance with BP 0441 – Artificial Intelligence, BP/E(1) 4040 – Employee Use of Technology, BP 5131.9 – Academic Honesty, and BP/E(1) 6163.4 – Student Use of Technology.

9.1 Vision for Artificial Intelligence Integration

The AI Task Force developed the following vision, presented to the Board on June 2, 2026:

> *Guided by our mission to Nurture, Teach, and Inspire, the Reed Union School District believes that while the world is changing, our core educational purpose remains constant. We view Artificial Intelligence as a strategic tool to improve student outcomes and modernize instruction. Our approach centers on the human element of schooling, ensuring that technology serves to amplify — not substitute — the vital connection between teachers and learners.*
>
> — RUSD Vision for Artificial Intelligence Integration (excerpt)

By leveraging AI responsibly, RUSD aims to **empower creative problem solvers**, **personalize the learning experience**, and **foster digital well-being**. The vision is anchored in **equity and access**, **safety and integrity**, and **evidence-based practice**, with professional judgment remaining the cornerstone of instruction.

9.2 RUSD AI Guidelines

The AI Guidelines are organized in six domains. Key commitments in each are summarized below; the full guidelines are maintained by Educational Services.

Domain	Key Commitments
Safety, Data Privacy & Security	Alignment with FERPA, CIPA, and the 2025 COPPA updates; no student or staff PII entered into generative AI tools; PK–2 use limited to teacher-led, whole-class demonstrations; rigorous vendor review (security audits, encryption, retention, no model training on district data); published Approved-Tools List; security practices updated for AI-driven phishing, voice cloning, and prompt-based exploits.
Transparency & Oversight	Human–AI–Human approach; clear disclosure expectations for students and staff; annually updated public tool list with plain-language summaries; shared language for AI use.
Equity & Access	“Great Equalizer” commitment; equitable teacher access; UDL-aligned assistive uses such as translation and leveled reading; bias awareness and fact-checking; inclusive design; multilingual family communication.
Instructional Impact & Support	“Study Buddy” immediate feedback; increasing “teacher time”; short-form PD; future-ready foundations in human skills; protecting professional expertise; monitoring student well-being and pausing practice when evidence shows harm.

Responsible Use & Academic Integrity	Human-originality requirement; AI Credits; prohibition of impersonation, deepfakes, and AI-generated bullying or harassment; communicating the level for each task; process-focused assessment and "durable questions."
Ongoing Review & Adaptation	Formal review every six months through 2027–28, then annually; stakeholder feedback loops; student voice by grade band; efficacy checks; monitoring of state and federal law; updated digital citizenship lessons on emerging risks.

9.3 AI Student Use Framework

RUSD's framework is **tool-agnostic**: rather than maintaining a list of allowed and banned chatbots, it defines the *kind* of AI involvement permitted on each assignment. The same expectation applies whether a student uses a district-vetted tool at school or an unfamiliar one at home. Grades K–5 use the Elementary Traffic Light; grades 6–8 use the 0–4 Integrity Rubric, adapted from the AI Assessment Scale (Perkins, Furze, Roe & MacVaugh). Both share the same color bands so students and families experience one coherent K–8 progression.

Color Band	Elementary (K–5) Traffic Light	Middle School (6–8) 0–4 Integrity Rubric	AI Credit Expectation
RED	**No AI — Human only.**Tests, in-class writing, practicing new skills.	**Level 0 — Completely AI-Free.** In-class essays, tests, problem sets, foundational skills.	Not applicable; AI use is an academic integrity matter.
YELLOW	**AI as Scaffold (helper/tutor).**Brainstorming, feedback on a draft, checking spelling after writing.	**Level 1 — Brainstorming/outlining only. Level 2 — Editing and feedback** on student-written work.	Student shares how AI helped; grades 6–8 list prompts used and which ideas or suggestions were kept, and why.
GREEN	**AI as Co-Pilot (partner).**Exploring ideas, generating practice problems, comparing AI's answer with one's own.	**Level 3 — Collaborative partner/co-author** (student directs and is responsible for accuracy). **Level 4 — Fully AI-generated for evaluation/critique.**	Student documents what AI got right and wrong and how the work was directed and verified.

The level is shown on assignment headers, classroom posters, syllabi, and family communications. Teachers explain the rationale, so students understand when the goal is to build a foundational skill and when it is to practice using a digital co-pilot well.

9.4 Staff Use of AI (BP/E 4040)

- Staff may use AI tools on the district Approved-Tools List for planning, differentiation, feedback drafts, translation, communication drafts, and operational tasks.
- Staff must **not** enter student or staff personally identifiable information, confidential records, or assessment data into generative AI tools unless the tool is approved for that specific purpose under a signed data privacy agreement.
- **Human oversight:** staff review, verify, and take responsibility for AI outputs. AI never makes final decisions about grades, discipline, placement, special education eligibility, or personnel matters.
- **Disclosure:** staff are transparent with students, families, and colleagues when AI meaningfully contributed to materials or communications.
- AI detection tools are not used as the sole basis for any academic integrity determination, given their documented accuracy limitations.

9.5 Academic Honesty (BP 5131.9)

Using AI in a way not permitted by the assigned level, or failing to disclose AI use through AI Credits, is addressed under the Academic Honesty policy. Consistent with the AI Guidelines' "Focus on the Process," teachers emphasize authentic evidence of learning, such as handwritten assessments, oral presentations, in-class check-ins, drafts, and reflections, and design "durable questions" that draw on local knowledge, personal context, or recent class discussion. Responses to concerns begin with a conversation and emphasize learning.

9.6 Student Use of AI (BP/E 6163.4)

- Students use only AI tools approved for their grade span, through district-managed accounts, and in accordance with the Student Technology Use Agreement.
- PreK–2 students do not interact with AI tools independently; teachers may demonstrate AI with the whole class.
- Vendor age requirements (for example, terms requiring users to be 13 or older) are honored; parental consent is obtained where required by COPPA.
- Using AI to impersonate others, create deepfakes, or bully or harass is prohibited and carries significant consequences.

9.7 AI Implementation: Year 2 (2026–27)

Action	Lead	Timing
Reconvene **AI Task Force 2.0** to monitor rollout, support site-level execution, establish feedback loops, and refine frameworks based on real classroom implementation	Coordinator of Educational Services	2026–27
Launch an **AI Student Advisory Panel** at Del Mar to gather direct feedback on guidelines	Coordinator of Educational Services; Del Mar Librarian	Fall 2026

Finalize and publish AI Guidelines, Student Use Framework, and first Approved-Tools List with family summaries	Educational Services; ISETI	2026–27
Implement the **PK–8 AI Literacy Scope and Sequence** (Section 10) - Starting with Del Mar MS	Site leaders; teachers	2026–27 & 2027-28
Create a comprehensive AI curriculum framework across grade levels, grounded in evidence-based practices designed to cultivate critical thinking	Technology Department; Educational Services	2026–27
Align AI work with the Tech Framework Task Force for cohesive district-wide expectations	Superintendent's Cabinet	Ongoing
Six-month review of AI Guidelines and report to the Board	Coordinator of Educational Services	Winter and Spring 2027

10. Digital Citizenship, Media Literacy, and AI Literacy

Board Policy Component 6: How students will acquire the knowledge and skills sufficient for digital citizenship, social media and AI literacy, ethical and responsible use, and identifying online misinformation.

RUSD teaches digital citizenship explicitly, every year, at every grade, and reinforces it across subjects. Instruction uses the **Common Sense Education Digital Citizenship Curriculum** (K–8) as its core, the **PK–8 AI Literacy Scope and Sequence developed** by the AI Task Force, and media literacy practices consistent with California's AB 873. The district will pursue **Common Sense School/District recognition** as an external benchmark.

10.1 PK–8 Scope and Sequence

Strand	PreK–2	Grades 3–5	Grades 6–8
Digital citizenship & well-being	Safe, kind, and respectful online; balancing screen time with play; asking a trusted adult	Digital footprint; passwords and privacy; healthy habits; online kindness and upstanding	Digital identity and reputation; managing attention and notifications; online relationships
Social media literacy	What apps and videos are; "stop and ask"	How platforms and ads work; age requirements and why they exist	Algorithms and feeds; sharing and consent; sextortion and scam awareness; healthy social media choices
Media literacy & misinformation	Real vs. pretend; who made this?	Checking sources; ads vs. information; photo and video editing	Lateral reading and the SIFT method (Stop, Investigate the source, Find better coverage, Trace claims); spotting manipulated media and deepfakes; confirmation bias
AI literacy	*Foundational Awareness:* what is AI; human vs. machine intelligence; AI in the physical world ("Is it AI?", "Design a Helpful Robot")	*The Power of Data:*recommendation engines and filter bubbles; data privacy (never share personal info with a chatbot); human-in-the-loop ("AI Weather Reporter")	*Critical Evaluation & Agency:* Gr 6 ethics and integrity (tutor vs. ghostwriter); Gr 7 algorithmic bias; Gr 8 hallucinations vs. peer-reviewed sources; neural networks; intellectual property; AI and the future of work; iterative prompting

Ethical & responsible use	Taking care of devices; following class rules	Copyright basics and giving credit; AI Credits introduced	Fair use, Creative Commons, AI and copyright; academic integrity; AI Credits
Cyberbullying	Being kind; telling an adult	Recognizing and reporting cyberbullying; upstander skills	Off-campus conduct and consequences; AI-augmented harassment; reporting pathways
Security	Keeping passwords secret	Strong passwords; recognizing suspicious messages	Phishing, MFA, scams, voice cloning; protecting accounts and devices

10.2 Delivery and Accountability

- **Beginning-of-year launch** at each school: Student Technology Use Agreement review, device care, and responsible use video.
- **Monthly lessons** in homeroom, advisory, library media, or content classes, with a designated owner at each site and a completion check each trimester.
- **Cross-curricular reinforcement:** research projects in humanities apply lateral reading and compare AI with databases such as ProQuest; science classes examine data and bias; advisory addresses well-being.
- **Library Media Center** partnership for information literacy and research skills.
- **Family learning:** Caregiver Tech Talks and take-home resources aligned to each grade band's lessons, so families can reinforce the same language at home.
- **Resources:** Common Sense Education (Digital Citizenship, AI Literacy, and Media Literacy lessons); TeachAI AI Literacy; Code.org AI for Oceans; Be Internet Awesome; NetSmartz; iKeepSafe.

11. Cybersecurity

Board Policy Component 7: How the district will prevent and respond to cyberattacks, address other cybersecurity concerns, and what steps students and staff can take to enhance security of the systems they use.

K–12 districts are frequent targets of ransomware, phishing, and data theft because they hold sensitive data and often have limited IT staff. RUSD's cybersecurity program is organized around the **NIST Cybersecurity Framework 2.0** and prioritizes the high-impact protections recommended by CISA for K–12 organizations.

11.1 Prevention and Protection

NIST CSF Function	RUSD Practices
Govern	Cybersecurity roles and responsibilities assigned to the ISETI Director; annual risk review reported to the Superintendent; cybersecurity requirements in all vendor contracts; this plan and related Board policies.
Identify	Complete inventory of hardware, software, accounts, and data (via Apple School Manager, MDM, and network tools); classification of sensitive data; annual review of third-party apps with access to district data.
Protect	Least-privilege access; automatic OS and app updates via MDM; FileVault and iPad encryption; next-generation firewalls at each campus; web and email filtering; network segmentation of student, staff, guest, and building systems; secure configuration baselines; annual staff security training.
Detect	Centralized logging and alerting; endpoint and email threat detection; monitoring of sign-in anomalies; membership in the **MS-ISAC** and **K12 SIX**for threat intelligence.
Respond	Written Incident Response Plan (Section 11.2) with defined roles, communication templates, and contacts for legal counsel, insurance carrier, law enforcement, and CISA; annual tabletop exercise.
Recover	Immutable and off-site backups following the 3-2-1 rule; quarterly restore tests; prioritized recovery order for critical systems (SIS, business, communication, safety); after-action review.

11.2 Incident Response

1. **Prepare:** maintain the plan, contact lists, cyber insurance, and backups; rehearse through tabletop exercises.
2. **Detect and analyze:** confirm and scope the incident; preserve evidence.
3. **Contain:** isolate affected systems and accounts; reset credentials; block malicious sources.
4. **Eradicate and recover:** remove threats, restore from clean backups, and verify integrity before returning systems to service.

5. **Notify:** communicate with the Superintendent, Board, staff, and families as appropriate; meet legal notification requirements (California Civil Code breach notification; FERPA); report to CISA/MS-ISAC and law enforcement as appropriate.
6. **Learn:** conduct an after-action review and update controls, training, and this plan.

11.3 Emerging and AI-Related Threats

Consistent with the AI Guidelines, RUSD updates its security practices for AI-specific threats, including highly convincing AI-generated phishing, **voice-cloning scams** (for example, a call that sounds like an administrator requesting a wire transfer or password reset), deepfake images or video used for harassment, and prompt-based exploits of AI tools. Controls include call-back verification for any financial or credential request, training with current examples, and vendor review of AI tool security.

11.4 What Staff and Students Can Do

Staff Can…	Students Can…
	Keep passwords private, even from friends
Pause before clicking: verify unexpected links, attachments, and urgent requests, and report suspicious email with the report button	Tell a teacher or trusted adult about strange messages, pop-ups, or requests
Verify financial, payroll, or credential requests by calling a known number (never the number in the message)	Never share personal information (full name, address, school, photos) with strangers or chatbots
Keep devices updated and restart when prompted	Lock devices when walking away and keep them charged and updated
Store district data only in approved district systems; never in personal accounts or unapproved AI tools	Use only district-approved apps and your school account on your iPad
Lock screens when away; secure printed student information	Think before you post, and ask before sharing photos of others
Report lost or stolen devices immediately	Report lost or damaged iPads right away

12. Data Privacy and Protection of Confidential Information

The Board policy directs the Superintendent or designee to ensure that any use of technological resources protects the private and confidential information of students and employees in accordance with law. RUSD meets this obligation through the following practices:

- **Legal compliance:** FERPA, COPPA (including 2025 updates), PPRA, CIPA, California Education Code 49060 et seq., Education Code 49073.1, SOPIPA, and Education Code 49073.6.
- **Data privacy agreements:** every vendor that receives student data signs the California Student Data Privacy Agreement (CA-NDPA) or an equivalent contract meeting Education Code 49073.1 requirements, including prohibitions on targeted advertising, sale of data, and use of district data to train AI models.
- **Data minimization:** the district shares only the data a tool needs and uses single sign-on and managed accounts to limit exposure.
- **Transparency:** the annual Approved-Tools List includes plain-language privacy summaries for families.
- **Retention and deletion:** vendor data is deleted or returned at contract end, and deletion is verified.
- **Employee data:** personnel and payroll data are protected with the same controls, including restricted access.
- **Training:** all staff complete annual privacy and security training.

13. Stakeholder Engagement: The RUSD Task Force Model

13.1 How RUSD Task Forces Work

RUSD uses **task forces** to bring a wide range of voices into decisions that matter to our community. Task forces are advisory. They study an issue, gather input, and make recommendations to district leadership, who bring final proposals to the Board. This model fulfills the Board policy's provision for an advisory committee of staff and community stakeholders to assist with the technology plan.

Stakeholder Group	Role on Task Forces
Board of Trustees	Trustee representation to hear directly from stakeholders and connect recommendations to governance and policy.
Administration	Facilitation, research, drafting, and alignment with the Strategic Plan and budget.
Certificated staff	Classroom expertise across grade levels and content areas; implementation feasibility.
Classified staff	Operational, technical, instructional aide, and student support perspectives.
Parents and caregivers	Family perspective, community expertise (including professionals in the technology sector), and home–school consistency.
Students	Direct experience with technology in class; grade-banded student voice (e.g., the AI Student Advisory Panel at Del Mar).
PTA representatives	Connection to school communities and family education events.
Reed Schools Foundation representatives	Community partnership and support for programs, including technology.

Task forces typically meet three to four times over a school year, use shared working documents, and report to the Board in public session. RUSD has used this model successfully for the Budget Advisory Task Force, the Wellness & Belonging Task Force, the VAPA Task Force, literacy and curriculum work, and the Student Information System and data task force, as well as the two technology task forces described below.

13.2 Tech Framework Task Force (2026–27)

> **Charge**
>
> Gather broad stakeholder input to more clearly define RUSD's technology guidelines and ensure **intentional, age-appropriate use of technology** across PreK–8, producing the Age-Appropriate, Intentional Tech-Use Framework named as a 2026–27 District Priority (Strategic Plan Pillar 2).

Background. The Year 3 Strategic Plan calls for a Tech Committee to develop a Tech Usage Framework that continues the work begun at the sites: Reed's Tech Use Group of staff and caregivers and its *Technology Overview and Guiding Principles*; Bel Aire's staff training on tools; and Del Mar's "Back to the Basics" focus on

when screens help learning and how they affect social-emotional well-being. Trustees have publicly identified responsible, grade-appropriate guidelines for classroom technology as a key issue and asked staff to develop clear guidelines.

Guiding Questions

- What is the purpose of technology at each grade band, and what should remain unplugged?
- What are appropriate expectations for daily and weekly instructional screen time by grade band?
- Which grades should take devices home, and under what agreements?
- How do we ensure technology increases rigor and differentiation rather than simply replacing paper?
- How should homework and family communication account for screen use at home?
- How will we know the framework is working (walkthroughs, surveys, student outcomes, well-being data)?

Deliverables

- Age-Appropriate, Intentional Tech-Use Framework (grade-band expectations, planning lens, unplugged priorities, take-home guidance).
- Family-facing summary and Caregiver Tech Talk materials.
- Recommendations for Board policy or administrative regulation updates and for the next revision of this plan.

Timeline

Phase	Activities	Target
Launch	Establish membership, norms, and charge; review current site practices, research, and exemplars	Fall 2026
Input	Staff, family, and student surveys and listening sessions; classroom observation data	Fall–Winter 2026
Draft	Draft grade-band framework; align with AI Task Force 2.0	Winter 2027
Review	Stakeholder feedback on draft; revisions	Spring 2027
Report	Present framework to the Board; plan 2027–28 implementation	Spring 2027

Meeting dates and membership will be finalized and published by the Superintendent's Office.

13.3 Artificial Intelligence (AI) Task Force

The Strategic Plan Year 2 action steps established an AI Task Force to develop a unified vision for AI integration within the district. The task force was described to the Board as a **diverse group of stakeholders serving as a community advisory forum dedicated to listening, learning, and providing essential guidance and insights that will directly shape the ethical framework and strategic vision for AI integration in RUSD.** Membership included teachers, administrators, family and community members, and members of the Board of Trustees, and the district met with ISTE members for input on task force design and goals.

Year 1 (2025–26): Meetings and Products

Meeting	Focus and Products
AI Task Force #1 — November 5, 2025	Launch; vision, goals, needs, and timeline; draft vision statement
AI Task Force #2 — February 4, 2026	AI Guidelines (Draft 2), incorporating Meeting #1 input
AI Task Force #3 — April 29, 2026	PK–8 AI Literacy Scope and Sequence (draft); AI Student Use Framework (draft); Protocol for Evaluating AI Tools (draft)
Board Report — June 2, 2026	Coordinator of Educational Services Nicole Trickett reported on actions and next steps; final draft vision, guidelines, and adoption plan delivered to district leadership

The task force's roadmap moved from a **Vision for AI Integration** to **AI Guidelines** (data privacy, preventing bias, academic integrity) to **AI Tool Evaluation** (a rigorous, multi-criterion review framework), with **Continuous Improvement** built in.

What We Heard: Four Threads

Thread	What Stakeholders Said	How This Plan Responds
Human Connection	Preserve original thought, mental space, critical thinking, and nature as AI expands.	Human-originality requirement; unplugged priorities; H-AI-H model; well-being monitoring.
Pace of Change	How do we keep policy, PD, and the tool list current when AI changes constantly?	Tool-agnostic framework; six-month reviews; annual Approved-Tools List.
Capacity & Budget	"This feels like a massive undertaking."	Phased roadmap; short-form PD; pilot-before-adopt; cost-benefit review.
Plain Language	Families and students should be able to read and act on what we write.	Family summaries; consistent color bands K–8; multilingual communication.

Year 2 (2026–27): AI Task Force 2.0

As presented to the Board, the focus now shifts toward intentional classroom implementation. Next steps are: **Student Voice**(launch an AI Student Advisory Panel at Del Mar); **Staff Feedback & Planning** (feedback loops, teacher capacity, site-specific needs); **Tech Priority Overlap** (align with the development of the intentional tech-use framework so expectations are cohesive district-wide); and **AI Task Force 2.0** (reconvene to monitor rollout, support site-level execution, and refine frameworks based on real classroom implementation).

13.4 How the Two Task Forces Work Together

The Tech Framework Task Force sets broad expectations for intentional, age-appropriate technology use; AI Task Force 2.0 refines how AI fits within those expectations. Shared membership, joint review of drafts, and a single set of grade bands and planning language ensure that teachers and families receive one coherent message rather than two separate sets of rules.

14. Technology and AI Items Shared with the Board

The following items from public Board of Trustees meetings inform this plan. Agendas, attachments, and recordings are available through the district's board meeting portal.

Meeting	Item	Relevance
2024 (adoption)	RUSD Strategic Plan 2024–2030	Pillar 5 Data and Technology Management Plan; Pillar 1 innovative tech to personalize learning
January 13, 2026	RUSD Strategic Plan Mid-Year Update (with Year 2 action steps); Wellness & Belonging Task Force Proposed Action Plan	AI Task Force progress; tech infrastructure; well-being context for balanced tech use
February 10, 2026	District Library Media Center Annual Report; Strategic Plan Mid-Year Update	Information literacy and research resources
April 25, 2026 (Study Session)	Input on Shared Goals for 2026–27	Trustee input leading to the 2026–27 priority areas, including the tech-use framework
June 2, 2026	AI Task Force Update, with attachments: Board Report; RUSD AI Guidelines; AI Student Use Framework (draft); PK–8 AI Literacy Scope and Sequence (draft); Protocol for Evaluating AI Tools (draft). Also Strategic Plan Year 2 Review.	Foundation of Section 9 and the AI literacy strand of Section 10
June 8, 2026	Resolution for November 2026 Facilities Bond Measure; 2026–27 Budget; LCAP	Measure O project list includes network, wireless, classroom technology, and cloud data center
August 18, 2026	Strategic Plan Year 3 Plans & 2026–27 District Priority Areas; Report from Director of M&O and ISETI Director on summer technology projects; Approval of Rhino Networks Cisco Meraki Licensing	Tech-Use Framework and AI Framework Year 2 priorities; infrastructure
September 15, 2026	Superintendent's Report (committee updates); CAASPP results	Task force progress; academic outcomes that inform tool evaluation

15. Implementation Roadmap, 2026–2029

Focus Area	2026–27	2027–28	2028–29
Intentional Tech Use	Tech Framework Task Force develops framework; Board review	Implement framework district-wide; walkthrough tool; family agreements	Evaluate impact; refine; update plan
Artificial Intelligence	AI Task Force 2.0; Student Advisory Panel; publish guidelines and Approved-Tools List; AI literacy lessons; six-month reviews	Scale effective tools; AI curriculum framework; six-month reviews	Annual review cadence; evaluate outcomes
Digital Citizenship	Adopt PK–8 scope and sequence; site owners; Caregiver Tech Talks	Pursue Common Sense recognition; AB 772 cyberbullying policy (by July 1, 2027)	Refresh lessons for emerging risks
Devices	Validate inventory and lifecycle targets; refresh first student cohort	Continue staggered refresh; staff device cohort	Continue staggered refresh
Infrastructure	Meraki renewal; E-Rate switch/AP planning; bond planning if approved	Network and wireless upgrades; cloud migration	Classroom technology refresh with modernization
Systems & Data	Aeries preparation and training; ParentSquare fidelity	Aeries go-live; data management system selection	Data management system implementation
Cybersecurity	MFA for all staff; incident response plan and tabletop; backup testing	Advanced detection; vendor security reviews	External security assessment
Professional Learning	AI and intentional-use PD; Apple Teacher; onboarding	Apple Learning Coach cohort; coaching cycles	Teacher-leader-led PD model

16. Monitoring, Evaluation, and Plan Revision

Progress is reported to the Board annually as part of Strategic Plan updates, using green, yellow, and red status indicators consistent with the Strategic Plan's mid-year and year-end reporting.

Goal	Indicator(s)	Data Source
Technology improves learning	Growth on MAP and CAASPP for students using adopted tools; pilot success criteria met	Assessment data; pilot evaluations
Use is intentional and balanced	% of observed lessons where tech use meets Triple E criteria; balance of on/off-screen learning	Walkthroughs
Well-being is protected	Student sense of belonging and well-being; family perceptions of screen use	YouthTruth; family survey
Equitable access	Device functionality rate; home connectivity gaps closed; accessibility reviews completed	Help Desk and inventory data
Staff are prepared	PD participation and satisfaction; Apple Teacher badges; staff confidence with AI guidelines	PD records; staff survey
Students are responsible digital citizens	Digital citizenship lesson completion by grade; AI Credits use; integrity incidents	Site reports
Systems are secure	MFA coverage; phishing simulation click rate; patch compliance; backup restore success	ISETI reports
Privacy is protected	% of student-data tools with signed DPAs; Approved-Tools List published on time	Educational Services; ISETI

Revision cycle. The full plan is reviewed annually and fully revised at least every three years or when significant changes occur in law, technology, or district priorities. AI sections are reviewed every six months through 2027–28. Revisions are submitted to the Board for consideration and approval as required by Board policy.

17. Budget and Funding

Technology is funded through a combination of sources, planned to support predictable replacement rather than one-time spending spikes.

Funding Source	Typical Uses
General Fund	Devices on the replacement cycle, software licensing, staffing, PD
E-Rate (Category 1 and 2)	Internet access; network switches, access points, and firewalls
Measure O (if approved by voters, November 3, 2026)	Network infrastructure, wireless, servers and IT rooms, classroom technology refresh, smart boards and displays, VoIP/intercom systems, and a cloud data center for enterprise systems
Reed Schools Foundation and PTA	Enrichment and innovation (e.g., pilots, specialty equipment), not core device access
State and federal grants	As available; this plan addresses grant components as required

Every tool adoption includes a total-cost-of-ownership and cost-benefit review (Section 5.5), and the Business Services and ISETI teams align the replacement cycle with the multi-year financial projection. The Budget Advisory Task Force's revenue-enhancement focus for 2026–27 will inform long-term technology funding.

Appendix A: Glossary

Term	Definition
AI Credits	A student's disclosure of how AI was used on an assignment, scaled by grade band.
Apple School Manager	Apple's web portal for managing devices, Managed Apple Accounts, and app licensing in schools.
CA-NDPA	California National Data Privacy Agreement, a standard student data privacy contract used by districts and vendors.
CIPA	Children's Internet Protection Act; requires filtering and internet safety policies for E-Rate recipients.
E-Rate	Federal program that discounts internet and network costs for schools and libraries.
ISETI	The district's information systems and educational technology department.
MDM	Mobile device management; software used to configure, secure, and update devices centrally.
MFA	Multi-factor authentication; a second verification step beyond a password.
MTSS	Multi-Tiered System of Supports; framework for providing academic and behavioral support by need.
SIFT	Stop, Investigate the source, Find better coverage, Trace claims; a method for evaluating online information.
UDL	Universal Design for Learning; designing instruction with multiple means of engagement, representation, and expression.

Appendix B: Sources

- Reed Union School District, *Strategic Plan 2024–2030* (with Year 2 and Year 3 action steps).
- RUSD Board of Trustees meeting agendas and attachments, 2025–2026, including: AI Task Force Board Report (June 2, 2026); RUSD AI Guidelines; AI Student Use Framework (draft); PK–8 AI Literacy Scope and Sequence (draft); Protocol for Evaluating AI Tools (draft); Strategic Plan Year 3 (2026/27) Priority / Focus Areas (August 18, 2026).
- RUSD website: Technology Department; Our District; Business Services; Superintendent's Office.
- Marin County Elections, *Measure O Full Text* (November 3, 2026).
- California School Boards Association, Phone-Free Schools Act guidance; ACSA, *New Laws Addressing Technology in Schools*.
- California Department of Education, AI guidance and AI in Education Workgroup; AB 2876 (2024); AB 873 (2023).
- Peninsula School District, *Artificial Intelligence*; Washington OSPI, *Human-Centered AI Guidance for K–12 Public Schools*; TeachAI, *AI Guidance for Schools Toolkit*.
- Perkins, M., Furze, L., Roe, J., & MacVaugh, J., *The AI Assessment Scale* (2023; updated 2024).
- Kolb, L., *Triple E Framework*; Puentedura, R., *SAMR Model*; ISTE Standards; CAST, *UDL Guidelines*.
- NIST, *Cybersecurity Framework 2.0*; CISA, *Protecting Our Future: Partnering to Safeguard K–12 Organizations from Cybersecurity Threats*.
- Common Sense Education, Digital Citizenship and AI Literacy curricula.