Regular Board Meeting - Public Comment (Online Submissions)

Date: June 18, 2026

First Name (Optional)	Last Name (Optional)	Is this comment related to an agenda?	Agenda Item
Jennifer	Goward	N/A	CUSD / DTLT's Technology review

Please write your comment:

Key Considerations for CUSD's Technology Review

As CUSD reviews technology-related practices and prepares recommendations for the board in August, I am submitting these considerations as a parent and educator with experience in classroom teaching, technology integration, and curriculum leadership.

Technology decisions increasingly influence how students access content, demonstrate understanding, spend time in the classroom, and ultimately how they learn. For that reason, they deserve to be considered as teaching and learning decisions, not simply technology decisions.

Determining When Technology Adds Value:

Over the past two decades, technology has increasingly shaped teaching and learning. Given what we know about how children learn, it is worth asking:

—. Does the technology in question strengthen learning?

— Are non-digital approaches equally effective or more effective?

— Which screen-based activities could be reduced or avoided?

Learning Experiences That May Receive Less Emphasis:

As technology use has increased across classrooms, which learning experiences may be receiving less emphasis?

— Discussion and dialogue

— Hands-on learning

— Reading from print and writing by hand

— Collaboration

— Practical and real-world experiences

Learning Materials and Demonstrating Understanding:

As the DTLT reviews current technology use, particularly in middle school and high school, it is worth considering where paper-based materials, textbooks, notebooks, and printed resources may better

support learning. The materials and formats students use shape the way they read, annotate, take notes, solve problems, and make their thinking visible. Convenience, accessibility, and cost matter, but they should not outweigh what best supports student understanding.

It is also worth considering how digital formats affect students' ability to sustain attention and engage deeply with their work. How do notifications, other apps, messages, internet access, and other digital distractions affect students' learning?

Gamification, Motivation, and Learning Habits:

Gamified and reward-based technologies can make learning feel exciting, but they may also shape students' expectations about what learning should feel like. When children work through challenge without immediate rewards, they build persistence, resilience, and a sense of mastery. It is worth considering whether these platforms strengthen intrinsic motivation or encourage reliance on extrinsic rewards. How might this influence students' willingness to engage with learning experiences that are slower, less stimulating, but equally important?

Technology Skills and Developmental Readiness:

Preparing students for a digital world is often cited as a reason for introducing technology at increasingly young ages. In that discussion, it may be helpful to distinguish between:

— students learning about technology, including how it works, how it affects them, and how to use it safely and responsibly;

— students developing concrete, transferable technology-related skills; and

— students using digital tools and platforms to demonstrate understanding across the curriculum.

As the DTLT considers these different uses of technology, it is worth asking:

— Which technology-related experiences and skills are truly necessary?

— Which are foundational?

— When should they be introduced?

— What evidence supports those decisions?

Not every experience or skill requires years of exposure; some may be introduced effectively later, when students are developmentally ready and genuinely need them. As with any area of the curriculum, there are trade-offs, particularly if time devoted to these experiences reduces opportunities for other foundational learning.

Preparing students for the future is important, but so is ensuring that the choices we make are grounded in what we know about how children learn and develop.

As the DTLT continues its review, I hope these considerations help inform discussion about how technology can best support learning while helping students develop into capable, resilient, and independent learners.

Regular Board Meeting - Public Comment (Online Submissions)

Date: June 18, 2026

First Name (Optional)	Last Name (Optional)	Is this comment related to an agenda?	Agenda Item
Emily	N/A	N/A	N/A

Please write your comment:

Hello everyone.

I want to thank the Board and Dr. Elsasser for recognizing that the technology usage at CUSD needs to be revised with guidelines that reflect the current research.

We feel like we have been acknowledged, so thank you. We are now looking to be actively involved and to collaborate on the tech guidelines that will be affecting our children.

In records obtained through a public records request, the DTLT meeting agenda on April 28th mentioned the district survey and the line “Get Slow Tech Parent feedback on draft of parent survey.” This is a great gesture, but did not happen. As a result, the survey lacked depth that could have provided more meaningful and useful data for shaping guidelines.

We are concerned that the same will happen with the DTLT group drafting guidelines during the summer without any input allowed from parents.

In the agenda notes for the DTLT meeting on April 28, under the subject line:

Technology Scope and Sequence, the two bullet points are:

- Parents need access to this

- How do we revisit this with teachers (as well as tech vision)

Thoughts and Recommendations:

- Look at Level 1 iPad training, revise? Break up over 2 years?

- New teachers overwhelmed

- Communicate vision, scope and sequence

To me, personally, this is concerning. This is a summary of what is, and how to share it with parents and teachers. Change is needed and has been requested. We have a petition with nearly 600 signatures asking for change. I am hopeful that in future meetings, real discussions have taken place regarding community input, survey data, current research, feedback from the School Board, etc. And if this hasn't happened, it is important to start. If the parent leadership group is formed after the revised guidelines have been drafted, it will cause so much more work for everyone.

We are pushing for the school district to recognize the difference between technology education - teaching technology... typing, coding, programs... (we're for that, with guidelines) versus EdTech which involves apps taking the place of teachers, where students passively consume curriculum content on personal devices.

I urge you, the board members and Dr. Elsasser to please keep this in mind. And to consider the formation of the parent leadership group this summer, so there can be collaboration during the process, rather than reaction and pushback later.

We want to collaborate. And to have direct involvement in the shaping of the tech guidelines. We have research we can share that backs up what we're asking for, we have in our group professionals working in tech, AI, research, teaching - we can bring valuable insights and perspectives and are not looking to get in the way, and are not trying to get rid of technology (aside from TK-1, along with school districts across the country).

We are looking to help shape tech guidelines for the benefit of all CUSD students. But none of this can happen until the parent leadership group is formed.

Thank you for your time.

Regular Board Meeting - Public Comment (Online Submissions)

Date: June 18, 2026

First Name (Optional)	**Last Name (Optional)**	**Is this comment related to an agenda?**	**Agenda Item**
Michiko	Hori	N/A	N/A

Please write your comment:

Dr. Elsasser and Members of the Board,

I'd like start with a question to you. What is the problem we are trying to solve with technology in education? Perhaps during Covid times, it offered a temporary solution but we are past that now.

We understand that CUSD's current scope and sequence is aligned with International Society for Technology in Education (ISTE) standards. While ISTE is a nonprofit, it receives grants and maintains

partnerships with technology companies. For example, in June 2024, ISTE and ASCD (Association for Supervision and Curriculum Development) partnered on a Microsoft-funded initiative to advance artificial intelligence in teacher preparation programs. This included collaboration on a project aimed at equipping educators to integrate AI in teaching and learning. Big Tech will continue to try any and all methods to get our children's attention, at the expense of their health.

This highlights the importance of maintaining independence and exercising careful judgment when adopting technology frameworks. We encourage the Board to approach these influences thoughtfully, ensuring that student well-being remains the primary driver of all decisions. Our children's attention should not be up for sale.

Thank you for hearing the many concerns raised by the Slow Tech Families group over the past several months. We hope our message has been heard as the DTLT shapes how technology will be used in classrooms for the upcoming school year and beyond.

We ask that the district prioritize human connection, critical thinking, creativity, movement, conversation, handwriting, play, and reading in its approach.

We look forward to the draft of the CUSD technology guidelines in August and you can count on our active participation to help shape the guidelines through the Parent Advisory Committee.