

The Omaha Public Schools is committed to using technology as a learning tool to support or enhance learning. Technology supports and enhances instruction; it does not replace explicit teaching, purposeful reading and writing, teacher-student interaction, or timely feedback. Teachers are our most important teaching and learning resource.

Elementary Guidance (K-6)

Instructional Use

- Amira and Lexia are district-adopted adaptive literacy interventions and are required only for students performing below the DIBELS reading benchmark (not to exceed 15 minutes per day).
- Successmaker is the district-adopted adaptive math practice program (not to exceed 20 minutes per day).
- All classroom math assessments are completed on paper.

Student Device Expectations

- Student iPads are not stored in student desks.
- Student iPads remain at school and do not go home with students.
- Students may not access gaming, social media, or AI chatbots on district devices.

Teacher Expectations

- Teachers are not to assign digital resources as homework.
- Technology is not to be used as a reward, punishment, time filler, early-finisher activity, during recess, or during Purposeful Play.
- Teachers are responsible for supporting, monitoring, and adjusting district-adopted adaptive literacy interventions according to student needs.

Special Considerations

- Assistive Technology may be used by students with disabilities for a variety of purposes. Decisions regarding use of assistive technology should be individualized and made by a student's IEP team.
- PreK students do not use individual technology devices unless required for assessment or identified in an IEP.

Middle and High School Guidance (6–12)

- Canvas is the district's designated Learning Management System (LMS) for delivering and accessing digital learning content.
- Students spend the majority of instructional time actively reading, discussing, writing, and building vocabulary with teacher guidance and support.
- Technology is used intentionally to enhance learning when it adds instructional value, rather than as a constant feature of instruction.
- Grade-level texts should not be translated or accessed through text-to-speech tools unless required by a student's documented accommodation, modification, or approved instructional plan.
- In a 45–50-minute class period, digital learning should generally be limited to one 10–15-minute segment. In an 80–90-minute block, up to two 10–15-minute segments may be used, separated by discussion, reading, writing, collaboration, feedback, or other teacher-led learning. Extended technology use may be appropriate for research, writing, analysis, creation, or technology-focused courses (e.g., journalism or computer science).
- Students may use only district-approved digital tools, search engines, and AI applications.
- Gaming and social media are not permitted on district devices unless explicitly approved for instructional purposes.
- Digital tools may support assessment, data collection, and feedback but do not replace teacher judgment, evaluation, or instructional feedback.