



HINCKLEY-BIG ROCK
CUSD #429
Cultivating our future

Executive Summary: 1:1 Implementation (2026–2027)

For the 2026–2027 school year, Hinckley-Big Rock School District 429 will transition from a universal 1:1 student Chromebook model to a more intentional, developmentally appropriate shared-device model across grade levels. This shift reflects our continued commitment to instructional excellence, research-informed practice, and the evolving understanding of how students learn best.

The transition is rooted in a philosophical belief that technology should remain an important instructional tool, but one that is used purposefully and intentionally rather than by default. As educational research continues to advance, districts across the country are reevaluating the assumption that more screen time automatically results in better learning outcomes. Increasingly, evidence points to the importance of direct instruction, productive struggle, human interaction, sustained attention, reading, writing, and hands-on experiences in supporting deep and lasting learning.

Beginning in 2026–2027, student access to Chromebooks will be structured as follows:

- **Kindergarten–Grade 1:** Shared Chromebook cart
- **Grades 2–5:** Shared grade-level Chromebook carts
- **Grades 6–12:** Shared department-level Chromebook carts
- **Elementary/Middle School:** Floating Chromebook cart available for instructional flexibility
- **High School:** Access to the computer lab for coursework, assessments, research, and specialized programs

Chromebooks will continue to play an important role in classrooms; however, their use will be more intentionally aligned with instructional purpose and developmental readiness. Classroom technology integration will emphasize meaningful learning opportunities rather than routine or passive use.

This shift also reflects themes explored by educators and researchers, including those presented in *The Digital Delusion* by Dr. Jared Cooney Horvath. Ideas such as “*learning comes through struggle*” remind educators that meaningful learning often requires sustained effort and productive difficulty, while the notion that “*entertainment does not equal learning*” challenges schools to thoughtfully distinguish between engagement and true academic growth. Similarly, emerging concerns regarding the overreliance on gamification suggest that novelty and entertainment alone are not substitutes for strong instructional practice.

This transition will also impact instructional practices. Teachers in grades K–8 will intentionally design homework so that students are not required to have access to a device at home to complete assignments. At the high school level, some digital expectations may continue as students prepare for postsecondary opportunities and workforce readiness.

Importantly, this transition does not represent a move away from technology. Rather, it reflects a move toward balanced, purposeful, and age-appropriate technology use. Students will continue developing digital literacy skills and utilizing instructional technology when it meaningfully enhances learning.

For families who do not have devices at home, the District will be selling phased-out Chromebooks in July for \$35.