



Technology Safeguards & Intentional Use

August 11, 2026

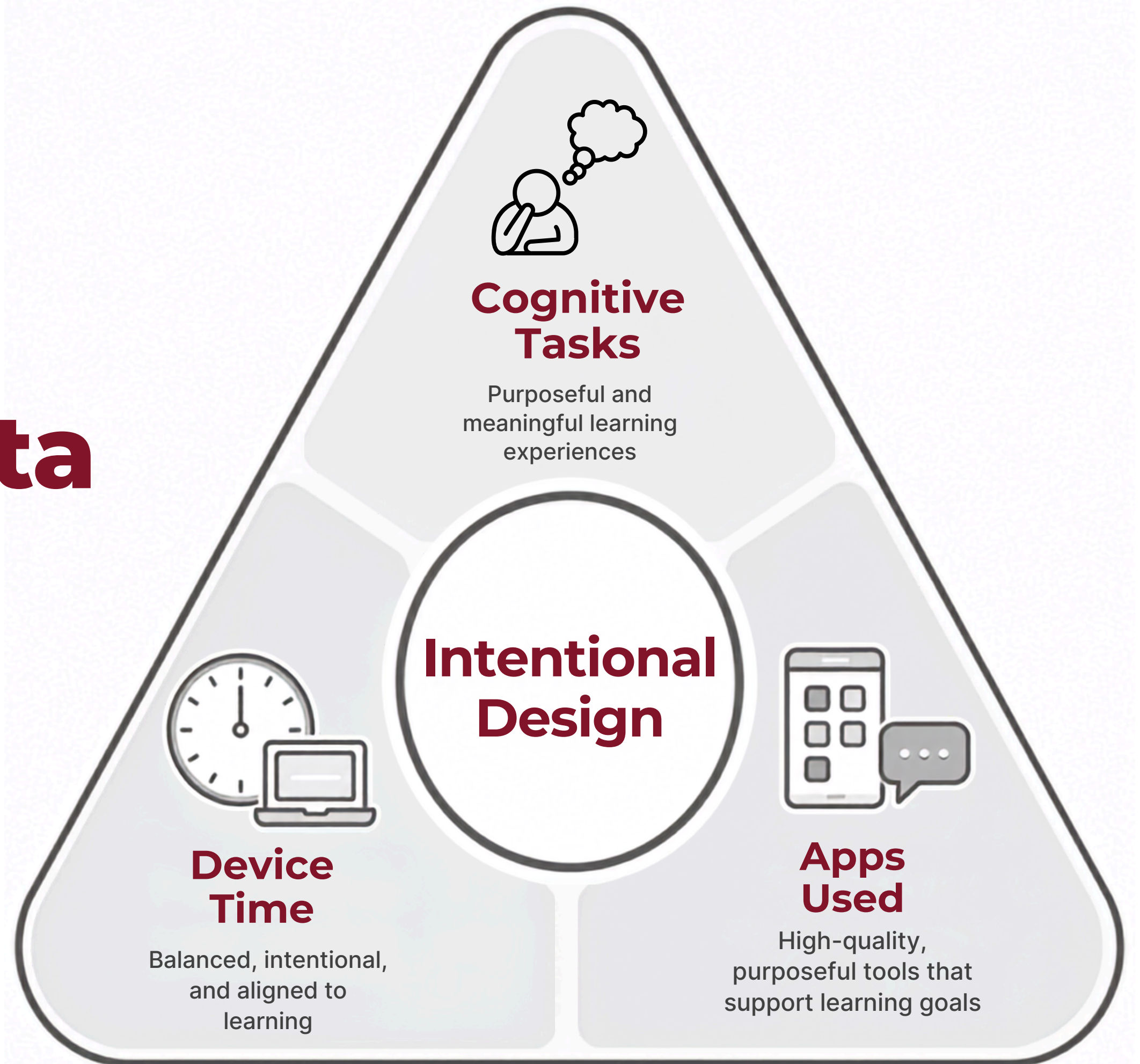
The Growing Screen Time Conversation

The background is a grayscale photograph of a classroom. Several students are seated at desks, some looking at laptops. A large, semi-transparent graphic is overlaid on the image, consisting of three concentric white arcs and two dark red upward-pointing arrows. One arrow is at the bottom, and the other is in the center, pointing towards the top. A white rectangular box with a dark red border is positioned on the right side of the image, containing the text 'NISD's Strategic Approach' in dark red.

**NISD's
Strategic
Approach**

Strategy 1: Review the Data

What data do we
have access to
and what does it
show?





Strategy 2: Stakeholder Input

Prioritizing understanding over
quick action





Student Screen Time Insights

Structured Responses

This dashboard shares community survey insights about student screen time and technology use to support informed, balanced decisions about digital learning.

2,993

Survey Responses

FILTER BY SURVEY GROUP



☒ Parents 1,498

☒ Students 1,133

☒ Staff 362

*Secondary Students

PAGE NAVIGATION

1

Structured Responses

2

Comment Analysis

3

Data Methods

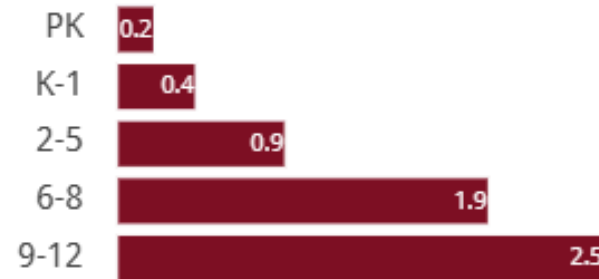
How Does Actual Student Screen Time Compare to Community Perspectives?



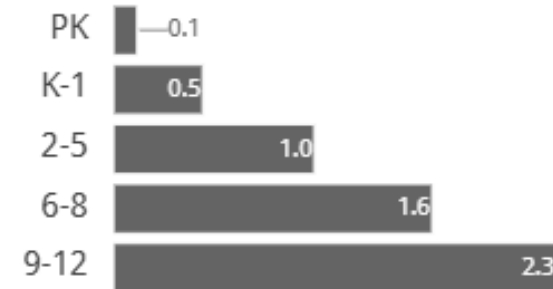
1hr 38min

Average Student Daily Screen Time During School
(2025-2026 School Year)

Community-Defined Appropriate Screen Time (hours/day)

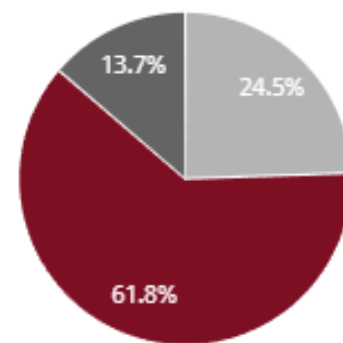


Actual Screen Time (hours/day)



Community Estimates vs Actual Screen Time

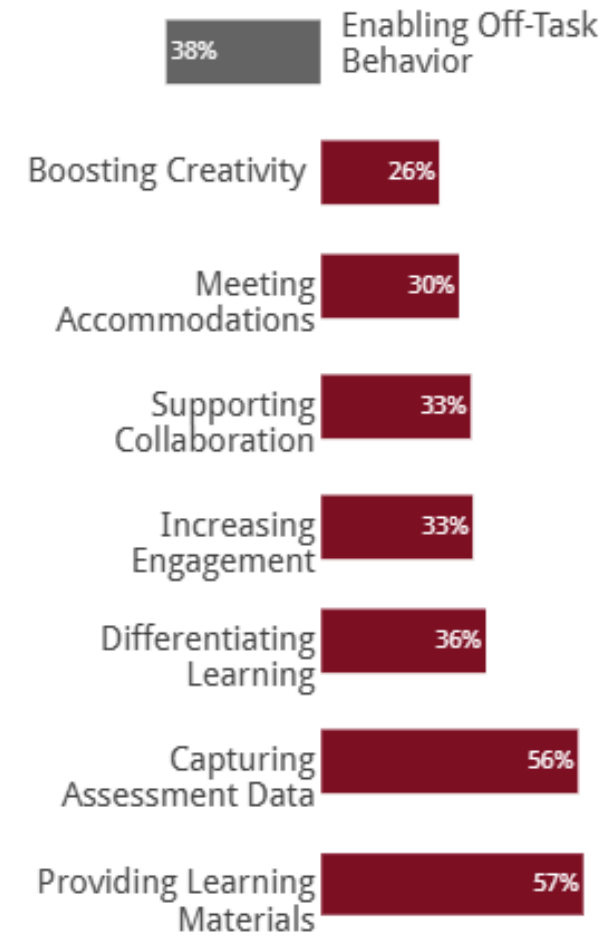
As Estimated Less than Estimated More than Estimated



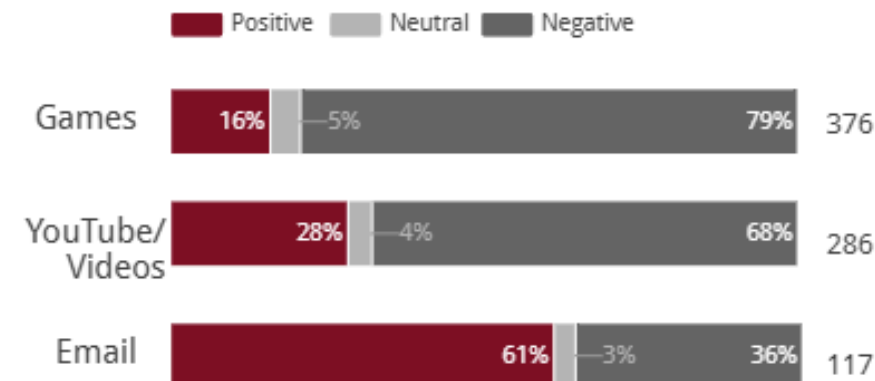
Student screen time is generally consistent with what our community considers appropriate and is often less than the community perceives.

How Does Technology Impact Student Learning?

Perceived Impact of Technology on Student Learning



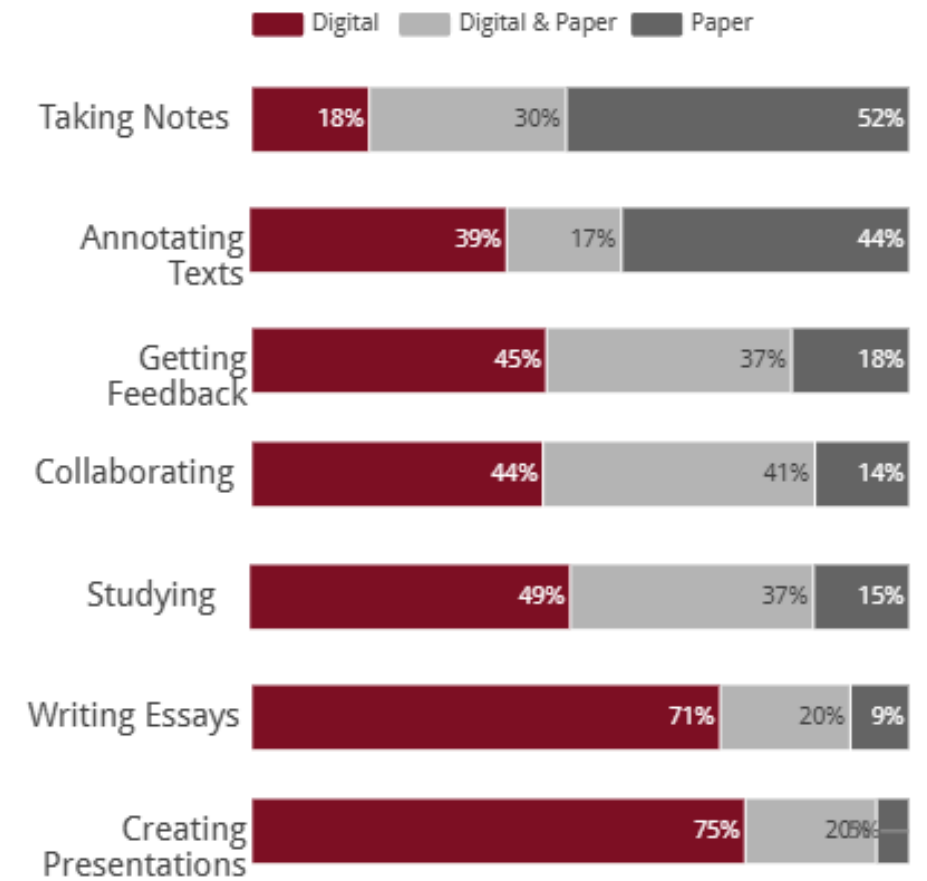
Perceived Educational Value of Digital Tools



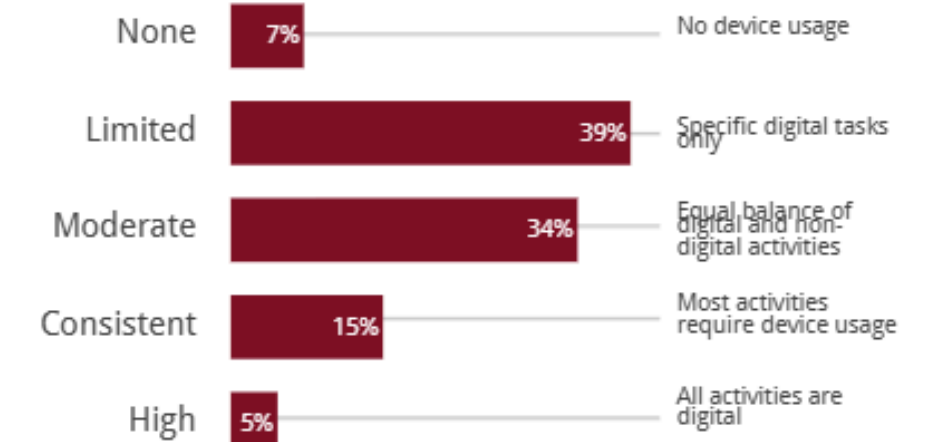
Community perspectives reflect both the instructional benefits of technology and concerns about its impact on learning and distraction.

What Is the Right Balance of Digital and Non-Digital Learning?

Students' Preferred Learning Formats



Perceived Appropriate Amount of Device Use



Community preferences suggest that the role of technology depends on the learning activity, with support for both digital and non-digital learning.

Evaluate Safeguards

What technical adjustments can be made to address the themed concerns?



Safeguards Process

How did we decide what safeguards were possible while holding up strong instruction?



How we decided

- Collaborated with C&I
- Listened to principals
- Evaluated what is possible within our systems
- Generated & sent back through a feedback loop



What we shared

- Survey Dashboard
- Safeguards
- Belief Statements
- Resource Hub:
screentime.nisdtx.org



Community Validations

What does early feedback show?



**Small Group
Validation**



**Broad
Community
Support**



**Strong
Engagement**

What's Next?

Continuing the Conversation



LISTEN & PARTNER



SUPPORT TEACHERS



DATA TO ACTION



WHAT WE'VE BEEN DOING

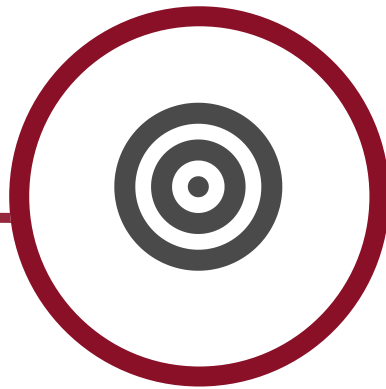
- Ensuring curriculum resources are available
- Teacher guide to classroom safeguards
- Grade band app access dashbaord



WHAT'S AHEAD

- Parent portal launch in October
- Survey stakeholders (Q1)
- Legislative adjustments
- Monitor classroom impact and partner with educators to adjust when needed

Belief Statements



People First

While technology can be a **powerful tool** for teaching and learning, **people** remain the most important factor in student success.

Intentional Use

Technology should be **used intentionally to enhance learning**, not replace cognition, critical thinking, or traditional instructional practices.

Access & Accommodation

Digital tools can **provide accommodations** that help students access content, express ideas, and demonstrate understanding in ways that fit their needs and strengths.

Balance & Wellbeing

Technology **should support balanced, safe, healthy, and age-appropriate** learning experiences.

Transparency & Trust

When leveraged to drive targeted student outcomes, technology provides a **window into learning** and **promotes transparency** so students, families, and teachers can **effectively partner** together.