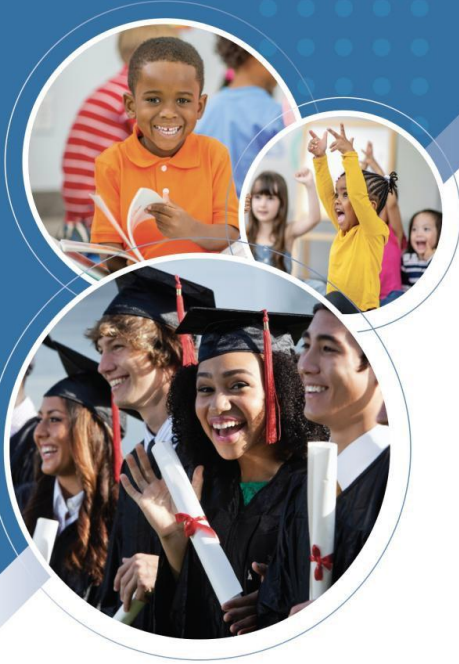




Community Perspectives on Screen Time in Education in Broward County Public Schools

Screen Time Survey Analysis

September 2026

Educational Assessment, Analysis & Research

Executive Summary

In August 2026, Broward County Public Schools administered the *Community Perspectives on Screen Time in Education – BCPS* survey to gather stakeholder feedback on the implementation of the district's screen-time reduction initiative. A total of 2,737 responses were included in the analysis, with parents/guardians representing 68.7% of respondents and teachers representing 22.0%. Nearly half of school staff respondents and 41.9% of parents/guardians were directly connected to PreK, kindergarten, or grade 1, providing an important perspective from those most affected by the initiative.

Overall, the findings indicate broad support for reducing and better balancing student screen time, but not for eliminating educational technology. Across the open-ended responses, stakeholders consistently favored a blended approach in which technology is purposeful and used alongside hands-on, interpersonal, paper-based, play-based, and teacher-directed learning. Parents tended to emphasize developmental concerns, health, attention, and reduced screen exposure, while educators more often focused on instructional applications, differentiation, mandated programs, and assessment requirements.

A key finding was the difference between parent and school staff perceptions of implementation. Among respondents directly connected to PreK–1, 44% of school staff agreed that students were receiving an appropriate amount of screen time, compared with 22% of parents. At the same time, assessment readiness emerged as a significant concern for educators: 71% of impacted-grade school staff believed reducing screen time could decrease students' readiness for assessments, compared with 23% of impacted-grade parents. These findings suggest that families and educators may share the goal of balanced technology use while viewing the practical consequences of implementation differently.

Perceptions also differed regarding how well district leadership considered stakeholder concerns. Parents generally viewed district responsiveness more favorably than educators. Among respondents directly connected to PreK–1, 57% of parents agreed that leadership considered public concerns, compared with 34% of school staff; teachers were the least positive stakeholder group overall.

Despite differing opinions about the initiative itself, the engagement process was received very positively. Positive experience ratings generally exceeded 80% across major stakeholder groups and reached 92% among impacted-grade parents and 89% among impacted-grade school staff. Open-ended feedback similarly characterized the survey as clear, relevant, accessible, and easy to complete. Future survey iterations may benefit from clearer question wording, greater depth and follow-up questioning, and administration at multiple points during the school year to examine changes in stakeholder perspectives over time.

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Background and Context

Concerns about screen exposure and the role of technology in early learning have grown internationally and nationally. Major organizations generally emphasize that technology use with young children should be purposeful, developmentally appropriate, and balanced with direct instruction, physical activity, social interaction, reading, play, and other non-digital experiences (Munzer et al., 2026; UNESCO, 2023; World Health Organization [WHO], 2019).

The World Health Organization, UNESCO, and the American Academy of Pediatrics have all emphasized limiting unnecessary screen exposure for young children while ensuring that digital media is purposeful, developmentally appropriate, and instructionally valuable (Munzer et al., 2026; UNESCO, 2023; WHO, 2019). Similarly, the U.S. Department of Education (2026) has encouraged districts to distinguish recreational from instructional technology, minimize unnecessary screen use, and evaluate educational technology based on effectiveness, implementation quality, stakeholder feedback, and student outcomes.

Several large U.S. school districts have begun translating these concerns into policy. New York City Public Schools (2026) has adopted age-based limits that prohibit routine one-to-one screen use in PreK through grade 2, while Los Angeles Unified School District (2026) has emphasized shared devices, reduced take-home use, and teacher-led instruction in the primary grades. Miami-Dade County Public Schools (2026) has taken a more balanced approach, reviewing student screen time and promoting age-appropriate limits while continuing purposeful instructional technology in early childhood. Chicago Public Schools (2025), Charlotte-Mecklenburg Schools (2026), and the School District of Palm Beach County (2025) have generally maintained instructional technology access while focusing more heavily on personal-device restrictions and acceptable use. Together, these approaches demonstrate that large districts are increasingly differentiating between unnecessary screen exposure and purposeful instructional technology.

Within this broader context, Broward County Public Schools (BCPS) began experiencing similar concerns during the 2025–26 school year. Early discussions focused on elementary testing, computer-based assessment, supplemental digital programs, and screen exposure. By May 2026, the District Advisory Council was explicitly discussing concerns from parents and teachers regarding screen time in the primary grades (Broward County District Advisory Council, Elementary Subcommittee, 2026). The issue became more visible at the School Board level during spring 2026 and intensified in June as screen time became connected to broader discussions about educational technology and artificial intelligence.

By summer 2026, the conversation had moved into implementation. On July 28, the School Board advanced a more concrete direction focused on reducing device and screen use for the youngest students. On August 11, the Board reviewed the After-Action Report on Instruction, Assessment, Testing, and Screen Time Reduction (BCPS, 2026). During August 2026, BCPS administered the Community Perspectives on Screen Time in Education – BCPS survey to gather public perceptions of the initiative's rollout. See Table 1 for a comparison of Broward County Public Schools and other large school districts.

Overall, these developments reflect a broader shift toward more intentional, developmentally appropriate use of educational technology. The BCPS initiative emerged within this national and international context, with the community survey providing an opportunity to assess how stakeholders perceived the district's approach and implementation.

Table 1

Large District Approaches to Early-Grade Screen Time and Technology Use

District	Position
New York City Public Schools	Prohibits routine one-to-one screen use in PreK–2 while allowing teacher-directed and approved instructional technology.
Los Angeles Unified	Limits individual device use in the primary grades and emphasizes shared devices and teacher-led, non-digital instruction.
Chicago Public Schools	Maintains instructional technology use while emphasizing acceptable use, AI guidance, and protection of non-screen learning time.
Charlotte-Mecklenburg Schools	Continues one-to-one instructional technology in early grades while restricting personal-device use during instruction.
Miami-Dade County Public Schools	Balanced approach examines excessive screen time and promotes age-appropriate limits while continuing purposeful instructional technology in early childhood.
Palm Beach County School District	Maintains a 1:1 instructional technology environment, while restricting personal devices.
Broward County Public Schools	Reduces routine screen and device use in PK–1 while preserving purposeful instructional technology and required exceptions.

Purpose and Methodology

The *Community Perspectives on Screen Time in Education – BCPS* survey was administered in August 2026 to gather stakeholder feedback on how the district's screen-time reduction initiative is being experienced during implementation. The survey was distributed through the ThoughtExchange platform and was open voluntarily to administrators, support staff, teachers, parents or guardians, students, community members, and other stakeholders. Student responses were not included in this report because consent documentation was not available. Of 4,839 total responses, 2,738 were completed. One alumni response was removed because their role category contained fewer than 10 responses, resulting in a final analytic sample of 2,737 respondents.

Stakeholder groups represented in the analytic dataset included administrators, community members, parents or guardians, support staff, teachers, and respondents identifying as both parent and teacher. Respondents were able to complete the survey in the language of their choice, with responses submitted across 11 different languages. No school level or traditional demographic variables were collected. However, responses to items asking which grades staff worked with, and which grades respondents' children attended were used to derive school level indicators. An "impacted grade" variable was created for school staff and parent stakeholder groups and identified respondents who reported working with, or having a child in, PreK, kindergarten, or grade 1 only.

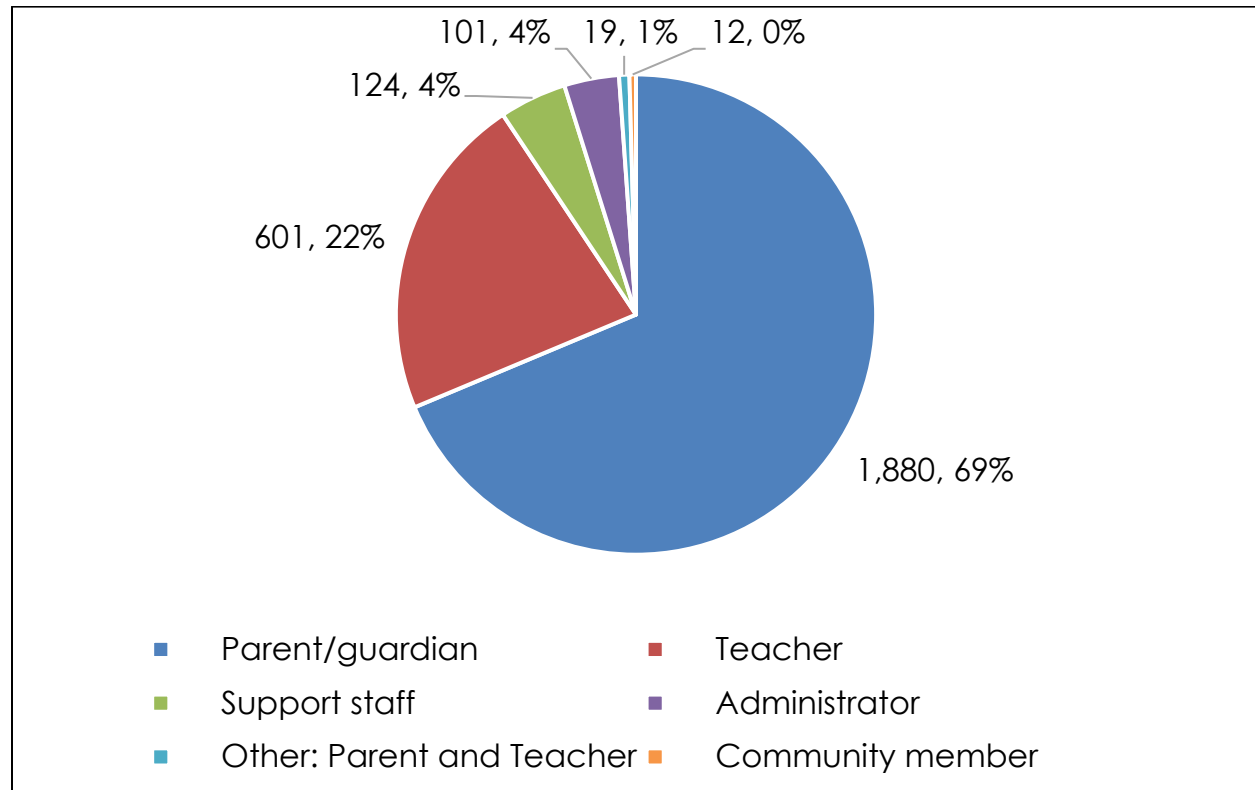
Closed-ended items were analyzed descriptively using response counts and percentages. Five-point response scales were collapsed into three categories for reporting. Positive responses included Agree/Strongly Agree for Likert-type items, Somewhat Improve/Significantly Improve for the improvement item, and ratings of 4 or 5 for the rating item; corresponding lower categories were combined as negative responses, with midpoint responses retained as neutral. Open-ended responses were analyzed using Microsoft Copilot to identify emergent themes, and sentiment. Important limitations include the absence of demographic and school-identification variables, which prevented regional or school level comparisons, as well as the relatively small number of survey items and limited construct mapping.

Respondent Profile

A total of 2,737 responses were included in the analysis. Parents/guardians represented the largest stakeholder group, accounting for 68.7% of the analytic sample, followed by teachers at 22.0%. Administrators, support staff, community members, and respondents identifying as both parent and teacher comprised smaller proportions of the sample. See Figure 1 for a Respondent Profile Summary.

Figure 1

Respondent Profile Summary



To better understand the perspectives of those most directly impacted by the initiative, particular attention was given to respondents who worked with students in PreK, kindergarten, or grade 1. Nearly half of school staff respondents (48.1%) worked exclusively with PreK, kindergarten, or grade 1, while 41.9% of parent/guardian respondents reported students only in those impacted grades. These groups provide the most direct perspective on implementation of the screen-time reduction initiative. See Table 2 for an Impacted Grade Summary.

Table 2

Impacted Grades (PreK, K and Grade 1) Summary

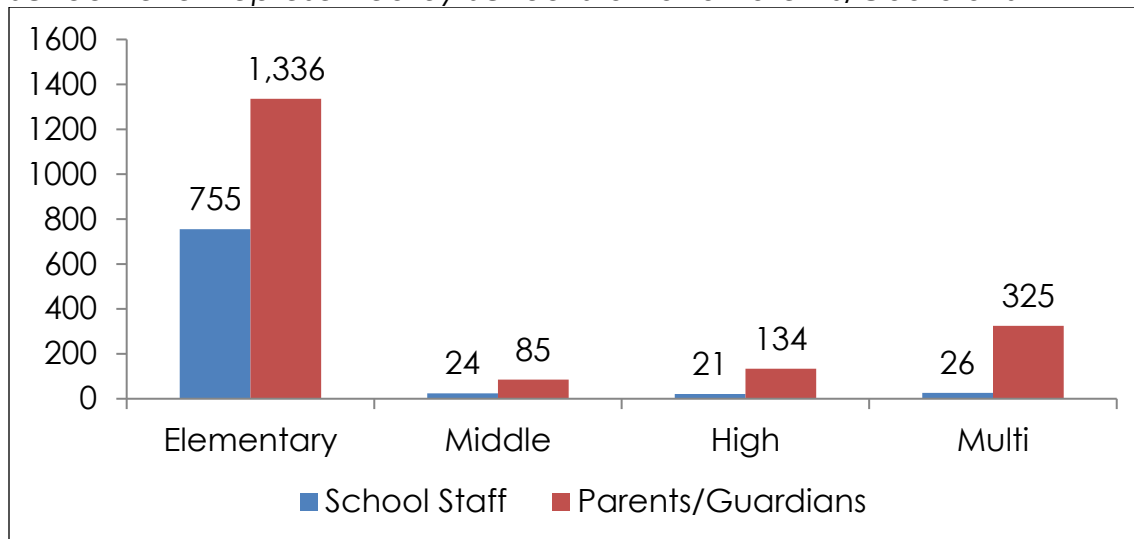
Category	n	Percent
Total School Staff	826	100.0
School staff – impacted grades only	397	48.1
Total Parent/Guardian	1,880	100.0
Parents – impacted grades only	788	41.9

Note. "Impacted grades" identifies school staff working exclusively with PreK, kindergarten, or grade 1 and parents/guardians whose student(s) were reported only in those grades.

Elementary stakeholders dominated both groups, with 755 of 826 (91.4%) school staff and 1,336 of 1,880 (71.1%) parents/guardians representing the elementary level. Middle, high, and multi-level respondents made up substantially smaller portions of the sample. See Figure 2 for a chart illustrating School Level Represented by School Staff and Parents/Guardians.

Figure 2

School Level Represented by School Staff and Parents/Guardians



Survey Findings

The survey response analysis examines both closed- and open-ended responses across multiple stakeholder perspectives. Findings are presented overall by role, by elementary school level, across parent/guardian school levels, and for parents and school staff directly connected to the impacted grades of PreK, kindergarten, and grade 1.

Close-Ended Response Analysis

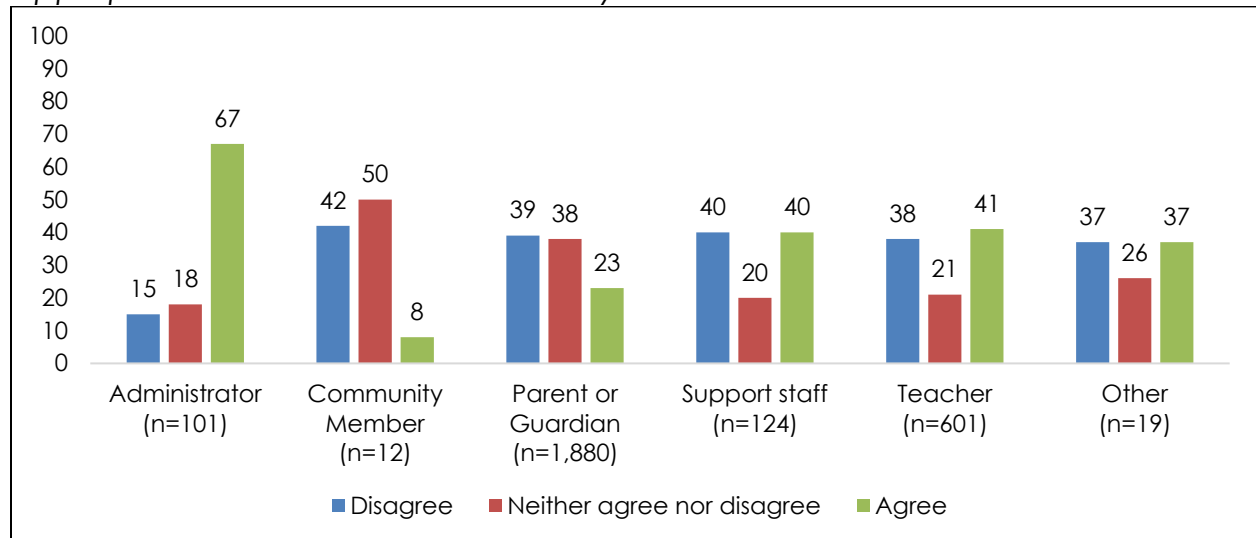
Q1: Please rate the following statement on how much you agree or disagree: Students in my school are exposed to the right amount of screen time given their grade level and subject area.

Overall Analysis by Role

Administrators were the most likely to agree that students are exposed to the appropriate amount of screen time (67%), while parents/guardians were less likely to agree (23%). Support staff and teachers were more evenly divided, with about 40% agreeing. Community members were the least likely to agree at 8%, while the Other group was similar to teachers and support staff. See Figure 3 below.

Figure 3

Appropriate Amount of Screen Time by Role

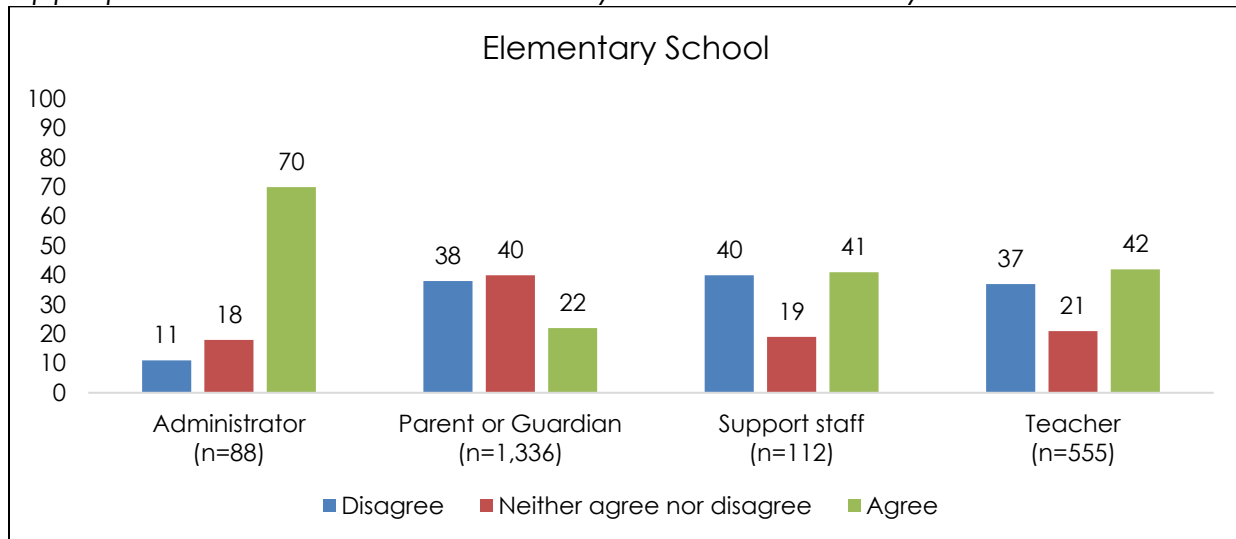


Elementary Response Analysis by Role

Across parent groups, disagreement exceeded agreement at every school level. High school parents showed the highest level of disagreement (45%), while elementary parents were the least likely to disagree (38%). See Figure 4 below.

Figure 4

Appropriate Amount of Screen Time by Role for Elementary

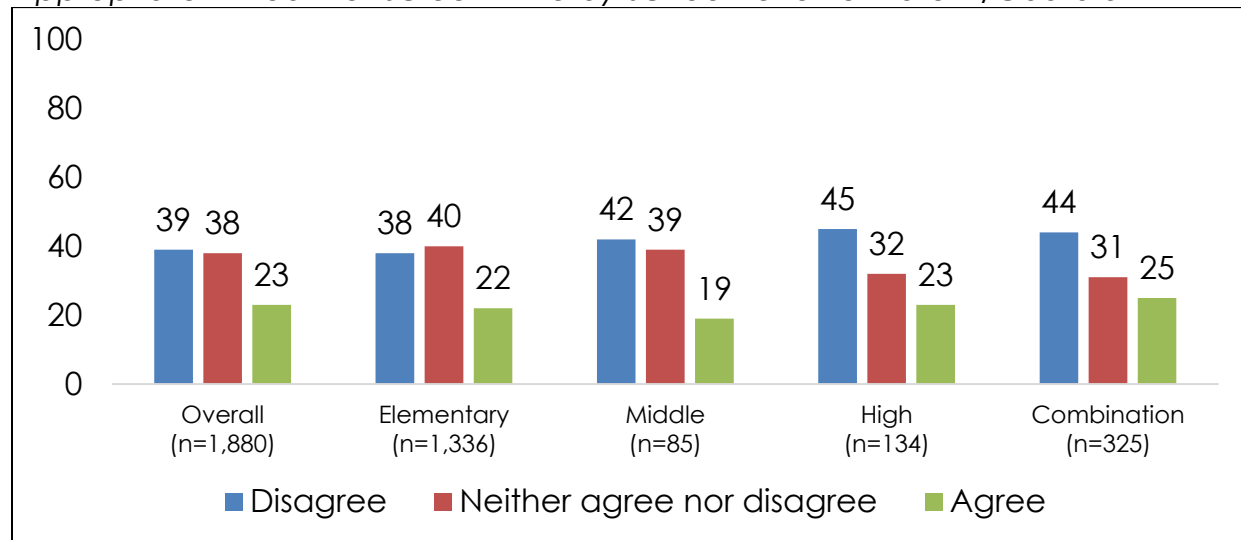


Parent and Guardian Response Analysis by School Level

Among elementary stakeholders, administrators were strongly positive, with 70% agreeing that screen time was appropriate. Teachers and support staff were more mixed, while only 22% of elementary parents agreed. See Figure 5 below.

Figure 5

Appropriate Amount of Screen Time by School Level for Parent/Guardian

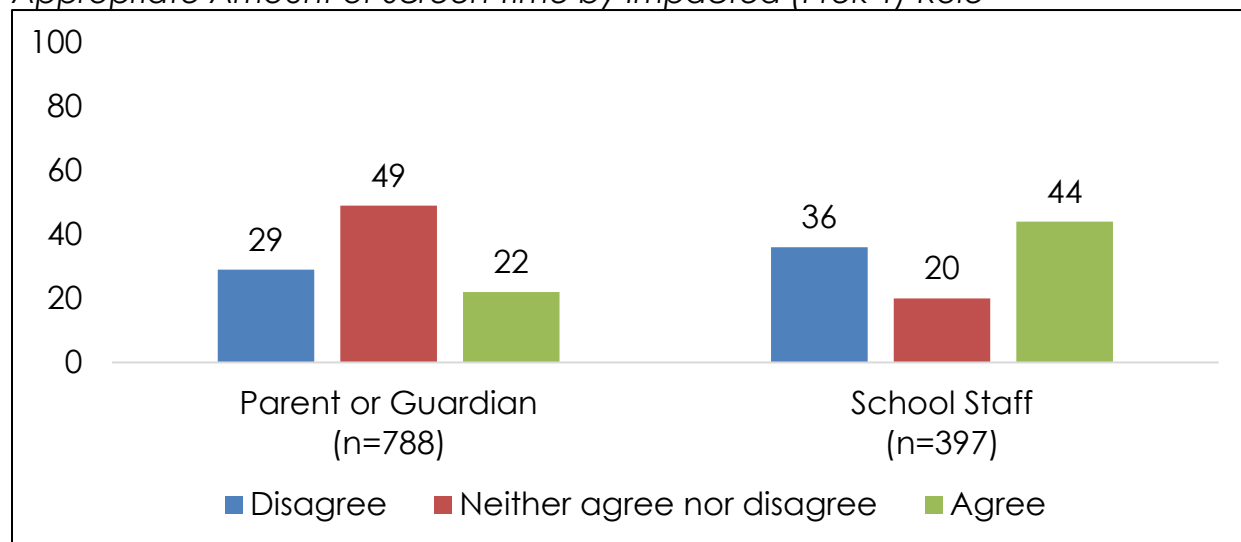


Impacted Role (PreK-1) Analysis

Among respondents directly connected to PreK, kindergarten, or grade 1, school staff were notably more positive than parents, with 44% of staff agreeing compared with 22% of parents. Parents were more likely to disagree or remain neutral, indicating a clear difference in perceptions between the two groups. See Figure 6 below.

Figure 6

Appropriate Amount of Screen Time by Impacted (Prek-1) Role



Key Findings and Interpretation:

Appropriate Amount of Student Screen Time

- Perceptions varied considerably by stakeholder role. Administrators were substantially more likely to view the amount of student screen time as appropriate, while parents/guardians expressed the greatest concern; teachers and support staff were more evenly divided.
- Parents of students in PreK, kindergarten, and grade 1 were more likely to select a neutral response, while the remaining elementary parents were more likely to disagree that students were receiving the appropriate amount of screen time.
- Among stakeholders directly connected to PreK–1, school staff viewed current screen time more favorably than parents. Agreement was twice as high among impacted-grade staff (44%) as among impacted-grade parents (22%), indicating a notable difference in perceptions of the initiative between the two groups.

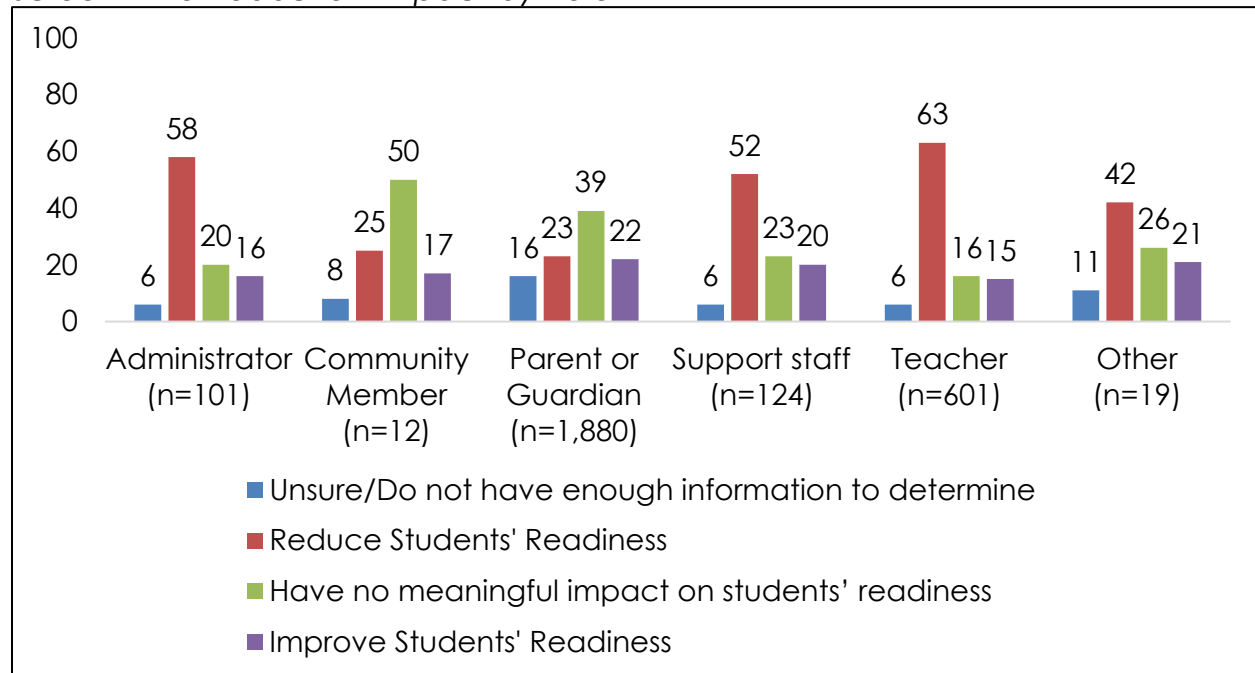
Q2: To what extent do you believe the reduction in classroom screen time will affect students' readiness to use technology for required assessments?

Overall Analysis by Role

Across most stakeholder groups, the most common response was that reducing screen time would reduce students' readiness for assessments, particularly among administrators (58%), support staff (52%), and teachers (63%). Parents/guardians were more divided, with 39% reporting no meaningful impact and 23% indicating reduced readiness. See Figure 7 below.

Figure 7

Screen Time Reduction Impact by Role

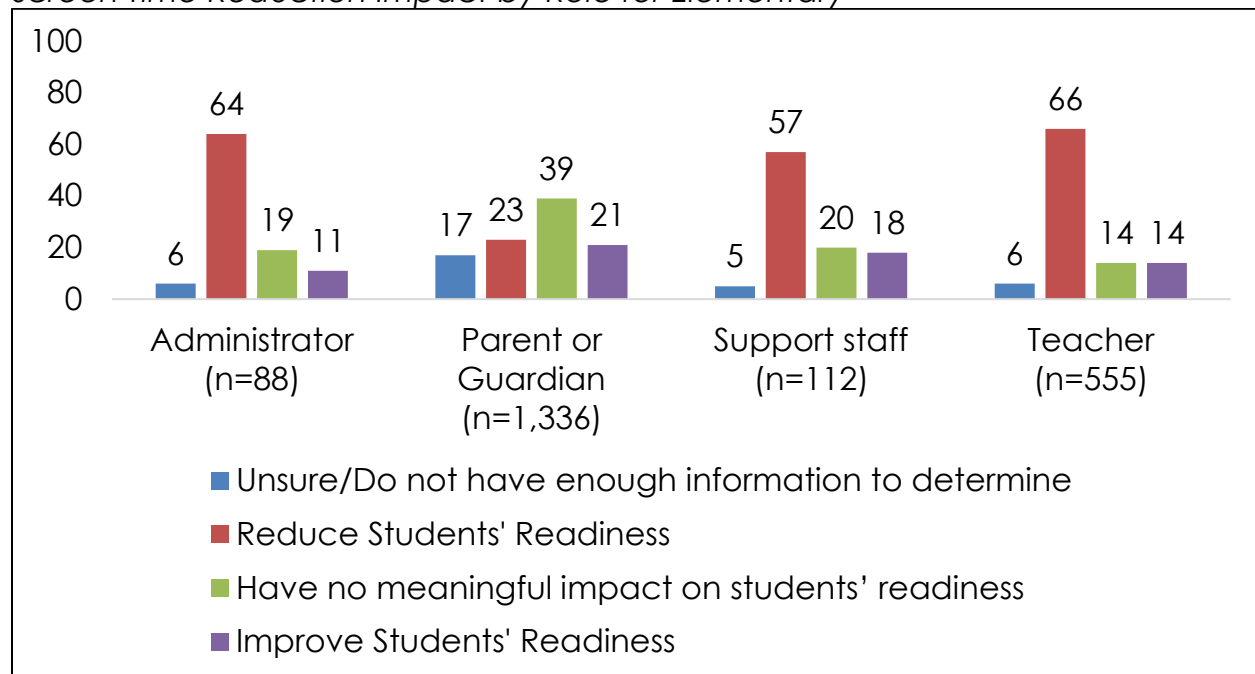


Elementary Response Analysis by Role

Among elementary stakeholders, school staff were especially likely to believe reduced screen time would negatively affect assessment readiness, including 64% of administrators and 66% of teachers. Elementary parents were more mixed, with 39% expecting no meaningful impact and 23% expecting reduced readiness. See Figure 8 below.

Figure 8

Screen Time Reduction Impact by Role for Elementary

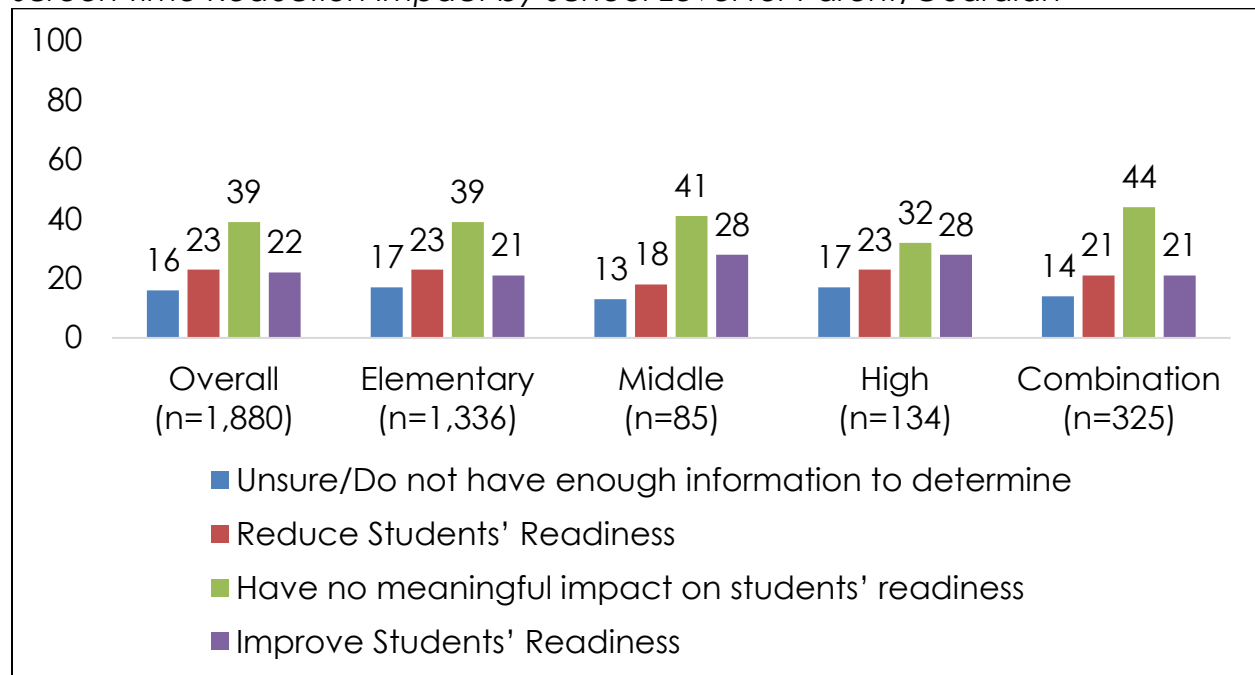


Parent and Guardian Response Analysis by School Level

Parent perceptions were relatively consistent across school levels, with no meaningful impact being the most common response overall and among elementary, middle, and combination-school parents. See Figure 9 below.

Figure 9

Screen Time Reduction Impact by School Level for Parent/Guardian

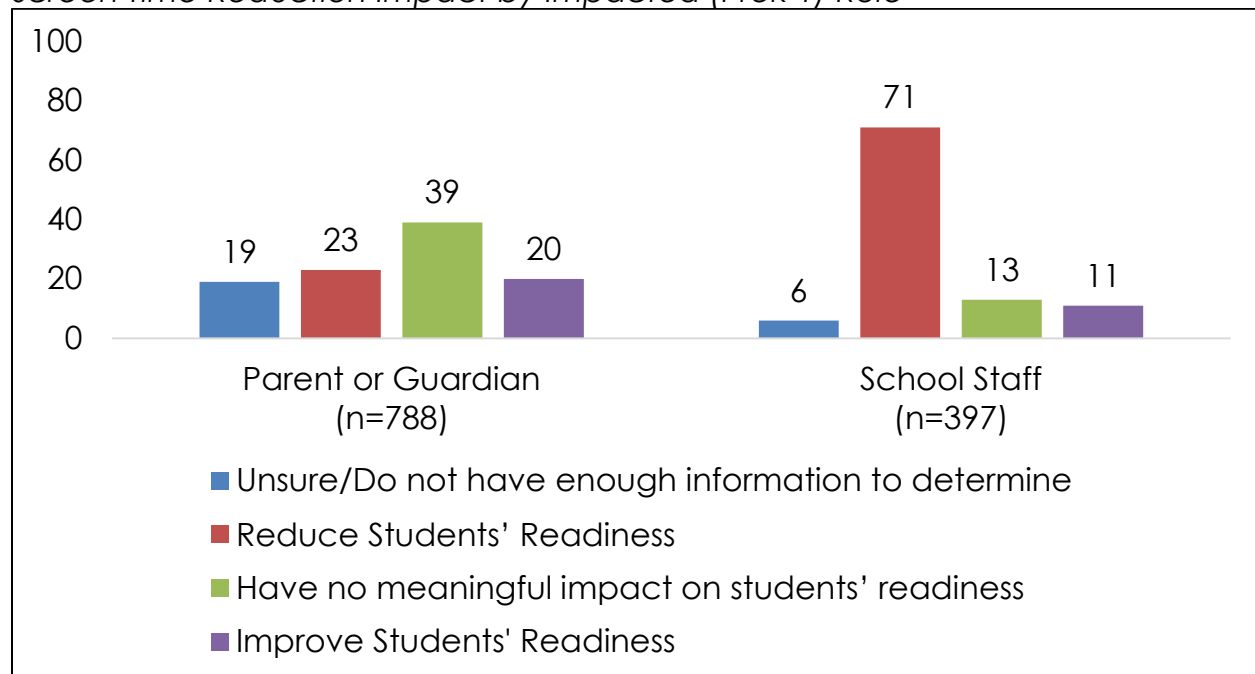


Impacted Role (PreK-1) Analysis

Among respondents directly connected to PreK, kindergarten, or grade 1, school staff were much more likely than parents to believe screen-time reductions would reduce assessment readiness (71% vs. 23%). Impacted-grade parents were more likely to report that the changes would have no meaningful impact on readiness (39%). See Figure 10 below.

Figure 10

Screen Time Reduction Impact by Impacted (Prek-1) Role



Key Findings and Interpretation:

Screen Time Reduction Impact on Student Readiness for Assessments

- School staff were substantially more concerned about assessment readiness than parents. Among respondents connected to PreK–1, 71% of school staff believed reduced screen time would decrease readiness, compared with 23% of parents.
- Parents were more likely to expect little or no effect on readiness. Across parent groups, “no meaningful impact” was generally the most common response, including 39% of both overall and elementary parents.

- Concern was strongest among elementary educators. Nearly two-thirds of elementary administrators (64%) and teachers (66%) believed reducing screen time would reduce students' readiness for assessments.

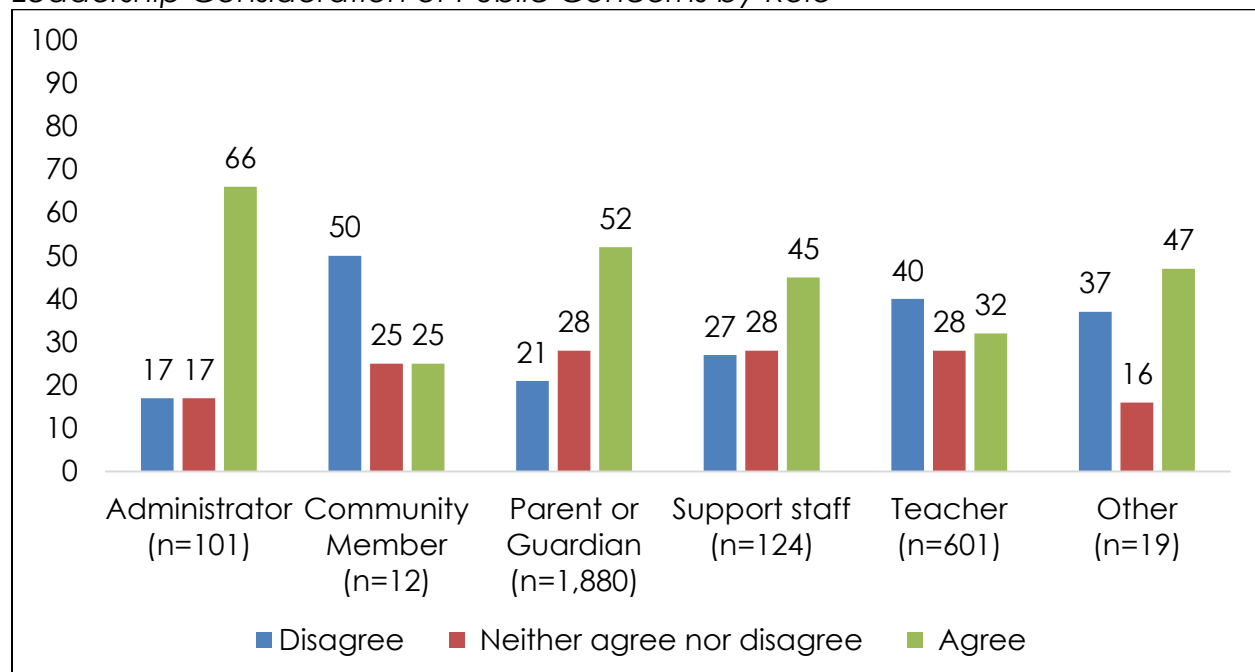
Q3: Before we end, we'd like to know if you feel your thoughts and opinions matter to us. Please rate the following statement: I am confident that school and district leadership hear and consider my ideas.

Overall Analysis by Role

Most stakeholder groups agreed that district leadership considered public concerns when implementing the screen-time changes, with agreement highest among administrators (66%). Community members were the most divided, with only 25% agreeing and 50% disagreeing, and teachers were also divided, with 32% agreeing and 40% disagreeing. See Figure 11 below.

Figure 11

Leadership Consideration of Public Concerns by Role

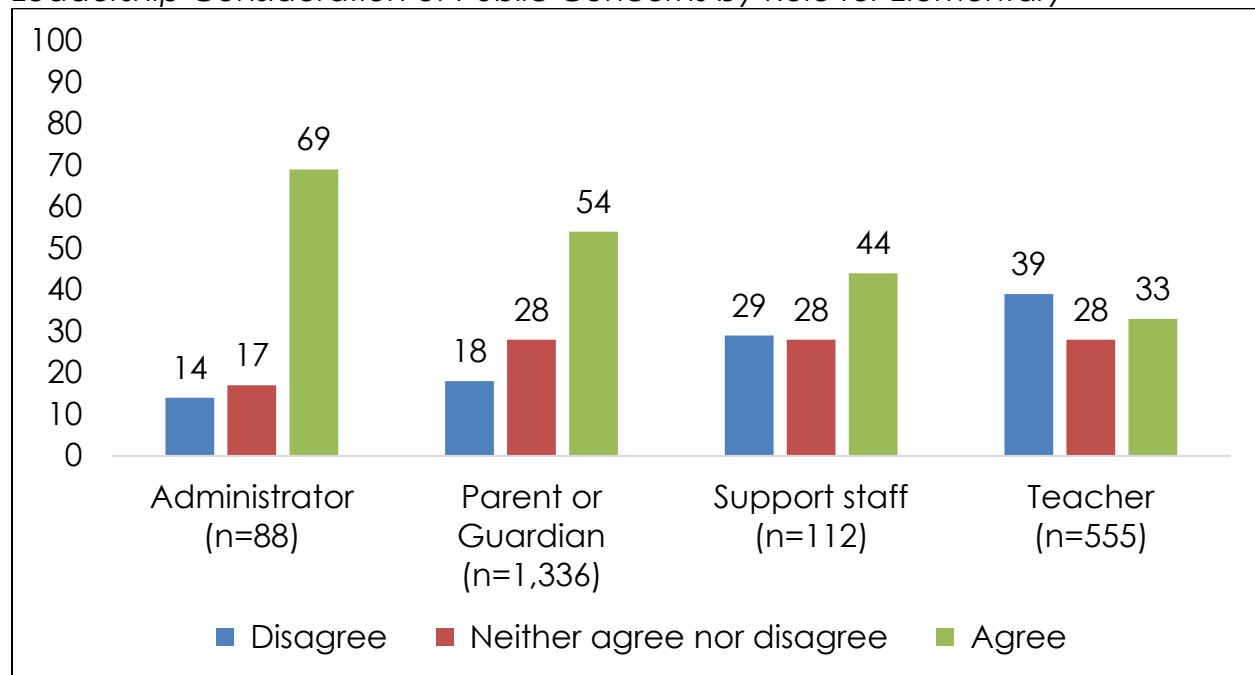


Elementary Response Analysis by Role

Elementary administrators and parents were generally positive, with 69% and 54% agreeing, respectively, that leadership considered public concerns. Elementary teachers were less favorable, with 39% disagreeing and 33% agreeing. See Figure 12 below.

Figure 12

Leadership Consideration of Public Concerns by Role for Elementary

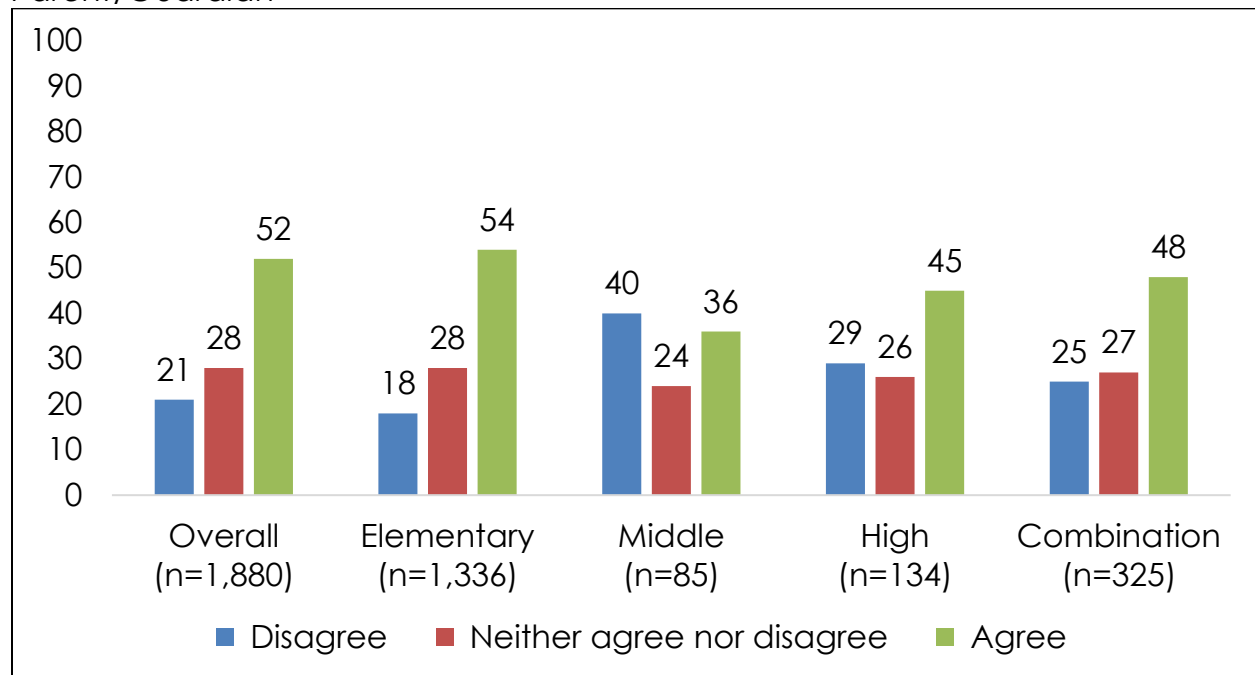


Parent and Guardian Response Analysis by School Level

Parent perceptions were generally positive across most school levels, with agreement ranging from 36% to 54%. Elementary parents were the most positive, while middle school parents were the most divided. See Figure 13 below.

Figure 13

Leadership Consideration of Public Concerns by School Level for Parent/Guardian

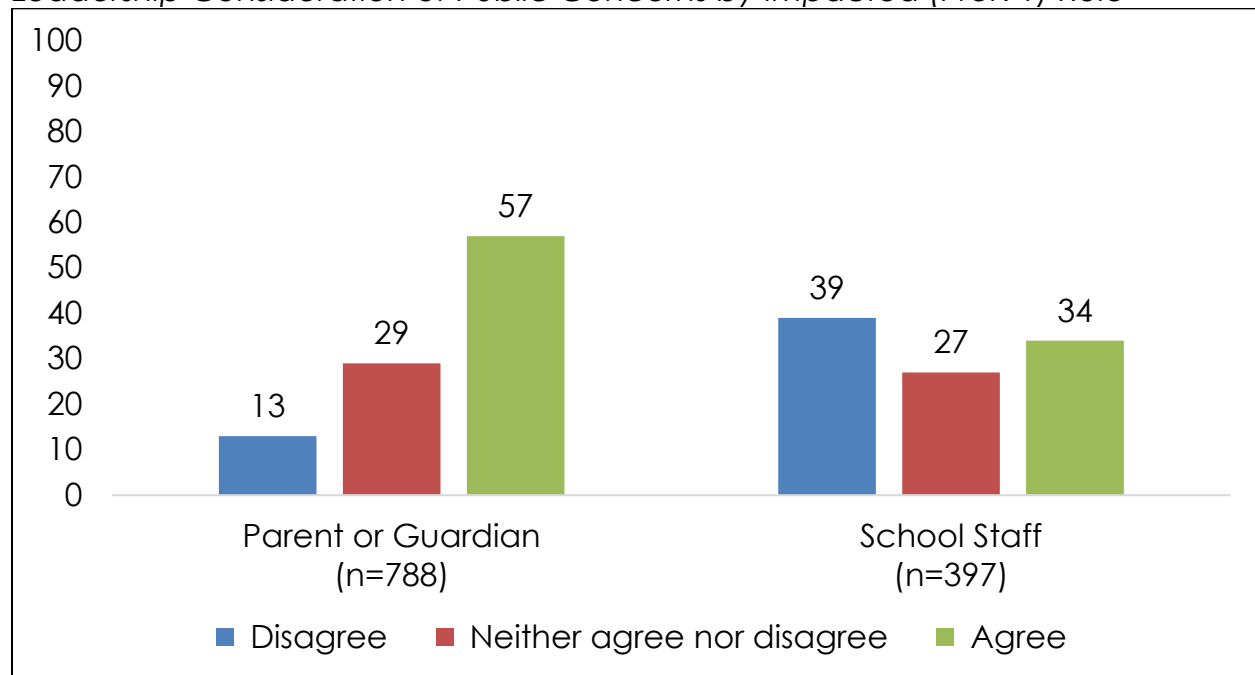


Impacted Role (PreK-1) Analysis

Among respondents directly connected to PreK, kindergarten, or grade 1, parents were considerably more likely than school staff to agree that leadership considered public concerns (57% vs. 34%). School staff were more likely to disagree (39%) than agree. See Figure 14 below.

Figure 14

Leadership Consideration of Public Concerns by Impacted (PreK-1) Role



Key Findings and Interpretation: **Leadership Consideration of Public Concerns**

- Parents generally felt that leadership considered public concerns, while school staff were more skeptical. This contrast was strongest among respondents directly connected to PreK–1, where 57% of parents agreed compared with 34% of school staff.
- Administrators expressed the highest confidence in leadership responsiveness. Agreement reached 66% overall and 69% among elementary administrators.

- Teachers were the least positive stakeholder group. Overall, 40% of teachers disagreed that leadership considered public concerns, and among elementary teachers, disagreement (39%) exceeded agreement (33%).

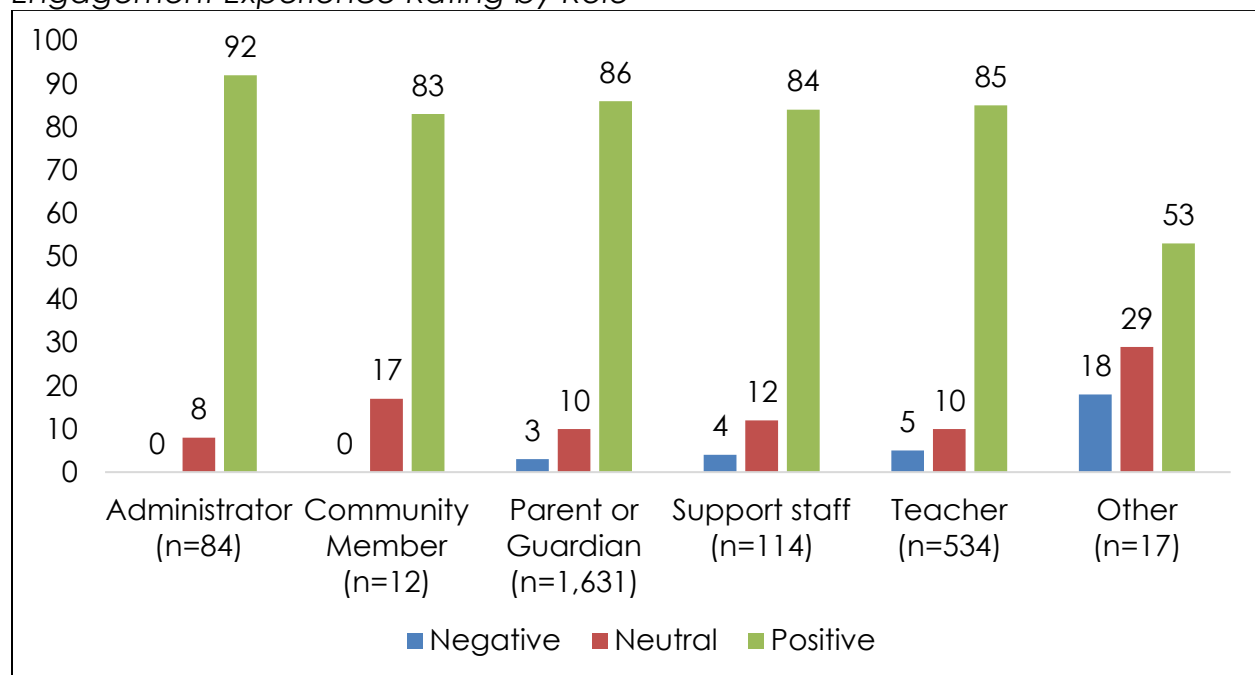
Q4: How would you rate your experience of participating in this engagement?

Overall Analysis by Role

Engagement experiences were overwhelmingly positive across all major stakeholder groups, with positive ratings ranging from 83% to 92% among administrators, parents/guardians, support staff, and teachers. Respondents in the “Other” category were less positive, with 53% reporting a positive experience. See Figure 15 below.

Figure 15

Engagement Experience Rating by Role

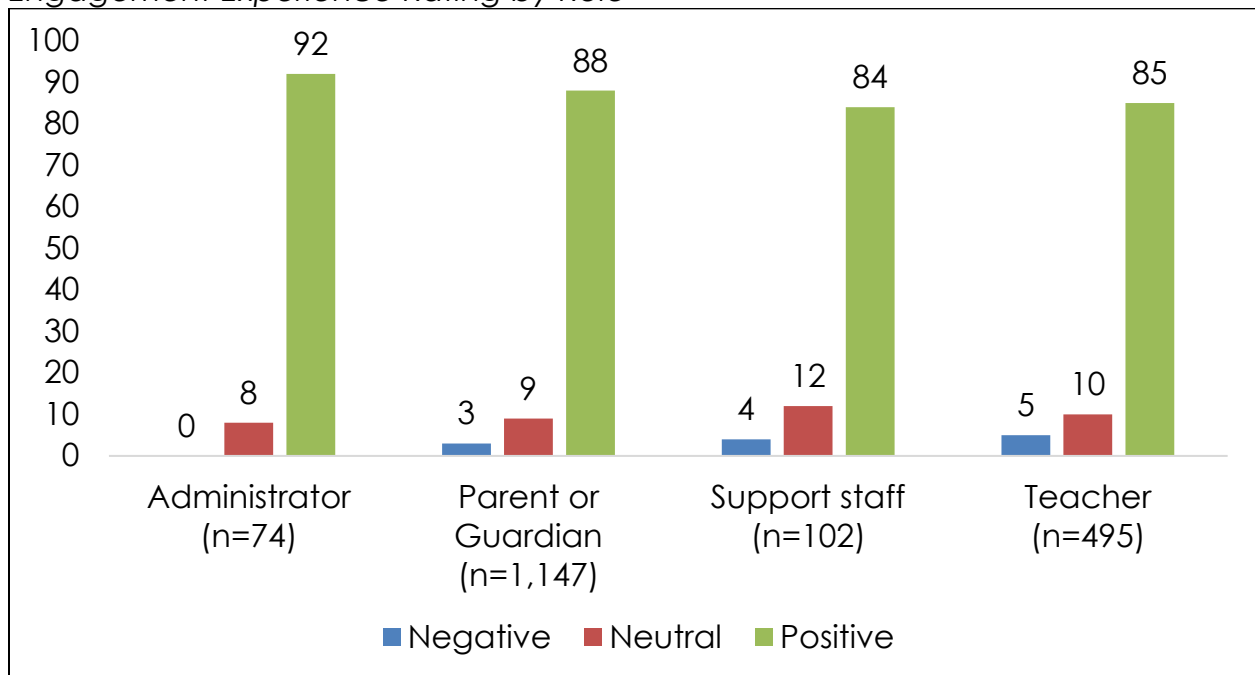


Elementary Response Analysis by Role

Elementary respondents reported consistently positive engagement experiences across roles, with positive ratings ranging from 84% to 92%. Administrators had the highest positive rating at 92%, followed by parents/guardians at 88%. See Figure 16 below.

Figure 16

Engagement Experience Rating by Role

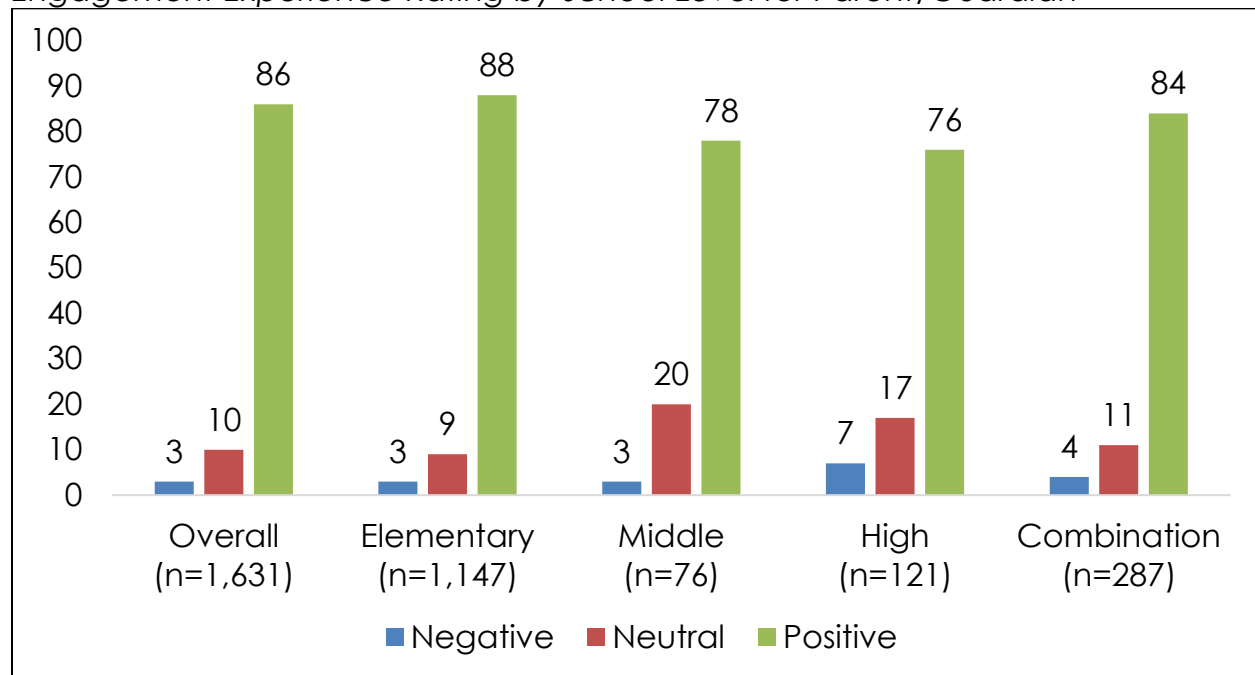


Parent and Guardian Response Analysis by School Level

Parent engagement ratings were positive across all school levels, ranging from 76% to 88%. Elementary parents reported the most positive experience at 88%, while high school parents reported the lowest positive rating at 76%. See Figure 17 below.

Figure 17

Engagement Experience Rating by School Level for Parent/Guardian

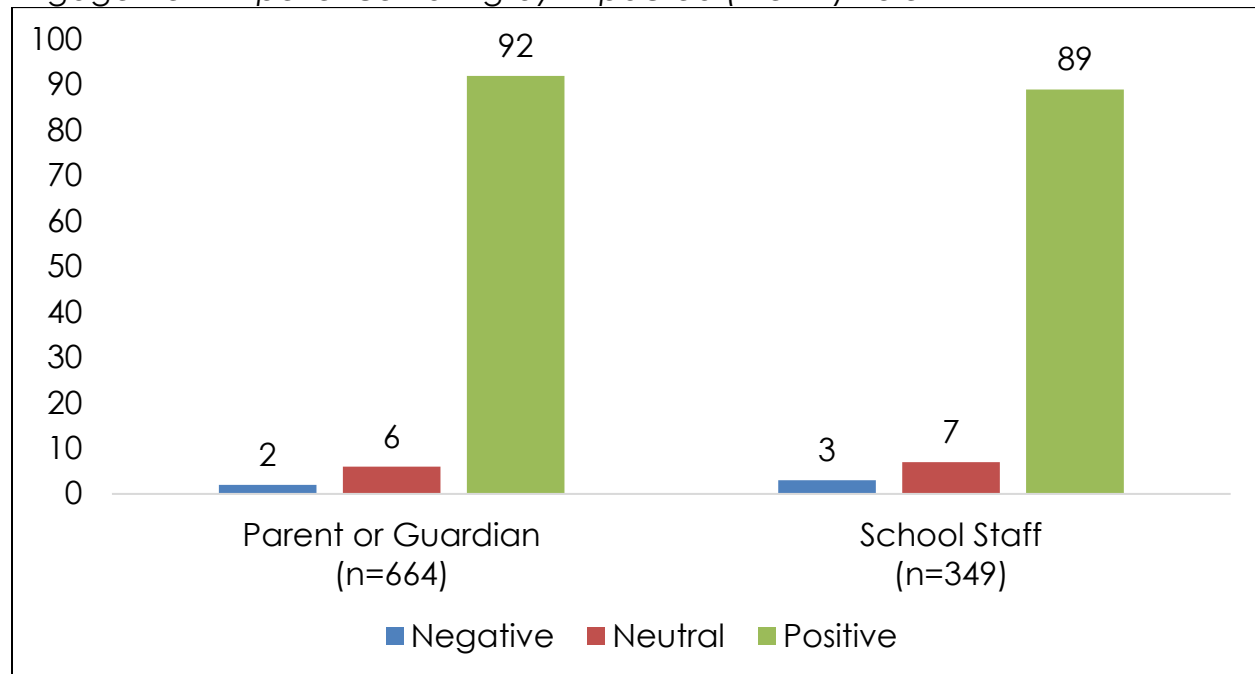


Impacted Role (PreK-1) Analysis

Respondents directly connected to PreK, kindergarten, or grade 1 reported very strong engagement experiences, with 92% of parents/guardians and 89% of school staff rating their experience positively. See Figure 18 below.

Figure 18

Engagement Experience Rating by Impacted (PreK-1) Role



Key Findings and Interpretation: **Engagement Experience Rating**

- Engagement with the initiative was overwhelmingly positive across stakeholder groups, with positive ratings generally exceeding 80% among administrators, parents/guardians, support staff, and teachers.
- Positive engagement remained high among those most directly affected by the initiative. Among respondents connected specifically to PreK, kindergarten, or grade 1, 92% of parents/guardians and 89% of school staff reported a positive experience.
- Parent experiences were positive across all school levels, although ratings were somewhat lower among middle and high school parents than among elementary parents.

Open-Ended Response Analysis

Q1: What are your thoughts regarding student screen time in classrooms as it relates to technology instruction and students in grades Pre-K through 1?

Overall Analysis by Role

Table 3

Q1: What are your thoughts regarding student screen time in classrooms as it relates to technology instruction and students in grades Pre-K through 1?

Theme	Administrator		Teacher		Support staff		Parent or Guardian		Community Member		Other	
	n	%	n	%	n	%	n	%	n	%	n	%
Limit and balance screen time	50	50%	271	45%	57	47%	730	39%	6	50%	8	42%
Prioritize hands-on and interpersonal learning	17	17%	137	23%	25	21%	355	19%	7	58%	5	26%
Assessment and mandate pressures	13	13%	172	29%	21	17%	169	9%	1	8%	6	32%
Developmental and health concerns	7	7%	72	12%	18	15%	235	13%	2	17%	4	21%
Purposeful instructional use	19	19%	94	16%	15	12%	175	9%	0	0%	2	11%
Digital skills and equitable access	4	4%	20	3%	3	2%	44	2%	0	0%	1	5%
Differentiate by student need and teacher judgment	4	4%	16	3%	3	2%	6	0%	0	0%	0	0%

Note. Substantive responses for each group are as follows: Administrators (n=101), Teacher (n=599), Support Staff (n=121), Parent or Guardian (n=1,857), Community Member (n=12), Other (n=19).

Across roles, the most common theme was the need to limit and balance student screen time, ranging from 39% of parents/guardians to 50% of administrators and community members. Teachers were more likely to raise assessment and mandate pressures (29%), while community members emphasized hands-on and interpersonal learning (58%).

Elementary Response Analysis by Role

Table 4

Q1: What are your thoughts regarding student screen time in classrooms as it relates to technology instruction and students in grades Pre-K through 1?

Theme	Administrator		Teacher		Support staff		Parent or Guardian	
	n	%	n	%	n	%	n	%
Limit or reduce screen time	37	42%	225	41%	49	44%	521	39%
Balance technology with non-screen learning	20	23%	164	30%	30	27%	292	22%
Technology is necessary or beneficial	26	30%	158	29%	35	31%	264	20%
Assessment and mandated-program burden	12	14%	227	41%	28	25%	136	10%
Purposeful, instructional use	22	25%	158	29%	24	21%	176	13%
Age or grade appropriate limits	25	28%	139	25%	29	26%	166	12%
Concerns about health, attention, or social development	6	7%	61	11%	17	15%	210	16%
Teacher-directed monitoring and quality	14	16%	52	9%	9	8%	68	5%

Note. Substantive responses for each group are as follows: Administrators (n=88), Teacher (n=554), Support Staff (n=112), Parent or Guardian (n=1,329).

Across elementary respondents, limiting or reducing screen time was the most consistently identified theme, reported by roughly four in ten respondents across all roles. Teachers also placed substantial emphasis on assessment and mandated-program burden (41%), while administrators and support staff more frequently highlighted that technology can be necessary or beneficial when used appropriately.

Parent and Guardian Response Analysis by School Level

Table 5

Q1: What are your thoughts regarding student screen time in classrooms as it relates to technology instruction and students in grades Pre-K through 1?

Theme	Elementary		Middle		High		Combination	
	n	%	n	%	n	%	n	%
Limit or reduce screen time	569	43%	33	39%	45	36%	135	42%
Purposeful and balanced use	104	8%	8	10%	6	5%	21	7%
Hands-on, paper, and interpersonal learning	289	22%	17	20%	24	19%	65	20%
Health, attention, and development concerns	108	8%	7	8%	4	3%	17	5%
Technology benefits and future readiness	173	13%	8	10%	11	9%	29	9%
Implementation, access, and safeguards	55	4%	2	2%	5	4%	10	3%

Note. Substantive responses for each group are as follows: Elementary (n=1,327), Middle (n=84), High (n=126), Combination (n=321).

Across school levels, parents most frequently emphasized the need to limit or reduce screen time, with this concern highest among elementary parents (43%) and somewhat lower among middle (39%) and high school parents (36%). Parents also consistently valued hands-on, paper-based, and interpersonal learning, while references to technology benefits, health concerns, and implementation safeguards were less common overall.

Impacted Role (PreK-1) Analysis

Table 6

Q1: What are your thoughts regarding student screen time in classrooms as it relates to technology instruction and students in grades Pre-K through 1?

Theme	Parent or Guardian		School Staff	
	n	%	n	%
Limit or minimize screen time	300	38%	153	39%
Hands-on and traditional learning priority	123	16%	74	19%
Development, attention, behavior, or health concerns	115	15%	57	14%
Adaptive programs and differentiated practice	36	5%	115	29%
Eliminate or nearly eliminate screens	95	12%	40	10%
Purposeful technology as a supplement	66	8%	57	14%
Access and support for diverse learners	62	8%	47	12%
Preparation for computer-based assessments	25	3%	82	21%
Digital literacy and future readiness	42	5%	49	12%
Teacher-led and human interaction	60	8%	26	7%
Online assessment concerns	11	1%	45	11%
Teacher discretion and classroom flexibility	2	0%	5	1%

Note. Substantive responses for each group are as follows: Parent or Guardian (n=785), School Staff (n=397).

Among respondents directly connected to the impacted grades, limiting or minimizing screen time was the most frequently identified theme for both parents/guardians (38%) and school staff (39%). School staff were more likely than parents to emphasize adaptive programs and differentiated practice (29%), preparation for computer-based assessments (21%), and digital literacy/future readiness (12%), while parents more often stressed traditional learning and developmental concerns.

Key Findings and Interpretation:

Screen Time in the Classroom

- Limiting screen time was the most consistent concern across respondent groups, particularly for younger students, indicating broad support for more intentional moderation of screen use.
- Respondents favored a balanced approach, with technology used purposefully alongside hands-on, paper-based, interpersonal, and teacher-directed learning experiences.
- Staff and parents emphasized different considerations: school staff more often cited adaptive programs, assessment demands, and digital readiness, while parents placed greater emphasis on developmental, health, and traditional learning concerns.

Q2: An AI question that "goes deeper" was asked based on student screen time in classrooms as it relates to technology instruction.

Overall Analysis by Role

Table 7

Q2: An AI question that "goes deeper" was asked based on student screen time in classrooms as it relates to technology instruction.

Theme	Administrator		Teacher		Support staff		Parent or Guardian		Community Member		Other	
	n	%	n	%	n	%	n	%	n	%	n	%
Prioritize hands-on and interpersonal learning	29	29%	172	29%	45	37%	633	34%	4	33%	7	37%
Limit and balance screen time	30	30%	130	22%	25	21%	269	14%	1	8%	4	21%
Developmental and health concerns	7	7%	75	13%	18	15%	351	19%	3	25%	4	21%
Assessment and mandate pressures	17	17%	173	29%	24	20%	174	9%	2	17%	0	0%
Purposeful instructional use	21	21%	106	18%	18	15%	196	11%	0	0%	4	21%
Digital skills and equitable access	2	2%	21	4%	3	2%	89	5%	0	0%	1	5%
Differentiate by student need and teacher judgment	8	8%	19	3%	3	2%	36	2%	0	0%	0	0%

Note. Substantive responses for each group are as follows: Administrators (n=101), Teacher (n=594), Support Staff (n=121), Parent or Guardian (n=1,856), Community Member (n=12), Other (n=19).

For Q2 overall by role, prioritizing hands-on and interpersonal learning emerged as the most common theme for several groups, including teachers (29%), support staff (37%), and parents/guardians (34%). Administrators were similarly focused on limiting and balancing screen time (30%), while teachers also frequently cited assessment and mandate pressures (29%).

Elementary Response Analysis by Role

Table 8

Q2: An AI question that "goes deeper" was asked based on student screen time in classrooms as it relates to technology instruction.

Theme	Administrator		Teacher		Support staff		Parent or Guardian	
	n	%	n	%	n	%	n	%
Balance with hands-on and interpersonal learning	32	36%	207	38%	47	42%	472	35%
Teacher monitoring, discretion, and classroom management	31	35%	131	24%	32	29%	222	17%
Quality, accessibility, and reliability of tools	27	31%	164	30%	24	22%	189	14%
Time limits, breaks, and structured schedules	32	36%	144	26%	27	24%	199	15%
Differentiation, practice, and individualized learning	27	31%	148	27%	27	24%	122	9%
Concerns about attention, health, or overreliance	11	12%	68	12%	14	13%	207	16%
Age-appropriate technology skills and preparation	17	19%	92	17%	10	9%	126	9%
Purposeful use with clear learning goals	25	28%	94	17%	15	14%	111	8%

Note. Substantive responses for each group are as follows: Administrators (n=88), Teacher (n=555), Support Staff (n=112), Parent or Guardian (n=1,336).

For elementary respondents, balancing technology with hands-on and interpersonal learning was the most frequently identified theme across roles, ranging from 35% of parents/guardians to 42% of support staff. Administrators also strongly emphasized teacher monitoring and classroom management and time limits or structured schedules, while teachers highlighted quality and reliability of tools and differentiation/individualized learning.

Parent and Guardian Response Analysis by School Level

Table 9

Q2: An AI question that "goes deeper" was asked based on student screen time in classrooms as it relates to technology instruction.

Theme	Elementary		Middle		High		Combination	
	n	%	n	%	n	%	n	%
Blended instructional strategies	386	29%	26	32%	34	26%	90	28%
Purpose-driven, brief technology use	186	14%	9	11%	15	11%	33	10%
Interactive creation and authentic learning	74	6%	2	2%	6	5%	14	4%
Differentiation, accessibility, and feedback	81	6%	5	6%	7	5%	17	5%
Digital literacy, safety, and citizenship	39	3%	3	4%	0	0%	6	2%
Teacher judgment, training, and monitoring	186	14%	5	6%	20	15%	41	13%

Note. Substantive responses for each group are as follows: Elementary (n=1,329), Middle (n=82), High (n=131), Combination (n=320).

Across school levels, parents most frequently emphasized blended instructional strategies that combine technology with other forms of learning, ranging from 26% at the high school level to 32% at the middle school level. Purpose-driven, brief technology use and teacher judgment, training, and monitoring were also recurring themes, particularly among elementary and high school parents

Impacted Role (PreK-1) Analysis

Table 10

Q2: An AI question that "goes deeper" was asked based on student screen time in classrooms as it relates to technology instruction.

Theme	Parent or Guardian		School Staff	
	n	%	n	%
Hands-on, paper, books, and play	314	40%	143	36%
Social interaction, collaboration, and communication	178	23%	101	26%
Health, attention, and developmental safeguards	160	20%	58	15%
Targeted apps, remediation, and enrichment	39	5%	111	28%
Brief, scheduled, or capped use	73	9%	75	19%
Teacher-led supplement, not replacement	75	10%	55	14%
Computer skills and assessment readiness	54	7%	66	17%
Support for ELL, ESE, ASD, or other needs	58	7%	55	14%
Teacher discretion and center rotations	23	3%	65	17%
Digital safety and responsible use	39	5%	23	6%
Paper-based or reduced assessments	12	2%	18	5%

Note. Substantive responses for each group are as follows: Parent or Guardian (n=787), School Staff (n=393).

Among respondents directly connected to the impacted grades, hands-on learning through paper, books, and play was the most frequently identified theme for both parents/guardians (40%) and school staff (36%). School staff were more likely than parents to emphasize targeted apps and remediation (28%), brief or scheduled technology use (19%), and computer skills and assessment readiness (17%), while parents more often highlighted health, attention, and developmental safeguards (20%).

Key Findings and Interpretation:

AI Elaboration based on Responses

- Respondents consistently favored a balanced, blended approach to technology use. Across roles and school levels, the strongest themes emphasized combining technology with hands-on, interpersonal, paper-based, and play-based learning rather than relying heavily on screens.
- Parents and staff shared similar priorities but emphasized different aspects of implementation. Parents more often highlighted developmental safeguards, health, attention, and the importance of non-screen learning, while staff more frequently emphasized targeted instructional use, differentiation, remediation, assessment readiness, and structured scheduling.
- The findings suggest support for technology when it is purposeful, brief, and teacher-directed. Rather than rejecting technology, respondents generally favored clear limits, teacher discretion, appropriate monitoring, and use of technology as a supplement to instruction rather than a replacement for direct teaching and interaction.

Q3: If there is anything else that you think would be valuable for us to hear, or if you wish to share details about your answers to the previous questions, please share now.

Overall Analysis by Role

Table 11

Q3: If there is anything else that you think would be valuable for us to hear, or if you wish to share details about your answers to the previous questions, please share now.

Theme	Administrator		Teacher		Support staff		Parent or Guardian		Community Member		Other	
	n	%	n	%	n	%	n	%	n	%	n	%
Limit screen time and preserve balance	10	22%	99	33%	20	34%	265	37%	1	17%	3	27%
Assessment and district requirement concerns	15	33%	120	41%	21	36%	181	25%	3	50%	5	45%
Teacher voice and classroom judgment	10	22%	111	38%	21	36%	133	18%	3	50%	3	27%
Family voice, choice, and communication	7	16%	46	16%	15	25%	173	24%	1	17%	3	27%
Developmental, social, and health priorities	1	2%	23	8%	4	7%	115	16%	0	0%	2	18%
Technology access and implementation	5	11%	20	7%	7	12%	101	14%	1	17%	1	9%
Value of stakeholder engagement and follow-through	4	9%	24	8%	6	10%	50	7%	0	0%	0	0%

Note. Substantive responses for each group are as follows: Administrators (n=45), Teacher (n=296), Support Staff (n=59), Parent or Guardian (n=720), Community Member (n=6), Other (n=11).

For Q3 overall by role, assessment and district requirement concerns emerged as a prominent theme, particularly among teachers (41%), administrators (33%), and support staff (36%). Parents/guardians most frequently emphasized limiting screen time and preserving balance (37%), while teacher voice, classroom judgment, and family choice were also recurring concerns across groups.

Elementary Response Analysis by Role

Table 12

Q3: If there is anything else that you think would be valuable for us to hear, or if you wish to share details about your answers to the previous questions, please share now.

Theme	Administrator		Teacher		Support staff		Parent or Guardian	
	n	%	n	%	n	%	n	%
Reduce or better manage screen time	13	31%	104	38%	21	39%	197	39%
Concerns about specific platforms, testing, or mandates	15	36%	115	42%	16	30%	134	26%
Need for resources, staffing, or technology support	9	21%	101	37%	23	43%	127	25%
Preference for hands-on, social, and teacher-led learning	5	12%	59	22%	13	24%	116	23%
Family partnership and home-school consistency	6	14%	41	15%	11	20%	111	22%
Request to use and act on stakeholder feedback	8	19%	41	15%	13	24%	52	10%
Positive appreciation or no additional concern	6	14%	26	9%	10	19%	57	11%
Need for training, guidance, or clear expectations	6	14%	24	9%	7	13%	39	8%

Note. Substantive responses for each group are as follows: Administrators (n=62), Teacher (n=316), Support Staff (n=63), Parent or Guardian (n=585).

For elementary respondents, reducing or better managing screen time was one of the most common themes across all roles, cited by 31% of administrators and about 38%–39% of teachers, support staff, and parents. Teachers more frequently raised concerns about specific platforms, testing, or mandates (42%), while support staff most often emphasized the need for resources, staffing, or technology support (43%).

Parent and Guardian Response Analysis by School Level

Table 13

Q3: If there is anything else that you think would be valuable for us to hear, or if you wish to share details about your answers to the previous questions, please share now.

Theme	Elementary		Middle		High		Combination	
	n	%	n	%	n	%	n	%
Reduce screens and protect foundational learning	152	30%	9	25%	18	33%	36	29%
Communication, transparency, and parent voice	57	11%	5	14%	5	9%	15	12%
Safety, privacy, and online content	42	8%	3	8%	2	4%	13	10%
Infrastructure, access, and device management	35	7%	1	3%	5	9%	7	6%
Teaching quality and implementation support	69	14%	2	6%	6	11%	16	13%
Student well-being and individual needs	52	10%	4	11%	7	13%	16	13%

Note. Substantive responses for each group are as follows: Elementary (n=506), Middle (n=36), High (n=54), Combination (n=124).

Across school levels, parents most frequently emphasized the need to reduce screen use and protect foundational learning, ranging from 25% of middle school respondents to 33% of high school respondents. Other recurring themes included teaching quality and implementation support, student well-being and individual needs, and communication, transparency, and parent voice.

Impacted Role (PreK-1) Analysis

Table 14

Q3: If there is anything else that you think would be valuable for us to hear, or if you wish to share details about your answers to the previous questions, please share now.

Theme	Parent or Guardian		School Staff	
	n	%	n	%
Testing alignment and readiness	70	26%	73	36%
Specific student access or health needs	45	17%	38	19%
Support for reducing screen time	35	13%	31	15%
Resources, staffing, budget, and workload	15	6%	15	7%
Transparency, context, and feedback loop	23	9%	7	3%
Broader policy or grade-level concerns	22	8%	5	2%
Concern that elimination is too extreme	11	4%	13	6%
Teacher input, autonomy, and implementation	8	3%	15	7%
Concerns about AI	17	6%	3	1%

Note. Substantive responses for each group are as follows: Parent or Guardian (n=270), School Staff (n=201).

Among respondents connected to the impacted grades, testing alignment and readiness was the most frequently identified theme, particularly among school staff (36%) and parents/guardians (26%). Both groups also raised concerns related to specific student access or health needs and expressed support for reducing screen time, while parents were somewhat more likely to emphasize transparency and broader policy concerns.

Key Findings and Interpretation:

Valuable Feedback

- Respondents continued to emphasize reducing or better managing screen time, particularly to protect foundational learning and maintain a balanced instructional experience.
- Staff concerns were strongly shaped by implementation realities, including testing requirements, specific platforms or mandates, staffing/resources, and the need for teacher input and flexibility.
- Parents placed greater emphasis on student well-being, communication, and family voice, suggesting that successful implementation will require not only clear instructional expectations, but also transparency and ongoing engagement with families.

Q4: What worked well about the engagement, and what would you improve?

Overall Analysis by Role

Table 15

Q4: What worked well about the engagement, and what would you improve?

Theme	Administrator		Teacher		Support staff		Parent or Guardian		Community Member		Other	
	n	%	n	%	n	%	n	%	n	%	n	%
Clear and accessible survey experience	12	32%	62	25%	17	29%	208	29%	1	17%	1	9%
Expand engagement and communication follow-through	2	5%	26	10%	8	14%	79	11%	1	17%	2	18%
AI follow-up supported deeper reflection	3	8%	15	6%	7	12%	67	9%	1	17%	0	0%
Improve question design and response options	3	8%	14	6%	8	14%	40	6%	0	0%	0	0%
Shorten and streamline the engagement	3	8%	5	2%	1	2%	19	3%	0	0%	0	0%
Address technical and access issues	0	0%	4	2%	1	2%	8	1%	1	17%	0	0%
AI follow-up felt repetitive or unclear	0	0%	2	1%	0	0%	3	0%	0	0%	0	0%

Note. Substantive responses for each group are as follows: Administrators (n=37), Teacher (n=252), Support Staff (n=58), Parent or Guardian (n=707), Community Member (n=6), Other (n=11).

For Q4 overall by role, respondents most frequently described the engagement as a clear and accessible survey experience, particularly administrators (32%), support staff (29%), and parents/guardians (29%). Suggestions for improvement focused mainly on expanding engagement and communication follow-through, while relatively few respondents identified concerns with question design, technical access, or the AI follow-up.

Elementary Response Analysis by Role

Table 16

Q4: What worked well about the engagement, and what would you improve?

Theme	Administrator		Teacher		Support staff		Parent or Guardian	
	n	%	n	%	n	%	n	%
Questions were relevant, clear, or thought-provoking	16	53%	87	38%	23	44%	182	38%
Preferred open-ended and adaptive follow-up	4	13%	47	21%	13	25%	134	28%
Appreciated the opportunity to provide input	10	33%	43	19%	9	17%	87	18%
Concern about AI or privacy	3	10%	23	10%	9	17%	89	18%
Improve usability and response format	2	7%	21	9%	5	10%	41	8%
Survey was repetitive, leading, or too long	1	3%	2	1%	1	2%	8	2%
Request clearer purpose, context, or use of results	0	0%	12	5%	6	12%	26	5%
Include broader participation or more targeted stakeholder groups	0	0%	0	0%	0	0%	3	1%

Note. Substantive responses for each group are as follows: Administrators (n=45), Teacher (n=281), Support Staff (n=61), Parent or Guardian (n=539).

For elementary respondents, the engagement was viewed positively overall, with clear, relevant, and thought-provoking questions emerging as the most common strength across all roles, especially administrators (53%). Respondents also valued the opportunity to provide input and the open-ended follow-up, while concerns were more limited and focused mainly on AI/privacy and survey usability or response format.

Parent and Guardian Response Analysis by School Level

Table 17

Q4: What worked well about the engagement, and what would you improve?

Theme	Elementary		Middle		High		Combination	
	n	%	n	%	n	%	n	%
Survey was clear, easy, or convenient	150	31%	11	26%	15	24%	28	25%
AI follow-up encouraged reflection	23	5%	3	7%	1	2%	7	6%
AI interaction felt uncomfortable or impersonal	90	19%	7	17%	5	8%	24	21%
Questions or options need improvement	39	8%	5	12%	3	5%	7	6%
Need transparency and visible follow-through	20	4%	2	5%	0	0%	4	4%
More inclusive and representative engagement	4	1%	0	0%	0	0%	1	1%

Note. Substantive responses for each group are as follows: Elementary (n=486), Middle (n=42), High (n=63), Combination (n=113).

Across school levels, parents most often described the survey as clear, easy, or convenient, ranging from 24% of high school respondents to 31% of elementary respondents. At the same time, some parents reported that the AI interaction felt uncomfortable or impersonal, particularly among elementary (19%) and combination-school respondents (21%), while relatively few called for broader engagement or additional transparency.

Table 18

Q4: What worked well about the engagement, and what would you improve?

Theme	Parent or Guardian		School Staff	
	n	%	n	%
Easy, quick, clear, or user-friendly	102	37%	44	27%
AI summary or tailoring was helpful	19	7%	5	3%
More response space or open-ended options	13	5%	7	4%
Questions were repetitive, lengthy, unclear, or leading	12	4%	1	1%
AI was unnecessary or concerning	8	3%	4	2%
No improvement suggested	9	3%	2	1%
Share results and explain next steps	8	3%	1	1%
More context or baseline information needed	7	3%	1	1%
Better timing, audience, or consultation	3	1%	3	2%
Technical or accessibility issue	5	2%	1	1%

Note. Substantive responses for each group are as follows: Parent or Guardian (n=278), School Staff (n=163).

Among respondents connected to the impacted grades, the most common positive feedback was that the engagement was easy, quick, clear, or user-friendly, cited by 37% of parents/guardians and 27% of school staff. Relatively few respondents identified specific concerns, although some suggested greater response flexibility, clearer context, or improvements to the AI component.

Key Findings and Interpretation:

What Worked Well About the Engagement

- The engagement process was generally viewed positively, with respondents across groups most often describing the survey as clear, relevant, easy to complete, and user-friendly.
- The open-ended and AI-supported portions added value for some respondents, particularly by encouraging reflection and allowing participants to elaborate, although a smaller group found the AI interaction uncomfortable, impersonal, or unnecessary.
- Improvement suggestions were relatively limited and focused on refinement rather than redesign, including clearer communication about purpose and next steps, more flexible response options, and continued attention to privacy, accessibility, and usability.

Limitations

- Several limitations should be considered when interpreting the findings. More than 2,000 survey responses were incomplete and were therefore excluded from the analytic dataset. In addition, participation was voluntary and open to the public, resulting in a self-selected sample rather than a probability sample.
- Relative to the size of the BCPS student and stakeholder population, participation was limited across parent, teacher, administrator, and community-member groups; therefore, the findings should be interpreted as the perspectives of respondents rather than as representative estimates of all BCPS stakeholders.
- The survey also included a limited number of questions within each topic area. Because most constructs were measured with a single item, internal consistency reliability could not be assessed and the depth of interpretation is limited. Some stakeholder categories, particularly community members and respondents in the “Other” group, had very small sample sizes, which further limits generalizability for those groups.
- Responses were also concentrated among elementary stakeholders, so findings for middle, high, and combination-school respondents should be interpreted with caution. No school-level or traditional demographic variables were collected, limiting the ability to examine variation by school, region, or demographic subgroup.
- Additional caution is warranted when interpreting the qualitative findings. Emergent themes, sentiment, and representative quotations were identified with the assistance of Microsoft Copilot; although this supported efficient review of a large volume of responses, alternative thematic interpretations may also be possible.
- Finally, the survey was administered during the early implementation period, meaning respondents may have had different levels of exposure to or understanding of the initiative when completing the survey.

Conclusion

Key Findings

- **Stakeholders generally supported reducing and better balancing screen time, but the findings do not reflect a rejection of educational technology.** Across the open-ended responses, the most consistent preference was for

a blended approach in which technology is purposeful, limited, and used alongside hands-on, interpersonal, paper-based, play-based, and teacher-directed learning. Respondents generally viewed technology as a supplement to instruction rather than a replacement for direct teaching and interaction.

- **Parents and school staff shared the goal of appropriate technology use but differed substantially in how they viewed implementation.** Parents more often emphasized developmental safeguards, health, attention, traditional learning, and reduced screen exposure, while staff placed greater emphasis on instructional applications, differentiation, mandated programs, and assessment requirements. Among those directly connected to PreK–1, staff were twice as likely as parents to consider current screen time appropriate (44% vs. 22%), illustrating that the differences were often about *how technology should be used*, rather than whether it has a role in instruction.
- **Assessment readiness emerged as the clearest implementation challenge associated with reducing screen time.** Among stakeholders directly connected to PreK–1, 71% of school staff believed reduced screen time could decrease students' readiness for assessments, compared with 23% of parents. Qualitative responses reinforced this concern, with staff frequently identifying computer-based assessment requirements, mandated platforms, and alignment between classroom experiences and testing expectations as practical implementation issues.
- **Perceptions of district responsiveness differed notably between families and educators.** Parents were generally more likely to believe that leadership considered public concerns, while teachers and other school staff were more skeptical. Among respondents directly connected to PreK–1, 57% of parents agreed that leadership considered public concerns compared with 34% of school staff, suggesting that continued implementation may benefit from a particularly strong feedback loop with the educators responsible for putting the changes into practice.
- **Despite differences of opinion about the initiative itself, stakeholders reported a strongly positive experience participating in the engagement process.** Positive engagement ratings generally exceeded 80% across the major stakeholder groups and reached 92% among impacted-grade parents and 89% among impacted-grade school staff. Open-ended feedback similarly described the survey as clear, relevant, accessible, and easy to complete, with improvement suggestions centered primarily on communication, follow-through, and refinement rather than redesign of the engagement process.

What Should Happen Next

- Refine survey questions to ensure participants can clearly understand what each item is intended to measure.
- Consider redesigning the survey to capture more nuanced feedback by incorporating greater depth and follow-up questioning.
- Administer the survey at both the middle and end of the year to examine how stakeholder perspectives may change over time.

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