



HADDONFIELD SCHOOL DISTRICT — GROWING IN EXCELLENCE

K–5 Educator Guidance on Screentime & Educational Technology

Board of Education Presentation

August 20, 2026

Prepared for staff, families, and the Board of Education



Nearly a Year of Research, Feedback & Collaboration

FEB–MAR
2026



APR–MAY
2026



JUNE
2026



JULY
2026



AUGUST
2026

Baseline Analysis

Reviewed the BOE-approved curriculum to establish screen-time profiles for every K–5 grade level.

Research & Staff Input

Studied EdTech trends and ran staff focus groups to surface real classroom needs.

Initial BOE Findings

[Shared preliminary findings with the Board at the June 4 meeting.](#)

Parent Focus Group

[Reviewed the research with families and incorporated community feedback.](#)

Final Guidance

K–5 teachers and administrators finalized this document for a September launch.

Bottom line: this guidance reflects district research, staff experience, and direct parent feedback — not a single perspective.



Parent Focus Group: General Feedback

Held July 16, 2026 — 26 K–5 parents

- ◆ Concern about how much passive video viewing happens on the Promethean panel (e.g., videos of others reading stories)
- ◆ Questions about whether screen-based homework adds value, or whether paper-and-pencil is preferable
- ◆ Concern about how “policing” Chromebooks will happen
- ◆ How does the policy support students with special needs and accessibility if tech access is limited for all?

- ◆ K–5 shouldn't have one blanket policy — guidance should differ by grade band (older students may need more access to prepare for middle school)
- ◆ Screens should not be used during indoor recess or as rewards — these are fringe uses, not curriculum
- ◆ If Chromebooks come home, parents become responsible for “policing” them — could devices come home only for specific projects?
- ◆ Teachers should be part of the conversation about what's necessary for learning, and why



Parent Focus Group: Survey Themes

Six themes emerged from open-ended parent survey responses



Restrictive Screen Time

Eliminate non-essential use — no screens for rewards, indoor recess, or downtime. Limit to tools with a clear edge over non-digital options.



Chromebook Management

Keep devices at school; restrict digital homework to rare, opt-in projects. Many propose delaying 1:1 devices until upper elementary.



Security & Filtering

Strengthen guardrails on school devices — block YouTube, games, and generative AI; restrict peer-to-peer file sharing.



Standardization

Streamline guidelines across all elementary schools; evaluate platforms for data privacy and real learning impact.



Instructional Shift

Prioritize in-person, hands-on learning; replace screen-based downtime with books and games.



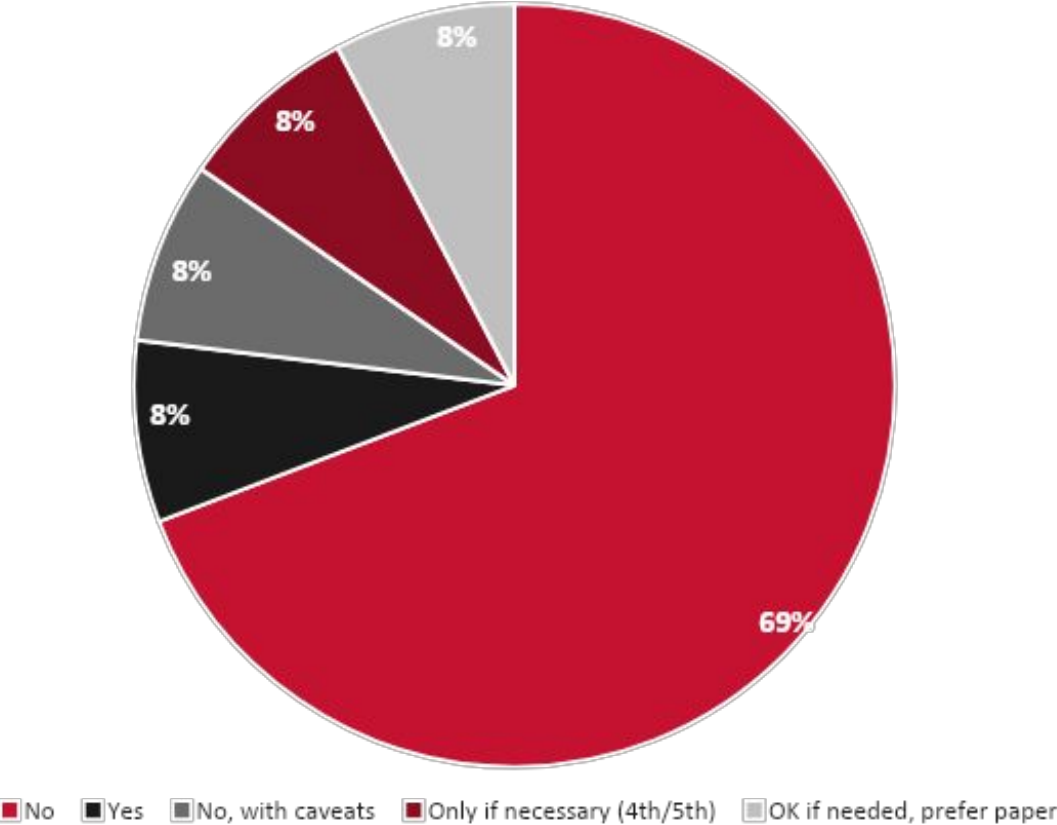
Parent-Teacher Partnership

A collaborative approach to digital citizenship, with clear communication and shared boundaries at home and school.



Parent Focus Group: Survey Results

Should HSD continue sending Chromebooks home for grades 3–5? (13 responses)



Reading the Result

69.2% of responding parents said Chromebooks should not go home with students in grades 3–5.

The remaining responses were split among conditional support — reserving devices for older students, specific large projects, or preferring paper when possible.

Only 7.7% supported the current take-home practice without qualification.



Staff Focus Group: Key Themes

Staff comments on the Comprehensive K–5 EdTech Screentime Report



Developmental Appropriateness (K–1)

Staff flagged the i-Ready diagnostic as developmentally inappropriate for Kindergarten, given emerging mouse/keyboard skills. Discussion included a possible “no screens” approach for K, with 1st grade still using myPath to support learning gaps.



Purposeful Integration vs. “Gamification”

“Frustration-free” digital work may limit chances to build academic resilience. EdTech is most valuable when it enables differentiated instruction that would otherwise be labor-intensive — though teacher-led differentiation remains the gold standard.



Addressing “Hidden” Screen Time

Upper-grade students spend significant unrecorded time in Google Slides/Docs for drafting and editing.



Research & Data Efficacy

Staff want more visibility into which specific diagnostic questions students miss, so results can better inform instruction rather than just track completion.



Staff Recommendations for Teacher Guidance

Suggested additions to the guidance document, based on staff review of the draft



Digital Citizenship Standards

Ground the guidance in the New Jersey State Digital Citizenship standards for a structured, statewide-aligned framework.



Prioritize Physical Materials

Research suggests print-based texts strengthen comprehension and print awareness more than digital read-alouds.



Restrict 1:1 Usage in Early Grades

Return Kindergarten to a shared set of classroom Chromebooks rather than 1:1 devices, to better control overuse.



Limit Composition to Final Drafts

Restrict Chromebook use in writing to the final draft / publishing stage only, reducing total screen time.



**How have we taken this feedback and translated it into
K-5 teacher guidance?**



What This Guidance Covers



Weekly Screen Time Limits

Grade-by-grade EdTech minutes



Curriculum Approval

Only vetted platforms are used



Chromebooks Come Home Less

Devices default to the classroom



Print vs. Digital Texts

Physical books remain the default



Handwriting vs. Typing

Pen-to-paper thinking, by grade band



Large-Screen Use

Rules for whole-class displays



Recess & Rewards

Screen-free social time



Weekly EdTech Screen Time Limits

Average weekly limits for core instructional EdTech, aligned to the BOE-approved curriculum. Teachers may not exceed these averages without principal or supervisor approval.

Grade	Core Programs	Weekly Limit	Daily Avg.	% of 395-Min. School Day
Kindergarten	Lexia (40m), i-Ready myPath Math (30m)	70 min	14 min	3.5% full / 5.7% half-day
1st Grade	Lexia (40m), i-Ready myPath Math (30m)	70 min	14 min	3.5%
2nd Grade	Lexia (40m), Typing Agent (20m), myPath Math (40m), Fluency Flight (32m), Productivity (20m)	152 min	30 min	7.6%
3rd Grade	IXL ELA (30m), Typing Agent (20m), myPath Math (40m), Fluency/Frax (32m), Productivity (30m)	152 min	30 min	7.6%
4th Grade	IXL ELA (30m), i-Ready myPath Math (40m), Fluency/Frax (32), Productivity (60m)	162 min	32 min	8.2%
5th Grade	IXL ELA (30m), myPath Math (40m), Fluency/Frax (32m), TCI (30m), Productivity (150)	282 min	56 min	14.2%

Note: Intervention tools (Learning Ally, Reading Naturally, Epic) are excluded — those are used prescriptively for students receiving specialized instruction, not counted against core limits. Productivity Activities for time spent in use of Google Docs, Sheets, Slides, and Chrome based on teacher consultation.



Curriculum Approval for All EdTech Platforms



Only district-approved EdTech programs and platforms may be used in K-5 classrooms.

1

Identify a need

A teacher wants to use a tool outside the HSD Core Curriculum.

2

Start the conversation

Discuss the request with your content-area supervisor and building principal.

3

Follow Policy 2530

Requests must conform to Policy 2530, Resource Materials, before use.

This keeps every classroom tool aligned with FERPA, COPPA, and NJ student-data-privacy requirements.



Print vs. Digital Texts for Reading

Physical books remain the default for K–5 reading instruction. When a digital text is used instead, it should be for a specific, identifiable reason.



The Default: Print

- ◆ Strengthens comprehension and print awareness
- ◆ Builds decoding and fluency through sustained practice
- ◆ Skills transfer directly to independent reading



When Digital Makes Sense

- ◆ A nonfiction title isn't available in print (e.g., Epic)
- ◆ An IEP or 504 plan specifies digital or assistive access
- ◆ Students are explicitly taught digital reading strategies: chunking text, reducing distractions, pairing screen time with paper notes



Handwriting vs. Typing

Writing by hand engages deeper cognitive processing and strengthens the connection between thinking and composing — expectations shift as students grow.

Grades K-1

No publishing writing on a device.
Handwriting throughout.

Grades 2-3

Typing reserved for the publishing stage
only, once a piece is fully developed.

Grades 4-5

Digital tools allowed for drafting & revision
— but handwriting stays the default for
note-taking and in-the-moment thinking.

Staff watch-point: students have reportedly used Google Docs/Slides during authorized Chromebook use to share non-educational notes or photos. Teachers should stay attentive to this misuse.



Teacher Use of Large Screens

Smart boards, panels, and projectors are shared instructional tools. Passive display time produces no durable learning — teacher-student dialogue is what drives it.

1

Pause Frequently

Attention degrades after 8–12 minutes on one stimulus — pause and check in with the class.

2

Require a Response

Every segment needs periodic active engagement (e.g., a turn-and-talk, written note, exit ticket, etc.).

3

Observe Session Limits

Video: 5 min max (K–2), 10 min max (Gr. 3–5). Full-length movies need principal approval.

4

Prioritize Live Modeling

Real-time writing and think-alouds are the highest-value use.

Protecting Non-Screen Time



Recess & Rewards Stay Screen-Free

- ◆ Indoor recess and snack time are screen-free zones for peer socialization and movement
- ◆ Devices are never used as classroom management tools or rewards — including full-length movies
- ◆ Curriculum-linked movies (e.g., a novel adaptation) follow the Large-Screen guidance instead
- ◆ Exceptions for a unique instructional/behavioral need require principal pre-approval



Chromebooks: A New Default

Starting 2026–27

Chromebooks stay in classroom charging stations by default.

Devices go home only when a teacher has a specific assignment that requires the student's issued device — the default take-home practice is discontinued.

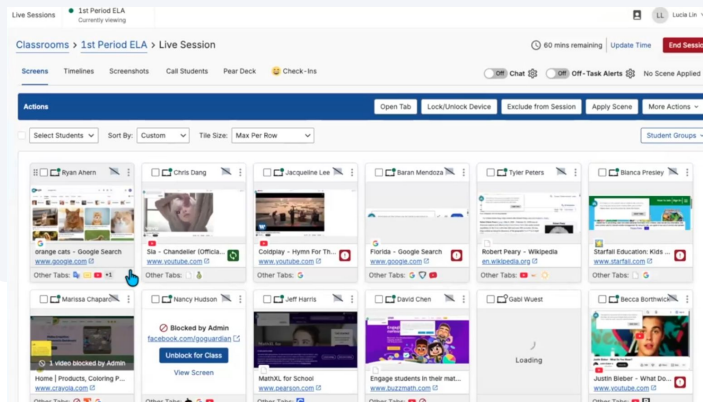
GoGuardian Teacher — New Tools for Teachers

The district reallocated funds to help teachers monitor and manage Chromebook use in the classroom

1

Screens View

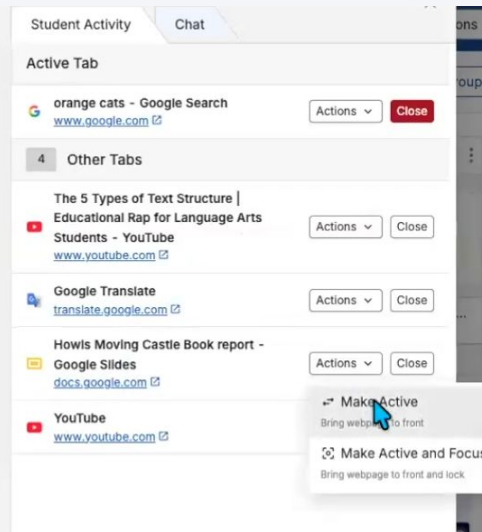
Teacher view of live thumbnails of all student screens simultaneously.



2

Tab Control

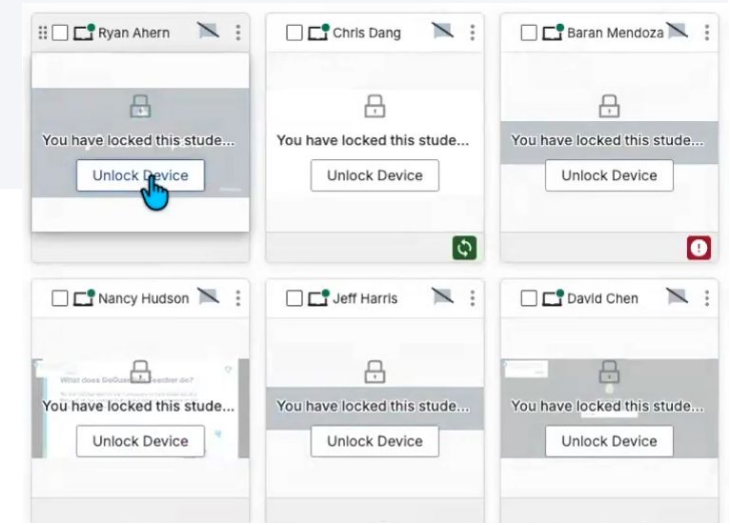
Teachers can remotely open or close browser tabs on student devices, and use “Focus Tabs” to ensure students only access essential websites.



3

Device Controls

Teachers can lock student devices entirely to regain attention, or share their teacher screen directly to student devices for instructional purposes.





Questions & Next Steps

- Board discussion and questions
- Guidance shared with K–5 staff for the September launch
- Click [here](#) for the full-text guidance