

Purposeful Technology for T-2-4 Readiness

Board Workshop Presentation

September 14, 2026



Purpose and Topics

The purpose of this presentation is to share information regarding student technology use including the following:

- Laws and Policies that Guide Us
- Texas Essential Knowledge and Skills Requirements
- Digital Citizenship
- Instructional Focus
- Requirements for State Testing
- Technology Alignment and Supports for Emergent Technology

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Laws and Policies That Guide Us

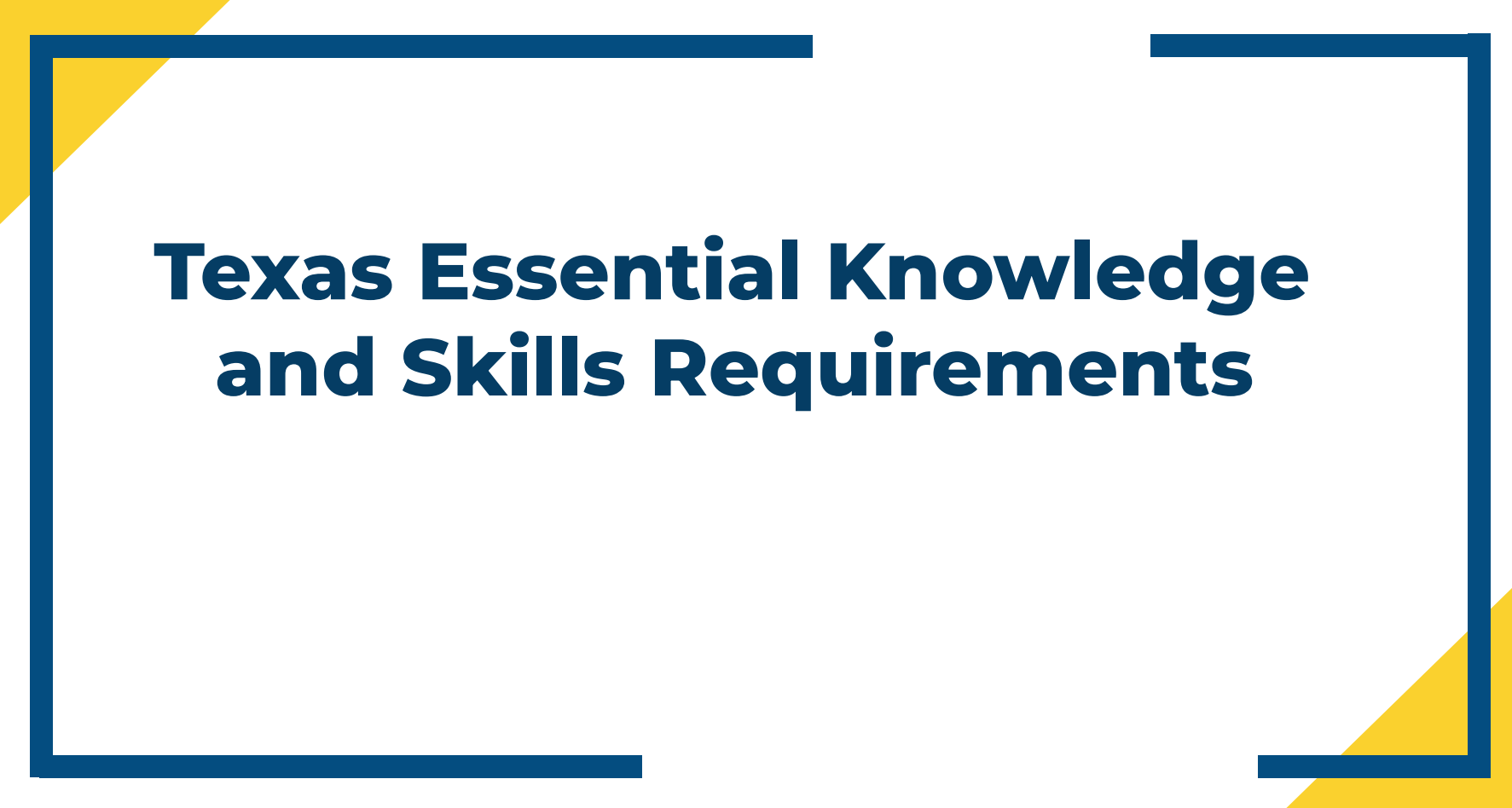
Laws and Policies That Guide Us

Texas

- **HB 1481**
 - No personal phone, watch, and earbud use during the school day
- **HB 18, The SCOPE Act**
 - Data protections and social media restrictions
- **Texas Student Privacy Act, TEC 32.151**
 - No sale of student data and no targeted ads
- **HB 149, TRAIGA**
 - Limits on how Artificial Intelligence (A.I.) systems may be used

Local Policy & Administrative Regulation

- **FL Local & CQB series**
 - FERPA: Defines personal, sensitive and educational record data including sharing limitations and cybersecurity requirements
- **CQ Local (2026)**
 - Children's Internet Protection Act (CIPA)
 - Affirms technology is a support, not substitute, for teacher-led instruction and is only used to enhance instruction when academically appropriate
- **CQD Local (2026)**
 - Required A.I. training for all employees. A.I. should not take the place of teacher decision-making



Texas Essential Knowledge and Skills Requirements

TEKS

The Texas Essential Knowledge and Skills (TEKS) state what is required to be taught, including Technology Applications standards.

Technology Applications Standards (19 TAC Chapter 126)

- **Computational thinking**
 - Break a problem into steps, patterns, and algorithms
- **Creativity and innovation**
 - Plan, build, test, and improve a solution
- **Data literacy, management & representation**
 - Collect, organize, and present data
- **Digital citizenship**
 - Safe, ethical, respectful use; digital footprint; cybersecurity
- **Practical technology concepts**
 - Keyboarding and software fluency



Technology Applications



Kindergarten Examples

(8) Practical technology concepts, systems, concepts, and

(A) use a variety of

(i) use

(C) perform
artificial

(i)

(i)

(ii)

(E) identify, locate, and practice using keys on the keyboard, including letters, numbers, and special keys such as space bar and backspace.

(i) identify keys on the keyboard, including letters

(ii) identify keys on the keyboard, including numbers

(iii) identify keys on the keyboard, including special keys

(iv) locate keys on the keyboard, including letters

(v) locate keys on the keyboard, including numbers

(vi) locate keys on the keyboard, including special keys

(vii) practice using keys on the keyboard, including letters

(viii) practice using keys on the keyboard, including numbers

(ix) practice using keys on the keyboard, including special keys

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Digital Citizenship

Digital Citizenship Instruction

- Required curriculum for K-8 students.
- Completed at the beginning of each school year before device use.
- Grades K-2 complete lessons as a whole group, with the teacher as the facilitator.
- Grades 3-12 complete lessons in Canvas.

Lesson Module Overview

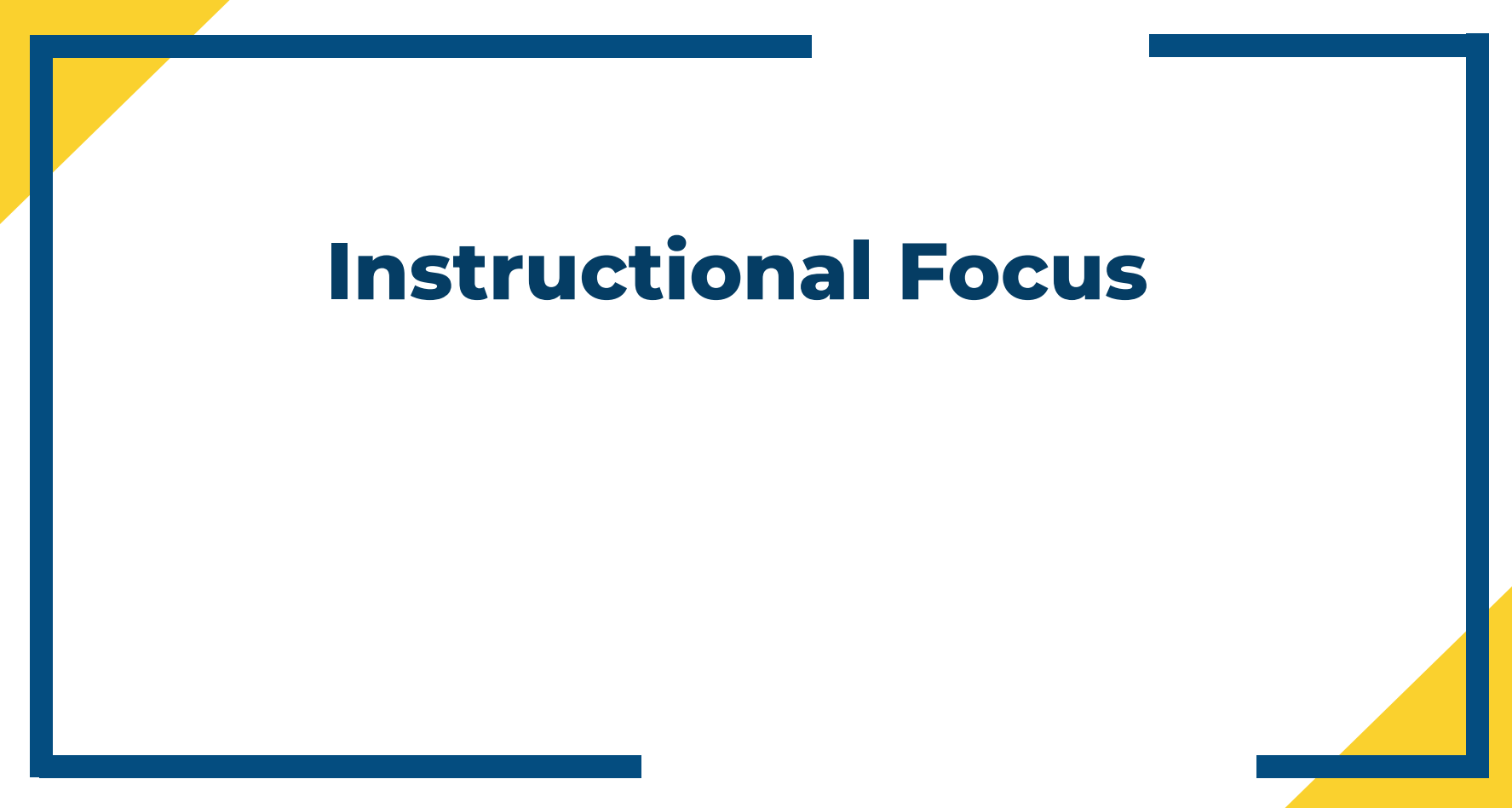
1. Staying Safe Online - This module covers the importance of strong passwords, online safety & etiquette, the basics of digital citizenship (including student data privacy).
2. Device Care Do's and Don'ts - This module covers proper device care, including but not limited to: storage, charging, everyday use (wear & tear), device transport (to & from home), etc.
3. Acceptable & Responsible Use - This module covers our SBISD Acceptable & Responsible Use Policies for students. Students would complete an acknowledgement that they have reviewed & understand both policies.

Primary



Upper Elementary





Instructional Focus

Instructional Focus

- Direct, explicit instruction must be provided by a classroom teacher. Approved technology can be used to supplement and support when needed for interventions and practice.
- Procurement of print books is prioritized for elementary classrooms.
- Ongoing, aligned professional development is provided for leaders and teachers.

Instructional Focus: Core Characteristics

Our Core Characteristics of a
T-2-4 Ready Graduate inform how
we construct learning
environments.

CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT

ACADEMICALLY PREPARED

Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

- Develops strong literacy, numeracy, scientific, technology and reasoning skills
- Actively engages in learning with effective study and time management skills
- Maximizes learning in and out of the classroom

ETHICAL & SERVICE-MINDED

Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

- Earns trust and respect through honest, ethical, reliable behaviors - even when no one is watching
- Honors commitments, exhibits strong work ethic and takes ownership of when and how to take action, lead or follow
- Recognizes how civic engagement and personal decisions and actions impact self, others and the greater community

EMPATHETIC & SELF-AWARE

Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

- Believes in and invests in themselves and practices self-care
- Demonstrates the ability to control, monitor and adjust behavior and emotions
- Understands and respects the feelings, opinions, experiences, cultures and traditions of others to seek common ground

PERSISTENT & ADAPTABLE

Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

- Discovers, develops and maximizes their gifts and talents
- Responds productively to feedback, praise, setbacks and criticism
- Embraces the idea that failure is part of success, accepts being wrong, learns from mistakes and keeps moving forward

RESOURCEFUL PROBLEM-SOLVER

Every Child thinks critically and creatively and applies knowledge to find and solve problems.

- Analyzes situations with a solutions-minded approach
- Embraces curiosity and asks compelling questions
- Leverages imagination and intuition to inspire new ideas or build on existing ones

COMMUNICATOR & COLLABORATOR

Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

- Uses communication for a variety of purposes and to build a network of relationships
- Listens actively and thinks critically to determine meaning, fact/fiction, position and intentions
- Works interdependently, contributing ideas and perspectives to achieve common goals, and leverages critical conversations to successfully resolve conflicts

Elementary Instructional Guidance

Teachers are provided with scopes and sequences, High-Quality Instructional Materials (HQIM), and instructional timing expectations:

	Grades K-2	Grades 3-5	Instructional Technology Use
Reading Language Arts	150 minutes daily	120 minutes daily	Technology use is purposeful as part of the curriculum, is active versus passive, is supplemental, and utilizes district-approved resources. Technology use may be up to 5% of the instructional block each week in K-2, or up to 10% of the instructional block each week in grades 3-5, depending on student need.
Mathematics	90 minutes daily	90 minutes daily	



STAAR Testing Expectations

Starting in grade 3, students must -

- Log in and navigate a secure browser independently
- Drag and drop answer choices into a diagram, chart, or map
- Type text-entry answers including numbers, words, fractions, and equations
- Type a written response of up to 2,300 characters in an on-screen box
- Scroll between passage and question, and manage time in one sitting

Grade 3 STAAR Math Sample

STAAR Grade 3 Question 7 of 34

Drag each number into the box that makes the equation true.

4 2 24 4

6 x = +

Fine-motor precision: grab, hold, release inside the target.

Drag and drop: Grab a tile, hold it, release it inside a target box

STAAR Grade 3 Question 7 of 34

Click the two shapes that have exactly 4 sides.

☒ ☒ ☐ ☐

Selected: 2 of 2

No keyboard alternative. The answer is a region of a picture, found and clicked with a trackpad.

Motor accuracy is part of the score.

Hot spot: Find and click a region of a picture, no keyboard option

(STAAR Released Test Images)

Grade 3 STAAR Reading Sample

STAAR Grade 3 Question 7 of 34

Complete the sentence about the passage.

In paragraph 2, the word *enormous* means very large because the author compares the whale to a school bus.

Two input methods in one sentence:
a dropdown the student must open, and a word the student must spell and type. No spell-check. No autocorrect.

Inline choice and text entry: Open a dropdown, then spell and type a word

STAAR Grade 3 Question 7 of 34

Write a response explaining how the main character changes from the beginning of the story to the end. Use evidence from the text to support your answer.

B I U

At the beginning of the story Maya was scared to ride the bus by herself. She held her backpack tight and did not talk to anyone. In paragraph 6 it says she

168 of 2,300 characters roughly 4 to 5 paragraphs

Extended constructed response: Up to 2,300 characters, typed, in one sitting

(STAAR Released Test Images)

Grade 3 STAAR Reading Sample

- Reading
 - 4 reading passages (2 are paired)
 - 24-26 questions
 - 2 questions are worth 2 points
 - Extended constructed response is worth 10 points (2 scores on a 5 point rubric)
- Writing
 - 2 revising passages and 2 editing passages
 - 15-17 questions
 - Extended Constructed Response score goes on writing

[3rd Grade Video Demonstration](#)

Middle and High School Instructional Guidance

- Classroom teacher-directed instruction remains a priority.
- Teachers are provided with scopes and sequences, assessment calendars, and HQIM.
- Canvas, the district Learning Management System (LMS), becomes more prevalent as an online platform to-
 - Organize assignments and work products
 - Prepare for PSAT, SAT, ACT
 - Access instructional materials

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Technology Alignment & Supports

Software Approval Processes

Purchasing

Academics

Technology



A Collaborative Approach to Supporting Emergent Technology

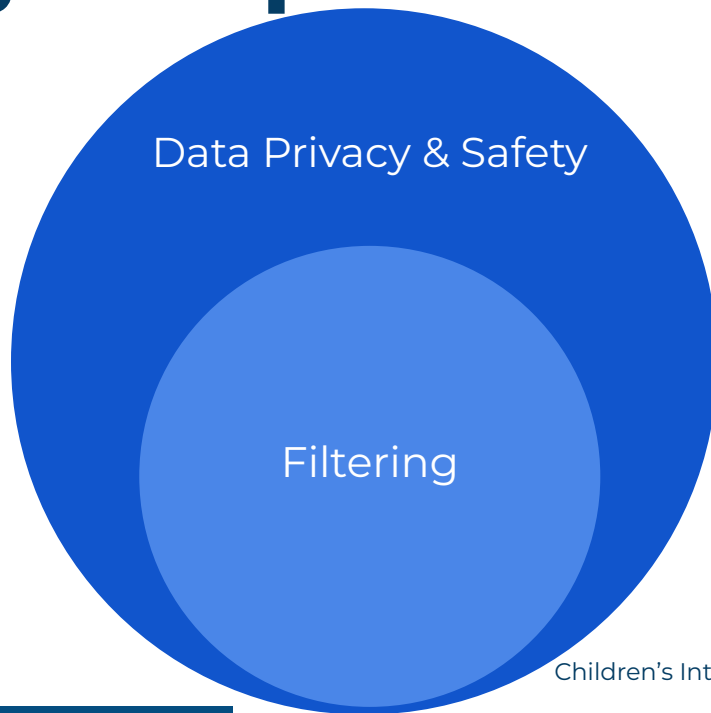
Academics Division Actions

- Digital resources used as part of the curriculum are listed on the Canvas curriculum page for parents.
- Teacher and student groups will launch in fall 2026 to study and gather feedback on various technology topics including A.I.

Technology Services Division Actions

The Technology team is facilitating a working group to study emergent technologies.

Working Group Feedback Loops



Children's Internet Protection Act (CIPA)



Thank You

