



May 5, 2025

# SHAC Update: Device Health & Safety Guidelines

## Spring Update

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# Purpose of SHAC



School Health Advisory Council (SHAC) assists the district in ensuring that local community values are reflected in health education instruction. Additionally, SHACs play an important role in strengthening the connection between health and learning. They help parents, and community stakeholders reinforce the knowledge and skills children need to stay healthy for a lifetime.

# Policy/Membership

- Texas law requires the establishment of a SHAC for every school district (Texas Education Code, Title 2, Subtitle F, Chapter 28, Subchapter A, §28.004)
- SHAC is a group appointed by the school district to serve at the district level.
- Members of the SHAC come from different areas of the community and from within the school district.
- Majority of members must be parents who are not employed by LISD.

# 24-25 Focus: Device Health & Safety Guidelines



*Recall from October: The committee will focus on researching technology screen time and the effects of screen time on elementary and middle school aged students. Recommendations will be developed.*

## Focus Topic:

- Board Policy CQC: Guidelines for Use of Digital Devices
  - Research by grade level bands was conducted and committee provided input to assist in developing standards for each grade level
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## Included Stakeholders:

- Counseling & Social Work
- Technology Advisory Council
- Curriculum & Program Administrators

# 24-25 Meeting Dates

SHAC met four times during the 24-25 school year:

- October 30, 2024
- December 4, 2024
- January 15, 2025
- March 26, 2025





# 4 Cornerstones Community Engagement

- Council members include parents, community members, administrators, and other LISD Staff Members
- Included nurses, doctors and other healthcare professionals
- Meetings are recorded and posted online for members that are not able to attend the meeting.



# TEA Guiding Document (Policy CQC)



## Integration of Digital Devices in Public Schools

Health and Safety Guidelines

October 2023

- TEA document guided development
- Specific to LISD devices and students
- CQC updated in 2023, prompting TEA action
- Legislature reviewing personal device management

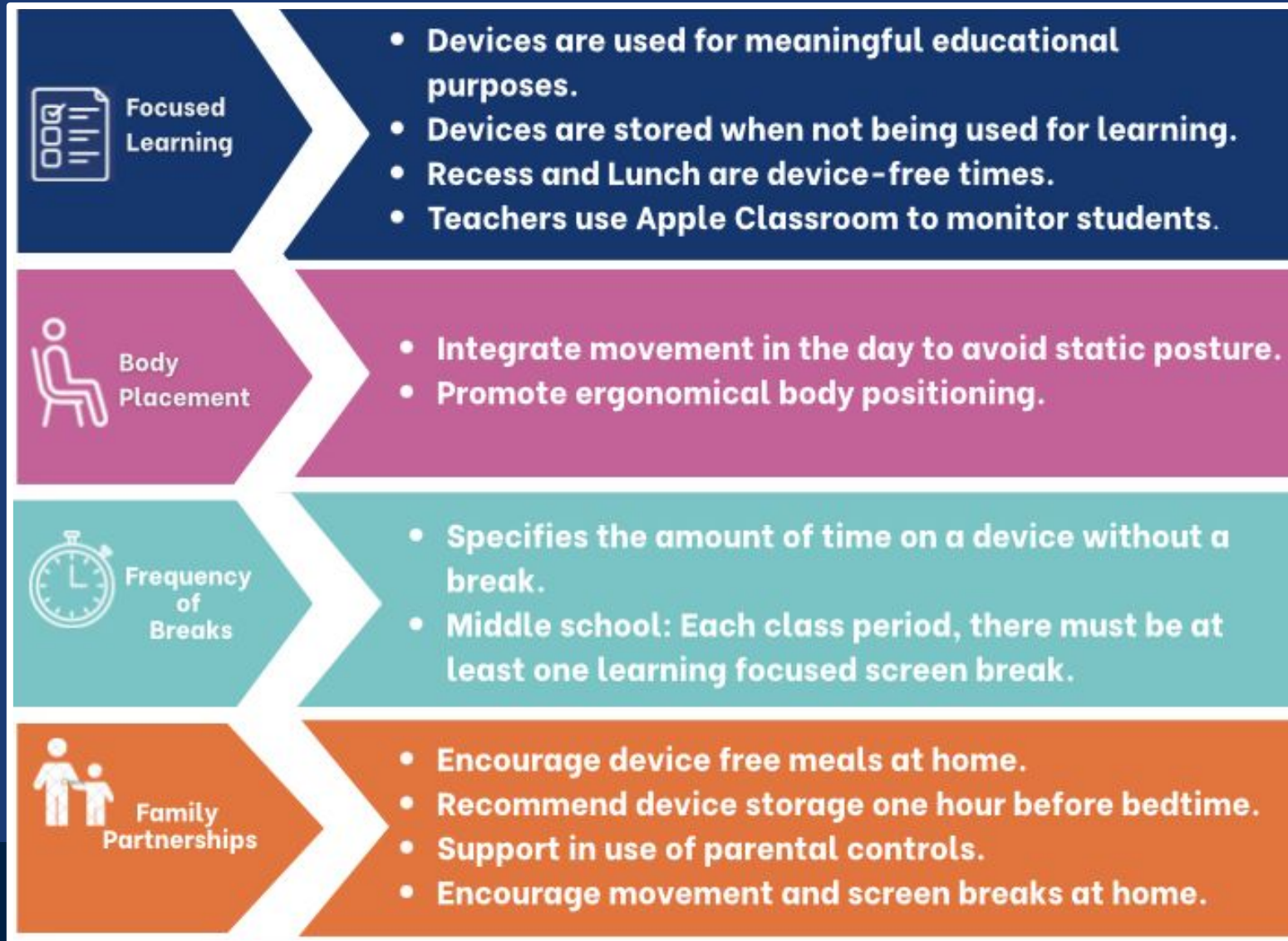
# SHAC Committee Recommended Outcomes



- Develop District Administrative Regulations that follow CQC
- Create Handbook for Staff & Families: “Integration of Digital Devices in LISD”
- Provide teacher training
- Publish for Parents online



# Summary of SHAC Recommendations



# Examples of Grade Level Device Health & Safety Guidelines

## Digital Device Health & Safety Guidelines Pre-K & Kindergarten



**Focused Learning**

Differentiate device usage for Focused Learning and develop parameters for unscheduled time.

Staff is encouraged to utilize Apple Classroom to monitor and simplify digital workflow.

**Focused Learning:** During structured learning time, devices are utilized for meaningful educational purposes that align with grade-level standards, including using iPads to explore digital resources, assess understanding, and create learning materials.

**Focus on Productivity:** Students always develop fine motor skills and productive skills like drawing to grade-level proficiency, such as controlling movement, understanding art, paper, and creating digital projects that showcase their learning.

**Focus on Engagement:** Digital content is designed to be engaging, interactive, and productive, aligned to student information skills beyond learning the academic content. It may include interactive exploration with digital content to enhance understanding of concepts.

**Unscheduled Learning:** Devices are used in a guided, focused learning task, devices are used in a digital workflow that aligns with standards.

**Unscheduled Time:** Devices are used in a guided, focused learning task, devices are used in a digital workflow that aligns with standards.

**Body Placement**

TDPS 2.10 and 2.12 emphasize the practice of ergonomically correct keyboarding techniques and developmentally appropriate hand and body positions.

**Proper Ergonomic Positioning & Eye Level Screens**

Establish physical position (screen use) practices for the educational setting.

- Integrate movement throughout the day to avoid static posture and reduce muscular exertion.
- Encourage students to use proper posture and body positioning to avoid static posture and reduce muscular exertion.

**Frequency of Breaks**

To support attention and well-being, regular breaks should be taken throughout the day to provide a quick rest and recovery time, encouraging physical movement without interrupting the activity.

Designate frequency of breaks from digital devices.

- Encourage movement throughout the day to avoid static posture and reduce muscular exertion.
- Encourage students to use proper posture and body positioning to avoid static posture and reduce muscular exertion.

**Family Partnerships**

Encourage families to incorporate movement and frequent breaks into the child's learning at home to promote physical health and digital well-being.

Support family partnerships in digital device usage at home.

- Encourage families to incorporate movement and frequent breaks into the child's learning at home to promote physical health and digital well-being.
- Encourage students to use proper posture and body positioning to avoid static posture and reduce muscular exertion.

## Digital Device Health & Safety Guidelines First & Second Grades



**Focused Learning**

Differentiate device usage for Focused Learning and develop parameters for unscheduled time.

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**Focus on Productivity:** Students always develop fine motor skills and productive skills like drawing to grade-level proficiency, such as controlling movement, understanding art, paper, and creating digital projects that showcase their learning.

**Focus on Engagement:** Digital content is designed to be engaging, interactive, and productive, aligned to student information skills beyond learning the academic content. It may include interactive exploration with digital content to enhance understanding of concepts.

**Unscheduled Learning:** Devices are used in a guided, focused learning task, devices are used in a digital workflow that aligns with standards.

**Unscheduled Time:** Devices are used in a guided, focused learning task, devices are used in a digital workflow that aligns with standards.

**Body Placement**

TDPS 2.10 and 2.12 emphasize practicing ergonomically correct keyboarding techniques and developmentally appropriate hand and body positions.

**Proper Ergonomic Positioning & Eye Level Screens**

Establish physical position (screen use) practices for the educational setting.

- Integrate movement throughout the day to avoid static posture and reduce muscular exertion.
- Encourage students to use proper posture and body positioning to avoid static posture and reduce muscular exertion.

**Frequency of Breaks**

To support attention and well-being, regular breaks should be taken throughout the day to provide a quick rest and recovery time, encouraging physical movement without interrupting the activity.

Designate frequency of breaks from digital devices.

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**Family Partnerships**

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## Digital Device Health & Safety Guidelines Third, Fourth & Fifth Grades



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**Focus on Productivity:** Students always develop fine motor skills and productive skills like drawing to grade-level proficiency, such as controlling movement, understanding art, paper, and creating digital projects that showcase their learning.

**Focus on Engagement:** Digital content is designed to be engaging, interactive, and productive, aligned to student information skills beyond learning the academic content. It may include interactive exploration with digital content to enhance understanding of concepts.

**Unscheduled Learning:** Devices are used in a guided, focused learning task, devices are used in a digital workflow that aligns with standards.

**Unscheduled Time:** Devices are used in a guided, focused learning task, devices are used in a digital workflow that aligns with standards.

**Body Placement**

TDPS 2.10, 2.12, 3.10, 3.12 emphasize demonstrating proper touch keyboarding techniques with correct and necessary skills, promoting ergonomic strategies such as correct hand and body positioning to support students' physical well-being and effective use of technology.

**Proper Ergonomic Positioning & Eye Level Screens**

Establish physical position (screen use) practices for the educational setting.

- Integrate movement throughout the day to avoid static posture and reduce muscular exertion.
- Encourage students to use proper posture and body positioning to avoid static posture and reduce muscular exertion.

**Frequency of Breaks**

To support attention and well-being, regular breaks should be taken throughout the day to provide a quick rest and recovery time, encouraging physical movement without interrupting the activity.

Designate frequency of breaks from digital devices.

- Encourage movement throughout the day to avoid static posture and reduce muscular exertion.
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**Family Partnerships**

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## Digital Device Health & Safety Guidelines Middle School



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# Next Steps

- Develop timeline and resources for staff training
- Publish Administrative Regulations for CQC
- Provide links to guidelines for parents on district website with communication strategy
- Annual SHAC report will be in the Fall





Thank you!

