School Health Advisory Committee Meeting Minutes
October 19, 2022

Members of the public are welcome to attend in-person. Fairfax County and City residents may make public comment by submitting a video or audio testimony by email to lmskurpski@fcps.edu prior to the scheduled meeting.

Members in Attendance:
P=Present   A=Absent

P	Boyd, Michelle	A	McLaughlin, Megan	P	Skurpski, Lea	P	Yergin- Doniger, Ilana*
P	Cohen, Opal*	A	Mignano, Paul	P	Smalls, Saray	P	Carrie Reynolds
P	Danner, Kara*	A	Nachnani, Sherry*	A	Smith, Ann*		
P	Demers, Bethany	P	Payne, Phyllis*	P	Spanier, Holly*		
A	Elhady, Merehan*	P	Pham, Do-Quyen*	P	Spivack, Beth*		
P	Glenn, Adriana *	P	Rohmiller, Mary*	P	Steiner, Jen*		
P	Greer, Kim*	P	Schlink, Amanda	P	Trouton, Lorraine		
A	Koubaroulis, Danielle*	P	Silvia-Torma, Brenda*	A	Wilkie, Ann*		

Non-Committee Members in Attendance

Winslow, Blythe			
Tyson, Amy			

1. **Meeting Called to Order** by SHAC Co-Chair – Ilana Yergin-Doniger at: 7:04 PM

2. **Approval of September Meeting Minutes:** Adriana Glenn moved to approve the minutes. Kara Danner 2nded. SHAC voted to approve the minutes.

3. **Public Comment:** None

4. **FCPS Updates:** Lea Skurpski reported that--

   a. FCPS posted the response to the SHAC recommendations from last year.
   b. Also developed responses to inquiries from last month and will share those soon.

5. **Presentation re: EdTech Triangle:** Research-based Model of Healthy Classroom Tech Use Developed by Everyschool.org – Blythe Winslow, Co-founder & Executive Director and Amy Tyson, Co-Founder and Deputy Director. Ms.Winslow presented information about tech use in the classroom and the EdTech Triangle model which the Everyschool team created to support best practices identified by independent research to support children – including prioritizing student wellness, growth and development, and creating a positive classroom learning experience.

   The EdTech Triangle model puts teachers in the primary decision-making role by helping them to feel confident and secure in their approach to using technology in the classroom. She noted that the iPad came out in 2010 and that classroom technology is still in its

infancy. Much of the research about tech effectiveness is generated by the same technology companies who are motivated to show positive outcomes. Educational Technology (EdTech) is a huge, very lucrative industry. Multiple studies have shown that direct teacher instruction is the most powerful tool. When Everyschool asked teachers why they use technology, the number one response was "to engage students and make learning fun."

How is tech being used in the classroom?
- Might have State goals, but the approach isn't based on data showing which approaches work and which are less successful. EdTech ends up being used at the discretion of the district, school, and classroom.
- Some teachers do not use screens & other teachers use it a large percentage of the time.
- **Problem:** There is a lack of transparency regarding how and how much tech is being used. It's difficult to know whether EdTech is fueling well-being and improving learning, or the opposite.

What's the Ed-Tech company role in the classroom?
- Companies often sponsor their own research & claim academic gains.
- Technology company research is "suspect" – what's their role? Usually, their staff aren't teaching/learning experts or in child development. They don't usually have historical data.

Teachers tell us:
- Learning challenges rise with increased screen time.
- They haven't read scholarly articles to support using EdTech in their classrooms. They don't have the knowledge base to make informed decisions about EdTech

Parents are:
- Concerned about how screen time affects their children.
- Want more information about how much device time their child gets in school – will it be left on the desk all day; is their student playing games; or what?
- Uneasy

Children:
- CDC stats about depression and suicidality are high and going up.
- Recreational use of screens is up. (High school students 8 ½ hours on their screen).
- Seeing less empathy and more loneliness.
- Correlations – not necessarily cause and effect.

Summary – Most comprehensive EdTech study was published in 2020. Approximately 340,000+ students used tablets in the classroom for a year. After the year was over, the study showed that students gained less than a year of learning. When teachers removed the technology yielded the tech, the learning was improved.

The EdTech Triangle, an open-source model, can be used by teachers in one classroom or in a whole district. It is based entirely on research studies. As more research is published, Everyschool revises the EdTech Triangle so that it is using the most recent evidence-based research. They continue to revise it as more research is published. To learn about the EdTech

Triangle, visit:

- Some types of EdTech are more transformative than others. Some tech skills are incredibly valuable to have. (e.g., Complex software programs – higher use tech are transformative).
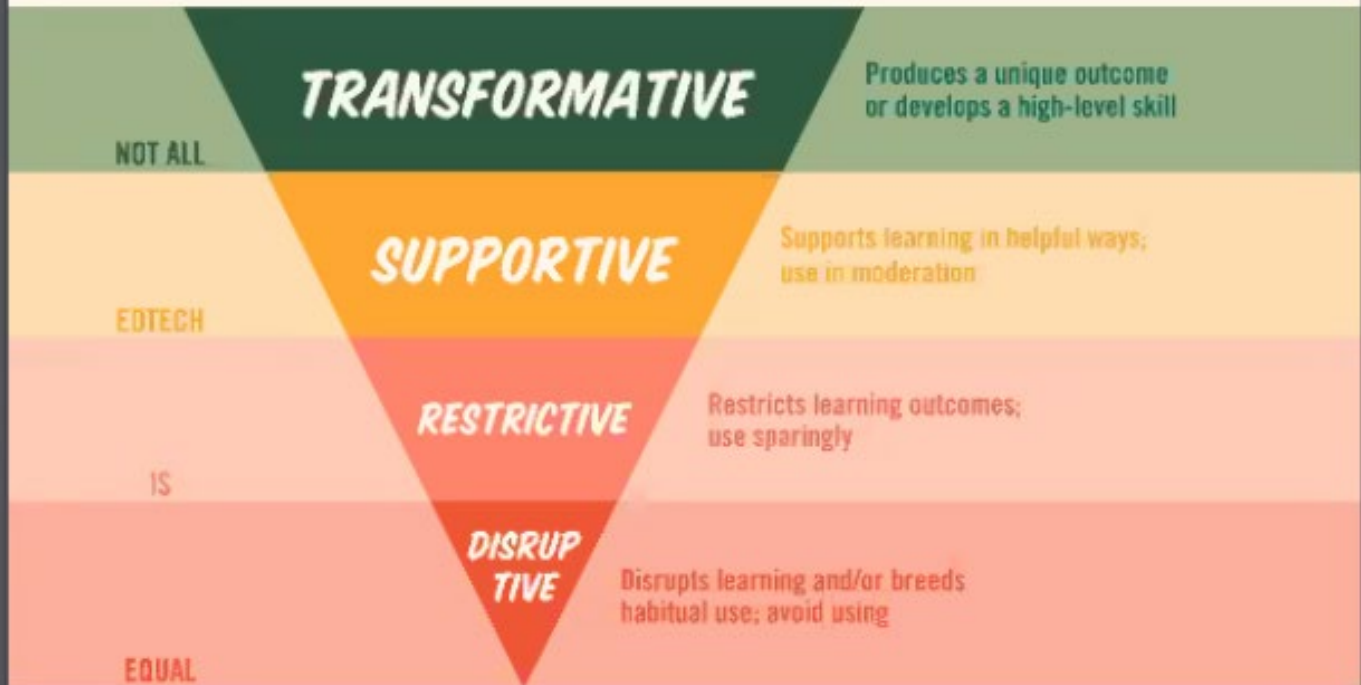
How should we use tech in the classroom?

If used as a substituted tool to replace a traditional teaching method, EdTech usually leads to poorer educational results than traditional methods. For example, when using electronic texts instead of print, students comprehend less, retain less, and enjoy reading less. Substitution has negative outcomes. Embrace printed texts when possible and use electronic ones only when necessary. Printed text equals deeper reading and deeper understanding.

- **Comment about the origin of the suggested screen time limits by age group:** Human connection is the key to a lot of learning – connecting with our own bodies and with other people. Holding a pencil with our hands … movement also helps us remember more. Eye contact is important, too. Using your body and your hands helps us learn.
- More time on screens links to obesity, loneliness, and lack of focus.
- Younger kids learn best when they learn through play
- **We need to have a broad philosophy of limiting tech to enable other important elements of the classroom.**
- The EdTech Triangle was built through the interpretation of the best available current data – best practices.

THE EDTECH TRIANGLE

This framework is a research-based synthesis of the EdTech practices, tools, and skills that optimize learning, support well-being, and protect against some of tech's negative outcomes. EdTech can be powerful in the classroom, and it should be used in line with current research.

TRANSFORMATIVE — Produces a unique outcome or develops a high-level skill

SUPPORTIVE — Supports learning in helpful ways; use in moderation

RESTRICTIVE — Restricts learning outcomes; use sparingly

DISRUPTIVE — Disrupts learning and/or breeds habitual use; avoid using

NOT ALL EDTECH IS EQUAL

TRANSFORMATIVE: Robotics, coding, computational thinking, computer animation, website design, graphic design, advanced photo, video, or music editing, digital marketing, spreadsheet creation, digital citizenship, any tech that helps students with special needs.

SUPPORTIVE: Digital images or articles not available in print, audiobooks, podcasts, supplementary videos, keyboarding, intentional use of sharing platforms used to update parents on student work, use of video conferencing or collaborative apps and platforms when the learning outcome is not easily replicated with a traditional or face-to-face method.

RESTRICTIVE: E-texts in place of print, prioritizing typing over handwriting (except in final work), using software or applications that have already been mastered by the student (such as taking pictures with a tablet), points-based learning games, overcomplicated tech use by teachers, screen-based tech whose learning outcomes are easily replicated with a traditional or face-to-face method.

DISRUPTIVE: Any platform that exposes students to age-inappropriate content or bullying, unrestricted access to cell phones during school hours, tech for tech's sake, needless screen-based homework assignments, using screen time as a reward, for behavior management, or as a choice during free time, too much screen time.*

*SCREEN TIME LIMIT RECOMMENDATIONS
Tech use is not imperative for academic success or student well-being, and The EdTech Triangle does not endorse a minimum amount of tech use per grade. Moreover, all types of screen-based EdTech (even Transformative) can isolate students from their teachers or peers. As such, and in order for students to develop skills in collaboration, empathy, and critical thinking, we encourage teachers to embrace screen time limits in their classrooms. Our recommendations are as follows:

Grade	Limit	Grade	Limit	Grade	Limit
Pre-K	0 mins	4th	0-30 mins/day	9th	0-60 mins/day
K	0-20 mins 2x/week	5th	0-40 mins/day	10th	0-60 mins/day
1st	0-20 mins/day	6th	0-40 mins/day	11th	0-70 mins/day
2nd	0-20 mins/day	7th	0-50 mins/day	12th	0-70 mins/day
3rd	0-30 mins/day	8th	0-50 mins/day		

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www.everyschool.org
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After Ms. Winslow spoke, Everyschool co-founder Amy Tyson spoke next. She is a social worker with specializations in family therapy and school social work. In her practice, she saw patients impacted by their environment (home, school, etc). When the problems in the environment were addressed and the children's needs were met, the children recovered. She often worked with educators to address children's needs and sees educators as being on the same page as therapists because they share a deep love for children and adolescents.

6. **Committee Q & A and Discussion, facilitated by Blythe Winslow & Amy Tyson**

Questions were posed about the following:

- **Physical harm from screen use (examples: posture (hunching shoulders), wrist pain**

Answer: Yes. There is research about headaches from screen use; how students feel drained from looking at the screen for long periods of time; harm from sitting at a desk for extended periods and not moving your body, loss of movement, loss of reading at eye level. Near-sightedness has been rapidly increasing in younger people. Everyschool encourages teachers to avoid needless screen-based homework (in the "disruptive" category on the triangle). Using a screen before bedtime negatively affects the release of melatonin and children's ability to fall asleep. Also, parents complain that it is harder to keep track of what's happening in the classroom when homework is on the device.

- **How about children with special needs?**

Answer: Every child with special needs is unique and technology use should be guided by the educator. There's a section in the report that better responds to this question. In brief, use technology

in whatever way the IEP team sees as helpful. Remains at the top of the triangle.

- **How is the triangle applied at different ages?**

Answer: Consider what age you are working with and determine what's appropriate for that development period. For example, implementing "transformative tech" would be challenging at a kindergarten level. Therefore, you would use less tech with kindergarten classes. Currently, lower grade levels tend to use the devices as filler, games, etc.

If our goal is to maximize wellness and educational outcomes, there will be less use in younger grades. Transformative activities can be taught without screens – e.g., coding can be taught with blocks; robotics is hands on.

- **Is the suggested screen time for the whole school day or one class?**

Answer: It's for the whole day. The loose recommendations are meant to impart a philosophy. Everyschool often focus on the younger years, but the EdTech Triangle does include different and equally important considerations for high school students. One of the most important parts of adolescent development is connecting with other people. Students are sometimes lonely together … sitting next to each other using devices isn't really "connecting".

Educational outcomes increase when students have friends and connect with one another. **Primary focus/takeaway:** Be deliberate with your screen time and focus on other goals including time connecting students to one another …

- **Do all screens in the classroom count or just personal devices (laptops)?**

Answer: Suggested screen times are for personal devices, such as tablets or computers, not for Smartboards used by the whole class..

- **Question for the SHAC student rep: What's your experience?**

Answer: Student screen use during the day can vary from zero to the whole class period in multiple classes per day.

- **What does the teacher training look like? Some teachers use tech as a crutch and, are no longer comfortable without it. How do you train them to not feel compelled to use the devices?**

Answer: True innovation lies in the transformative category of the EdTech Triangle.
Blythe & Amy offered to come do training in our district, to help with developing survey questions, and to be of use if our district or portions of our district want to work towards using the Triangle to better filter how EdTech is used in our schools. They talked about how a teacher in California presented the EdTech Triangle to her school board in 2 minutes on her own; the Triangle is easy to understand. (Video will follow)

7. **Trans/Non-binary Student Support Discussion:** School Board made a recent statement of support to the LGBTQIA+: SHAC members discussed our support for the School Board statement and whether to submit a committee comment about the proposed statewide policy change.

Vote to affirm the school board's recent statement.

Phyllis Payne made a motion that was seconded by Kara Danner: SHAC supports submitting a public comment to be drafted by Mary Rohmiller and circulated for a vote. Vote was unanimous in favor.

Phyllis made a motion and Ilana seconded: SHAC affirms the School Board's statement of support for transgender and gender expansive students, staff, and families, which reads as follows: "The Fairfax County School Board understands that our LGBTQIA+ students, staff, and families are worried about the impact of Governor Youngkin's proposed model policies for transgender and gender-expansive students. Nearly one in five transgender and non-binary youth attempted suicide in the last year. LGBTQIA+ youth who found their school to be affirming reported lower rates of attempting suicide. It is necessary to ensure our school community is a place where all students can live without fear of prejudice, discrimination, harassment, or violence.

Our policies and regulations will continue supporting our transgender and gender-expansive students, staff, and families. Fairfax County School Board Policy 1450 protects students, educators, and other staff from discrimination based on sexual orientation and gender identity. Fairfax County Public Schools Regulation 2603 relies on robust parent/guardian engagement to help provide transgender and gender-expansive students with protections and supports. We will continue partnering with parents/guardians because their involvement is necessary to student success. Furthermore, our School Board is committed to following the Virginia Human Rights Act, Title IX's prohibition on gender identity discrimination, and the settled law of Grimm v. Gloucester County School Board, 972 F.3d 586 (4th. Cir. 2020), which requires respect for students' gender identity.

Protecting, supporting, and affirming our transgender and gender-expansive students is critical to achieving a safe and respectful learning environment for all students, and providing them with equal access to educational programs, services, and activities. The work to do so in a holistically inclusive way continues, but we know that, from this commitment, we will not waiver."

Motion carries. None opposed.

Brenda willing to testify to inform the board publicly of our support and requested company.

8. Brief overview of November & December meetings: Ilana mentioned that two Chantilly High School teachers who wrote the 2018 book **Screenschooled** will present at our November meeting. A potential plan for the December meeting is to have FCPS staff present to our committee on certain topics of interest.

9. Adjournment: 9:07

Meeting Handouts: Link to EdTech Triangle is included in the Minutes above.
Meeting Notes Drafted by: Phyllis Payne