



FLEMING COUNTY
— S C H O O L S —

BRIDGING PURPOSE AND POSSIBILITIES

Rebalancing the Learner Experience

A Student-Informed Approach to Purposeful Technology Use in Kentucky Schools



Local Accountability in Action

- **Spring 2021:** Fleming County Schools implemented its Local Accountability Framework.
- **Student voice** became a cornerstone of our continuous improvement process.
- **Students provide regular input** through conversations, focus groups, surveys, leadership organizations, and advisory councils.
- **Student leaders directly inform district decision making** through the Board of Education and Local Accountability Advisory Council.
- **Student voice informs policy, practice, and continuous improvement.**





What Students Told Us

- Fleming County Schools has been a 1:1 Chromebook district since 2018.
- Over the past 18-20 months, students and staff have consistently expressed concern about excessive screen time during the school day.
- Students are asking for authentic learning, meaningful discussion, collaboration, hands-on experiences, fewer technology-driven assessments, and learning connected to the real world.
- The goal is not less technology. The goal is better balance.

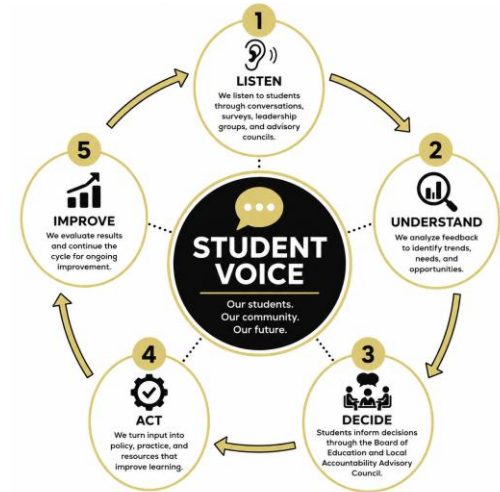


Rebalancing Learning, Not Rejecting Technology

- Fleming County Schools is not reducing screen time **as a reaction against technology.**
- **We are responding to student voice by restoring balance in the learner experience** through greater engagement, collaboration, real-world learning, and meaningful human interaction.
- Technology remains an **essential tool, but it should enhance learning, not define it.**



- **Student voice is meaningful** only when it leads to action.
- **Listening is the beginning. Acting on student feedback** is the difference.
- **When students see their voices shaping decisions,** trust, ownership, and engagement grow.
- **Meaningful change occurs** when student feedback informs policy, practice, and the learner experience.





Students Spoke. Schools Acted. The District Responded.

- **Students Spoke:** Students asked for less screen time and more meaningful learning.
- **Schools Acted:** In April 2026, Simons Middle School announced plans to reduce unnecessary screen time beginning in the 2026-2027 school year.
- **The District Responded:** The remaining four schools followed, creating a district-wide commitment.
- **What began as student voice became school-level action and district-wide improvement.**





Technology is an important educational tool, but it should never replace the experiences that matter most.

Student screen time should be intentional, balanced, and used to strengthen meaningful teaching and learning.



READ



WRITE



DISCUSS



MOVE



COLLABORATE



REAL WORLD



Proposed Screen-Time Expectations

- Policy 08.212 has received first reading by the Fleming County Board of Education.
- Proposed daily screen-time limits by grade span:
 - **K-5:** Up to 45 minutes per day
 - **6-8:** Up to 60 minutes per day
 - **9-12:** Up to 90 minutes per day

Policy Guardrails:

- Includes assigned digital homework, unless approved otherwise.
- Separate expectations for full-time virtual students in grades 6-12.
- Case-by-case instructional waivers through the school-based council.
- No blanket instructional waivers.

The goal is intentional, instructionally justified screen use balanced with discussion, writing, collaboration, movement, and real-world learning.

K-5

6-8

9-12



Balanced by Design: Key Benefits

- **Maintains assessment flexibility** for state and district assessments.
- **Responds to stakeholder voice** from students, families, educators, and the community.
- **Protects instructional flexibility** by allowing educators to determine how technology is used, while establishing clear expectations for how much screen time students experience.
- **Strengthens educator collaboration** through PLCs and cross-curricular planning.
- **Rebalances the learner experience** through discussion, reading, writing, movement, collaboration, and authentic learning.
- Improves student engagement and participation with the curriculum.



5th Grade Students: Deacon Brewer, Clara Hawkins, Rayleigh Stewart, and Jacob Flack