

INTRODUCING

THE BALANCE ACT

Classroom Technology Amendments

Sponsored by Rep. Ariel Defay and
Senate Majority Whip Chris Wilson



The Balance Act

Balanced Technology in the Classroom

Technology should help kids learn — not replace good teaching. This keeps screens from taking over the classroom and puts teachers back at the center of instruction.

AT A GLANCE

Purpose

Restore instructional focus by ensuring technology supports learning—without replacing effective teaching.

What it Does

Reduces non-essential screen time in classrooms.
Prioritizes teacher-led, age-appropriate instruction.
Ensures technology is used intentionally to support learning outcomes.
Preserves educator discretion within clear instructional guardrails.

What it is not

Not a technology ban.
Not anti-innovation.
Not a mandate on specific tools.

Impact

Improves student focus and attention.
Supports foundational skill development.
Restores balance between digital tools and effective instruction.

Bottom Line

Not a technology ban.
Preserves local control and teacher discretion.
Protects students and learning.
Clear standards, simple implementation.
Technology serves learning—not screen time.

WHY THIS LEGISLATION

Technology is now common in classrooms, often without clear standards for safety or learning value. As use has expanded, screen time and inconsistencies across classrooms have grown, leaving families unsure what tools are being used and why. The **BALANCE Act** set clear expectations to ensure technology supports learning and puts children first.

Frequently Asked Questions (with Bill Citations)

Is this an anti-technology bill?

No. The bill explicitly allows technology and focuses on how it is used, not whether it is used. Technology must support instruction, not replace it.

Citation: Section 53G-7-228(2)(a)(vi) and (vii)

How does the bill define “non-essential screen time”?

The bill clearly defines screen time as device use without direct instruction, guidance, or interaction with a teacher. This is a statutory definition, not a vague standard.

Citation: Section 53G-7-228(1)(a)(iii)

Does this bill limit teacher autonomy?

No. The bill preserves educator discretion and professional judgment. It does not mandate curricula, tools, or lesson plans.

Citation: Section 53G-7-228(2)(a)(vii)

Does the bill provide flexibility for LEA’s?

Yes. The bill establishes a statewide baseline while allowing districts to adopt or amend the model policy to fit local needs.

Citation: Section 53G-7-228(3)(h)

What about students with disabilities or special learning needs?

The bill explicitly protects technology use required by IEPs and 504 plans and requires alternative learning options when technology is not effective for a student.

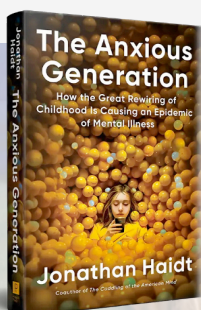
Citation: Section 53G-7-228(6)(e) and Section 53G-7-229

Is this a device ban, especially in higher grades?

No. Technology is allowed at all grade levels. High school students may take devices home unless a parent opts out.

Citation: Section 53G-7-228(5)(d)(iv)

 **Child First
Policy Center**
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Jonathan Haidt, author of
The Anxious Generation,
endorses the Balance Act.

“For years, classrooms have drifted toward more screens without asking a basic question: does this help children learn? The Balance Act brings us back to first principles by restoring focus, intention, and developmental appropriateness to the use of screens in the classroom.”

– Johnathan Haidt