

Technology with Intention

K-12 District Screen Time Policy Framework



Research & Guiding Principles

Active vs. Passive Screen Use

Research confirms screen impact is driven by **context, purpose, and content**, not clock time alone:

- **Purposeful Active Use:** Students engage cognitively to solve problems, create, code, or collaborate.
- **Purposeful Passive Use:** Media consumption (reading, audiobooks, text-to-speech) strictly to gain access without crowding out off-screen learning.

The AAP 5 Cs Framework

Every classroom screen activity should be evaluated across five key developmental pillars:

- **Child & Content:** Fit individual developmental age; prioritize creation over consumption.
- **Calm & Crowding Out:** Avoid screens as coping fillers; protect sleep, movement, and play.
- **Communication:** Maintain transparent dialogue with students and families.

PK–5 Grade-Level Daily Limits

Grade Band	Primary Driver	Daily Screen Limit	Core Instructional Focus
Pre-K – K	Adult-guided: Structure, Model, Co-engage	Minimal to Zero (Assessments / student supports only)	Standard instruction relies on tactile, hands-on media and outdoor play.
Grades 1–2	Adult-guided: Structure & Co-engage	Max 15 Mins / Day (Short lesson-bound bursts)	Foundational tech literacy, attention building, and active adult co-engagement.
Grades 3–5	Adult-guided: Model, Scaffold, Monitor	Max 25 Mins / Day (Standards-based & targeted)	Active problem-solving, adaptive skill practice, and digital citizenship.



Accessibility Exemption: Daily screen limits do *not* apply to assistive technology, IEP/504 accommodations, or language-access tools specified for individual students.

Grades 6–12 Policy Expectations

Grade Band	Primary Driver	Daily Screen Guidance	Core Focus & Skill Target
Grades 6–8	Shared Responsibility: Teach, Scaffold, Reinforce	Lesson-Bound & Structured (Tied to standards & curriculum)	Creation over consumption, self-regulation, habit formation, and emotional awareness.
Grades 9–12	Student-Managed: Set Expectations, Coach, Hold Accountable	Flexible & Outcome-Based (Project & activity driven)	Autonomy, digital health management, personal accountability, and workplace readiness.



Accessibility Exemption: Daily screen guidance limits do not apply to assistive technology, IEP/504 accommodations, or language-access tools specified for individual students.

Practical Classroom Guidance

-  **Adult Co-Engagement:** Never leave young learners alone with individual screens; co-view, model, and discuss digital tasks.
-  **Prioritize Active Creation:** Design activities where students actively build, draw, or explain thinking rather than passive watching.
-  **Protect Off-Screen Time:** Ensure technology never crowds out physical movement, hands-on manipulation, or social interaction.
-  **Keep Bursts Intentional:** Use screens in brief, goal-aligned segments strictly tied to grade-level standards.



Partnering with Families



AAP Family Media Plan

Encourage families to build custom home media contracts that establish clear tech-free zones, screen curfews, and healthy routines.



Common Sense Media

Provide parents with age-based ratings and reviews for games, apps, and shows alongside digital well-being tips.



Tools for Open Dialogue

Share frameworks like *The 5 Cs* and *The Smart Talk* to help families talk openly about privacy, limits, and unplugged play.

[Click Here :Technology with Intention: K–12 District Screen Time Policy Framework- Full Document](#)

