# Screen Time Guidelines

Arkansas City Public Schools

# SCREEN TIME GUIDELINES

*Instructional Technology Use & Student Screen Exposure Framework*



### PURPOSEFUL

Technology is used when it supports learning.

### TEACHER-DIRECTED

Teachers plan and guide technology use to support learning.

### BALANCED

Technology supports learning, not replaces it.

### SAFE & RESPONSIBLE

Students use approved digital tools safely, responsibly, and honestly.

# USD 470 Screen Time Guidelines

## *Instructional Technology Use & Student Screen Exposure Framework*

## 1. Purpose and Guiding Principles

The purpose of these guidelines is to establish district expectations for student screen use in grades PreK-12. The intent is to ensure technology use is purposeful, instructionally-aligned, developmentally appropriate, and limited to activities that directly support learning standards. Technology should enhance learning by supporting instructional goals, increasing access to learning, and developing students' digital literacy while complementing, rather than replacing, high-quality teaching and learning.

When technology is used, it should reflect the following guiding principles:

- **Purposeful**: Technology is used only when it directly supports learning objectives, assessments, accessibility, or meaningful skill development.
- **Developmentally Appropriate**: Technology use reflects students' age, readiness, and instructional needs.
- **Teacher-Directed**: Teachers intentionally plan, monitor, and manage technology use to maximize learning and minimize distractions.
- **Balanced**: Technology complements discussion, collaboration, hands-on learning, reading, writing, and other effective instructional practices.
- **Safe and Responsible**: Students use district-approved digital tools in ways that promote digital citizenship, academic integrity, and online safety.

## 2. Defining Student “Screen Time”

For these guidelines, *student screen time* refers to the time students actively use a digital device for instructional purposes.

**Included**

- Student use of school-issued devices (Chromebooks, tablets, computers)
- Online assessments (FastBridge, state assessments, etc.)
- Digital learning platforms (IXL, curriculum websites, etc.)
- Typing/word processing
- Video content used with instruction for individual student viewing
- Digital collaboration tools

**Not Included (when teacher-directed and brief)**

- Teacher projection of content for whole-group instruction

## 3. Instructional Technology Expectations

The following expectations are intended to support consistent, purposeful, and developmentally appropriate use of instructional technology across the district.

### Instructional Use

- Technology is used only when it directly supports the learning objective, instructional activity, assessment, accessibility, or meaningful skill development.

- Digital activities should align with grade-level standards and provide instructional value beyond what could be accomplished more effectively without technology.
- Technology should complement—not replace—discussion, collaboration, hands-on learning, reading, writing, and other effective instructional practices.
- Technology should not be used as a reward, time filler, or entertainment.

### Classroom Supervision and Management

- Teachers and staff clearly communicate expectations before students access their devices.
- Student devices should remain closed, stored, or otherwise inaccessible until directed by the teacher for an instructional task.
- Teachers and staff actively supervise student device use by circulating the classroom and monitoring student engagement.
- Teachers and staff establish clear procedures for transitioning between device use and non-device instruction.
- Teachers and staff reinforce expectations for responsible digital citizenship, academic integrity, and appropriate use of technology.
- Teachers and staff address inappropriate student technology use in accordance with established building discipline procedures.

### Technology Management

- When appropriate, teachers should use available classroom management tools (e.g., Securly) to support focused learning.
- Browser tab limits and other digital management features should be adjusted based on the instructional task.
- Only district-approved websites, applications, and digital resources that meet the criteria outlined in Section 6 should be used for instruction.

### Collaboration and Shared Documents

- Students may collaborate digitally only through documents or files created and shared by a teacher for an instructional purpose.
- Teachers must create, own, and manage collaborative digital documents used for instructional purposes.
- Teachers control sharing permissions and will actively monitor student collaboration when shared documents are used during instruction.
- Students are not permitted to independently share digital documents, presentations, spreadsheets, or other files with other students or to email other students using district accounts.
- All collaboration using district digital tools must align with district expectations for technology use and academic integrity.
- After the instructional activity is complete, teachers should delete the shared document, remove student access, or adjust sharing permissions as appropriate.

### Student Responsibility

- Students are expected to use only the applications, websites, and digital tools assigned by the teacher.

- Students are expected to handle and care for their assigned device appropriately while it is in their possession.
- Students should not independently access devices without teacher direction.
- Students who misuse district-issued devices or violate district technology policies shall be referred to the building administrator and will be subject to disciplinary action in accordance with district discipline guidelines.

### Administrative Responsibilities

- Building and district administrators support teachers in implementing the district's instructional technology expectations and grade-band guidance.
- Building and district administrators monitor the implementation of these guidelines through regular classroom observations, instructional conversations, and ongoing support.
- Building and district administrators promote consistent expectations for purposeful, developmentally appropriate technology use across classrooms and schools.
- Building administrators address inappropriate student use of district-issued devices and technology resources in accordance with district policies and discipline guidelines.

## 4. Grade Band Guidance

The following grade band guidance provides developmentally appropriate recommendations for the use of instructional technology across PreK–12. These recommendations are intended to support purposeful, balanced, and effective technology integration while recognizing that instructional needs may vary based on lesson objectives, student needs, and course requirements.

Each grade band includes the following components:

- **Recommended Daily Screen Exposure**: Suggested average amount of instructional screen time students may experience during a typical school day. These recommendations are intended as guidelines rather than daily limits. Some instructional activities, projects, assessments, or specialized courses may appropriately require additional screen time, while other days may require significantly less.
- **Essential Uses**: Technology uses that are necessary to support instruction, assessment, accessibility, communication, or other required educational functions.
- **Purposeful Instructional Uses**: Technology applications that meaningfully enhance teaching and learning by supporting instructional objectives, student engagement, collaboration, creativity, or skill development.
- **Uses to Avoid**: Technology practices that provide limited instructional benefit or may detract from student engagement, active learning, or developmental needs.
- **Developmentally Appropriate Technology Use**: Recommended technology experiences that reflect students' developmental readiness, cognitive growth, and instructional needs. These recommendations are informed by current educational research and nationally recognized guidance on effective technology integration and child development.

**PreK**

In early childhood settings, learning is best supported through hands-on, interactive, and social experiences. Screen use at this level should not be part of daily instructional practice. Limited exposure may occur only when it serves a clear readiness or required assessment purpose and is fully controlled by the teacher.

**K-2**

| Recommended Exposure | Essential Uses | Purposeful Instructional Uses | Uses to Avoid | Developmentally Appropriate Technology Use |
|---|---|---|---|---|
| Minimal (intentional and teacher-directed only)<br><br>Up to 120 minutes a week | Required assessments<br><br>Differentiation supports when teacher-directed | Structured, teacher-led digital engagement tied to standards<br><br>Guided practice on learning platforms<br><br>Early exposure to navigation of devices for readiness skills | Entertainment-based programs<br><br>Rewards or reinforcement<br><br>Unstructured “free use”<br><br>Time fillers (including non-instructional digital activities) | Ready for: basic navigation, structured learning platforms<br><br>Not ready for: AI dependency, unrestricted internet access, social media, student-to-student emailing/chat, uncontrolled media sharing, YouTube access without restriction |

**Device Management:**

- Student devices are assigned to individual students but remain stored on a classroom cart.
- Teachers determine when devices are distributed and collected based on instructional need.
- Devices should remain stored when not being used for a teacher-directed instructional activity.
- Student devices remain at school and are not taken home.
- Students are responsible for the care, security, and appropriate use of their assigned device.

**Grades 3–5**

| Recommended Exposure | Essential Uses | Purposeful Instructional Uses | Uses to Avoid | Developmentally Appropriate Technology Use |
|---|---|---|---|---|
| Minimal (instructionally necessary only)<br><br>Up to 150 minutes a week | Required assessments<br><br>Keyboarding and basic word processing<br><br>Teacher-created digital instruction<br><br>Translation, text-to-speech, and other accessibility tools used to support accommodations for ELLs and students with IEPs and 504s | Digital writing and publishing<br><br>Controlled learning platforms (teacher-assigned)<br><br>Foundational digital literacy (Google tools, structured review activities) | Games used for non-instructional purposes<br><br>Open-ended or unstructured browsing<br><br>Entertainment videos not tied to instruction<br><br>Unsupervised communication tools (email/chat) | Ready for: structured digital collaboration, guided research, typing skills<br><br>Not ready for: AI dependency, unrestricted internet access, social media, student-to-student emailing/chat, uncontrolled media sharing, YouTube access without restriction |

**Device Management:**

- Student devices are assigned to individual students but remain stored on a classroom cart.
- Teachers determine when devices are distributed and collected based on instructional need.
- Devices should remain stored when not being used for a teacher-directed instructional activity.
- Student devices remain at school and are not taken home.
- Students are responsible for the care, security, and appropriate use of their assigned device.

**Grades 6-8**

| Recommended Exposure | Essential Uses | Purposeful Instructional Uses | Uses to Avoid | Developmentally Appropriate Technology Use |
|---|---|---|---|---|
| Minimal (instructionally necessary only)<br><br>Up to 60 minutes a week per class<br><br>**Note:** The recommended screen exposure guidance is intended for the typical instructional day. Courses designed to be computer-based, including CTE, virtual courses, computer science, and other specialized instructional programs, may appropriately exceed these recommendations. | State and district assessments<br><br>Word processing and academic writing<br><br>Data analysis and instructional platforms<br><br>Teacher-directed curriculum resources<br><br>Translation, text-to-speech, and other accessibility tools used to support accommodations for ELLs and students with IEPs and 504s | Research with guided structures<br><br>Digital collaboration within teacher-managed environments<br><br>Academic use of productivity tools (Google Workspace)<br><br>CTE and career-aligned technology applications | Digital worksheets when paper-based instruction is equally effective<br><br>Games and entertainment-based platforms<br><br>Passive video consumption<br><br>Non-academic “time filler” screen use | Ready for: keyboarding proficiency, guided research, structured collaboration<br><br>Not ready for: AI dependency, unrestricted internet access, social media, student-to-student emailing/chat, uncontrolled media sharing, YouTube access without restriction |

**Device Management:**

- In sixth and seventh grades, students will use Chromebooks from classroom carts assigned to core subject teams. Additional devices are available through the library for non-core classes, and specialized devices are available in select classrooms to support specific instructional programs. In eighth grade, students are assigned an individual Chromebook through a 1:1 device model.
- Teachers establish classroom expectations for when devices are used and when they should be put away.
- Devices should remain closed or stored during non-technology instructional activities unless otherwise directed by the teacher.
- Student devices remain at school and are not taken home.
- Students are responsible for the care, security, and appropriate use of their assigned device.

**Grades 9-12**

| Recommended Exposure | Essential Uses | Purposeful Instructional Uses | Uses to Avoid | Developmentally Appropriate Technology Use |
|---|---|---|---|---|
| Moderate with guardrails (intentional and purpose-driven use)<br><br>Up to 100 minutes a week per class, including both classroom instruction and screen-based homework<br><br>**Note:** The recommended screen exposure guidance is intended for the typical instructional day. Courses designed to be computer-based, including CTE, AP classes, concurrent enrollment or college coursework, virtual courses, computer science, and other specialized instructional programs, may appropriately exceed these recommendations. | Research and source evaluation skills<br><br>Career and technical education applications<br><br>Digital textbooks and academic resources<br><br>Translation, text-to-speech, and other accessibility tools used to support accommodations for ELLs and students with IEPs and 504s | Real-world digital collaboration tools (Google Suite, etc.)<br><br>Access to information not otherwise available<br><br>CTE and career-aligned technology applications<br><br>Use digital homework purposefully and consider students' total daily screen exposure when assigning screen-based work outside of school. | Digital worksheets when paper-based instruction is equally effective<br><br>Unrestricted internet browsing during class<br><br>Entertainment-based video use<br><br>AI use without instructional design and guidance<br><br>Non-academic YouTube consumption | Ready for: research, digital collaboration, career-based technology use<br><br>Not ready for: AI dependency, unrestricted internet access, social media, student-to-student emailing/chat, uncontrolled media sharing, YouTube access without restriction |

**Device Management:**

- Student devices are individually assigned and managed by students throughout the school day.
- Students are expected to bring a charged device to school each day and use it responsibly for instructional purposes.
- Teachers establish expectations for when devices should be used and when they should be put away during instruction.
- Students are responsible for the care, security, and appropriate use of their assigned device.

## 5. Artificial Intelligence (AI)

Artificial intelligence (AI) can be a valuable instructional tool when used responsibly, ethically, and in support of student learning. AI should enhance instruction and skill development without replacing critical thinking, teacher guidance, or authentic student work.

**Instructional Expectations**

- Only district-approved AI tools may be used for instructional or operational purposes.
- AI may be used to support learning, such as brainstorming ideas, providing feedback, editing, or developing skills, when expressly permitted by the teacher.
- Teachers should provide explicit expectations regarding when and how AI may be used as part of an assignment or learning activity.
- Students are expected to demonstrate academic integrity by submitting work that reflects their own learning and understanding.
- Students must appropriately acknowledge or cite AI-generated content when required by the teacher or district expectations.

**Prohibited Uses**

- AI shall not be used to complete assignments, assessments, or other academic work unless expressly authorized by the teacher.
- AI shall not be used to generate or submit work as a student's own, fabricate information or sources, impersonate another individual, or otherwise violate academic integrity.
- AI shall not be used to access, disclose, or input confidential or personally identifiable information in violation of district policy or applicable law.
- AI shall not be used in a manner that violates district technology policies, board policy, or applicable law.

**District Expectations**

The use of AI in USD 470 is intended to supplement, not replace, teacher instruction, human judgment, and authentic student learning. All staff and students are expected to use AI responsibly, ethically, and in accordance with district policy. The expectations in this section should be implemented in conjunction with the Instructional Technology Expectations outlined in Section 3 of this document. Relevant district policies are provided in the Resources and References section.

## 6. Digital Resources and Instructional Materials

To ensure student privacy, instructional quality, and compliance with district policies and applicable laws, teachers are expected to use digital resources that have been reviewed and approved through established district processes.

### Selecting Digital Resources

District-approved digital resources should be used whenever possible. A current list of approved instructional websites and digital resources is available in the Approved Digital Resources tab and is maintained by the Curriculum and Technology Departments.

When selecting websites, applications, videos, and other digital instructional materials, teachers should ensure that resources:

- Support district curriculum and instructional goals.
- Be developmentally appropriate for the intended grade level.
- Comply with district technology, student privacy, and cybersecurity requirements.
- Respect copyright and licensing requirements.
- Align with district expectations for digital citizenship and appropriate use of technology.

### Classroom Video Procedures and Expectations

Instructional videos should be used intentionally to support district curriculum, learning standards, and clearly identified learning intentions. Videos should enhance instruction rather than replace teacher-led learning and must be developmentally appropriate, previewed in advance, and integrated into meaningful instructional activities.

Teachers are responsible for ensuring that all videos comply with district technology expectations, copyright laws, licensing agreements, and applicable platform terms of use. Personal streaming services are generally licensed for personal, non-commercial use and should not be used for classroom instruction unless the content is specifically authorized for educational use.

A **Classroom Video Request Form** is required for:

- Feature-length movies and documentaries.
- Videos or video clips longer than three (3) minutes that are not part of a district-approved curriculum or instructional resource.

Refer to the Classroom Video Request Form and Procedures for detailed expectations, approval procedures, copyright guidance, and parent communication requirements.

### Requesting New Digital Resources

If a teacher wishes to use a website, application, or digital tool that has not been previously reviewed, the resource request should be submitted through the Help Desk to be reviewed before classroom implementation. The review process considers instructional value, student privacy, data security, accessibility, licensing, and legal compliance.

### Copyright and Media Use

Employees are responsible for complying with federal copyright law, licensing agreements, and district procedures when using digital content, videos, music, images, and other instructional materials. Requests to use copyrighted media outside of existing district licenses should follow established district procedures. Relevant board policies related to copyright and technology use are provided in the Resources and References section.

## 7. Family Partnership and At-Home Device Use

USD 470 recognizes that families play an important role in helping students develop healthy technology habits. While the district guides the instructional use of technology during the school day, parents and guardians are encouraged to establish expectations for the responsible use of technology at home that align with their family's values and routines. Additional resources to support families are provided in the Resources and References section.

For 9-12 grade students who take district-issued devices home, families are encouraged to:

- Establish consistent expectations for when and where devices may be used.
- Encourage a balance between screen time, physical activity, reading, homework, family interactions, and sleep.

- Monitor student technology use and discuss responsible digital citizenship, online safety, and academic integrity.
- Ensure district-issued devices are charged and ready for school each day.

**At-Home Device Access**

To promote healthy technology habits and support student well-being, the district may implement scheduled overnight access restrictions for district-issued high school devices. Overnight restrictions are intended to reinforce that district-issued devices are educational tools while encouraging healthy sleep habits and balanced technology use.

The district will communicate any scheduled access hours to students and families in advance. Exceptions may be considered for academic, extracurricular, or other approved educational needs.

# Approved Digital Resources

# District-Approved Digital Resources

The following digital resources have been reviewed and approved for instructional use in USD 470. This list is intended to provide examples of commonly used district-supported resources and is not exhaustive. Additional resources may be approved through district curriculum, technology, or administrative review. Refer to Section 6 of the Student Screen Use Guidelines for information about requesting approval for new digital resources.

| Category | Approved Websites |
|---|---|
| District Curriculum | Amplify CKLA, GoMath (Waggle) |
| Assessment | FastBridge |
| Literacy | ReadWorks, Newsela, Epic, ABC Starfall |
| Mathematics | eSpark, IXL |
| Productivity & Collaboration | Google Workspace for Education, Canva |
| Video & Media | SWANK, Khan Academy |
| Digital Literacy | Typing.com |
| Research | PebbleGo, World Book, Big Universe, National Archives, Smithsonian, Library of Congress, Infobase |

# Video Request Form and Procedures

# USD 470 Classroom Video Request Form

| | | | |
|---|---|---|---|
| **Teacher** | | **Grade/Course** | |
| **Title** | | **Rating** | |

(Only G and PG rated videos may be shown without additional parent/guardian notification. PG-13 and R rated videos require written parent/guardian permission. Please attach a copy of the permission letter to this request.)

| | | |
|---|---|---|
| **Date(s) video will be shown** | | |
| **Source** | ☐ USD 470 Library<br>☐ SWANK<br>☐ Department Collection<br>☐ Rental/Loan - **Source:**<br>☐ Online Video - **URL:**<br>☐ Recorded Off-Air - **Date:**<br>☐ Teacher-Owned<br>☐ Self-Produced | |
| **Amount of film to be shown** | ☐ **Entire video**<br>Minutes: | ☐ **Selected clips**<br>Minutes: |

| |
|---|
| **Learning Target(s) and Instructional Purpose**<br>*(Include the applicable standard(s), learning intention(s), and briefly explain how the video supports learning.)* |
| |

*By submitting this form, I acknowledge that this video supports a clearly identified learning objective and complies with the district's Student Screen Use Guidelines, technology policies, and video procedures. I have previewed the video in its entirety and determined that it is appropriate for my instructional program.*

| | |
|---|---|
| **Teacher's Signature** | **Date of Submission** |

(Must be submitted 48 hours in advance of the show date.)

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| | | |
|---|---|---|
| ☐ **Approved**<br>☐ **Denied** | **Admin's Signature** | **Date** |

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| | | |
|---|---|---|
| ☐ **Copyright compliant**<br>☐ **Additional review needed** | **Librarian's Signature** | **Date** |

# Classroom Video Procedures and Expectations

Instructional videos are valuable tools when they are intentionally selected to support teaching and learning. Consistent with the USD 470 Student Screen Use Guidelines, videos should enhance instruction, reinforce learning objectives, and engage students in meaningful learning experiences. Videos should not replace teacher instruction or be used primarily for entertainment, rewards, recreation, or to occupy instructional time.

**Instructional Expectations**

Teachers are expected to ensure that instructional videos:

- Support district curriculum, standards, and clearly identified learning intentions.
- Have a clear instructional purpose that enhances student learning.
- Are developmentally appropriate for the age and maturity of students.
- Are previewed in their entirety prior to classroom use and integrated into teacher-directed instruction.
- Comply with the district's Student Screen Use Guidelines, technology policies, and copyright requirements.

**When is a Video Request Required?**

A Classroom Video Request Form must be submitted when:

- Showing a feature-length movie or documentary.
- Showing any video or video clip longer than 3 minutes, unless it is part of a district-approved curriculum or instructional resource.

A request form is not required for:

- Videos or clips 3 minutes or less that support daily instruction.
- Videos that are embedded within or provided as part of a district-approved curriculum or instructional resource.

**YouTube and Online Videos**

Videos obtained from YouTube or other online platforms must comply with the Instructional Expectations outlined above, the district's Student Screen Use Guidelines, applicable copyright laws, licensing requirements, and the platform's terms of use. Personal streaming subscriptions (e.g., Netflix, Disney+, Hulu, Amazon Prime Video) are generally licensed for personal, non-commercial use and should not be used for classroom instruction unless the content is specifically licensed or authorized for educational use. The availability of a video online does not automatically grant permission for classroom use.

**Copyright and Licensing**

Teachers are responsible for ensuring that all videos shown in the classroom comply with federal copyright law, licensing agreements, and district procedures. Generally, classroom use of copyrighted materials is permitted under Section 110(1) of the U.S. Copyright Act when:

- The video is shown by a teacher as part of face-to-face instruction.
- The showing occurs in a classroom or other instructional setting.
- The video directly supports the curriculum and instructional objectives.
- The copy being shown has been lawfully obtained.

Teachers should not duplicate copyrighted materials or use videos in ways that violate copyright law or licensing agreements.

**Video Ratings and Parent Communication**

Teachers should carefully consider the instructional value, content, and developmental appropriateness of all videos shown in the classroom.

- G and PG-rated videos may be shown without additional parent notification.
- PG-13 and R-rated videos require written parent/guardian permission prior to viewing.
- A copy of the parent permission letter must be attached to the Classroom Video Request Form and maintained by the teacher.
- Building administrators may require additional parent communication based on the content of the video.

**Approval Process**

The following approval process applies to all Classroom Video Request Forms:

1. The teacher submits the completed Classroom Video Request Form at least 48 hours before the planned viewing.
2. The building administrator reviews the request for instructional appropriateness and compliance with district expectations.
3. The librarian reviews the request for copyright and licensing compliance.
4. The teacher is notified once the request has been approved or if additional information is needed.

# Resources and References

# Resources and References

The following resources support the implementation of the USD 470 Student Screen Use Guidelines. These resources may be updated as new research, district procedures, or state and federal guidance become available.

## Research & Professional Organizations

American Academy of Pediatrics (AAP) - Digital Ecosystems, Children, and Adolescents: Policy Statement
Centers for Disease Control and Prevention (CDC) - Healthy Schools Resources
Child First Policy Center - The Balance Act
Harvard Medical School - Screen Time and the Brain

## District Policies

IDAE - Student Privacy Policy
IIBE - Use of Artificial Intelligence
IIBG - Computer Use
IIBGA - Children's Internet Protection Act
IIBG-R - Acceptable Use of Technology

## District Procedures

Usage Agreement
Approved Digital Resources - Screen Time Guidelines Tab 2
Video Request Form - Screen Time Guidelines Tab 3
Digital Resource Request

## Family Resources

AAP Healthy Digital Habits
AAP Family Media Plan
Common Sense Media - Parents' Ultimate Guides
Family Online Safety Institute

# Digital Literacy Scope and Sequence

# Digital Literacy Scope and Sequence

The following scope and sequence outlines the progression of digital literacy skills that students should develop throughout their educational experience. These skills are intended to complement the district's instructional technology expectations and grade band guidance.

The district's goal is not simply to increase student screen time, but to intentionally develop students' digital literacy skills in ways that are purposeful, developmentally appropriate, and aligned with college, career, and civic readiness.

| Grade Band | Digital Literacy Focus | Example Skills |
|---|---|---|
| **PreK** | Technology Awareness | Recognize technology as a learning tool, practice basic device care, participate in teacher-directed technology experiences, begin understanding that technology should be used safely and responsibly. |
| **Grades K–2** | Foundational Technology Skills | Log in to district devices and digital learning platforms; navigate age-appropriate technology using touchscreens (Kindergarten) and keyboards and mice (Grades 1–2); demonstrate foundational digital citizenship; and follow classroom technology expectations. |
| **Grades 3–5** | Developing Digital Independence | Improve keyboarding skills, create and edit digital documents, organize files, use district-approved digital tools, begin guided online research, evaluate simple online information, and collaborate appropriately using teacher-directed digital tools. |
| **Grades 6–8** | Digital Productivity and Information Literacy | Use productivity tools effectively, organize digital files, conduct guided research, evaluate the credibility of online sources, collaborate appropriately in digital environments, practice responsible communication, understand appropriate use of artificial intelligence, and strengthen digital citizenship skills. |
| **Grades 9–12** | College, Career, and Digital Readiness | Apply advanced research skills, evaluate information from multiple sources, create professional-quality digital products, collaborate using digital productivity tools, demonstrate ethical and responsible use of artificial intelligence, understand digital privacy and security, and apply technology appropriately in academic, career, and real-world settings. |

**Digital Literacy Progression**

Across all grade levels, students will continue to develop skills in the following areas:

- **Digital Citizenship:** Safe, ethical, respectful, and responsible use of technology.
- **Information Literacy:** Locating, evaluating, and using digital information effectively.
- **Communication and Collaboration:** Using digital tools appropriately to communicate and collaborate with others.
- **Creation and Innovation:** Using technology to create, design, solve problems, and demonstrate learning.
- **Technology Operations:** Developing proficiency with district-approved devices, applications, and digital tools.
- **Artificial Intelligence (AI) Literacy:** Understanding the appropriate, ethical, and responsible use of AI tools as developmentally appropriate and consistent with district expectations.
- **Privacy and Security:** Protecting personal information, practicing cybersecurity awareness, and understanding responsible digital behavior.