

Edgemont Curriculum Department

Screen Time & Artificial Intelligence Guidelines



Measured, Balanced, and Developmentally Appropriate Approach

Board of Education Meeting | 9.22.26

Dr. Felipe Orozco, Assistant Superintendent of Curriculum, Instruction, and Assessment

Why now?



Evolving Research & AI



Screen Time Research

Visual & Cognitive Health

- Excessive, unstructured screen time *disrupts*: (1) sleep cycles, (2) increased eye strain, and (3) cognitive fatigue

Displacement Effect:

- Displacement of essential developmental activities:
 - Hands-on learning
 - Physical play
 - Face-to-face social interactions

AAP (2026) and OECD (2025)

The Generative AI Boom

Rapid Advancements

- Generative AI tools can instantly produce essays, code, and images, challenging how we assess original student thought.

New Digital Risks

- Unsupervised AI use introduces:
 - Algorithmic bias
 - Data privacy breaches
 - Bypass the critical *productive struggle* required for deep learning.

Foundation of Our Guidelines



Board Policy 8636

Rooted in our official district policy, ensuring AI use supports learning, upholds equity, and strictly protects student and staff privacy.



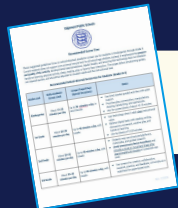
Available Research

Guided by top institutions including the AAP, UNESCO, OECD, and others regarding developmental appropriateness.



Educator Feedback

Shaped directly by our instructional staff to ensure guidelines are practical, enforceable, and prioritize the productive struggle.



Screen Time Guidelines



A.I. Guidelines

Screen Time Guidelines



Purpose Before Device

Navigating active, academic screen use for Grades K-5

Our Core Digital Principles

Purpose Before Device

- Technology used strictly with clear pedagogical value



Protecting the Productive Struggle

- We protect the natural learning process
- Students engage in independent thinking and inquiry

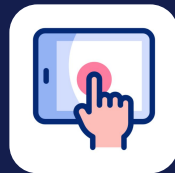


Visual Health & Well-Being

- Digital lessons are balanced with breaks
- We ensure screen-free peer collaboration



Core Screen Time Principles



Purpose Before Device

Pedagogical Value

- Technology utilized strictly as enhanced feedback, active collaboration, research, or differentiation.

Priorities

- Hands-on learning
- Physical activity
- Reading
- Face-to-face interaction
- Sleep (home)

Visual Health

Breaks

- Frequent posture, movement, and distance-vision breaks.
- Avoidance of long periods of uninterrupted near screen work

Teacher Guidance

- Our educators help students actively connect their digital experiences back to real-world classroom learning.

Academic Screen Limits (K-5)

* 1-1 Devices

Grade Level	Daily Academic Limit	Project Days (Max)	Focus & Approach
Kindergarten	15-20 minutes	30 minutes	Brief, teacher-guided activities. Prioritize play, manipulatives, and read-alouds.
1st Grade	20-30 minutes	40 minutes	Balance digital tasks with reading, writing, and movement. Aim for 15-20 min blocks.
2nd Grade	30-35 minutes	40 minutes	Use of structured platforms. Break after approx 20 mins of sustained near work.
3rd Grade	35-45 minutes	60 minutes	Creation and collaboration. Aim for 20-30 min blocks followed by off-screen transitions.
4th Grade	45-60 minutes	80 minutes	Longer tasks interspersed with handwriting. Break before 30 mins of visual work.
5th Grade	60-80 minutes	160 mins (4 periods)	Research, coding, writing. Planned off-screen components and breaks every 30 mins.

AI Guidelines



Protecting Original Thought

Timeline: The 2-Year Development Journey

Year 1: Staff Training

Comprehensive training for educators focused on understanding what AI is and its ethical use.

Year 2: Updated Guidelines

Integration of educator feedback, board policy, and pediatric research into our current framework.

Year 1: Exploratory Launch

Initial exploration and testing of AI frameworks within select district environments to gauge impact.

Year 2: Research & Training

A year-long, deep-dive study reviewing pedagogical implications, data privacy, research & training



Protecting Original Thought



1. **Artificial Intelligence will never substitute:**
 - Human creativity
 - Ethical responsibility, or
 - Critical productive struggle
2. **No unstructured or unsupervised access to AI tools**
 - **All usage:** subject to **teacher direction**, assignment expectations, and data privacy policy.



AI Scaffolding Framework



Grades K-2 (Awareness): No direct student AI interaction. Tools are teacher-facing only, strictly utilized for customizing lessons and creating accessible materials.



Grades 3-4 (Guided Demo): Teachers lead whole-class interactive demonstrations. Students learn how to evaluate outputs for biases and errors; **AI is not used to generate any student work.**

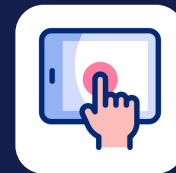


Grades 5-6 (Guided Trial): AI serves as a secondary resource. Students learn about AI limitations and evaluation only after engaging in independent effort and productive struggle.



Grades 7-12 (Responsible Use & Bounded Workflow): Students may use vetted AI tools as study aids, for proofreading, or exploring counterarguments. **Mandatory tool disclosure is required, and final submissions must be strictly original work.**

AI Academic Integrity Review *



Level 1: School-Level Review

Focus

- Restorative approach to understand the **student's process**
- ID of discrepancies and hold a supportive conversation, to determine ownership

School Consequences

- If infraction is confirmed, school-level consequences are applied

Levels 2 & 3: District Appeals

ASCI Review

- Escalated cases undergo evidence review by a committee of instructional leaders. A brief hearing is held, resulting in a written determination.

Superintendent Audit

- When *severe infractions* occur or ASCI appeals, the Superintendent conducts a final procedural audit to ensure due process and issues a binding decision

* Based on Policy 5300 (Code of Conduct)

Partnering with Families



We need your support

Parenting Guide



EUFSD DIGITAL LEARNING & AI GUIDELINES

Mindful Tech: Guide to Screen Time and Generative AI

A MEASURED, BALANCED, AND DEVELOPMENTALLY APPROPRIATE APPROACH • 2027

Our Commitment to Your Child's Well-being and Learning

At the Edgemont Union Free School District (EUFSD), we recognize that technology and Artificial Intelligence (AI) are becoming integral parts of modern society. However, our primary responsibility is to nurture students who can think critically, act ethically, and remain deeply human in their learning. Technology can serve as a powerful partner in professional practice and personalized learning, but it must never replace human connections, active collaboration, genuine curiosity, or the essential productive struggle that lies at the heart of true education.

This document outlines Edgemont's updated 2026–2027 guidelines regarding instructional time and generative AI. The development of these guidelines followed several iterations of pilot time and generative AI. We want to ensure our families know our mindful, highly balanced research alignment. We want to ensure our families know our mindful, highly balanced research alignment. We want to ensure our families know our mindful, highly balanced research alignment. We want to ensure our families know our mindful, highly balanced research alignment.

Our Core Digital Principles

- **Purpose Before Device:** Technology is used strictly when it offers clear pedagogical value (e.g., enhanced feedback, active collaboration, or differentiation) rather than simple paper-substitution.
- **Protecting the Productive Struggle:** We protect the natural learning process by ensuring students engage in independent thinking and inquiry before turning to assistive digital tools.
- **Visual Health & Well-Being:** Every digital lesson is balanced with structural breaks to prevent eye strain, support healthy posture, and encourage screen-free peer collaboration.



EDGEMONT UNION FREE SCHOOL DISTRICT

Instructional Screen Time Guide

We take screen time seriously. In our classrooms, we use technology for instructional tasks and never merely because they are available. We do not displace hands-on learning, physical activity, reading, or other essential components of a well-rounded education. Our philosophy is "Purpose Before Device," meaning we use technology when it offers clear pedagogical value, and we ensure it supports, rather than replaces, the essential productive struggle that lies at the heart of true education.

Edgemont's guidelines focus exclusively on school-authorized, active research, collaborative design, writing, and analysis. Our screen time limits are designed with vision and health in mind, incorporating regular breaks for posture, movement, and social interaction.

Current educational and pediatric research emphasizes task rather than a single, arbitrary time quota. The goal is maintaining a balanced classroom schedule.

Grade Level	Daily Academic Screen Limit
Kindergarten	15-20 minutes (Max 30 mins for active projects)
1st Grade	20-30 minutes (Max 40 mins for active projects)
2nd Grade	30-35 minutes (Max 40 mins for active projects)
3rd Grade	35-45 minutes (Max 60 mins for active projects)
4th Grade	45-60 minutes (Max 80 mins for active projects)
5th Grade	60-80 minutes (Max 160 mins for active projects)

EUFSD Office of Curriculum & Instruction (2026 update)

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Measured. Balanced. Thoughtful.

EDGEMONT UNION FREE SCHOOL DISTRICT

DIGITAL LEARNING & AI GUIDELINES

Artificial Intelligence: Prioritizing Originality

As Artificial Intelligence becomes more prevalent, it is our responsibility to ensure students protect their own voices. We strictly do not give students access to AI tools. AI may support educational practice, but it will not replace the essential productive struggle that leads to deep learning.

Core AI Principles at EUFSD

- **Academic Integrity:** AI must support, not bypass, or remain fully responsible for the accuracy and originality of student work.
- **Privacy First:** No student-identifying, staff-identifying, or other personally identifiable information on AI platforms unless formally approved and legally compliant.
- **Productive Struggle:** Students must attempt tasks independently before any AI example is introduced. AI is never used to bypass the productive struggle.
- **Strict Teacher Direction:** All AI use is subject to teacher supervision. Unsupervised student use is completely prohibited.

Developmental Scaffolding Framework

- **Grades K-2 (Awareness):** No direct student AI interaction. Tools are teacher-facing only, for customizing lessons and materials.
- **Grades 3-4 (Guided Demo):** Teachers lead whole-class interactive demonstrations to teach students how to evaluate AI outputs for biases and errors; tools are not used to generate student work.
- **Grades 5-6 (Guided Trial):** AI serves as a secondary resource only. Students learn about AI limits and bias evaluation after completing independent efforts.
- **Grades 7-10 (Responsible Use):** Students may use vetted AI tools as study aids, for drafting and proofreading, or for brainstorming, with mandatory tool disclosure.
- **Grades 11-12 (Bounded Workflow):** Limited bounded AI workflow integration prepares students for college/career success. Students analyze counterarguments and refine structural outlines, ensuring final submissions are strictly original student work.

EUFSD Office of Curriculum & Instruction (2026 update)

EDGEMONT UNION FREE SCHOOL DISTRICT

DIGITAL LEARNING & AI GUIDELINES

Partnering with Families

We encourage families to mirror these measures at home when establishing recreational media routines. By working together, we can ensure our students navigate the digital world safely, ethically, and responsibly, while keeping human connection at the heart of their educational journey.

Supporting Eye Health & Well-Being at Home

To prevent computer vision syndrome and physical fatigue, EUFSD teachers utilize visual pacing and physical stretch breaks during the school day. We encourage families to establish similar supportive eye habits at home to protect children's developing visual and physical well-being:

PRACTICAL TIPS FOR FAMILIES AT HOME

- **The 20-20-20 Rule:** Encourage your child to take regular visual breaks by looking at something at least 20 feet away for 20 seconds after every 20 minutes of screen time.
- **Proper Distance & Lighting:** Ensure screens are kept at a safe viewing distance of 18 to 24 inches (about arm's length). Never use devices in dark rooms; maintain natural or ambient light to reduce eye strain.
- **Limit Before Bed:** Implement a screen-free boundary 30 to 60 minutes before bedtime to prevent disruption of the sleep cycle and allow for cognitive cool-down.
- **Visual Variety:** Counterbalance academic schoolwork and home screen time with daily outdoor activities, physical play, and paper-based reading to support distance-vision development.



For research & information, visit our website: <https://www.edgemont.org/departments/curriculum>

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Available in our Curriculum Website: <https://www.edgemont.org/departments/curriculum>

Tips for Families at Home



Mirror our **mindful technology** measures at **home**. Establishing supportive habits protects children's visual and physical well-being:

- **The 20-20-20 Rule:** Look at something 20 feet away for 20 seconds after every 20 minutes of screen time.
- **Proper Distance:** Ensure screens are 18-24 inches away. Maintain ambient light to reduce eye strain.
- **Limit Before Bed:** Implement a screen-free boundary 30-60 minutes before sleep for cognitive cool-down.
- **Visual Variety:** Balance screen time with outdoor activities, physical play, and paper-based reading.

Balance



Our Two Goals: Purpose & Original Thinking

AI/Screentime Initiative: Ongoing Conversation

Phase & Date Range	Core Task / Action Item
Phase 1: Intro & Connection – September/October	• BOE Presentation: Update to AI/Screentime Initiative • Production of Digital Parent Handout • Reach out to PTA to partner on info/play session(s)
Phase 2: Production – October	• Production of informational video • Production of copies of parent brochure for distribution • PTA Event(s) planning
Phase 3: Session(s) with PTA – November	• Production of informational video • PTA Event(s)
Phase 4: Distribution – December	• Distribution of Brochure at PTC (12/11)

Thank you!



Partnering together for student well-being, original thought, and deep learning.

Want more information on anything related to A.I, Academic Screen Time or Curriculum & Instruction? Email me: forozco@edgemont.org