Screen Time Policy

POLICY / APPROACH:

We follow the NAEYC and the Fred Rogers Center recommendations for Screen Time in Early Childhood programs which supports the selection of technology that is developmentally appropriate, has quality content and has opportunities for co-engagement. We prohibit the use of technology for any children younger than 2, as well as passive and non-interactive use for any children. Any use of television, videos, DVD, and other technology tools is related to instructional goals, integrated into studies and projects and can be valuable tools when used intentionally with children to extend and support active, hands-on, creative, and authentic engagement with those around them and with their world. We consider the screen time recommendations from public health organizations for children from birth through age 5 when determining appropriate limits on technology and media. Assistive technology is used to support children as indicated on their IFSP.

POLICY COUNCIL APPROVAL: 6/17/2014
BOARD APPROVAL: 6/19/2014

HEAD START PROGRAM PERFORMANCE STANDARDS:
Oregon QRIS Health and Safety – Standard HS6
Title 42 Section 12102 II – Use of assistive technology

PROCEDURE:

Infants and Toddlers:

No screen time (video, computer, TV, etc.) for children under 2 years old. Any use of technology tools (co-viewing eBooks, Skype with loved ones, viewing digital photos) should be used only as a way to strengthen adult-child relationships.

Preschoolers:

Screen time is limited to no more than 30 minutes per day (total time spent in front of any screen in class.

Selection of content follows the same guidelines as other curriculum decisions: non-commercial, aligned with curriculum study topics and goals, respectful, anti-bias, non-passive / hands on.
Lesson plans clearly show the connection between intentionally planned screen time activities and the curriculum topic as well as individual goals for children. Teachers must get approval from the Education Supervisor before viewing with children.

Developmentally appropriate use of screen time offers opportunities for children regarding equity and access to similar digital literacy and technology handling as their peers in other socio-economic statuses.

Appropriate assistive technology for children with special needs matches the individual needs and learning styles of each child, and staff has adequate understanding and training in the use of those tools.

Developmentally appropriate technology strategies for Dual Language learners are in place to ensure equity and access for them, providing learning opportunities in their home language as well as acquisition of English.

Screen time is used to support learning – balances and enhances the curriculum and individual goals for children – and is not an isolated activity.

Consider if goals for children can be reached using traditional classroom materials or if technology extends learning and development in ways not possible otherwise.

Ensure the focus is on the activity or exploration itself, not on the technology or media being used, and offers a developmental progression similar to other skills with opportunities for exploration and experimentation.

Staff encourages families to limit screen time to fewer than 2 hours per day and model appropriate use of technology with families. Staff members use technology with families that strengthen the staff-family relationship.