

**1. What is the current average screen time per student by grade level, and what baseline is the district using to measure whether it has been reduced?**

It will be important for us to come up with a shared definition of "screen time", as this may mean different things to different people.

Based upon informal reporting and observation, there is a range of average screen time across K-12 based on the district provided curriculum.

We will establish a baseline measurement at the start of next year to inform the setting of appropriate, meaningful, and manageable goals

Our staff would also like a balance of low and high tech options, but it is important to note that at the secondary level many curriculums are only available in a digital format. If/when text books are available, there is a significant cost often ranging between \$150 - \$250 per book, and these resources do not remain current.

**2. What developmental criteria inform the grade level at which BISD students are given device access?**

1:1 devices have been a nationwide movement to reduce the "digital divide" between students with the means to purchase computers and pay for Internet connectivity and those who could not. BISD began its 1:1 program in 2016. Access to materials and supporting student learning has been the district's priority while maintaining a balanced approach. In the upper grades, as mentioned above, hands-on materials are either cost prohibitive or hard to access. BISD has been intentional about the developmental deployment of technology, using iPads in the classrooms at K-2nd grades, and ChromeBooks grades 2nd-12th. Take home devices begin at 6th grade.

**3. At what grade level does meaningful instruction on technology use begin at BISD? What explains the gap between device use and instruction?**

Meaningful instruction occurs at all grades; reinforcement of skills, building background knowledge, applying to a multisensory form of instructions, visual and auditory, etc.

First, we will need to conduct an audit and work side-by-side with our teaching staff to understand if a gap exists between device use and instruction. Then, if a gap does exist, we can address and explain the gap.

We note that we need to develop a scope and sequence of discrete skills related to the use of technology as a tool in instruction, i.e. academic support and differentiation.

**4. Who currently delivers digital citizenship instruction at each school, and what training or preparation equips them to teach it?**

This is informally taught by classroom teachers, and is inconsistent in delivery and content. Having this in place at the beginning of next school year is a priority. Note that Media Literacy standards are included in the new [K-12 ELA \(English Language Arts\)](#) standards from OSPI.

**5. Which staff role is accountable for delivering Goal 7's commitments, and what oversight ensures it happens?**

This is a shared responsibility between District and Building Administrators, and our instructional staff, i.e. classroom teachers, special education casemanagers, paraeducators, etc. Building administrators will provide oversight, with support from district administrators.

**6. What is the grade-by-grade progression of IMT (Information, Media & Technology) literacy skills that**

**BISD students are expected to master, and how is proficiency assessed?**

We do not yet have a scope and sequence for this work, but much of this will be addressed through the new ELA standards, as referenced above. When and how proficiency will be assessed is something that will be determined by our teaching staff, with guidance from our Teaching & Learning Directors.

**7. How many unique EdTech products, platforms, and apps does the district currently use? Where can families see a complete list, including which tools their child encounters in their specific grade?**

The primary platform used in all grades is Google Workspace for Education, with Google Classroom as the most used service. Students do not access this until 2nd grade. In order to answer this question with fidelity, we would like to have a shared understanding of the definition of educational technology. Is this hardware and software? Would a New York Times or World Book encyclopedia application count? Collecting this data is a priority for next year.

**8. What is the vetting process for new EdTech products, what evidence standard is applied, and does the process apply to all digital tools students encounter or only to formal curriculum adoptions?**

A request is made by a teacher or a school administrator for access to an online educational service. The request is reviewed by the Technology Department including the applications Terms of Service and the Privacy Agreement. To be approved, services must have an educational purpose, FERPA, COPPA, and PPRA compliant, meet age restriction requirements, is not duplicative with an existing service, and fit within the budget capacity.

**9. What data are EdTech platforms collecting on students, and where can families review the terms of use and privacy policies for each product? What are the practical options for families who do not consent?**

In order to answer this question, we would need a shared understanding of EdTech platforms. See response to question 7 regarding discussion on shared definition of education technology. Data collected will vary by the services, but generally speaking is the student email address and name. Services may track student progress in a course and may store individual scores, responses, and completion data too. Options for families who do not consent will depend on the grade-level, accessible curriculum, and resources available to meet accommodations.

**10. How many printers remain available to teachers, by school, and are books, paper, and non-digital materials purchased and replenished at levels that allow teachers to choose paper-based instruction when it is the better option for student learning**

All teachers have access to high volume copiers and printers, though the specific number varies by school. There is a cost associated with printing and copying materials that can cost several thousand dollars per school. BISD and BIEA value the autonomy of teachers, they are the experts in the classroom and may choose to use paper based instruction when it benefits the student(s).

**11. What is the full scope of allowable uses for these funds under the resolution and the District's technology facilities plan? What process determines how funds are allocated each year within that scope?**

The main funding mechanism for educational technology is the Technology Levy. The levy funds must be used to support technology costs for hardware, software, online content, networking, training cybersecurity and safety, and positions that are dedicated to the uses of these technologies. It cannot be used for general teaching and learning or for any positions or materials not related to technology. For example, a digital course could be paid by the Technology Levy but a physical book could not.

**12. How does district leadership review emerging research on EdTech's impact on student learning? What is the process for reassessing tools in light of new evidence?**

Attendance at National and local conferences (NCCE, ISTE, ACPE, etc.) and leaning into research. We are currently

creating a teacher checklist of app requests that includes purpose, intended time, Terms Of Service, expected outcomes and more. School district administrators will also share information and experiences (both positive and negative) in peer collaboration networks across the state and nation.

**Commitment 1: Developmentally appropriate thresholds for the introduction of devices, software platforms, and AI-enabled tools**

These thresholds are yet to be determined at a national level for educators. BISD has been mindful of usage, however, COVID thrust technology tools into the hands of our youngest learners. We do not anticipate releasing the use of AI tools at younger ages. We are in the process of establishing guardrails and guidelines to best support our students in being safe and in collaboration with the new ELA standards that outline expectations for being literate in both digital media and AI. This is an area of priority for next year.

**Commitment 2: A public inventory of all EdTech tools, platforms, and AI-enabled products in use, including a published evidence basis and vetting standard for each.**

We are committed to having this information available by early next school year. It will be important to have a shared definition of an "EdTech Tool". We have 2 AI products, Colleague - AI and Gemini

**Commitment 3: A baseline measurement of current student screen time, with annual reduction targets reported publicly.**

We are committed to building a screen-time dashboard, and we want to do it in a way that includes student and teacher voices. Reducing screen time in the upper grades may be achievable, but it would carry a real cost – paper, copying, textbooks – that the district would not be able to absorb in a single budget cycle. Additionally, this will require a shift from curriculum publishing companies, ensuring that they have hard copy and low tech options available. Additionally, eliminating screens altogether also conflicts with feedback from parents and students about preparing students for a rapidly changing world. We will look to set targets that are honest about both the goal and the constraints that exist in technology use.

**Commitment 4: Research-informed ceilings on daily and weekly screen time by grade level**

We have not yet identified an authoritative source for these ceilings. We will continue to look, and we will share what we find. We can also commission a literature review through the Technology Advisory Committee (will be established for next school year) for this purpose.

**Commitment 5: A named staff role and published scope and sequence for Information, Media, and Technology Literacy instruction.**

Whitney Skarbek, Director, Instructional Technology. We are gathering research, evaluating current practice, and aligning to the new state Media Literacy standards released in March (referenced above). Publishing the scope and sequence are reasonable deliverables once that alignment work is complete.