

# D.C. EVEREST STUDENT DEVICE USAGE

*Understanding Device Usage and Screen  
Time in the Digital Age*



01

# What is Screen Time?

## WHAT DOES "SCREEN TIME" MEAN FOR K-12 STUDENTS?

**Screen Time:** A broad (but widely used) term to describe time spent in front of digital media. "Screen time" can refer to the use of televisions, video game consoles, computers, tablets, and any other device that uses a digital screen. The versions of "screen time" that affect K-12 spaces are outlined below.

### Educational Technology (EdTech)

EdTech (i.e. technology used in the classroom) is designed to support, not replace, high-quality teaching.

These technologies may be used to personalize student learning, drive engagement, build important workforce skills, and give ALL learners access to important content.

K-12 educators are trained to use EdTech with thought and balance as part of their overall structure for teaching and learning.

### Cell Phones/Social Media

**43%** of Tweens (Ages 8-12) and around **90%** of Teens (Ages 13-18) in the United States have their own cell phone. (*Common Sense Media, 2023*)

YouTube, TikTok, Snapchat, and Instagram are the most popular apps for teenagers with smart phones. (*Pew Research Center, 2023*)

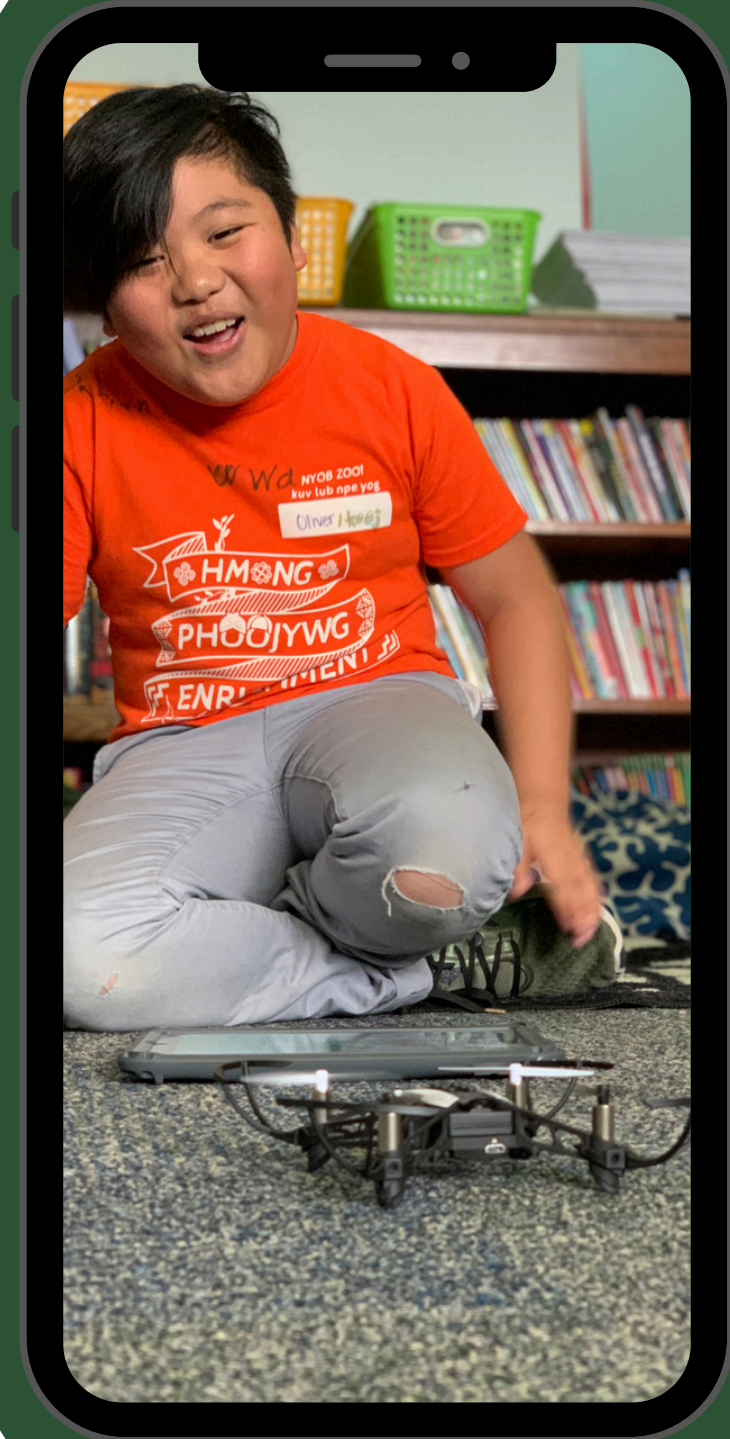
Smart phone applications, specifically social media, have an incentive to engage users regularly and for long periods of time.

### Entertainment

Platforms that use a screen (video game systems, televisions, desktop computers, etc.) are used by children before they get their first cell phone.

**80%** of households with children have some form of tablet computer; **64%** of households WITHOUT children have a tablet computer (*U.S. Census Bureau, 2021*)

Much like EdTech, screen-based entertainment can be positive and relaxing if it is used thoughtfully and with **balance**.



# Defining “Screen Time”

## “Active vs Passive”

- **Active Use** involves critical thinking and includes activities such as coding, immersive simulations, media production, interaction with experts, making global connections, design, and peer collaboration.
- **Passive Use** includes activities such as filling out digital worksheets or consuming digital content without accompanying reflection, imagination, or participation.

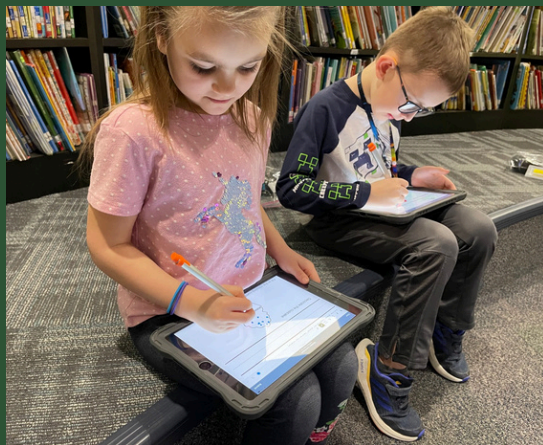
## “Creativity vs Consumption”

- **Creativity:** Using digital tools to make, build, design, code, or solve problems rather than just taking in content.  
Common Activities: Writing stories or scripts, coding, digital drawing, composing music, or editing
- **Consumption:** Watching, scrolling, or consuming pre-made digital media with little to no active cognitive input or decision-making.  
Common Activities: Watching videos (like YouTube or TV shows), scrolling through social media feeds, playing repetitive mobile games, or streaming movies.

***-Intentional Usage-***

# Device Usage (Elementary)

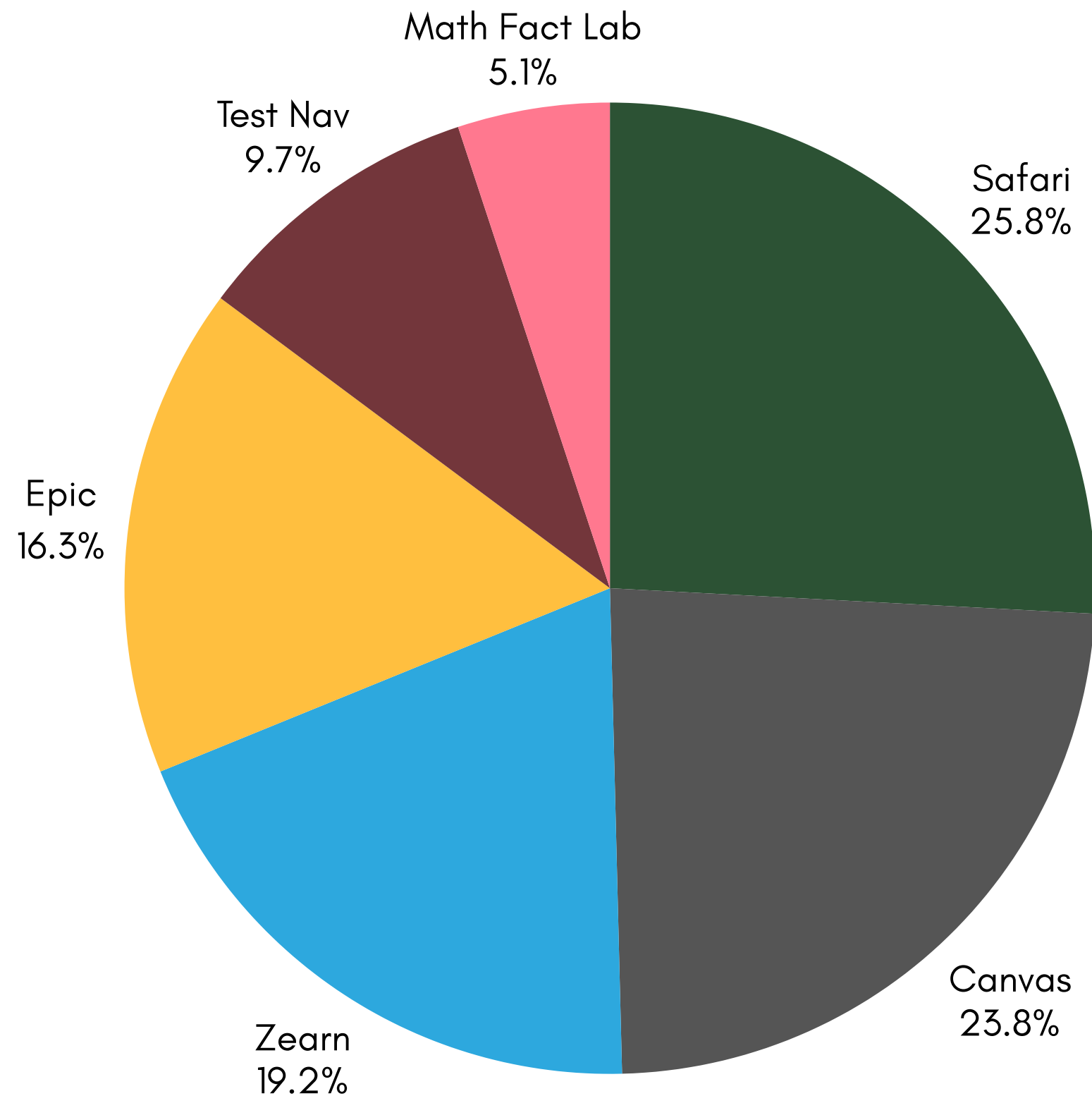
- Devices are “1 to 1”
- Most devices are teacher-controlled  
(kept in centralized locations, charged in class)
- Devices go home in a few upper elementary classrooms (teacher discretion)
- YouTube shut off on all elementary student devices (started 26–27 school year)
- Green, Yellow and Red Filter Levels Available



# Top Elementary Usage

*Since start of the 26-27 school year*

## Overall:



## By Grade Level:

KG: Zearn/ Epic

1<sup>st</sup>: Zearn

2<sup>nd</sup>: Safari

3<sup>rd</sup>: Safari

4<sup>th</sup>: Safari

5<sup>th</sup>: Safari

## By Building:

Evergreen: Safari

Hatley: Canvas

Mountain Bay: Canvas

Odyssey: Dreambox

Rothschild: Safari

Riverside: Safari

Weston: Canvas

## Average daily minutes:

Kindergarten: **12.2**

Grade 1: **18.8**

Grade 2: **21.3**

Grade 3: **28.8**

Grade 4: **37.7**

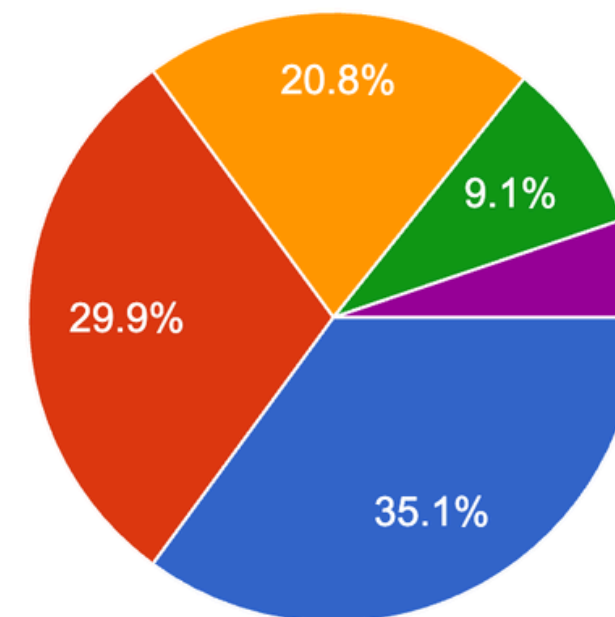
Grade 5: **41.4**

05

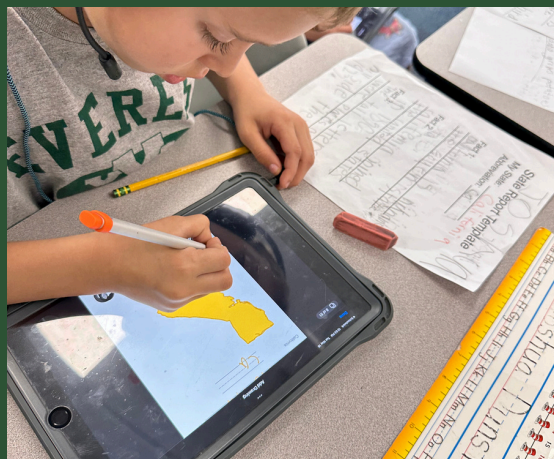
# Staff Survey (Elementary)

In a typical school day, about how much time do your students spend on their iPads? (only in your classroom- encore teachers answer for your class)

77 responses

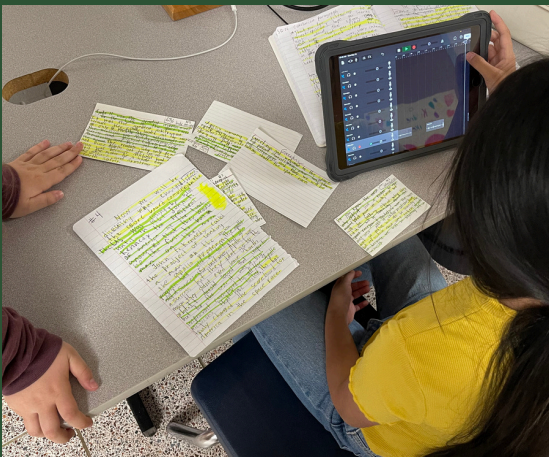


- Less than 15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 60 minutes



# Device Usage (Secondary)

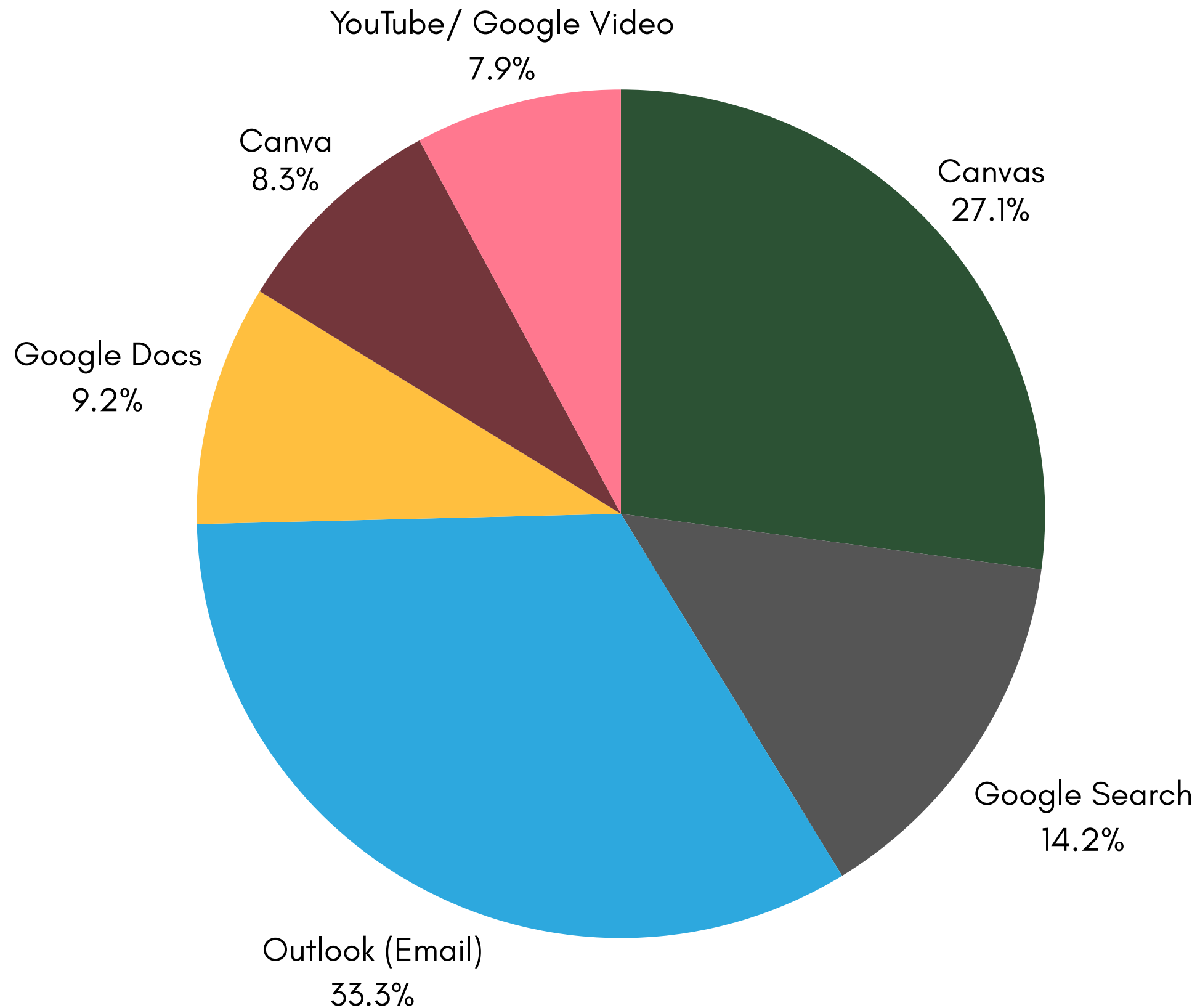
- Devices are “1 to 1”
- Most devices are student-controlled
- Devices go home nightly
- Green, Yellow and Red Filter Levels Available



# Top Secondary Usage

*Since start of the 26-27 school year*

## Overall:



## By Building:

Middle: Safari

Junior: Safari

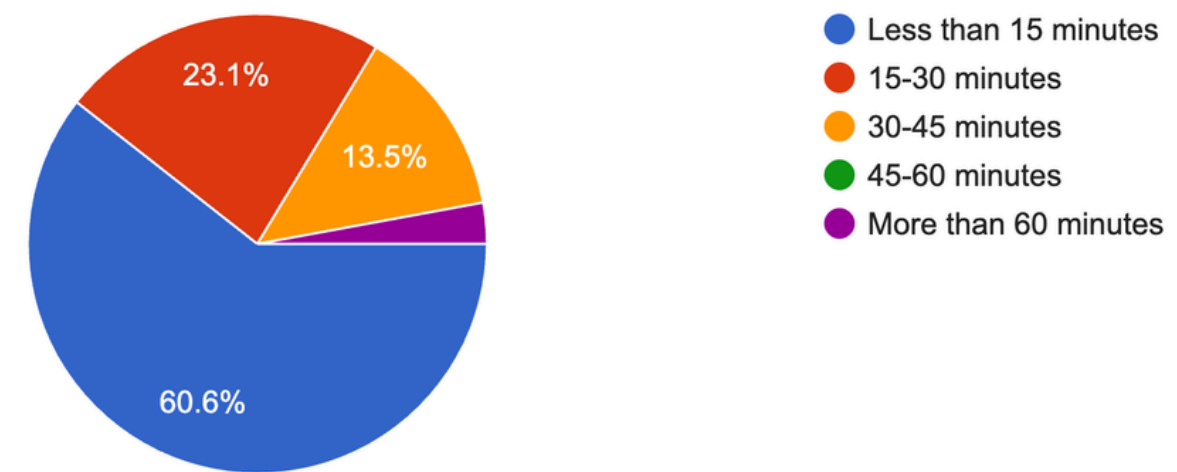
Senior: Safari

08

# Staff Survey (Secondary)

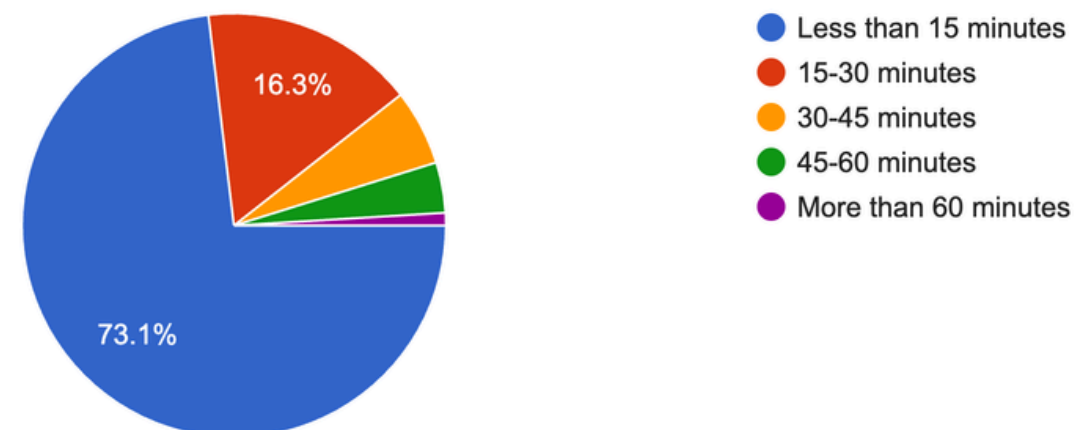
In a typical school day, about how much time do your students spend on their device in class? (only in your classroom- excluding specials, encore or homework)

104 responses



In a typical school day, about how much time do you expect students to be on their device for homework (outside of class)?

104 responses



# Device Considerations

## Accessibility

- Many of our students have IEP-driven tech support
- Hundreds of students with communication support on device
- Proloquo2Go: 93 licenses used
- GoTalk NOW: 72 licenses used
- ChoiceWorks: 106 licenses used
- TouchChat: 30 licenses used

## Digital Citizenship

- Delivered in K-5 IMC, Guidance and D.A.R.E.
- Includes “Digital Footprint” and “Digital Citizenship” lessons

## Apps & App Store

- Apps vetted when they are requested (privacy,data,use case)
- Apps culled yearly
- District controlled app store

## Content Filtering & Gaggle

- Student devices filtered on and off site
- Gaggle flags and notifies “PSS” and “QCON” to building admin team grades 2-12



|              |                            |       |   |          |                                        |
|--------------|----------------------------|-------|---|----------|----------------------------------------|
| dce_green    | Web 2.0 Global             | Allow | 1 | 0 B      | store.google.com:443                   |
| dce_green    | Health Sites               | Allow | 1 | 6.1 kB   | www.humanbodyhelp.com:443              |
| dce_green_k5 | Computing/IT               | Allow | 1 | 10.3 kB  | outlook-cba.office365.com:443          |
| dce_green_67 | Business Oriented          | Allow | 1 | 6.9 kB   | na.edge.optable.co:443                 |
| dce_green_67 | Computing/IT               | Allow | 1 | 6.4 kB   | api.revenuecat.com:443                 |
| dce_green    | Educational                | Allow | 1 | 26.6 kB  | solo.blooket.com:443                   |
| dce_green_67 | Educational                | Allow | 1 | 6.3 kB   | api.prodigygame.com:443                |
| dce_green_k5 | Educational                | Allow | 1 | 6.6 kB   | dojoicons.classdojo.com:443            |
| dce_staff    | Custom-URLs                | Allow | 1 | 14.6 kB  | docs.google.com:443                    |
| dce_staff    | Custom-URLs                | Allow | 1 | 0 B      | docs.google.com:443                    |
| dce_green_67 | Dynamic Safe-Listing       | Allow | 1 | 3.7 MB   | rr3---sn-fpnjoxu-h3xs.googlevideo.com  |
| dce_green    | Dynamic Safe-Listing       | Allow | 1 | 268.7 kB | rr1---sn-ojvgq5-c9.googlevideo.com     |
| default      | Educational                | Allow | 1 | 11.3 kB  | odc.officeapps.live.com                |
| dce_green    | Web 2.0 Global             | Allow | 1 | 0 B      | www.google.com                         |
| dce_green_k5 | Computing/IT               | Allow | 1 | 7.6 kB   | gdmf-ados.apple.com                    |
| dce_green_k5 | Computing/IT               | Allow | 1 | 10.8 kB  | gdmf.apple.com                         |
| dce_staff    | Computing/IT               | Allow | 1 | 7.5 kB   | dv-us-prod.sentinelone.net             |
| default      | Educational                | Allow | 1 | 13.3 kB  | odc.officeapps.live.com                |
| default      | Online Meetings & Colla... | Allow | 1 | 10.5 kB  | config.edge.skype.com                  |
| dce_green    | Dynamic Safe-Listing       | Allow | 1 | 0 B      | m.youtube.com                          |
| dce_staff    | Custom-URLs                | Allow | 1 | 11.1 kB  | appsgenaiserver-pa.clients6.google.com |
| default      | Computing/IT               | Allow | 1 | 7.3 kB   | www.apple.com                          |

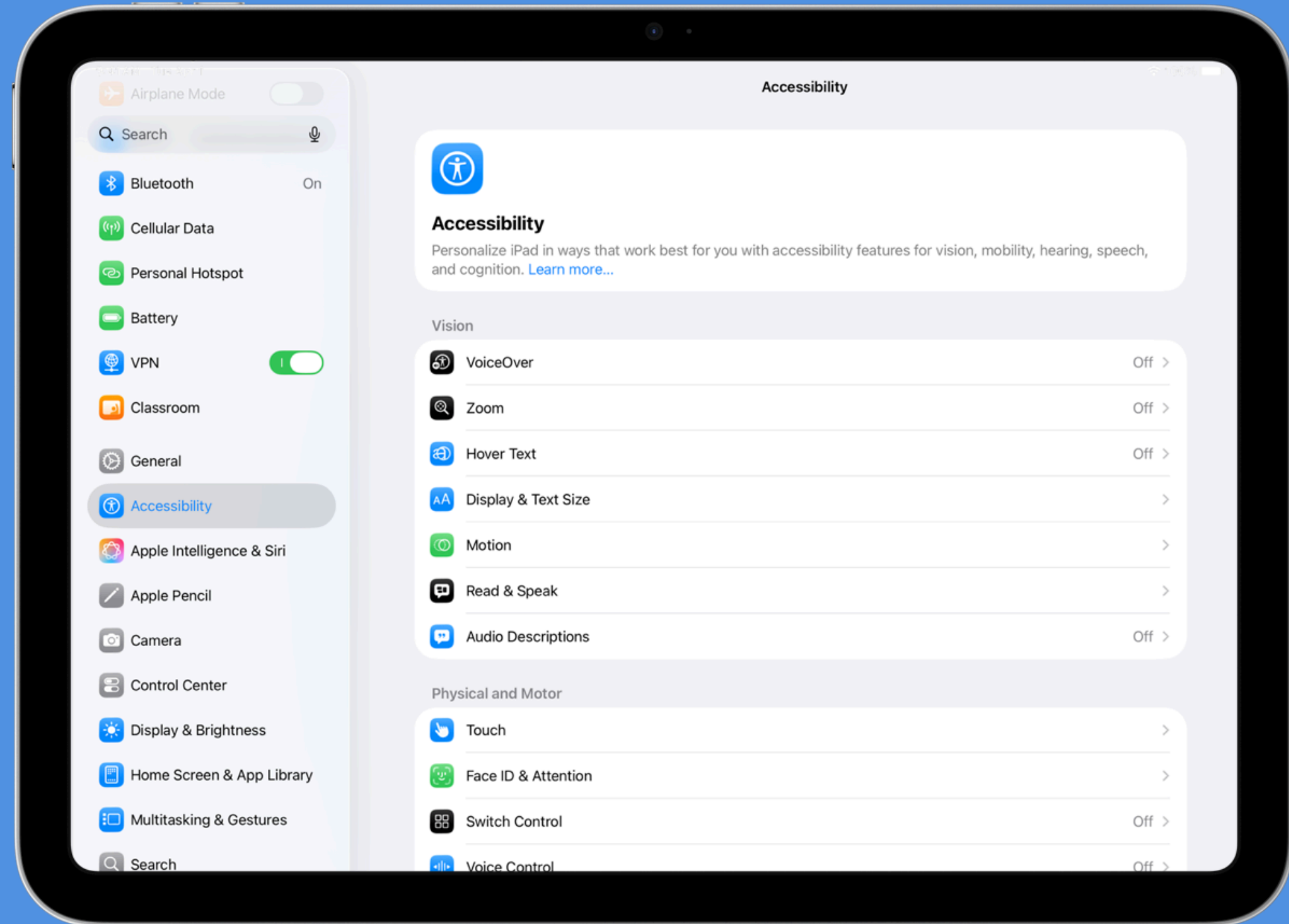
# Accessibility



## Accessibility

Empowering All Learners

- Speech
- Vision
- Hearing
- Mobility
- Cognitive



# Digital Testing Considerations

## **Wisconsin Forward Exam**

*Grades 3-8: English Language Arts and Mathematics*

*Grades 4 and 8: Science*

*Grades 4, 8, and 10: Social Studies*

## **aimswebPlus**

*Early Literacy Screening (2023 Wisconsin Act 20)*

## **PreACT Secure**

*Grades 9 and 10*

*English, Math, Reading, and Science*

## **ACT with Writing**

*Grade 11*

## **AP Testing**

*Approx. 500 students in grades 9-12 taking 1,000+ tests*

## **Dynamic Learning Maps (DLM) Alternate Assessment**

## **ACCESS for ELL (WIDA)**

## **Local Assessments**

*Varies by class, grade and building*



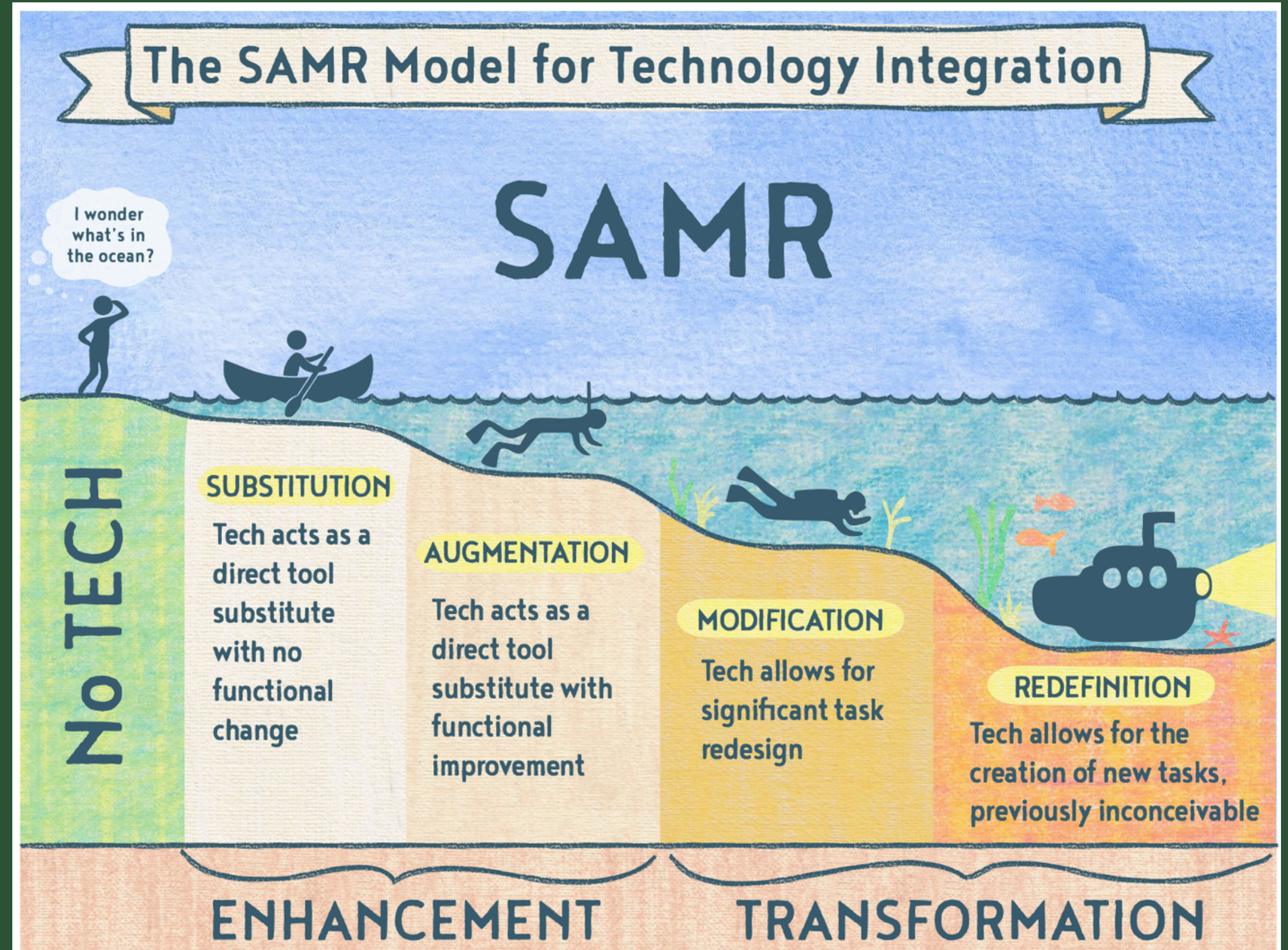
# Device Use Cases

## Elementary

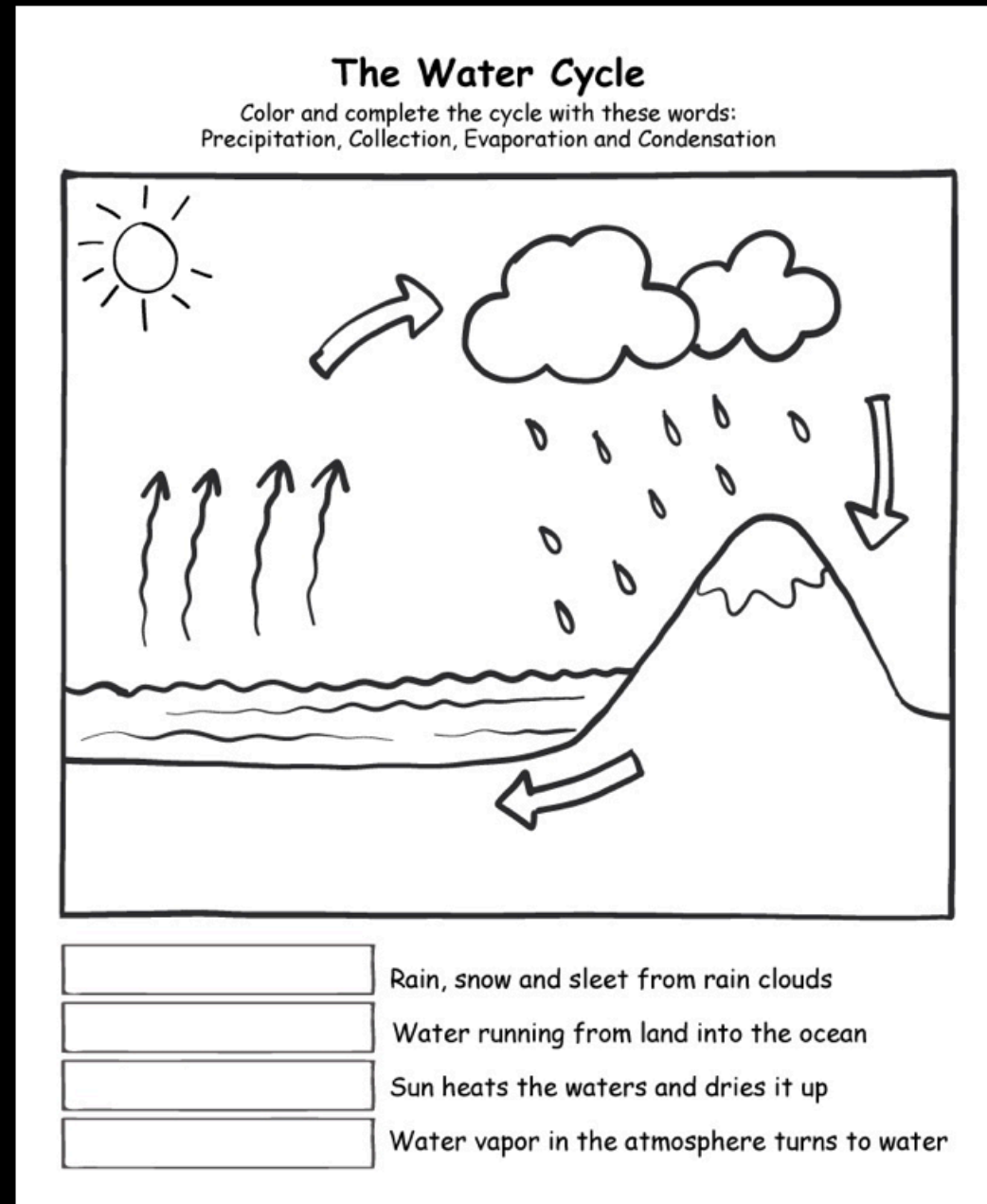
Digital Workbooks  
 Zearn  
 GarageBand  
 iMovie  
 BookCreator  
 Keynote

## Secondary

Digital Workbooks  
 Desmos  
 Curriculum Apps/Sites  
 MyAP  
 Notes  
 Pages



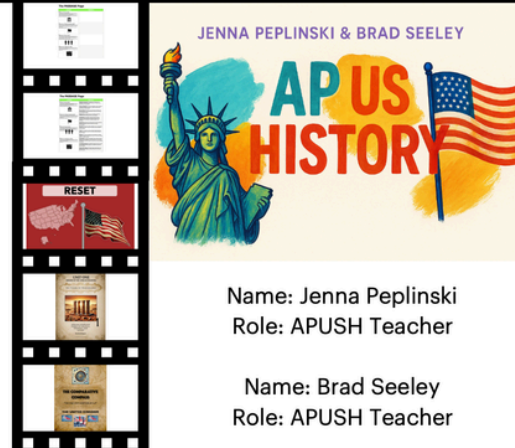
# What does this look like?



## AP U.S. HISTORY PAGES TEMPLATE

Designed as a central hub for all unit materials

Promotes organization, independence, and consistency



- Students were overwhelmed by too many platforms/ resources

- We wanted everything in one easily accessible place
- We needed structure that encouraged active note-taking and engagement
- We're fully utilizing the iPad's potential with the Logitech Crayons.

- Each unit has the same structure/ format
- Includes:
  - Unit overview & key concepts
  - Cornell Notes templates
  - Graphic organizers
  - Practice multiple choice
  - Reflections
  - Any other activities
  - Resources

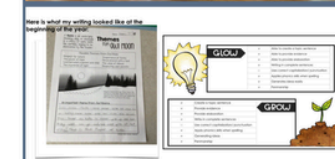
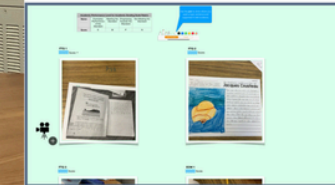
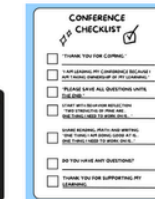
- Reduces stress for students & teachers
- Better time management
- Customizable
- Great for exam prep
- Fewer missing assignments
- More thoughtful discussions & reflections

Name: Brad Seeley  
Role: APUSH Teacher

To empower students to take ownership of their learning. Students add their own assessments and work samples to the portfolio and add reflections. Finally, students are able to create and set goals for themselves.

Students use their portfolios to lead their parent - teacher conferences. Throughout the school year, students continue to update their portfolio to show their progress.

- iPad
- Student Work Samples
- Logitech crayon
- Checklist
- Numbers



Olivia Kranz

### An interactive book for beginning recorder students

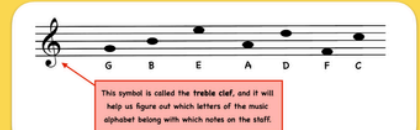
- Built from a blank slate using Pages
- Used Garage Band to make drum beats and live accompaniments
- Introductory chapter (re)teaches the basics of reading music and playing recorder
- Table of Contents allows students to quickly jump to different songs
- The next page after each songs includes the pitch names for the notes in the song, allowing for checking for understanding
- Appendix in back of book contains 39 additional “bonus videos”
- “Link to page” allows students to navigate between content in the book and optional bonus videos in the appendix for extra practice

### Labeling Notes on the Staff

Each sound on the staff is called a **note** or **pitch**.

Each note is labeled with a letter from the alphabet.

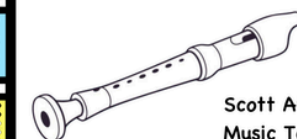
The music alphabet only uses seven letters: A, B, C, D, E, F, and G.



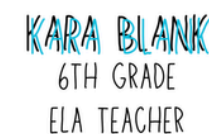
Red boxes in the book indicate new vocabulary.



Get your free copy  
of "Recorder Rocks"  
today from  
Mosyle School!



Scott Atkinson  
Music Teacher  
Mountain Bay Elementary



- 💡 Increase Engagement
- 🎤 Tech & Speaking Skills
- ✍️ Writing & Organize Content

- 📱 Apps: Podcasts, Garageband, Keynote
- 💡 Podcast Equipment
- ✍️ Writing Graphic Organizers and Class Texts



# Next Steps

## *Keeping & building healthy technology habits*



Continue work  
on intentional  
device use with  
staff



Explore Digital  
wellness/  
citizenship at  
secondary level



Parent connection

- Conference Nights
- Back to school



Continue to  
monitor/ assess /  
change access  
(Apps, Websites, AI)



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THANK YOU

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