MOTIONS/RESOLUTIONS PRESENTED TO
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION

SUBJECT: Using Technology with Intention: Establishing Guidelines for Student Screen Time (Res-048-25/26)

DATE NOTICED: 03-10-26 **PRESENTED FOR ACTION:** 04-21-26

PRESENTED BY: Mr. Melvoin, Ms. Griego, Ms. Ortiz Franklin, Mr. Yang, Dr. Rivas, Ms. Gonez **MOVED/SECONDED BY:** Mr. Melvoin/ Dr. Rivas

MOTION: **RESOLUTION:** X

Whereas, The Los Angeles Unified School District (District) strives to prepare every child for success in college and career, and, in doing so, must adapt its instructional strategies to support both the academic progress and the socio-emotional wellbeing of students in an evolving world;

Whereas, Providing access to devices including laptops, tablets, and computers has expanded students' and families' ability to engage with online resources and support, and helped to eliminate gaps in digital access;

Whereas, The District provides students with access to digital instructional tools to support their learning. Students and teachers utilize District devices–including Chromebooks and iPads–during the school day to access a variety of online programs, individualized interventions, word processing tools, and assessments;

Whereas, While access to and developing skills in technology are critical in a digital world, excessive screen time can be associated with vision problems, increased anxiety and depression, addictive behavior, reduced attention span, difficulty managing emotions, lower academic achievement, and weaker cognition according to the American Academy of Pediatrics;

Whereas, A growing body of research indicates that excessive and unstructured screen use can negatively impact student attention, mental health, and overall wellbeing and can be particularly harmful for younger students. Research indicates that children 8 to 11 years old who exceed screen time recommendations are at higher risk for obesity and depressive symptoms and have scored lower on cognitive assessments;

Whereas, The Center for Disease Control's National Center's Health Interview Study found that, during July 2021 through December 2023, one-half of teenagers ages 12–17 had four hours or more of daily screen time;

Whereas, Excessive and unregulated screen time could lead to student data privacy concerns, increased exposure to cyberbullying and online harassment, and could

contribute to unsupervised or inappropriate use of artificial intelligence tools and chatbots;

Whereas, Addiction-like use of short-form video content–including YouTube and social media platforms–are correlated with higher levels of social anxiety among adolescents. The earlier age of first use and higher frequency of usage are significantly associated with increased emotional and behavioral issues and most negatively impacts middle school students. These harms mirror those posed by social media use on cell phones–which the District was a leader in banning last year;

Whereas, Ongoing litigation and recent jury findings against Meta (owner of Instagram) and Google (owner of YouTube) have raised significant concerns that certain digital platforms are intentionally designed to maximize engagement through addictive features and have been linked to negative mental health outcomes among youth, including a 2026 jury verdict finding both companies liable for negligence in the design of their platforms and failure to warn users of associated risks, underscoring the need for school districts to critically evaluate or restrict the use and limitations of such platforms in educational settings;

Whereas, To combat the negative effects of excessive screen time during the school day, some schools and districts have implemented low-to-no screen initiatives. Some have also taken steps to ban YouTube and limit student access during the school day. For example, Stamford Public Schools in Connecticut, Greenville County Schools in South Carolina, and Howard County Public Schools in Maryland block student access to YouTube on District devices, while still allowing teachers to utilize for instruction;

Whereas, The District has released guidance for schools focused on screen value and digital balance to ensure that technology use is purposeful, balanced, and equitable for every student. The District also requires students to sign the Responsible Use Policy (RUP) and complete a digital citizenship course;

Whereas, The District currently recommends that students complete approximately 45 minutes each of English Language Arts and Math personalized learning lessons on the i-Ready platform weekly, for a total of 90 minutes. However, the District does not have a policy that details the recommended and maximum amount of total screen time for students on District devices within the school day;

Whereas, Screen time can encompass a variety of uses with varying levels of utility and educational value, including creative production (e.g. video editing), computer science instruction (e.g. typing, coding), research and review of artifacts (e.g. digital textbooks), passive viewing (e.g. videos), interactive entertainment (e.g. gaming), and digital instructional applications (e.g. i-Ready personalized learning);

Whereas, Student screen time on District devices is not regularly tracked, disaggregated by application and/or grade level, and shared with parents, teachers, and administrators to inform instruction and curb excessive screen time; and

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Whereas, Starting in the 2025-26 school year, the District released a new Consent to Use Digital Instructional Tools form that describes "Non-Core Services" offered by Google, addresses data sharing, and requires families to opt in to having their child use all of the digital instructional tools noted. Families cannot yet opt out of specific programs or applications listed; now, therefore, be it

Resolved, That the Los Angeles Unified School District (District) commits to ongoing practices and policies that balance the benefits of instructional technology with the harms of excessive screen time;

Resolved further, That the District shall develop a Screen Time Policy (policy)–guided by an overarching vision and mission for appropriate technology use in the classroom–to be presented at the Committee of the Whole and brought to the Governing Board of the Los Angeles Unified School District (Board) for approval by June 2026, and to be implemented by school year 2026-27. The policy shall:

- Be informed by research, best practices, and input from independent experts in the field, labor partners, staff, educators, students, and parents and include their recommendations and guardrails for screen time usage by grade level and subject, and student disability category (e.g., no device use during Physical Education courses or differentiated screen time for a student on the autism spectrum);
- Prioritize student screen time based on its educational purpose and quality, with valuable learning experiences that cannot be replicated offline prioritized over passive screen use;
- Articulate best practices of technology use in instruction and provide guidance on how to use student devices most effectively, along with analog alternatives where possible;
- Address equity and access considerations and include recommendations and guardrails on the use of laptop carts, one-to-one devices, active screen time, passive screen time, and visual media (including videos used for instruction or played in the background);
- Provide maximum daily and weekly in-school screen time limits for students delineated by grade level (e.g., no more than one hour total a day or 5 total hours per week for 3-5th graders), ensuring developmentally appropriate and research-backed screen time limits at all levels with less screen time for younger students;
- Eliminate the use of student digital devices for early education through first grade, except for District-mandated formative assessments and for students enrolled in LAUSD Virtual Academy;
- Encourage schools to utilize laptop carts and/or computer labs for second through fifth grade, while reducing the use of one-to-one devices;
- Prohibit elementary and middle school student device use during passing periods, lunch, and recess with limited exceptions for teacher-approved school work;
- Prohibit and/or block student-led use of YouTube and other video streaming platforms on District provided devices;
- Consider prohibiting and/or blocking the use of non-instructional gaming platforms (e.g., Roblox and Fortnite) on District provided devices and networks and continue to block social media platforms;
- Clarify opt-out procedures for technology use during the school day;

- Ensure equitable access to technology by allowing families to opt in to the use of District-issued devices at home;
- Operationalize how parents and guardians can annually consent/opt-in for each Google application on the Consent to Use Digital Tools form rather than submit a blanket opt-in for all applications listed;
- Encourage the use of paper and pen assignments and physical textbooks;
- Ensure all District-approved curricula includes sufficient physical texts for all students;
- Encourage off-screen homework assignments, when homework is assigned, especially for elementary and middle school students;
- Provide recommendations and strategies to safely prepare students to utilize and/or create digital tools;
- Develop and share schoolwide guidance outlining best practices for reducing and monitoring student screen time–including systematic coordination among teachers–to prevent excessive cumulative screentime;
- Be reviewed and approved annually at a public meeting of the Board and updated as needed based on new and emerging technology, with the first annual review to include feedback from educators on the rollout and implementation;

Resolved further, That, as a major contributor to the amount of screen time for students, the District will seek input from teachers, principals, staff, labor partners, families, and secondary students on the use of i-Ready, both as personalized learning and assessment tools, to assess (1) benefit to learning, (2) the impact on limited instructional time, (3) financial costs, (4) validity and reliability as an assessment tool, and consider changes to better balance the Board's goal of limiting screen time with any instructional benefits, with a summary of engagement and recommendations to be publicly presented to Board by fall 2026;

Resolved further, That the District will provide professional development opportunities for educators on how to both limit and use screen time effectively in classrooms and via assignments, consistent with the Screen Time Policy, as well as further professional development on emerging capabilities like generative Artificial Intelligence (AI), and the District will also explore opportunities for teacher leadership in these areas such as through micro-credentials;

Resolved further, That in addition to the policy, the District shall also present a comprehensive itemized report of contracts related to classroom technology—broken down by central office purchased and school purchased—including but not limited to the purchase, maintenance, and upkeep of one-to-one digital devices, software, digital tools, and applications and present a list of District-approved, student-facing applications or programs that currently include a generative AI component;

Resolved further, That the District shall review its policies and contract requirements on student data to ensure that technology programs and third-party applications have sufficient safeguards to ensure student privacy and protection, along with mechanisms for accountability and enforcement if contract requirements are violated;

Resolved further, That the District shall update and annually review the Responsible Use Policy (RUP), the student and family consent form, and associated training to make them more developmentally appropriate;

Resolved further, That, recognizing the significance of generative AI and its potential impacts on child development, well-being, and the public education system, the Board shall establish an ad hoc Board committee to convene independent experts, review relevant research, hear from educators, families, students, and the community, and collaborate with the Superintendent's existing task force, to develop recommendations for best practices and guardrails for the use of AI in schools. Such recommendations shall address, at a minimum, parent consent, AI literacy, and educator preparation, supervision, and engagement. The committee shall present its recommendations by the end of the 2026-27 school year, at which time it shall sunset. The District shall use these recommendations to update and annually review the "Guidelines for the Authorized Use of Artificial Intelligence (AI) for District Employees, Students, and Associated Persons," including procedures, policies, and safety measures;

Resolved further, That the District shall conduct a review of all its current systems and process, both internal and external, to determine how to regularly track and report students' time spent on one-to-one devices Districtwide, disaggregated by grade level, Board District, and specific online applications. Screen time usage reports should:

- Include school hours as well as time spent on one-to-one devices after school to evaluate overall screen time usage on campus and be distributed to the Board of Education (Board) quarterly;
- Be regularly shared with school administrators and teachers to guide instructional practices;
- Be regularly provided to parents with their child's weekly online activity report, similar to the Schoology digest currently provided;
- Include data collected via survey (e.g., School Experience Survey) from students, parents/guardians, and staff regarding student screen time usage; and, be it finally

Resolved, That the District shall provide parents and families with information on the Policy in advance of its implementation, as well as with tools, and resources on the potential negative impacts of excessive screen time, how to assess the quality of screen time at home and at school, and the associated risks of screen addiction, how to combat it, the importance of digital citizenship and safety, and understanding student performance and growth on mandated online assessments.

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	AYES	NOES	ABSTAIN	ABSENT
Ms. Newbill	**X**			
Dr. Rivas	**X**			
Mr. Melvoin	**X**			
Ms. Griego	**X**			
Ms. Gonez	**X**			
Ms. Ortiz Franklin	**X**			
Mr. Schmerelson				**X**
TOTAL	**6**			**1**

Mr. Yang	**X**			

ACTION: ADOPTED AS AMENDED (VERSION 3)