Department: Education	Approval Date: 05/13/2025	Policy Number: 4000a
Performance Standards 1302.32(a-b) 1302.35 (d)	Regulation Topic: Education and Child Development	Policy Title: Technology in the Curriculum

Policy:

Technology tools will be used in a developmentally appropriate manner. Technology experiences will encourage children to create, communicate, collaborate, and think critically. Educators will support digital play with interactive technology and media. Examples of technology tools include computers, tablets, interactive whiteboards, multitouch screens, cameras, audio recorders, e-book readers, electronic games and toys, light tables, coding robots, projectors, digital microscopes and computer software.

Education managers, coordinators, and coaches will support and oversee the use of technology in classrooms and on home visits. They will provide training and coaching to educators on effective and appropriate use of technology for young children. They will ensure the following guidelines are met:

- Experiences with technology tools will be a choice made by individual children during Interest Area / Learning Center / Parent-Child Activity times. There will be no mandatory use of or required completion of designated technology programs or applications (apps).
- Apps uploaded onto technological devices will be interactive and developmentally appropriate for young children. The measures of the Desired Results Developmental Profile (DRDP) assessment system will be used as a guide for the types of skills and knowledge to be promoted by apps. Apps will be open-ended and promote creativity, communication, collaboration, documentation of experiences, and critical thinking.
- Assistive technology will be available as needed to provide access to children with special needs.
- Home-based staff will share information and resources about appropriate technology experiences for young children with their families.
- The following limits will be placed on screen time:
  - There will be no screen time for Early Head Start children.

    - Educators will not engage children in passive viewing of cartoons and non-informational videos.
    - Informational non-fiction videos will be pre-viewed and shown to children only if they are connected to curriculum topics and DRDP measures. For example, a non-fiction video would be an effective secondary resource in project work. Educators will be encouraged to provide the children with many first-hand experiences with people, places, things, and activities from the real world.
    - When pre-viewed music-movement videos are shared, educators will interact, sing, dance, and move with the children. These videos will be shared no more than 1-2 times per day for a total of no more than 10-15 minutes per day. Educators will be encouraged to frequently sing, dance, move, play instruments, and make music with children in a tech-free or low-tech manner.
    - When e-books are shared, educators will pre-view the video, co-view the video, ask questions, and facilitate discussion. No more than one story video or e-book will be shared per week, with repeated readings of the e-book being a possibility. Educators will be encouraged to read aloud and share stories with hand-held books often.
- Technology tools will not be used to assess children's learning and development or to gather data about children. The DRDP is the *only* instrument that will be used for assessment of children. Learning Genie is the *only* app that will be used to collect child outcomes data.
- Any special circumstances around the use of technology will be discussed with the MARC Head Start Education Manager.

Adherence to the above regulations and this policy is subject to random monitoring by MARC Head Start staff.

Effective Date: July 1, 2025