524R - Implementation of Personal Electronic Devices During the School Day

I. Statement of Purpose

The purpose of this regulation is to establish clear guidelines for the use of personal electronic devices, including cell phones, by students during the bell-to-bell school day. Policy 524 calls on the school district to "focus on learning in alignment with the district's mission to ignite students' passion for learning, cultivate a strong foundation of knowledge, and foster a sense of community within our schools." To reach this goal, we must ensure a focused learning environment, minimize distractions, and promote responsible digital citizenship. This regulation aims to balance the educational benefits and convenience of technology with the need to maintain an orderly and effective instructional setting. Responses to behaviors are intended to inform, and not limit, information that appears in the annual student handbook.

II. Reminders for Students and Families

1. Student Responsibility: Students are solely responsible for the security and care of their personal electronic communication devices. The school district is not responsible for lost, stolen, or damaged personal electronic communication devices.

2. Storage During Prohibited Times: During times when personal electronic communication devices are prohibited, students are expected to keep their devices turned off or silenced and stored in a backpack/handbag, locker, or other secure location out of sight as determined by school administration.

3. Policy 524 Information: Students and families can find the full policy on our District's website. Guidelines and reminders to students will be posted in newsletters, in classrooms and in the main office.

4. Expectation Reviews for Students: A review of expectations related to Policy 524 will be shared with all homeroom, advisory, or similar classes at the start of the year and on the first day back to school after each extended break - Fall, Winter, and Spring.

III. Roles, Responsibilities, and Responses to Violations

Response Level	General description of behavior	Administrator	Caregiver	Student	Teacher
0 - Baseline	Student is observed consistently adhering to expectations as described by policy 524.	Lead schoolwide efforts to proactively inform all members of the community of Policy 524 and the student handbook.	Be aware of Policy 524 and the student handbook. Seek clarification as needed. Talk with student about expectations and support them with proactive planning.	Be aware of Policy 524 and the student handbook. Seek clarification as needed. Interact with expectations and plan to support them.	Partner with administration to communicate with students and families expectations including Policy 524 and student handbook.
1 - Warning	Student reasonably demonstrates that they are not adhering to expectations as described by policy 524.	Be available to teacher and student, as needed, through Tier 1 active supervision and teaming.	Be available to the teaching staff and student, as needed, through typical communication processes.	Immediately comply with the teacher's request. Reset back to baseline in the short and long term with the expectations being to fully function at a baseline regarding policy 524 and the student handbook.	Remind student of expectations and direct them to place device in an appropriate location. Instruct student that if there isn't compliance with the warning, the response level will escalate to a Level 2 Response. If this occurs more than one time, complete a Level 2 documentation in Educlimber for each instance.

2 - Additional Supports	Student demonstrates that, despite teacher warning, they are not adhering to expectations as described by policy 524.	Partner with the teacher on a response and help facilitate the intervention. The device may be placed in the office with a required parent pickup.	Respond to the administrator and/or teacher-initiated interventions. Be available, in partnership, with the school.	Work with staff and family to change behavior habits in the short and long term with the expectations being to fully function at a baseline regarding policy 524 and the student handbook.	Partner with school administration. Complete a Level 2 documentation in Educlimber or a Level 3 referral in Synergy.
3 - Intensive Intervention	Student demonstrates that, despite prior interventions, that they are not in compliance with expectations as described by policy 524.	Organize and facilitate the intervention. The device may be stored in a non-instructional space for an extended period of time (not to exceed 45 school days). Meetings with family will occur. Additional interventions may be implemented according to the student handbook.	Respond to the administrator and/or teacher-initiated interventions. Be available, in partnership, with the school. Work with additional family and school supports as necessary to help change the trajectory of the behaviors.	Work with staff and family to change behavior habits in the short and long term with the expectations being to fully function at a baseline regarding policy 524 and the student handbook.	Communicate with school administration. Complete a Level 3 or 4 referral in Synergy.

IV. Review and Revision

This regulation will be reviewed periodically by school administration and staff to ensure its effectiveness and relevance. Revisions will be made by the school board to adapt to changes in technology, educational practices, or community needs.

~~Adopted 8.28.25~~ ~~PRC 08/18/2026~~PRC 10-20-26