

Framing the Smartphone Policy Deliberations

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(Background Information for Policy Review Committee)

In the May 2024 CABE Journal article highlighting legislative action in various states banning or limiting cellphone use in schools, I referenced Jonathan Haidt's contribution to the debate as it has gained significant attention. The Anxious Generation: How the Great Rewiring of Childhood is Causing an Epidemic of Mental Illness is a work with a provocative title and perhaps a more compelling argument for banning cell phones, at least at the elementary level.

As a parent of two adolescents, Haidt recommends to other parents what he considers his most important suggestions:

- Give children far more time playing with other children. He suggests play should ideally be outdoors, in mixed age groups, with little or no adult supervision (which he notes is the way he grew up, at least until the 1980s);
- Look for more ways to embed children in stable real-world communities. He notes that online networks are not nearly as binding or satisfying;
- Don't give a smartphone as the first phone. Instead, he suggests giving smart devices that are specialized for communication, not for internet-based apps;
- Don't give a smartphone until high school. Here, he concedes this is easy to do if many of your child's friends' parents are doing the same thing – a "collective action" response;
- Delay the opening of accounts on nearly all social media platforms until the beginning of high school (at least). Again, he concedes this will become easier to do if we support legislators who are trying to raise the age of "internet adulthood" from today's 13 (with no verification system in place) to 16 (with mandatory age verification).

Perhaps many, distressed by the sight of young people hunched over their phones, unaware of others and their surroundings, embrace these suggestions. However, they require collective action from parents, legislators, and, dare I say, the companies themselves—to place limits on their children, change family norms and conditions, change algorithms, and eliminate the addictive nature of the apps themselves.

Given the widespread discussion of smartphone use among young people, taking a policy stance on the subject is a significant challenge for boards of education. One can certainly appreciate Mr. Haidt's contributions to the topic as they add compelling testimony for boards to consider in their policy deliberations. Having reviewed a vast array of literature on this topic, the following considerations are provided to help boards frame deliberations on cellphone policy:

Addiction

Do we address cell phones and/or the apps they house as a matter of addiction? Are young people unable to use responsibly? Can we teach students how to use social media effectively and safely? Can we expect children to have the discipline to disconnect from social media and their phones (when most adults appear unable)? How do we consider the U.S. Surgeon General Vivek Murthy's call for restrictions on the use of smartphones during school hours, noting, "We fundamentally have to understand that these devices, and in particular social media, is behaving largely as an addictive element?" (www.govtech.com/education/k-12/pennsylvania-bill-would-lock-up-cellphones-during-school, May 8, 2024)

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To what extent do social media and smartphone use contribute to mental health issues? As one student puts it, “Students are part of the hustle culture, where rest isn’t prioritized and taking on more pressure is normalized. (Olina Banerji, Education Week, “Social Media Bans Alone Won’t Improve Mental Health, Say Student Advocates,” May 3, 2024) To what extent can smartphones have a positive impact on student mental health and well-being – finding friends and establishing safe spaces that allow students who are marginalized to connect with young people like them? Can social media provide space where students can have open and safe conversations about their mental health?

Educational Opportunities

How can schools teach students to develop the discipline to restrict their social media use when required to do so in school or at work? How can schools teach students to differentiate between propaganda and legitimate news stories and sources on the internet? What opportunities exist for schools to teach and promote safe, responsible, and intentional use of smartphone technology to develop the necessary skills and attributes for digital citizenship?

School Culture and Climate

To what extent does social media access during school hours adversely impact school climate? Through analysis of discipline data, does social media access during the school day escalate disruptive behavior and violent conflict?

As boards consider these competing areas of interest, it’s difficult to dismiss arguments made in The Anxious Generation, as well as the office of the Surgeon General’s advisory, stressing, “It can’t be sure that spending hours a day on cellphones is safe for young people’s mental health.” (govtech, May 8, 2024)

On the other hand, central to the board’s mission is to ensure better learning outcomes for digital citizenship students, thus preparing all students for a lifetime of continued learning, civic engagement, and opportunity. Similar language can be found in various district Portraits of a Graduate and other aspirational documents.

Therefore, the question for boards of education isn’t whether or not students should have access to technology in school; it’s what such access looks like. if students are banned from using smartphone technology responsibly in school, what tools or knowledge are they applying to their smartphone use after school hours?

What makes the cellphone debate interesting and challenging from a policy perspective is it causes boards to deliberate on fundamental concerns related to the role of the district in educating students on the responsible use of technology, its obligation to ensure student safety, provide a positive school climate, and support student physical and mental health and general well-being. Including students, professional staff, and parents in deliberations and reviewing the vast array of articles, books, and research on this topic will help guide boards in developing a responsible-use policy that focuses on learning opportunities and provides space for embedding rapid technological changes before us.

At its August 21, 2024, meeting, the CT Board of Education approved a position statement and policy guidance on Personal Technology Use in Connecticut Schools developed by the Department of Education. These guidelines provide Boards with excellent direction and available resources to assist them in their policy deliberations and can be found in the Appendix following this policy.

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Policy Implications

Over the years, cell phone policies have worked from total bans to limited use to new versions of restricted use. Over recent years, there has been a huge culture shift regarding mobile phones, especially smartphones.

Devices being brought to school appear to be inevitable. Cell phone technology is here to stay. It is not easy to keep up with the changes, but schools have adapted to technological changes in the past and they will adjust again to the current technology and conditions. Personal technology policies and regulations can be included in district responsible use policies.

The following narrative was included in the October 2024 Issue of Policy Update.

Policy 5131.81 Personal Technology Use in Schools

While continuing to provide districts with previously developed model policies on this topic, this model policy complies with the Position Statement and Policy Guidelines for Personal Technology use in Connecticut Schools developed by the CT State Department of Education and adopted by the CT Board of Education on August 21, 2024.

The narrative has been updated to reflect recent thinking, research, and national legislative movements that have led to a more restrictive approach to cell phone and personal technology access in schools, especially in elementary and middle schools. In addition to the research guiding greater restrictions, the development of new technologies, such as pouches, reduces the anxiety related to parting with one's device, while keeping it deactivated and unable to access. However, with limited phone use, school administrators will need to consider a range of factors when developing actionable, sustainable administrative regulations to effectively implement restrictive policies.

Boards of education will also need to consider the costs associated with restrictive policies.

There is a range of questions and logistics of matters for boards and superintendents to consider in guiding their decisions and the long-term viability of their policies. Such considerations would include:

Considerations for collecting cell phones

- Will the District purchase collection pouches? How much will they cost? Will this be an annual expense? Will students be required to keep their phones in their pouches? How can a student access his/her phone during the school day? What will be the procedure for a student to gain such access?
- Will cell phones be confiscated? What will the consequences be for a student who violates the policy? If phones will be confiscated, at what point? By whom? Where will the phone be held? Who will retrieve it? If a parent is required to retrieve the phone, what if the parent works during school hours? What procedures will be in place if a parent does not have access to transportation?

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- If a staff member confiscates a phone, does it have to be delivered to and held in the office? Who collects and holds the phone? Who calls the parent to retrieve the phone? What procedures are in place if the parent does not respond to the call?

The good news regarding these and other questions is that several districts in Connecticut have successfully launched regulations and procedures reflecting various levels of restriction and continue to share their experiences, successes, and lessons learned along the way.

Policy #5131.81 pertains to this topic and follows for your consideration. In addition, the previous samples have been updated and are available below. The number and variety of these models offer local districts a range of options to consider when revising the existing policy. The Position Statement Policies and Policy Guidance on Personal Technology Use in Schools, developed by the CSDE and approved by the State Board of Education on August 21, 2024, is included in the Appendix. https://portal.ct.gov/-/media/sde/board/position_statement_cell_phone_use.pdf

Policy should take into account a district's obligation to educate its students to become responsible and engaged digital citizens, and it should be enforceable.

January 2019
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Revised September 2024

Separate PDF File

5131.81 Connecticut State Department of Education Position Statement

https://portal.ct.gov/-/media/sde/board/position_statement_cell_phone_use.pdf

This Model Policy reflects the “Position Statement and Policy Guidance for Personal Technology Use in Connecticut Schools: Impact of Social Media and the Use of Cell Phones on Student Learning and Mental Health” developed by the CT State Department of Education and adopted by the CT Board of Education on August 21, 2024.

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices

The _____ Board of Education believes that students who feel emotionally and intellectually safe in their school environment are more likely to engage in their learning and reach their fullest potential.

Emerging research suggests that social media significantly negatively impacts brain development during adolescence when identities and a sense of self-worth are forming, and social rewards, pressures, and acceptance are paramount. This research, as well as the addictive algorithms embedded in social media platforms themselves, is of concern to the Board, as the Board recognized that the technology that allows unfettered access to social media interferes with the opportunities the District provides to ensure students benefit from school environments that build skills in social interaction and communication, provide for stimulating intellectual engagement in the classroom, and support peer-to-peer/adult relationship building.

Thus, to safeguard the learning environment and enhance system-wide opportunities for student academic success and overall well-being, the _____ Board of Education shall restrict the use of personal technology in all district schools and provide the following guidance to the Superintendent in working with his/her staff, students, and parents/guardians in establishing administrative regulations that differentiate among elementary, middle, and high school levels.

The Board fully recognizes that a collective response is required to ensure all members of the community join together to ensure all students have full access to the District curriculum, the day-to-day instructional opportunities, healthy and constructive peer-to-peer relationships and the foundational skills and attitudes that help promote effective digital citizenship.

Definitions:

Restrictions means limiting conditions or the limitation or control of someone or something.

Personal Device means any device owned by an individual with the capability to process, store, transmit, or access information independently. This includes but is not limited to, mobile phones, smartphones, tablets, PCs, laptops, and cameras.

Collective Action means an action taken together by a group of people (Board of Education, Administration, Staff, Students, and Parents/Caregivers) to achieve a common objective (limit the distractions and the addictive algorithms embedded in social media apps).

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices (continued)

Policy Implementation Guidelines:

- Emphasis shall be placed on creating engaging learning spaces to mitigate the negative impact that personal devices have on student learning.
- Consideration shall be made for specific elementary, middle, and high school practices based on developmental readiness and maturity.

➤ Elementary School

- Practices shall focus on removing cell phones from the classroom to maximize academic, social, and emotional development.
- School day environment, classroom experiences, and activities shall focus on creating spaces encouraging peer interaction.
- Specific procedures for collecting and isolating cell phones upon arrival at school or in the classroom shall be effectively communicated to all school community members and enforced to ensure compliance with this policy.

➤ Middle School

- Practices shall focus on removing personal devices from the school day or classroom.
- Specific procedures for collecting and isolating personal devices upon arrival at school or in the classroom shall be effectively explained to middle school students and parents considering the specific developmental characteristics of the young adolescent's need for increased autonomy and independence during the school day and concerns related to access to social media's addictive algorithms.

➤ High School

- Practices shall focus on restricting cell phone use in the classroom unless determined by the teacher as necessary for instructional purposes.
- Practices that ensure appropriate filters are in place mitigate illegal use and access to inappropriate sites.

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices (continued)

Responsibilities of the Board of Education and the Superintendent in Developing the District Personal Technology Use Policy:

- The Board and the Superintendent shall engage and elicit feedback from school leaders, educators, families, students, and relevant stakeholders in developing and adopting a policy that aims to mitigate the negative impact of unrestricted access to personal technology in the District's schools.
- The Superintendent shall develop administrative regulations that align with the policy and provide for the professional learning of all school staff in implementing the policy.
- The Board shall ensure that the Personal Technology Use in Schools policy's foundation is districtwide in its vision, scope, and implementation.
- The Superintendent shall develop a “digital educational strategy” that provides a systemic approach toward developing digital literacy and citizenship to ensure that it is comprehensive and equips all students from Kindergarten through Grade 12 with the skills and tools necessary to safely navigate online spaces.
- The Superintendent shall work with his/her team to assist families in understanding healthy uses of technology, setting ground rules, utilizing parental controls on devices, and ways to monitor technology use.
- The Board shall review and update the district policy regularly to address future technological devices, online platforms, emerging threats and legislative and court action.

Responsibilities in Supporting the Implementation of and Adherence to the District Policy School Leaders:

- Engage educators, families, and students in an introduction to the Personal Technology Use in Schools Policy that is sensitive to the concerns of all involved.
- Support educators in learning about the policy and the consistent, uniform application and enforcement of the district policy and associated regulations.
- Provide educators with professional development on best practices for incorporating technology into classroom lessons and activities using authorized school-issued devices.
- Develop and implement a graduated response to inappropriate personal technology use that encourages students to see the value in a “cell-phone-free” space and creates opportunities to develop positive skills related to technology use.
- Create a process for exceptions to the Personal Technology Use in Schools policy based on a student's specific needs and as appropriate according to each student's individualized education plan (IEP), Section 504 accommodations, individualized health care plan, or learning plan.
- Incorporate digital citizenship education content and skills as part of the curricula.

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices

Responsibilities in Supporting the Implementation of and Adherence to the District Policy **School Leaders:** (continued)

Teachers and Staff:

- Recognize that impulse control is a skill that needs to be developed and that students require support and instruction to establish healthy and responsible relationships with technology and social media.
- Create engaging lessons that foster in-person group work and collaboration among peers to strengthen students' interpersonal skills, peer interaction, and social communication.
- Model the digital habits and the utilization of personal technology and social media in alignment with the district policy.
- Fully engage in professional development learning opportunities related to supporting positive digital habits, digital citizenship, and integrating the effective use of technology in the classroom.

Families and Caregivers:

- Promote student engagement in learning by refraining from communicating with students via personal devices during the school day and encourage children to use planning and problem-solving skills, coping strategies, and in-school supports to help foster independence. (**Provide your School Communication Plan here to alert parents how to reach a child in the case of an emergency or send a message. Such a plan should be streamlined and provide relatively easy access to the appropriate school personnel.**)
- Support school initiatives to create technology-free spaces that allow students to fully participate in their education while encouraging in-person connections with peers and adults.
- Model a healthy relationship with social media and screen time at home and reduce the use of technology as a tool for occupying young children.
- Consider using age-appropriate parental controls on smartphones to encourage the development of healthy relationships with technology.

Students:

- Participate in opportunities to provide feedback in the development of the District's policy and grade-band specific regulations as appropriate.
- Follow the District's Personal Technology Use in Schools policy and the student Code of Conduct.

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices

Responsibilities in Supporting the Implementation of and Adherence to the District Policy **School Leaders:** (continued)

Students: (continued)

- Engage in lessons and classroom discussions related to social and emotional learning, digital citizenship, media literacy, and the responsible use of technology.
- Encourage peers to use technology and social media appropriately, including being aware of and limiting the frequency in which they check their cell phones.
- Report concerning and inappropriate cell phone use and online behavior by peers to a principal, teacher, school counselor, psychologist, social worker, or any trusted adult in the school building.

(cf. 5114 – Suspension and Expulsion/Due Process)

(cf. 5131.8 – Off School Grounds Misconduct)

(cf. 5131.82 – Restrictions on Publications and Written or Electronic Material)

(cf. 5131.911 – Connecticut School Climate Policy)

(cf. 5131.913 – Cyberbullying)

(cf. 5144 – Discipline/Punishment)

(cf. 5145.44 – Title IX/Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

Legal Reference: Connecticut General Statutes
10-233j Student possession and use of telecommunications devices
Eisner v. Stamford Board of Education, 440 F. 2d 803 (2nd Cir 1971)
Trachtman v. Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S. 925 (1978)
Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562 (1988)
Bethel School District v. Fraser, 478 US 675 (1986)
Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969)

Policy adopted:
cps 9/24

A sample policy to consider.

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices

The Board of Education (Board) recognizes that many students possess and use cellular telephones and other portable electronic devices. These ubiquitous devices serve an important purpose in facilitating communication between the student and his/her family, as well as serving as tools to access information electronically. In the school setting, such portable electronic devices are permitted providing their use is consistent with this policy and does not distract from the educational process or interfere with safety and security.

Alternate language:

The Board of Education (Board) is committed to providing a safe, positive and productive learning environment for its students. The Board recognizes that, depending on how they are used, cellular telephones and other wireless communication devices can be either a valuable learning tool or a source of disruption in the learning environment. In order to maintain a secure and orderly learning environment, student use and possession of cellular telephones and other wireless communication devices shall be subject to the limitations set forth in this policy.

There is a growing body of evidence that suggests student access to cellular telephones and other electronic communication devices may be detrimental to student emotional wellbeing and academic growth. Therefore, the use of electronic communication devices and other such technology at school is considered a privilege, not a right.

Students may possess cellular telephones and other wireless communication devices on school property and school-sponsored transportation, provided students adhere to the restrictions contained within this policy. Any unauthorized use of cellular telephones and other wireless communication devices during the instructional school day or at such times as not authorized by the school principal or designee is prohibited, as it disrupts the instructional program or distracts from the educational environment.

1. **Elementary School Students:** Elementary school students may possess cellular telephones and other wireless communication devices on school property and school-sponsored transportation, provided such devices are not visible, used, or activated, and are kept in the “off” position throughout the instructional school day. Students must keep their cellular phones and other wireless communication devices stored in a non-visible secure location during the instructional school day.

Students may use their cellular phones and other wireless communication devices while waiting for the beginning of the instructional school day or waiting for a school bus at the end of the instructional school day.

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices (continued)

2. ***Middle and High School Students:*** Middle and high school students may possess cellular telephones and other wireless communication devices on school property and school-sponsored transportation, provided such cellular telephones and other wireless communication devices are not visible, used or activated, and are kept in the “off” position throughout the instructional school day. Middle and high school students must keep their cellular telephones and other wireless communication devices stored in a non-visible secure location. Middle and high school principals may modify the instructional school day to establish other authorized times of use in addition to when students are waiting for the beginning of the instructional school day or waiting for a school bus at the end of the instructional school day, including the designation of areas of the school campus for such use.

Alternate language:

Cellular telephones and other wireless communication devices shall be turned off during instructional or class time or at any other time when such use of the device would cause a disruption of school activities. Cellular telephones or other wireless communication devices, which have the capability to take photographs or videos, shall not be used for such purposes while on school property or while a student is engaged in district-sponsored activities unless as expressly authorized in advance by the principal or designee.

OR

The use of cellular telephones or other wireless communication devices in any manner that disrupts the educational environment or violates the rights of others, including the use of the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules is prohibited. Prohibited conduct specifically includes creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.

Unless otherwise banned by this policy or by the building principal, all cellular telephones or other wireless communication devices must be powered off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) the use of the device is provided in a student’s individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices

(continued)

Unauthorized Use of Devices

A student's possession, display or use of a cellular telephone and other wireless communication devices on school property contrary to the provisions of this policy shall be viewed as the unauthorized use of the cellular phone or other wireless communication devices when such possession, display or use of such devices results in conduct which includes, but is not limited to:

- a. Interference with or disruption of the instructional or educational environment.
- b. Use that violates academic integrity, such as reproducing images of tests, communicating test or examination contents or answers, providing access to unauthorized school information, or assisting students in any aspect of their instructional program in a manner that violates school Board policy or the Student Code of Conduct.
- c. The communication of the marks or grades assigned to students resulting from evaluation or the actual contents, or parts thereof, of any evaluation activity being completed by an individual(s).
- d. Use to commit a crime, under federal or state law.
- e. Violation of a student's or other person's reasonable expectation of privacy by using such devices with photographic capabilities in student locker rooms, restrooms, any other student changing areas, or the classroom, whether such use occurs during the instructional school day or on school property. Cellular telephones and other wireless communication devices may not be utilized to take "photographs" or "videos" while on school property, while on school-sponsored transportation or while a student is engaged in school-sponsored activities.
- f. Use in a manner that is profane, indecent, obscene, threatening, discriminatory, bullying or harassing language, pictures or gestures. Cellular telephones and other wireless communication devices which have the capability to take "photographs" or "moving pictures" shall not be used for such purposes while on school property, while on school-sponsored transportation or while a student is engaged in school-sponsored activities.

Other Responsible Uses

Cellular telephones and other wireless communication devices are permissible in the following circumstances:

- a. ***Instructional or Educational Purposes.*** There is educational value in utilizing cellular telephones or other wireless communication devices in the classroom when such devices deliver content, and extend, enhance, and/or reinforce a student's learning process related to the student's learning style, the instructional objectives of the class and/or the learning environment. The appropriateness of in-class use of these devices consistent with the instructional objectives within instructional time will be determined by the classroom teacher with the approval of the building principal or designee.

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices

Other Responsible Uses (continued)

- b. ***IEP, 504, or Health Care/Medical Plan.*** Students may use cellular phones, wireless communication devices, and other electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care/Medical Plan with supportive documentation from the student's physician.
- c. ***Health, Safety or Emergency Reasons.*** Exceptions to the restrictions in this policy, in part or in its entirety, may be made for health, safety and emergency reasons by the principal.
- d. ***School Trips or School-Sponsored Activities.*** The use, display, or activation of cellular phones or other wireless communication devices during school trips or school-sponsored activities shall be at the discretion of the principal or designee but shall not be disruptive to the activity.
- e. ***Other Reasons.*** Other reasons determined appropriate by the principal.

Unauthorized use of these devices is grounds for confiscation by school officials, including classroom teachers. Repeated unauthorized use of such devices may lead to disciplinary action.

Responsibility/Liability

Any student who chooses to bring a cellular telephone or other wireless communication device to school shall do so at his or her own risk and shall be personally responsible for the security of his or her cellular phone or wireless communication device. Neither the school personnel nor the Board will assume any responsibility or liability for loss, theft, damage, or vandalism to a cellular phone or other wireless communication device brought onto school property or for the unauthorized use of any such device.

(cf. 5114 – Suspension and Expulsion/Due Process)

(cf. 5131 – Conduct)

(cf. 5131.8 – Off School Grounds Misconduct)

(cf. 5131.82 – Restrictions on Publications and Written or Electronic Material)

(cf. 5131.911 – Bullying)

(cf. 5131.913 – Cyberbullying)

(cf. 5144 – Discipline/Punishment)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices

Legal Reference: Connecticut General Statutes

10-233j Student possession and use of telecommunications devices

Eisner v. Stamford Board of Education, 440 F. 2d 803 (2nd Cir 1971)

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Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562 (1988)

Bethel School District v. Fraser, 478 US 675 (1986)

Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969)

Policy adopted:

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revised 8/24

An administrative regulation to consider.

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices

The District recognizes the importance of technology in the educational setting. While cellular telephones and other wireless communication devices may serve as a form of technology, they can pose a significant distraction to the learning environment if used without the direction of the teachers.

The use of electronic communication devices and other technology at school is a privilege, not a right.

Definitions

1. A **“cellular telephone or wireless communication device”** is a handheld or worn electronic device that can receive and/or transmit voice, text, or data messages without a cable connection. Such devices may include cellular telephones and digital wireless phones. This definition also includes any current or emerging wireless handheld technologies or portable information technology systems developed for similar purposes.
2. **“School property”** means any school building, bus, or facility, including grounds owned or occupied by the Board. The definition includes the location of a District-sponsored activity as well as transportation provided by the District to attend a District-sponsored activity.
3. **“Instructional school day”** means the moment a student enters the school building until the final dismissal bell. The “instructional school day” includes, but is not limited to, study halls and any other structured or non-structured instructional activity that occurs during the normal school day, including the administration of examinations, regardless of whether a student is on campus or at an off-campus school-sponsored activity.
4. **“Kept in the “off” position”** means the device is powered completely off and is not simply set to vibrate, silent, standby, hibernation, or airplane mode.

Use of Cellular Phones/Electronic Communication Devices at School or School Events

- The instructional day includes the entire school day from the start of the school bell to the dismissal bell with the exception of the official lunch period at the high school level only.
- Students must power off and stow away cell phones and/or electronic communication devices prior to the start of the instructional day (the last bell for the start of school). During lunch, high school students may use their devices, but they must power off and stow away cell phones again at the official end of the lunch period.

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices

Use of Cellular Phones/Electronic Communication Devices at School or School Events (continued)

- Cell phones and/or electronic communication devices may not be accessed by students during the instructional day. They may be used appropriately before and after the start of the school day. High school students may access their cell phones and/or electronic communication devices during the official lunch period and during the passing time between classes.
- The use of cell phones and/or electronic communication devices is strictly prohibited at all times in locker rooms or restroom areas while at school or a school-related event. Devices used in this manner will be immediately confiscated.
- Individual school schedules may require some minor flexibility as approved by the principal.

Use of Cellular Telephones and Other Wireless Communication Devices in Classrooms

Teachers are encouraged to design lessons where the use of cellular telephones or other wireless communication devices is relevant to the course curriculum. Teachers will notify students when this type of use is authorized.

Teachers may direct students to use a cellular telephone or other wireless communication device during instructional time. Otherwise, such devices must be turned off or placed on silent and put away prior to the beginning of teaching. Headphones may not be visible during instructional time, and such devices may not be used outside the classroom during instructional time.

When a cellular telephone or other wireless communication device is in use for academic purposes, students are not permitted to:

- Answer an incoming text message or phone call;
- Be on any social media site;
- Access or play any game or access any entertainment site on their device;
- Access or use any app on their device unless expressly instructed by the teacher;
- Take any picture or video that the teacher has not expressly asked the student to take;
- Upload any picture or video taken in any class to any social media site or website;
- Text message or email any picture or video taken in class to any person, including themselves;
- Access any type of mobile web browsing for any reason unless directed by the teacher; or
- Take any picture, video or text any class assignments or assessments without permission.

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices (continued)

Examples of Inappropriate Use

- Student use of cellular telephones or wireless communication devices for personal communication and entertainment and/or games is not permitted during the instructional day, from the official school start time to the end of the day school dismissal, which includes class periods, lunch period (elementary and middle schools only), and other specified times as determined by the administration.
- Communicating or displaying offensive messages, pictures, or language is never permitted at any time during the school day, at a school event, or on school buses. Devices used in this manner will be immediately confiscated.
- Cyberbullying, harassing, intimidating, coercing, threatening, or attacking others is never permitted. Making private information public is never permitted. Devices used in this manner will be immediately confiscated.

Enforcement Procedures

- Cellular telephones or other electronic communication devices must be surrendered to district personnel upon demand. Any student refusing to give the device to school personnel will be subject to discipline as provided in the student conduct code.
- All confiscated phones will be turned in at the school office as soon as possible and no later than within 24 hours of being confiscated. Once a cell phone has been confiscated, the following procedures will be used to return the device:
 - The **first time** a cell phone and/or electronic communication device is confiscated, the student or parent can pick it up at the school office no earlier than the end of the school day. The school administration may contact the parent or guardian if needed. (Or: The teacher confiscates and returns to the student at the end of class.)
 - The **second time** a cell phone and/or electronic communication device is confiscated, it can be picked up at the school office. (Or: Teacher confiscates, gives the device to the office, and office returns to the student at the end of the school day.)
 - The **third time** a cell phone and/or electronic communication device is confiscated, the teacher gives the device to the office, and the office notifies the parent to come pick it up at their convenience.
 - **Repeated offenses** within the same school year, will result in the confiscation of the phone and returned only to the parent after a meeting with the parent and student and appropriate disciplinary action is determined.

Regulation approved:

rev 11/23
rev 8/24