Policy Committee Meeting
Tuesday, June 25, 2024 4:15 PM

Dr. Matthew Prophet Education Center
501 N. Dixon St.
Portland, OR 97227

Agenda

1. Introductions
2. Public Comment - *5 Two-Minute slots *To sign-up for public comment email PublicComment@pps.net or call 503-916-3741*
3. Policies for Revision - Discussion and Potential Action
   3.(a) 6.50.010-P Field Trips, Foreign Travel, and Other Off-Campus Activities
   3.(b) 4.20.010-P Promotion and Retention of Students
   3.(c) 6.10.100-P High School Credit Earned Prior to Ninth Grade
4. Policies for Discussion
   4.(a) Cell Phones in Schools
5. Adjourn

Redline Draft for Policy 6.50.010

Field Trips, Foreign Travel, and Other Off-Campus Activities

The District believes in the value of experiences outside the classroom and endeavors to make these opportunities available to all. As in all other aspects of school life, PPS is committed to both the access to and the inclusivity of off-campus activities. In planning and authorizing off-campus activities, primary consideration shall be given to the educational outcomes derived, the safety and welfare of students involved, District expectations of conduct and behavior on the part of all participants, and the selection of appropriate adult supervision in accordance with Board Policy 5.10.064-P Professional Conduct between Adults and Students.

I. District-Sponsored Activities

Special activities outside the classroom are an important part of an educational experience. Students shall be allowed to participate in carefully planned learning experiences or co-curricular activities, which fall outside the normal school program, school day, and/or are off-campus when they serve a legitimate educational purpose. Off-campus activities should promote and not compromise the integrity and purpose of the District's educational programs. Plans for continuity of curriculum must be made for the off-campus activity and likewise for students remaining on campus. This policy applies to all off-campus activities, unless otherwise noted.

1. As authorized through this policy and Administrative Directives, the Superintendent's designees may authorize field trips and other extra-curricular activities involving travel off-campus when such activities contribute to educational goals.

0. District staff responsible for overseeing extended travel must notify building administrators in advance of the trip so that plans for continuity of curriculum and instruction can be assured for students remaining on campus. Those plans will be communicated to the school community and observed so that no disruption in curriculum or programming will occur for students remaining on campus.

Version A

0. ~~Additional flexibility in~~ Certain trips may be authorized for ~~requirements and~~ an extended time ~~may be granted~~ when the distance traveled requires additional time, such as ~~extended~~ overseas travel, and when the trip involves a rigorous academic

experience~~, such as attending school in a foreign country~~, as long as the following conditions are met:

a. Reasonable accommodations have been made to minimize the impact on students remaining on campus

b. ~~If it is a reoccuring or annual trip, staffing for the trip in terms of~~ Use of staff not usually assigned to the students traveling ~~non-program staff,~~ should take into consideration the needs of the students who remain at the school and the operations of the school, generally.

c. The plans ~~and/or accommodations~~ made to minimize impacts have been approved by the school principal and ~~shared with~~ the principal's supervisor.

d. If these conditions are met, the standard allowable travel time shall be a maximum of 15 school days, although the Superintendent may approve longer durations when necessary to fulfill the educational purposes of an overseas trip~~with additional flexibility as approved by the district~~.

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Version A

0. Additional flexibility in requirements and extended time may be granted when the distance travel requires additional time, such as extended overseas travel, and when the trip involves a rigorous academic experience, such as attending school in a foreign country, as long as the following conditions are met:

a. Reasonable accommodations have been made to minimize the impact on students remaining on campus

b. If it is a reoccuring or annual trip, staffing for the trip in terms of non-program staff, should take into consideration the needs of the students who remain at the school.

c. The plans and/or accommodations made to minimize impacts have been approved by the school principal and shared with the principal's supervisor.

d. If these conditions are met, the standard allowable travel time shall be a maximum of 15 school days, with additional flexibility as approved by the district.

JDLI, VDLI, and MDLI Info Request for Policy Committee

	Do any staff outside of the DLI program & grade level attend the trips? Who?	**Does an administrator attend? What is their function and could a non-administrator be trained to serve the same function on the trip?**	**What percentage of the students in DLI program go on trip? What percentage of students at school qualify (in the DLI program) for the trip?**
Mt Tabor MS Tokyo Agenda Osaka Agenda	Currently just the two grade 8 DLI teachers and one admin from the building attend.	Yes, an admin attends. In the past two years, they have served as a chaperone and other administrative purposes (discipline, parent contact, emergencies, etc), but having them serve as just an admin, our team believes, would be valuable. In the past, admin has attended school visits, met with local school boards and mayors, and served as an ambassador as well as working through student management and chaperone support.I think the decision making skills, authority, and student experience of having an admin on the trip is important.	This year, over 96% of the students attended the trip. Similar percentage in prior year. 100% of students qualified to attend the trip (those that did not go were due to parent/student choice and not due to school parameters or finances).
Harriet Tubman MS Trip Agenda	No. Currently the DLI teacher and AP attend.	Yes, an AP attends. I am not familiar enough with the program to say yes or no. However, my teacher has shared that he does not think an administrator is necessary. Having been on trips, I do see the point and necessity of	All students had access to attend the trip and only one family opted out of having their child attend.

		having an administrator on a trip, especially out of the country.	
Harrison Park MS Trip Agenda	No. Currently only one DLI teacher attends.	Yes, an admin from one of the two schools has attended and served as a chaperone etc. I concur with what Mt Tabor has put.	This year we had only one student not attend and this was due to passport issues putting us at 96%.
Roseway Heights MS Trip Agenda	No	Yes- an admin went this year to provide supervision of the students. If the admin is a native speaker then they can help cultivate a stronger connection between the 2 schools. I think it's important that an administrator goes on the trip.	Only 1 of the students didn't go on the trip this year and it's a choice made by the parents.

	BOARD POLICY	**4.20.010-P**
	~~PROMOTION~~ ACCELERATION AND RETENTION OF STUDENTS	

The curriculum and instruction program of the district is arranged in a manner designed to present the student with learning experiences appropriate to the student's level of maturation and academic ability. Satisfactory completion of the instructional program during the academic year is normally sufficient for the student to progress to the next grade level. However, the district recognizes that all students do not learn at exactly the same rate or level. ~~Some~~ **In exceptional cases, some** students may benefit from additional instruction at a certain level **(aka retention)**, while others may benefit from accelerated placement beyond the normal grade level assignment **(aka whole grade acceleration)**.

Scope of Policy: This policy shall apply to all students enrolled in the Portland Public School District including students who qualify for Special Education and students who are on Section 504 plans. Early entry may be granted for the intellectually advanced child who would not otherwise be allowed to enter school for another year due to date of birth. (See 6.10.015-P, Talented and Gifted Education, for early entry into Kindergarten)

Policy:

(1) **Retention:** The decision to promote, retain ~~or accelerate~~ a student:

(a) Shall be made by the school principal upon recommendation of the school staff and with the involvement of the student's parents or guardian.

(A) ~~The recommendation shall be made to the parents or guardian in a timely manner that allows sufficient time to develop an appropriate plan for the coming school year.~~ If the school team is considering the possibility of retention for a student, conversations with the family should begin no later than the end of the second grading period. Final decisions around retention should be made no later than the end of the third grading period.

(B) The decision to separate a student from ~~his/her~~ their age/grade peer group should be considered with caution and only if other strategies appear unlikely to improve the student's performance to the degree necessary to sustain a satisfactory rate of growth. The following criteria must be considered and

discussed with the family as part of the decision-making process:

- If the student is receiving special education, what is the impact of their disability on their academic progress and how are they progressing toward their IEP goals?
- If the student is an English Language Learner, what is the impact of language development on their academic progress and how are they progressing toward their ELPA goals?
- In what ways has this student's academic progress been impeded by challenges with attendance and/or other disruptions to learning opportunities?
- What academic interventions have been provided to this student and how have they responded to this support?
- Given this student's age, race, disability identification, language needs, and social emotional profile, what are the costs and benefits of retention for this student?

(C) If a student is recommended for ~~acceleration or~~ retention, the ~~appropriate administrative directive shall be followed~~ principal must (1) inform their supervisor of the decision and (2) ensure that an individualized learning plan has been developed and shared with the family that includes:

- individualized learning goals and progress monitoring measures for the repeated year;
- targeted academic intervention and scaffolding plans that ensure the student will receive Tier 3 supports in addition to differentiated core instruction;
- as needed, family and community supports to ensure that attendance and other social-emotional needs impacting academic progress are being addressed;
- a progress monitoring plan that includes no less than quarterly meetings with the school team and family to review progress and adjust strategies throughout the repeated school year.

(b) ~~Shall be based upon careful review of the student's academic progress and in consideration of the student's physical development, psychological development, emotional maturity, and social development.~~

(2) **Acceleration:** The decision to ~~promote, retain or~~ accelerate a student:

(a) Shall be made in accordance with the district's Whole Grade Acceleration process.

(b) If the school team determines a student eligible for consideration of Whole Grade Acceleration, they should contact the District Talented and Gifted (TAG) Coordinator to initiate testing and data collection no later than the annual designated spring testing window.

(c) Multiple factors will be considered in determining whether a student will benefit from Whole Grade Acceleration. These factors include:

- standardized testing results,
- curriculum-embedded assessment information,
- teacher questionnaire,
- school team feedback,
- and family feedback.

(d) After all of these factors have been evaluated and discussed between the school team, the TAG department, and the family, the decision about whether to proceed will rest with the principal.

(e) If a student is recommended for Whole Grade Acceleration, the principal must (1) inform their supervisor of the decision and (2) ensure that a personalized learning plan has been developed and shared with the family that includes: add here?

~~(f) Shall be accompanied by the development of a plan that identifies the best placement option for the student and appropriate intervention strategies. The plan also shall specify the types of instructional strategies to be used to assist the student.~~

~~(A) Intervention strategies and available programs, such as, summer school, tutoring, the Talented and Gifted program, remediation, etc., shall be considered in plans to assist the student.~~

~~(B) In the event that the plan is unsuccessful, the procedures and timeline set forth in the appropriate administrative directive shall be followed to best meet the future education needs of the student.~~

~~(3) All schools shall monitor student achievement and progress. Those students who achieve substantially below grade level standards will be provided intensive, corrective instruction in the academic areas below standard. If a recommendation for retention is made, the plan should specify the changes in instructional methodology and materials that will be utilized to assist the student in the new academic year.~~

~~(4) Should a student be recommended for accelerated placement, the process set forth in the accompanying administrative directive will be followed.~~

(5) The superintendent shall develop administrative directives to implement this policy.

Legal References:

History: Adpt. as AD 6/71; Amd. 2/78; made into policy and Amd. 9/09/02, BA 2425

6.10.100-P High School Credit Earned Prior to Ninth Grade

The purpose of this policy is to grant ~~give~~ equal high school credit for equal performance, based on the level and quality of academic achievement rather than the grade level ~~status~~ of the student.

1. The Superintendent or his/her designee will identify which Pre-Ninth Grade courses are eligible for high school credit.

(2) Any Portland Public School student who is not enrolled as a high school student who completes an approved high school level course with a grade of "C" or better, or equivalent in a standards based grading system, or "pass" shall be granted high school credit for that course.

(3) Such credit will not cause a student to be compelled to graduate early and should allow students to participate in more accelerated classes in their high school years. ~~in which he or she attains 18 years of age, but could enable a student to do so.¶~~

~~(3) Student admission to high school level courses shall be based on student interest, capability, past performance and needs, subject to procedures and limitations that apply to regularly enrolled high school students.~~

(4) Approved high school level courses in middle school are aligned to state standards and have content that ~~means a course with~~ content and ~~standardsgoals~~ that matches or exceeds equivalent~~those of a non-remedial~~ high school courses. Eligible courses include:

(a) Designated ~~nApproved nNon-remedial~~ high school courses taken at a Portland high school with a high school teacher;

(b) Designated Middle ~~or elementary~~ school courses equivalent to high school courses, as determined by the superintendent or the superintendent's designee, according to the following criteria:

(A) Course content, statements, goals or syllabi equivalent to and compatible with a high school program;

(B) Textbooks and instructional materials equivalent to and compatible with a high school program;

(C) Time allotment equivalent to a high school program;

(D) Facilities, supplies and equipment appropriate for meeting course goals and statements;

(E) Staff qualifications and credentials equivalent to a high school program.

(c) High school-level~~school level~~ courses taken outside of Portland Public Schools through accredited institutions must be reviewed and approved by the superintendent or the

superintendent's designee before credit is awarded., ~~through approved accredited institutions, must be reviewed and approved byas approved by the superintendent or the superintendent's designee before awarding the credit..~~

(5) Procedures for identifying Pre-Ninth Grade courses, recording credits earned on the student's permanent school record, and ~~and~~ transferring those credits to the student's permanent high school record and transcript will be established through administrative directive ~~regulation~~.

June 12, 2024

Dr Hristic, Dr Fast Buffalo Horse,

As a PPS parent advisory board, TAGAC is tasked with providing feedback to the Superintendent, PPS staff, and School Board. We have long held concerns regarding how high school credits earned prior to HS enrollment are assessed and counted in PPS. The Board policy (l6.10.100-P High School Credit Earned Prior to Ninth Grade) and current practice are not aligned. We agree that a reassessment of this 25-year-old policy is important and that policy and practice should be in alignment, and support the breadth of student needs. TAGAC reviewed the video from the May 20, 2024 Policy Committee meeting and was surprised by the staff and board discussion on this policy.

Any policy revision must be thoroughly student-centered, maximize student success and allow all students to reach their full potential and to follow their interests and passions. The concerns raised during the meeting seemed focused on maximizing time spent in PPS high school classrooms rather than on students' academic or social/emotional well-being.

The issues voiced in the May policy committee meeting appear to be these:

1. Students should be taking every class in their neighborhood high school.
2. All students must take part in the Freshman Academy.
3. Allowing students to apply outside credits to their transcripts could lead to early graduation.
4. Acceptance of outside credits will result in open periods.
5. Open periods may result in students choosing not to be in school.

Our primary concern is that committee members and staff are confusing students' gaining and retaining outside credits with students failing to complete a full and well-rounded HS education. This line of reasoning shows that there is not enough nuanced consideration of the academic and social/emotional well-being of students and too much attachment to propping up systems within schools for the sake of these systems. Staff did not offer reasoning to support the idea that early graduation is harmful to students. Likewise, it is unclear that it is in every student's best interest to take classes only in their neighborhood high school for all four years.

It's true that freshman academies can be essential to at-risk students, and we understand why the district has chosen this strategy. However, the research findings are in reality mixed (1), showing evidence that accelerated students and Special Education students both benefit more from an individualized approach; as with any educational support, one size does not fit all.

The issue of open periods (and to an extent, early graduation) is clearly one of the unconsidered consequences of moving PPS high schools to an 8-class schedule and the creation of a system that requires completion of 8 credits beyond the number required by ODE to graduate. Many students, if fact, will complete most of their graduation requirements by the end of their junior year, and as staff pointed out, many senior students will only have Senior English as a required class, leaving them the option of open periods for the rest of the day. The district has created this problem, not students. If PPS decides that students are not allowed to add outside credits to their transcripts or take classes when they are ready for them, in favor of keeping them enrolled in unnecessary PPS classes, the district will be punishing students for a situation it created. The apparent success of a system or structure designed by the district is not the students' responsibility.

The issues around 8th grade algebra credit were brought up, but staff seems to agree those issues have been addressed by the new MS math pathways. Students who have mastered grade level standards should be placed accordingly, whether the subject is math, English or social studies. It is PPS' responsibility to support student's social/emotional health and wellbeing, and appropriate academic placement is key in this.

While our charter is to support highly-capable and accelerated students, we strongly believe a student-centered approach will consider all PPS students, and include a comprehensive examination of data and best practices, transparent reasoning and decision-making, outreach to all communities, flexibility, and will result in clear, accessible, and well-reasoned rules and guidance for families and administrators.

Accelerated students are often TAG students. PPS staff overseeing TAG, and the TAG Advisory Council, must be involved in the development of policy revisions in this area. TAGAC in particular has a depth of knowledge, experience, and access to parent input that is not held by staff. Please, utilize our expertise to benefit this process.

Thank you,

Jessica Colby, TAGAC Chair

(1)

1. The Relationship Between the Implementation of Freshman Academies and Student Achievement in Math, English, and Science for Schools in Arkansas

This one finds little measurable impact:
"No significant difference existed between all student's achievement scores for students taught in a freshman academy versus not being taught in a freshman academy. In addition, there was no significant difference by ethnicity or socioeconomic status in achievement scores for students taught in a freshman academy versus not being taught in a freshman academy."

2. THE IMPACT OF A FRESHMAN ACADEMY ON ACADEMIC ACHIEVEMENT AND ENGAGEMENT
   "academic achievement indicators did not differ significantly between pre- and post-freshman academy implementation, while the freshman academy implementation had a positive, statistically significant impact on behavioral engagement indicators."
3. An Exploration of Experience: Students with Learning Disabilities Transition Through a Freshman Academy
   "The findings in this study suggest that participation in a freshman academy has the potential to positively affect students with learning disabilities in the social and academic domains. However, the schools attended by the students in this study lacked specific best practices recommended for both freshman academies and students with learning disabilities, which limited the success experienced by the students."
4. Easing the Transition to High School: Effects of a Freshman Academy on Student Success
   "We note that the FA is associated with a narrowing of test score distributions – a reduction in the number of students at both the lower and upper ends. The positive FA effects at the lower end of the test score distributions are reflected in a higher rate of promotion to tenth grade among FA students. While less grade retention and fewer low-scoring students are clearly consistent with program goals, a decline in the proportion of high scorers is a worrisome unintended consequence. Concerns about this outcome led the FA leadership at Westside to reinstate some curricular tracking in the ninth grade after the pilot year, such that students with stronger academic backgrounds would have access to honors core courses. The pattern of effects on strictly academic outcomes suggests that FA programs may benefit from a design that customizes the type of transition support provided to different groups of students. Programs that include all ninth graders must address needs for remediation as well as for enriched curricula; attempting to serve all students with the same coursework may be counterproductive for higher achieving students and dilute the effects for students who enter high school with a weaker academic background."

Board Policy X-XX-XXX-P

Student Cell Phone Use in Schools

1. General Guidelines

a. Students are permitted to personal possess cellular phones, tablets, pagers, or electronic signaling devices ("Cell Phones or Similar Devices") on campus provided that any such device remains "off" and stored in a locker, backpack, purse, pocket, or other place where it is not visible during normal school hours [or school activities].

b. Students are permitted to use Cell Phones or Similar Devices on campus only before and after school, and during lunchtime unless the school has adopted a stricter policy.

c. No videos or photos of any kind shall be taken during school hours using personal Cell Phones or Similar Devices unless under the direction of an adult for education purposes.

d. Students must comply anytime a request is made by school staff to cease the use of a Cell Phone or Similar Device before or after school.

e. If such a device is observed by staff, during school hours or activities, it shall be confiscated until redeemed by a parent/guardian/caregiver or as determined by the school administration. The school will advise students and parents of this prohibition and any other school-based restrictions annually, including that the District is not responsible for students' lost or stolen cell phones or pagers. The school administrator may establish and enforce a stricter policy.

f. Nothing in this policy shall interfere with a student's Individual Education Plan (IEP), 504 Plan, or other requirement to access the educational programming at school.

2. Disciplinary Consequences for not following the school use policy

Students who refuse to adhere to the cell phone policy of their school may be subject to discipline as outlined in the District's Student Rights and Responsibility Handbook.

DRAFT

3. Staff Responsibility for Confiscated Cellular Phones or Pagers

a. District employees who take physical possession of any personal property of a student, with the intention of returning it at a later time, have the responsibility to ensure that the property is placed in a properly secured location. Placing the item on top of or inside an unlocked desk or cabinet is not considered a properly secured location.

b. School administrators should communicate to staff the procedure under which staff can turn in confiscated personal property of students, so that the property is placed in a secured and locked location. A log noting an accurate description of the device should be maintained of items placed in or removed from the secured and locked location. Access should be limited to an administrator or designee.

DRAFT

Oregon Law

ORS 336.840
Policies for personal electronic devices

- policies for curricula that use technology

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(1) As used in this section, "independent communication" means communication that does not require assistance or interpretation by an individual who is not part of the communication but that may require the use or assistance of an electronic device.

(2) Each district school board shall adopt policies for the use of personal electronic devices in the schools of the school district as provided by this section.

(3) A district school board shall adopt a policy for the use of personal electronic devices that support academic activities and independent communications. The policy must provide that:

(a) Students may be allowed to use personal electronic devices that support academic activities and independent communications.

(b) Unless otherwise specifically prohibited by the policy, students may not be denied the opportunity to use a personal electronic device that supports academic activities and independent communications.

(4) If a school district implements a curriculum that uses technology, the district school board shall adopt a policy that provides that:

(a) Students may be allowed, but are not required, to use their own personal electronic devices for the curriculum.

(b) Students who use their own personal electronic devices for the curriculum must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices for the curriculum.

(c) Students who use their own personal electronic devices for the curriculum must be granted access to applications and electronic materials free of charge if the applications and electronic materials are provided free of charge to students who do not use their own personal electronic devices for the curriculum.

(5) A policy adopted under subsection (3) or (4) of this section must include a process and timeline for responding to a student's request related to the use of a personal

electronic device, including an appeals process.

(6) School districts must ensure that the policies adopted under subsection (3) or (4) of this section are made available to:

(a) School district personnel whose duties may require them to assist students with personal electronic devices; **and**

(b) Students and parents or guardians of students.

(7) Nothing in the requirements of this section prevents a district school board from prohibiting:

(a) Telephonic or electronic communications during regular school hours or during school events if the communications are not related to academic activities or independent communications;

(b) Communications using access to social media or to nonacademic sites during regular school hours or during school events;

(c) The use of personal electronic devices for any purpose that does not support academic activities or independent communications; **or**

(d) The use of personal electronic devices for entertainment purposes.

(8) Nothing in this section authorizes a district school board, or any employees of or volunteers for the school district or a school of the school district, to request, require or compel access to a student's electronic mail or personal online accounts. [2013 c.98 §1]

Location:
`https://oregon.public.law/statutes/ors_336.840`

Original Source: Section 336.840 — Policies for personal electronic devices; policies for curricula that use technology, `https://www.oregonlegislature.gov/bills_laws/ors/ors336.html` (last accessed Jun. 16, 2023).

Individual PPS school polices for cell phones

CELL PHONE/ELECTRONIC DEVICE POLICY
Grades 7x12 Guidelines and Signed Agreement

The MLC community supports and provides access to chromebooks and computers to meet the learning needs of our students. Here is the updated version of that policy to meet the needs of today's classes, students and **MLC vision of relationship building and engagement.**

Cell phones/ Games/ Electronic Equipment - OFF and AWAY

Personal electronic devices are disruptive and are not allowed during class; therefore, all students will give their cell phones to the teacher at the beginning of the period, and the teacher will return the phone at the end of class. Cell phones are allowed during lunch time. If inappropriate use of phones occurs during lunch times students may be asked to turn their phone in for the remainder of the day. If cell phone or electronic device use is discovered in class, teachers will hold onto the phone and on the first offense the student can pick it up from the teacher at the end of class. On the second offense, a parent or guardian will be contacted and the student will need to pick up the phone in the office. On the third offense, a parent or guardian will need to pick up the phone from the office. If there are more than three offenses, the student will need to turn in their phone to the office at the beginning of the day and get it back at the end of the day for a determined amount of time. It is highly recommended that students do not loan these items to a friend, as they are easily lost or stolen or misused. Lost or stolen items are not the responsibility of the school, so exercise caution if you choose to bring these devices to school.

Individual classroom teachers may choose to allow students to use personal technology devices during quiet work time in their classrooms. These teachers will communicate with parents regarding the policy of tech use in their specific classrooms to you if it differs from this policy.

Cell phone cameras are never to be used in the building or on the MLC campus. Camera phones should never be used in private areas such as locker rooms or bathrooms. Students that violate the consent rights of others are subject to discipline including suspension or expulsion. Under extreme cases, prosecution or police action may be necessary.

If parents need to reach students during the school day, please call the main office at (503) 916-5737. Our office will relay a private message or bring the student down to the office to speak with the parent/guardian or return the call. Please help us and your student to follow these important expectations to keep the classroom an optimal learning environment with minimal disruption. Please read the revised policy below, sign it, and have your student return it to their Metro or Retro teacher.

A. Students may not use personal electronic devices during class unless that classroom teacher specifically allows the use of personal technology and sends information about classroom tech policies separately. Electronic devices include watches, cell phones, smart watches, headphones and earbuds in the ears, AirPods, iPod, handheld games, and any other electronic distractions.

The following steps and consequences will be documented in the front office cell phone policy with the date of each incident:

1. First time – Student meets with the teacher to revisit the cell phone policy. The teacher will record the incident as a stage 1 offense and contact the student's guardian by phone or email. Student will give their phone to the teacher for the remainder of the day.

Date_____ Student initials_____ Staff_____ Details_____

2. Second time - Student meets with an administrator; a stage 2 offense is documented and parent/guardian is contacted. The phone will be stored in the main office and returned to the student at dismissal time.

Date_____ Student initials_____ Staff/Admin_____ Details_____

3. Third time - Student meets with the Administrator and the phone is stored in the main office for the remainder of the day. A parent or guardian/s will need to pick up the phone. A stage 3 offense is documented. Phone is given back to parent/guardian when they come to pick up the phone.

Date_____ Student initials_____ Staff/Admin_____ Details_____

4. More than three incidents will result in the student turning in the phone to the office in the morning and picking up the phone after school.

Date_____ Student initials_____ Staff/Admin_____ Details_____

By signing this form, you agree to the above stated electronic device policy.

Student: _____ Grade: _____
First Last

Parent/Guardian: _____ Date: _____
First Last

Retro/Homeroom Teacher: _____ Date: _____

Grant High School

2245 NE 36th Avenue • Portland, OR 97212 • Ph (503) 916-5160 • Fx (503) 916-2695

Dear GHS Community,

At Grant High School, we recognize that cell phones are an important part of our students' lives and can be used for various purposes such as communication, education, entertainment, and safety. However, we also believe that cell phone use in the classroom can be a source of distraction, disruption, and disrespect; and cell phones can sometimes interfere with our students' learning process and our school climate. Therefore, we have established the following cell phone policy to balance the benefits and drawbacks of cell phone use at school.

1. Students are not allowed to use cell phones during class time, including in the hallways. This includes texting, calling, browsing, gaming, social media, or any other activity that involves the use of a cell phone.

2. During class time, cell phones must be stored away in the caddies provided by the teacher.

3. Cell phones must be turned off or silenced and must not be visible or accessible to the students.

4. Students may use their cell phones before school, at lunchtime, and during passing time. However, students must follow the school rules and expectations regarding appropriate interactions and respectful behavior when using their cell phones.

5. We ask that parents call the school office at (503) 916-5160 if there is an emergency and they need to reach their child. The office staff will relay the message to the student or the teacher as soon as possible. Please do not call or text your child directly during class time as this may disrupt the learning environment.

If a student violates the cell phone policy:

1. A first violation will result in their cell phone being held in the school office until lunch or after school.

2. A second violation will result in the cell phone being held for the entire day. The student will also receive a warning and a call home to inform their parent or guardian of their violation.

3. A third violation will result in the cell phone being held until the parent or guardian comes to pick it up.

Please note, due to extenuating circumstances, there will be a few exceptions to this new policy. We appreciate your cooperation and support in enforcing this cell phone policy. We believe that this policy will help us create a positive and productive learning environment for all our students and staff.

Sincerely,

James McGee, Principal

GRANT HIGH SCHOOL

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Cell phone policies from other districts

Cell Phone Policy

Cell Phone Policy

Cascades High School Cell Phone Policy (September 2023)

Cell phones/electronic devices may serve as an outstanding instructional tool and learning resource if used appropriately. We encourage our staff members and our students to use electronics and other 21st century devices to supplement instruction and learning. However, it has been proven that students who are on cell phones or other electronic devices when it is not part of the instructional lesson are not fully engaged in learning. In order to preserve the teaching and learning environment, this document is to clarify the cell phone/electronic devices policy for Cascades High School. The policy is:

Student use of cell phones, PDA's or other electronic devices during the school day is a privilege. Adherence to the guidelines below is essential to maintaining an appropriate academic environment and the integrity of the classroom. **Abuse of this privilege will result in consequences beginning with** confiscation of device, parent conference, suspension or loss of other privileges such as participation in school trips, internships, proms and potentially graduation exercises.

Cell phones and all functions within the cell phone (i.e. cameras and all other applications) are prohibited in the following areas unless expressly permitted by a staff member for educational purposes: Classrooms, Science Labs, Restrooms, all Physical Education Areas and all School Office Areas.

Students must comply with staff directives, including but not limited to, ending phone conversations for student-staff interaction and using appropriate voice volume and device volume. **When in use, cell phones must be on silent mode so that no audible ring tone is heard.**

Students using cell phones/PDA's or other functions on electronic devices in any manner that disrupts the educational environment, from within or from outside the classroom, or

violates the rights of others, including, but not limited to, using the device in violation of our academic honesty policy, violating school conduct rules, harassing or bullying staff or students, photographing or video recording or using their device for unlawful purposes will be subject to more severe disciplinary action, up to and including suspension and/or expulsion and may, if applicable be reported to the New York City Police Department.

Cell Phone Rule: *The respectful, non-disruptive use of cell phones is permitted in the school cafeteria during lunch period and any other school area except those listed above. As soon as the threshold of the classroom or any prohibited area is crossed, during the school day, cell phones need to be put away and made undetectable (i.e., silenced without vibration). Ear buds/headphones must be removed. Violation of the cell phone rule as stated above will result in the confiscation of the device according to the following ladder of disciplinary action:*

- **First Offense ~** the device will be held in the Administration office until the end of the period. Students may pick up their phone following a behavioral contract review of this policy at the end of the period in the main office, room 310.
- **Second Offense ~** the device will remain in the main office until the end of the day. The Administrator will issue a receipt for the phone and establish contact with a parent or guardian.

- **Third Offense ~** An Administrator will establish parent contact and the confiscated device will remain in the main office until it is picked up by a parent or guardian.

It should be noted that refusal to surrender a cell phone or other electronic device when directed to do so by an administrator is a violation of the Chancellor's Regulations and our school's Code of Conduct. Insubordinate behavior is punishable by suspension, exclusion from school events, inclusive of graduation and or involuntary transfer proceedings.

Policy Bullet Points

- **Cell phones are prohibited from use in classrooms and any other area in which academic work is being done unless otherwise instructed by the teacher.**
- **Ear buds/headphones must be removed during class time and hallway passing.**
- **Cell phones and other devices are not permitted to be charged in the school.**
- **Once inside the school, students must store their cell phones/electronic device in a location that is not visible to the teacher or other students, even though they are on SILENT. It is YOUR responsibility to keep your things secure**.

- **If a cell phone/ electronic device rings, vibrates, or is used for any reason without teacher permission, or is visible anytime during class time or if you are caught using it on campus during class time, a staff member may confiscate the device.**
- **Under no circumstance is photographing or video recording allowed anywhere on the school premise.**
- **Texting and cell phone use is permitted in halls during passing and during the lunch period in the cafeteria**
- **All cell phone use must be respectful and non-disruptive to students and staff.**
- **Phones must remain on silent at all times throughout the school day.** Parents / Guardians, please note you can contact your child via their cell phone during the lunch period (1:19 to 2:00 PM). In the event of an immediate emergency, please call the school's main office at (646) 654-1261.
- **The staff of Cascades High School requests your FULL co-operation with our policy.**
- **It should be noted that, the school nor any of its employees are responsible for the loss or damage to any student's phone or electronic device whether that device is in the student's possession or confiscated by the staff.** It is the responsibility of the student to adhere to this policy and to secure his or

her belongings at all times. Classes and or instruction will not be stopped to deal with or search for lost phones/devices.

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CELL PHONE POLICY AT WILKES

As a general rule, students are not allowed to bring cell phones to school.

Special arrangements can be made with the teacher and the principal, to allow the student to bring a cell phone to school.

If special arrangements have been made with the principal and teacher, the cell phone must stay in the student's backpack at all times while the child is in school.

The cell phone will only be allowed for use in an emergency situation. The student will not be allowed to take incoming calls during school hours. If there is an urgent family situation, you may reach the child by calling the school.

If the cell phone is brought to school, and the student has not made arrangements with the teacher and principal, it will be confiscated and the student will be able to pick it up at the office before getting on the bus to go home.

Another issue with bringing cell phones to school is theft. If you allow your child to bring a cell phone to school, there is a risk of it being stolen, or lost.

If your child brings a cell phone to school and it is stolen or lost, you will need to contact the school office at 503-255-6133.

Política de la Escuela Wilkes sobre Teléfonos Celulares

Como regla general, no se permite a los estudiantes traer celulares a la escuela.

Puede hacerse un acuerdo especial con la maestra y la directora para permitir que algún estudiante traiga un celular a la escuela.

Si se hubiera hecho un acuerdo especial con la maestra y la directora, el teléfono celular debe permanecer en la mochila del estudiante durante todo el tiempo que el estudiante esté en la escuela.

Solo se permitirá el uso del celular en un caso de emergencia. No se permitirá que el estudiante conteste llamadas durante horas escolares. Si hubiera una situación familiar de emergencia, usted puede contactar a su hijo/a llamando a la escuela.

Si un estudiante trae un teléfono a la escuela sin haber un acuerdo previo entre la maestra y la directora, el teléfono será confiscado y el estudiante podrá pedirlo en la oficina antes de subir al autobús de regreso a casa.

Otro problema que se presenta con los celulares en la escuela es el robo. Si usted permite que su hijo/a traiga un celular a la escuela, existe el riesgo de que pueda perderse o ser robado.

Si su hijo/a trae un celular a la escuela y es robado o perdido, usted necesitara contactar la oficina al 503-255-6133.

STUDENT PERSONAL CELL PHONE POLICY

Updated Cell Phone and Electronic Use Policy

All personal cell phones and electronic devices must be off and away from the time students enter the school until they leave for the day. Also, no videos or photos of any kind shall be taken at school unless under the direction of an adult for education purposes.

*Inappropriate use of cell phones or electronic devices will result in a behavior consequence.

*A first offense of this policy will result in a restorative conversation between student and adult.

*A second offense will result in checking the device into the office for the remainder of the school day. The student will be given the device back at the end of the day.

*A third offense will result in the device being checked into the main office for the duration of the day. The parent or guardian will need to pick up the device in the main office.

*Subsequent violations will be managed following the Technology Misuse guidelines outlined in the Beaverton School District Student & Family Handbook.

*Parents and Guardians assume all risk for lost, stolen or damaged electronic devices.

Pólizas Actualizada de Teléfonos Celulares y Uso Electrónico

Todos los teléfonos celulares y dispositivos electrónicos personales deben estar apagados y alejados del tiempo en que los estudiantes ingresen a la escuela hasta que salgan por el día. Además, no habrá cámaras, no se tomarán videos o fotos de ningún tipo en la escuela a menos que estén bajo la dirección de un adulto con fines educativos.

*El uso inapropiado de teléfonos celulares o dispositivos electrónicos resultará en una consecuencia de comportamiento.

*Una primera ofensa de esta política resultará en una conversación restaurativa entre el estudiante y el adulto.

*Una segunda ofensa resultará en registrar el dispositivo en la oficina por el resto del día escolar. Al alumno se le devolverá el dispositivo al final del día.

*Una tercera ofensa resultará en que el dispositivo sea registrado en la oficina principal por la duración del día. El padre o tutor deberá recoger el dispositivo en la oficina principal.

*Las infracciones posteriores se manejarán siguiendo las Pautas de Uso Indebido de la Tecnología descritas en el Manual para Estudiantes y familias del Distrito Escolar de Beaverton.

*Los padres y tutores asumen todos los riesgos de dispositivos electrónicos perdidos, robados o dañados.

English

Articles about the impact of cell phones and social media on students

Cellphone Ban Transforms Mt. Scott School Days

Published: January 18, 2024



Nicholas Dillon, a senior at Mt. Scott Learning Center, prepares to put his phone in a Yondr pouch after using the device on the wall behind him to unlock it. Students can keep their phones with them but can't access them during the school day. (Photo by Jake Arnold, OSBA)

Students waiting for the Mt. Scott Learning Center school day to start gathered in the cafeteria on a recent morning. They played table tennis and pool, chatted at tables or gathered around a student playing a piano in the corner.

Not a cellphone was in sight.

The Portland alternative high school has completely banned cellphones in the building, and many students say they prefer it.

Junior Jonah Duncan said he initially rebelled when told he would have to stay off his phone. But it has helped him focus on his classes and raise his failing grades to all A's, he said. Now he is a fan of the school's cellphone ban.

Mt. Scott has found a technological solution that helps them. More than two years of implementation has shown administrators and teachers it's well worth it for schools to find a way to remove phones from the school day, they say.

Social media threatens young people's mental health, the U.S. surgeon general warned last year. Teachers say the media accessed on phones often take students' focus off learning and lead to bullying, fights and tears.

Students around the world report cellphones distract them from classes, according to the Program for International Student Assessment 2022 results. The report concludes that cellphone bans appear useful but are difficult to enforce.

In the U.S., 77% of U.S. schools had some sort of cellphone ban in 2019-20, according to The National Center for Education Statistics. But nearly all U.S. students report using their cellphones during the school day, according to a 2023 report from Common Sense Media and the University of Michigan Medical School, showing the bans are often ineffective.

Tom DeJardin, executive director of the nonprofit school that serves Portland Public Schools students, said the Yondr pouch is their answer. Students can keep their phones with them, but they can't access them. Teachers don't have to do a thing.

Every student has their own pouch. Not much bigger than a cellphone, the pouch has a magnetic lock that is opened with a device mounted by the school entrance.

On a recent morning, several staff greeted students as they entered the school. Some students handed over their phones to be charged during the day or just to be stored. The rest pulled the Yondr pouch out of bags or coats and sealed up their phones before heading to class. At the end of the day, they will open their pouch with a swipe on the way out.

In between … no phone use.

"We believe learning happens best when it's in relationship to the school community and to those around you," DeJardin said. "Removing easy access to personal devices allows students to engage more deeply in the social and academic experiences of school."

Mt. Scott staff say the ban has transformed the school's culture, increasing attention during classes, reducing student conflict and generally improving relationships. Teacher Phil

pretty well. Students have cut holes in the pouches, broken the locks and tried to pass off dead phones as their cellphones. They have claimed they don't have a phone or left it at home.

"Are you pouching today?" Aaron Balogh, director of student life, asked a student who breezed past the doors. The young man stopped and dropped his phone in his pouch without complaint.

Another student was texting as he headed down the hall. Balogh didn't say anything because he knows this particular student is a rigid rule follower and will put it away before he reaches the cafeteria.

"We have the luxury of knowing each student," Balogh said.

The school's small size also makes the pouching process more manageable and kept the contract to $11,500 for three years, including launch support, he said.

Administrators know students can still tap into digital life with tablets, laptops and watches, but the interactions are not as consuming as a phone. The school isn't trying to blot out electronics but instead help students learn how to manage them.

Balogh said it generally hasn't been a power struggle with students, especially after the first few weeks.

"Yondr is a tool," Balogh said. "It's not a failsafe. It's almost a symbolic gesture."

Reedsport Community Charter School, a junior/senior high school on the coast, typifies the more common approach in Oregon. Reedsport forbids cellphone use in classrooms but allows it during passing periods and lunches. Any student spotted with a cellphone in class must go to the office, with steadily mounting repercussions for repeat violations.

Principal Jerry Uhling said it is like any other policy, with some teachers enforcing it more stringently than others. Uhling said the school is trying to teach students how to use cellphones — and the attendant social media and internet access — responsibly.

During a recent lunch period, groups of Reedsport students were scattered about the library. Nearly every hand held a computer or phone. Some were laughing and sharing their screens



Reedsport Community Charter School students take advantage of the lunch period to spend time on their phones. They are not allowed to use their phones in the classrooms. (Photo by Jake Arnold, OSBA)

Uhling said he would love to be able to block all cellphone use in the building but that wouldn't be preparing them for today's world.

Nearly every Mt. Scott student questioned said they initially hated the policy, but now their feelings about it range from a shrug to enthusiastically in favor.

Sophomore Melina Lineberry-Wilson is the rare teenage student who doesn't have a cellphone. She said this school year has been much better socially than last school year when she was at Portland's Ida B. Wells High School. Portland Public allows schools to set their own policies. Ida B. Wells requires cellphones to be off during class time, but they can be used at other times.

Lineberry-Wilson said her fellow Mt. Scott students are much more willing to talk between classes and during lunch.

"It's like you exist," she said.

– Jake Arnold, OSBA
jarnold@osba.org

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Kindergartener Hope Tyer spends three hours a day on a school bus, but her parents are just thankful the Athena-Weston School District provides transportation. Busing can be very different in rural Oregon.

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May 23, 2023

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Surgeon General Issues New Advisory About Effects Social Media Use Has on Youth Mental Health

Surgeon General Dr. Vivek Murthy Urges Action to Ensure Social Media Environments are Healthy and Safe, as Previously-Advised National Youth Mental Health Crisis Continues

Today, United States Surgeon General Dr. Vivek Murthy released a new *Surgeon General's Advisory on Social Media and Youth Mental Health* - PDF </sites/default/files/sg-youth-mental-health-social-media-advisory.pdf>. While social media may offer some benefits, there are ample indicators that social media can also pose a risk of harm to the mental health and well-

being of children and adolescents. Social media use by young people is nearly universal, with up to 95% of young people ages 13-17 reporting using a social media platform and more than a third saying they use social media "almost constantly."

With adolescence and childhood representing a critical stage in brain development that can make young people more vulnerable to harms from social media, the Surgeon General is issuing a call for urgent action by policymakers, technology companies, researchers, families, and young people alike to gain a better understanding of the full impact of social media use, maximize the benefits and minimize the harms of social media platforms, and create safer, healthier online environments to protect children. The Surgeon General's Advisory is a part of the Department of Health and Human Services' (HHS) ongoing efforts to support President Joe Biden's whole-of-government strategy to transform mental health care for all Americans.

"The most common question parents ask me is, 'is social media safe for my kids'. The answer is that we don't have enough evidence to say it's safe, and in fact, there is growing evidence that social media use is associated with harm to young people's mental health," said **U.S. Surgeon General Dr. Vivek Murthy**. *"Children are exposed to harmful content on social media, ranging from violent and sexual content, to bullying and harassment. And for too many children, social media use is compromising their sleep and valuable in-person time with family and friends. We are in the middle of a national youth mental health crisis, and I am concerned that social media is an important driver of that crisis – one that we must urgently address."*

Usage of social media can become harmful depending on the amount of time children spend on the platforms, the type of content they consume or are otherwise exposed to, and the degree to which it disrupts activities that are essential for health like sleep and physical activity. Importantly, different children are affected by social media in different ways, including based on cultural, historical, and socio-economic factors. Among the benefits, adolescents report that social media helps them feel more accepted (58%), like they have people who can support them through tough times (67%), like they have a place to show their creative side (71%), and more connected to what's going on in their friends' lives (80%).

However, social media use can be excessive and problematic for some children. Recent research shows that adolescents who spend more than three hours per day on social media face double the risk of experiencing poor mental health outcomes, such as symptoms of depression and anxiety; yet one 2021 survey of teenagers found that, on average, they spend 3.5 hours a day on social media. Social media may also perpetuate body dissatisfaction, disordered eating behaviors, social comparison, and low self-esteem, especially among adolescent girls. One-third or more of girls aged 11-15 say they feel "addicted" to certain social media platforms and over half of teenagers report that it would be hard to give up social media. When asked about the impact of social media on their body image, 46% of adolescents aged 13-17 said social media makes them feel worse, 40% said it makes them feel neither better nor worse, and only 14% said it makes them feel better. Additionally, 64% of adolescents are "often" or "sometimes" exposed to hate-based content through social media. Studies have also shown a relationship between social media use and poor sleep quality, reduced sleep duration, sleep difficulties, and depression among youth.

While more research is needed to determine the full impact social media use has on nearly every teenager across the country, children and adolescents don't have the luxury of waiting years until we know the full extent of social media's effects. The Surgeon General's Advisory offers recommendations stakeholders can take to help ensure children and their families have the information and tools necessary to make social media safer for children:

- **Policymakers can** take steps to strengthen safety standards and limit access in ways that make social media safer for children of all ages, better protect children's privacy, support digital and media literacy, and fund additional research.
- **Technology companies can** better and more transparently assess the impact of their products on children, share data with independent researchers to increase our collective understanding of the impacts, make design and development decisions that prioritize safety and health – including protecting children's privacy and better adhering to age minimums – and improve systems to provide effective and timely responses to complaints.
- **Parents and caregivers can** make plans in their households such as establishing tech-free zones that better foster in-person relationships, teach kids about responsible online behavior and model that behavior, and report problematic content and activity.

- **Children and adolescents can** adopt healthy practices like limiting time on platforms, blocking unwanted content, being careful about sharing personal information, and reaching out if they or a friend need help or see harassment or abuse on the platforms.
- **Researchers can** further prioritize social media and youth mental health research that can support the establishment of standards and evaluation of best practices to support children's health.

In concert with the Surgeon General's Advisory, leaders at six of the nation's medical organizations have expressed their concern on social media's effects on youth mental health:

"Social media can be a powerful tool for connection, but it can also lead to increased feelings of depression and anxiety – particularly among adolescents. Family physicians are often the first stop for parents and families concerned about the physical and emotional health of young people in their lives, and we confront the mental health crisis among youth every day. The American Academy of Family Physicians commends the Surgeon General for identifying this risk for America's youth and joins our colleagues across the health care community in equipping young people and their families with the resources necessary to live healthy, balanced lives." – **Tochi Iroku-Malize, M.D., MPH, MBA, FAAFP, President, American Academy of Family Physicians**

"Today's children and teens do not know a world without digital technology, but the digital world wasn't built with children's healthy mental development in mind. We need an approach to help children both on and offline that meets each child where they are while also working to make the digital spaces they inhabit safer and healthier. The Surgeon General's Advisory calls for just that approach. The American Academy of Pediatrics looks forward to working with the Surgeon General and other federal leaders on Youth Mental Health and Social Media on this important work." – **Sandy Chung, M.D., FAAP, President, American Academy of Pediatrics**

"With near universal social media use by America's young people, these apps and sites introduce profound risk and mental health harms in ways we are only now beginning to fully understand. As physicians, we see firsthand the impact of social media, particularly during adolescence – a critical period of brain development. As we grapple with the growing, but still insufficient, research and evidence in this area, we applaud the Surgeon General for issuing this important Advisory to highlight this issue and enumerate concrete

steps stakeholders can take to address concerns and protect the mental health and wellbeing of children and adolescents.We continue to believe in the positive benefits of social media, but we also urge safeguards and additional study of the positive and negative biological, psychological, and social effects of social media."— **Jack Resneck Jr., M.D., President, American Medical Association**

"The first principle of health care is to do no harm – that's the same standard we need to start holding social media platforms to. As the Surgeon General has pointed out throughout his tenure, we all have a role to play in addressing the youth mental health crisis that we now face as a nation. We have the responsibility to ensure social media keeps young people safe. And as this Surgeon General's Advisory makes clear, we as physicians and healers have a responsibility to be part of the effort to do so." – **Saul Levin, M.D., M.P.A., CEO and Medical Director, American Psychiatric Association**

"The American Psychological Association applauds the Surgeon General's Advisory on Social Media and Youth Mental Health, affirming the use of psychological science to reach clear-eyed recommendations that will help keep our youth safe online. Psychological research shows that young people mature at different rates, with some more vulnerable than others to the content and features on many social media platforms. We support the advisory's recommendations and pledge to work with the Surgeon General's Office to help build the healthy digital environment that our kids need and deserve." – **Arthur Evans, Jr., Ph.D., Chief Executive Officer and Executive Vice President, American Psychological Association.**

"Social media use by young people is pervasive. It can help them, and all of us, live more connected lives – if, and only if, the appropriate oversight, regulation and guardrails are applied. Now is the moment for policymakers, companies and experts to come together and ensure social media is set up safety-first, to help young users grow and thrive. The Surgeon General's Advisory about the effects of social media on youth mental health issued today lays out a roadmap for us to do so, and it's critical that we undertake this collective effort with care and urgency to help today's youth." – **Susan L. Polan, Ph.D., Associate Executive Director, Public Affairs and Advocacy, American Public Health Association**

The National Parent Teacher Association shared the following:

"Every parent's top priority for their child is for them to be happy, healthy and safe. We have heard from families who say they need and want information about using social media and devices. This Advisory from the Surgeon General confirms that family engagement on this topic is vital and continues to be one of the core solutions to keeping children safe online and supporting their mental health and well-being." – **Anna King, President of the National Parent Teacher Association**.

In December 2021, Dr. Murthy issued a *Surgeon General's Advisory on Protecting Youth Mental Health* - PDF </sites/default/files/surgeon-general-youth-mental-health-advisory.pdf> calling attention to our national crisis of youth mental health and well-being. Earlier this month, he released a *Surgeon General's Advisory on Our Epidemic of Loneliness and Isolation* - PDF </sites/default/files/surgeon-general-social-connection-advisory.pdf>, where he outlined the profound health consequences of social disconnection and laid out six pillars to increase connection across the country, one of which being the need to reform our digital environments. The new *Surgeon General's Advisory on Social Media and Youth Mental Health* - PDF </sites/default/files/sg-youth-mental-health-social-media-advisory.pdf> is a continuation of his work to enhance the mental health and well-being of young people across the country.

The full Surgeon General's Advisory can be read here - PDF </sites/default/files/sg-youth-mental-health-social-media-advisory.pdf>**.**

For more information about the Office of the Surgeon General, visit www.surgeongeneral.gov/priorities <http://www.surgeongeneral.gov/priorities>.

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Content created by Office of the Assistant Secretary for Health (OASH)
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Mt. Scott Learning Center's way to fight phones in class: lock them up (but don't take them away from students)

Over the years teachers throughout the country have consistently reported that cell phones in their classrooms are the single most distracting and disruptive element in the learning environment. Students themselves report that the addictive quality is real and can be frustratingly difficult to resist.

Enter the Yondr pouch, which has provided one small, local Portland high school with a successful way to fight phones in class: lock them up – but don't really take them away from students.

In the fall of 2021, Mt. Scott Learning Center, a contracted options high school for Portland Public Schools, became the first high school serving public school students in Oregon to introduce the cell phone-free Yondr program. The program requires students to place their cell phone in a Yondr pouch upon arrival at school each morning. The pouch *(see attached photo)* then locks the phone in place. Students are allowed to keep possession of their phone in the locked pouch throughout the school day. At the end of the school day, students can unlock their phones from circular, magnetic unlocking bases near the school's main exit *(see attached photo).*

"The Yondr system is a fairly simple process, but we did a lot of research first, knowing that piloting it would require sound rationale, buy-in from stakeholders, and the will to implement it" said Aaron Balogh, Director of Student Life at Mt. Scott.

After consulting with staff, students, and families, it was decided that Mt. Scott Learning Center would commit to a cell phone-free school day and adopt the use of Yondr pouches.

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"We were, let's say, cautiously optimistic when we launched Yondr in 2021," said Balogh. "And not all of our staff were confident it was going to work."

Amanda Morris, a veteran math teacher at the school, was admittedly one of the biggest skeptics of the new cell phone-free program. "I was vehemently opposed to using the pouches, but I was so wrong and I am glad I was wrong," said Morris. "Yondr has worked great, it totally changed the stress levels in my classroom, and students are more engaged than ever."

"Yondr took the phone battle out of the classroom," said Emily Class, a social studies teacher at Mt. Scott. "Students became more engaged in course content and teachers didn't have to constantly monitor students using phones in classes. Plus, school 'drama' couldn't spread like wildfire because students weren't on social media during the school day."

Adds Class: "Yondr brought students together. It connected previous socially isolated students with peers who may have had trouble making friends. Students couldn't hide behind their phones at lunch anymore!"

Despite the anticipated initial resistance to Yondr (yes, it's a verb) their phones, most Mt. Scott students have readily accepted the cell phone-free policy, and many have become vocal proponents.

"Honestly, I really appreciate it," said Max, a junior at Mt. Scott. "My phone was such a distraction, and I really want to get good grades."

Skyler, a sophomore at Mt. Scott, agrees saying "Without the distraction of my phone I'm able to socialize more and generate meaningful conversations with other students."

Donelda Weiss, whose son attends Mt. Scott, says: "The 'phone rule' is a big reason why my son is now more social and engaged in school. Mt. Scott is the first school where he feels safe and doesn't skip. This school has brought hope and life back into my son's life."



After two full years of piloting Yondr, school leaders at Mt. Scott agree there is no turning back.

“The environment at our school has profoundly changed for the better with staff and students reporting a tremendous increase in both academic and social engagement,” said Dara Christy, Mt. Scott’s Director of Academics. “Students are more present, less distracted, and there has even been a reduction in interpersonal conflicts. Classrooms are lively with engaged students and the lunchroom is buzzing with the hum of students laughing and talking. Yondr is directly contributing to the positive academic and social climate of our school community.”

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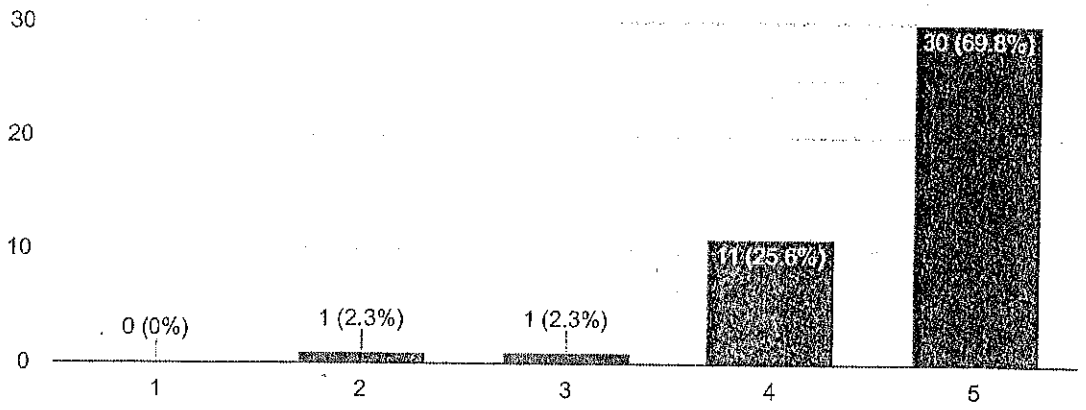
Benson Student Phone Use Survey

43 responses

Publish analytics

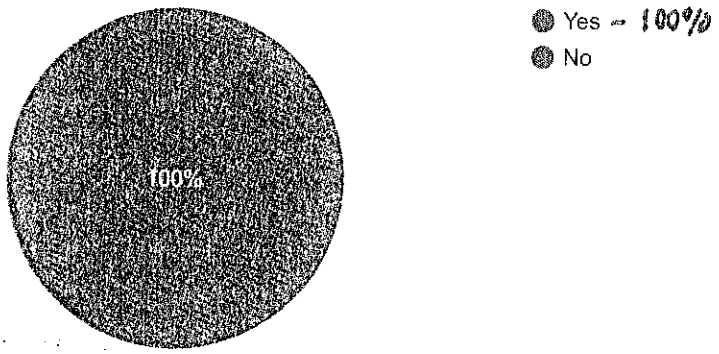
How high is your level of concern with student cell phone use at Benson? Copy

43 responses



Do you have concerns about how student cell phone use impacts student mental or physical health? This includes anxiety, depression, inattention, distractibility, sleep issues, social skills concerns, etc. Copy

43 responses

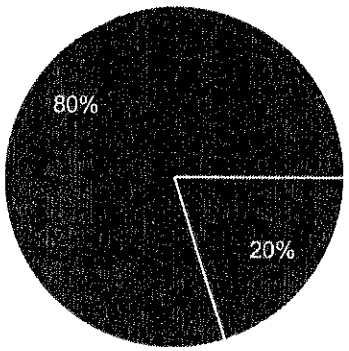


Yes - 100%

Do you feel supported by administration when you try to enforce your phone use policy or the "off and away" policy?

Copy

45 responses

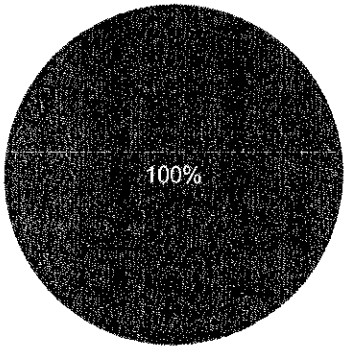


Yes - 20%.
No - 80%.

Would you like to see a school-wide cell phone policy at Benson?

Copy

45 responses

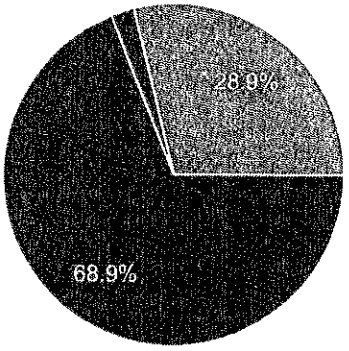


Yes - 100%.
No

Would you like to see Benson implement a cell phone use policy that includes devices such as Yondr pouches or similar?

Copy

45 responses



Yes - 68.9%.
No - 2.2%.
Maybe/I need more information about this - 28.9%.

Comments (optional)

22 responses

We as a staff have been asking for support for years, and every year we are dismissed. We are told "we are going to let teachers deicide how to handle it in their rooms" which is just a way of not having to deal with it as an Admin team. Just put on the teachers.

I am totally in favor of a solution that sequesters phones. I do not want to be asking students to put their phone away. If a yondr, or similar solution, is in question, I favor it. If not sequestration, then I'm out.

This is not a war we can win without parent buy-in that cellphones are a problem.

Ban them...period

Keeping students off their phones is an equity issue. An "off and away" policy puts the responsibility on teachers to constantly monitor and enforce a policy that students' own parents have a hard time enforcing. Benson/PPS admin: Help students stay focused on their schoolwork by implementing a tool that keeps them from constantly pulling their phones out. All high schools and middle schools in PPS need to implement a pouch or similar system.

Any policy is insufficient if the people being asked to implement to bulk of the enforcement are teachers and campus monitors. It is physically impossible to enforce such a policy if multiple students a class period, in every class, refuse to put away their phones or hand them over. Forcing teachers into power struggles with students undermines rapport - one of the only things that has any impact on student behavior still. If there isn't a policy that involves actually limiting the students physical access to their devices by administration, nothing will change.

This problem was created by adults, and we need to solve it. The students are missing out on social development and relationships that will foster their well being.

Doesn't matter what program we use if admin and district won't send kids home to enforce. Contradicts restorative ptactice and will adversley affect districts statistics.

I don't enforce the off and away policy because it's a [redacted] policy. I also don't fight the phones so much because I feel like it's a losing battle. When I ask them to put their phones away directly I usually get them to put them down, but there are always a small few who are completely glued to them. If they don't want to be attentive in class and they're cool with failing, then that's their decision.

Cell phone use among teens is at a crisis point. It is impacting their mental health, their social skills, their attention spans, their ability to deal with boredom, their sleep cycles, and so much more. We need to act now. We cannot wait.

My biggest concern from the list above is social skills. Next is inattention/distractibility

The security would appreciate this as well. Lots of flex spacew at thr new Benson

I think phones are a total distraction for students and are not necessary

I would additionally like to see professional development training around youth and tech addiction.

I would like any prohibitive measure to include device education.

I think it should be district wide no cell phones. But I do understand why that don't have it.

As this is dealing with addiction - we should have training when enforcing a hardline policy.

Cell phone addiction has resulted in diminished communication skills and socializing skills that could hinder future potential. I genuinely believe students will learn more, grow more, and become better humans with more appropriate limitations placed on phone use. If we want to prepare them for college and careers, I think it's crucial to implement something.

The only system that will work is something like yondr. A policy alone is useless

It's not that I don't feel supported. But, I would feel more supported if admin would say: if kids don't put their phones away, call security and they'll come and get phones and parents will have to pick up in office. I just don't knowing we have the people power for that. However, I feel like that would end phone use pretty quickly. Off and away, or else security takes your phone.

A successful phone policy gets everyone's—kids, educators, parents—on the same page. Most kids, I think, don't feel that strongly about needing constant access to phones. They just don't want to be the only one. All this requires coordination from admin and staff.

I definitely think there should be a class or education related to addiction as well. Students and adults alike need support navigating addiction to technology.

We really need a consistent, clear policy.

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