

Brockport Secondary Schools Comprehensive Electronic Device Policy

Upon entering any learning environment, all personal electronic devices (including but not limited to cell phones, smart watches, earbuds, etc.) should be put into airplane mode or turned off and placed in the classroom cell phone holder or in a personal bag. The only time a student should have one of these devices out in class is with explicit consent from the classroom teacher or supervising adult.

Students may only use their cell phones appropriately before school, during lunch, between class periods, and after school. Students in violation of our school electronic device policy will be held accountable as per the policy, including disciplinary action and removal of phones from school.

If students are found in violation of this Comprehensive Electronic Device Policy, the following progressive interventions will occur:

First Level Intervention: The teacher will warn the student and remind them of the Brockport Secondary Schools Electronic Device Policy and the student will immediately put their device in the classroom cell phone holder or in a personal bag.

Second Level Intervention: The teacher will communicate with the student's family for support and student will turn off the device and place it in the classroom cell phone holder or in a personal bag and the teacher may assign an after-school detention.

Third Level Intervention: The teacher will complete a disciplinary referral in Infinite Campus and document past violations, interventions, and communication with the family and administration will impose a disciplinary consequence.

- a. Families will be contacted for support and collaboration at each step after a First Level Intervention.
 - b. Students will be provided with research on how distracting cell phones are in classroom and instructional settings.
 - c. Students may receive a detention and be instructed to turn in their phones to the main office each day or for select periods. Students may also lose their ability to use phones in school for days, weeks, or months depending on the infractions.
- ❖ Students may face other disciplinary consequences such as detentions, etc., depending on the interactions they have with staff and/or the level of infraction. **We will also work with students and families on the topic of cell phone addiction and provide strategies to combat this growing issue.**

Typical Progression of Disciplinary Actions by Administration in Third Level Intervention (may vary based on situations and students):

- 1st - conversation with student, loss of privilege, disciplinary consequence (ex. after-school detention or lunch detention)
- 2nd - In-School Suspension
- 3rd - Out of school Suspension
- 4th and beyond - Superintendent's Hearing and potential long-term Out of School Suspension.

Code of Conduct Considerations:

1. The nature of the offense and the circumstances which led to the offense.
2. The student's prior disciplinary record.
3. Information from parents, teachers, and/or others as appropriate.
4. Other extenuating circumstances.

* School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal unless a manifestation determination review is first conducted and no manifestation is found in accordance with the procedures detailed in the BCSD Code of Conduct.

MEDICAL EXEMPTIONS

We recognize that students monitoring their glucose levels may need to access their cell phone during instructional times. If this is the case for your student, please have them contact the health office and/or their counselor and we will notify their teachers.

Research on Teenagers and Cell Phone Use

STUDY TITLE: The Impact of Mobile Phone Usage on Student Learning

MAIN FINDING: College students who were not using their cell phones wrote down 62% more information in their notes and scored a letter grade and a half higher on a multiple-choice test than students who were actively using their phones.

Note: This study was cited in Dr Ruston's [Op-Ed on CNN.com](#)

Ref: Kuznekoff et al. (2013) *Communication Education V. 62*, 233-252

<http://www.tandfonline.com/doi/abs/10.1080/03634523.2013.767917>.

STUDY TITLE: Texting as a Distraction

MAIN FINDING: This study observed the difference in performance on a lecture quiz between students who were randomly assigned to text message during the lecture and those who were not supposed to text at all. Those who text messaged throughout the lecture scored significantly lower on the quiz.

Ref: Dietz, Stephanie & Henrich, Christopher (2014) *Computers and Human Behavior V. 36*, 163-167

<http://www.sciencedirect.com/science/article/pii/S0747563214001678>.

STUDY TITLE: Brain Drain: The Mere Presence of One's Smartphone Reduces Available Cognitive Capacity

MAIN FINDING: Participants turned off their phones. While they performed memory tasks, some could keep their phone with them, and some had to put it in the other room. Those who had the phone with them

did significantly worse on the tasks. The attention and energy it takes to not check a phone seems to cause "brain drain."

Note: This study was also referenced in Dr. Ruston's Op-Ed on CNN.com.

Ref: Ward et al. (2017) *JACR*, 140-154

<http://www.journals.uchicago.edu/doi/abs/10.1086/691462>.

STUDY TITLE: The Mere Presence of a Cell Phone May be Distracting: Implications for Attention and Task Performance

MAIN FINDING: College students did various cognitive tests with phones present and with them out of sight. The presence of phones negatively impacted attention and task performance.

Ref: Thorton et al. (2014) *Social Psychology V. 45*, 479-488: <http://psycnet.apa.org/record/2014-52302-001>.

STUDY TITLE: An introduction to multitasking and texting: prevalence and impact on grades and GPA in marketing classes

MAIN FINDING: Marketing students from two separate universities said they received an average of 37 texts per day and wrote about 16. Students said they believed they were able to pay attention to the professor while writing and receiving texts. However, those who did text while in class received lower grades.

Ref: Clayson, D. E., & Haley, D. A. (2013). *Journal of Marketing Education*, 35, 26e40.

<http://journals.sagepub.com/doi/abs/10.1177/0273475312467339>.

STUDY TITLE: An empirical examination of the educational impact of text message-induced task switching in the classroom: educational implications and strategies to enhance learning

MAIN FINDING: Participants received texts that demanded a response while watching a 30-minute video lecture. Participants split into different classrooms and were randomly assigned to different groups: receiving no text messages, receiving four text messages or receiving eight text messages. Participants were then given a test on the content of the lecture. Those who received the most text messages scored the worst.

Ref: Rosen, L. D., Lim, A. F., Carrier, L. M., & Cheever, N. A. (2011). *Psicología Educativa*, 17, 163e177.

<https://www.psychologytoday.com/sites/default/files/attachments/40095/anempiricalexaminationoftheeducationalimpactoftextmessage-inducedtaskswitchingintheclassroom-educati.pdf>.