



**Saint Paul**  
PUBLIC SCHOOLS

# Cell Phone Policy Plan

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Committee of the Board  
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# Objectives

- To solicit clear, agreed-upon guidance from the Board related to the district cell phone policy
  - Discussion and clarity at each decision point
- To ensure common understanding of the plan to develop the cell phone policy

# Overview

- Current State
- Policy Examples & Assumptions
- Engagement Plan

# Current State

# Current SPPS Policy

- There is no Board-adopted school district policy specific to cell phones
  - Cell phone procedures are handled at the building level
- Misuse of cell phones would be included in SPPS Rights and Responsibilities under "Technology Misuse/Violation"

# Current SPPS Procedures

Expectations are currently documented and in place at all but 9 schools in SPPS

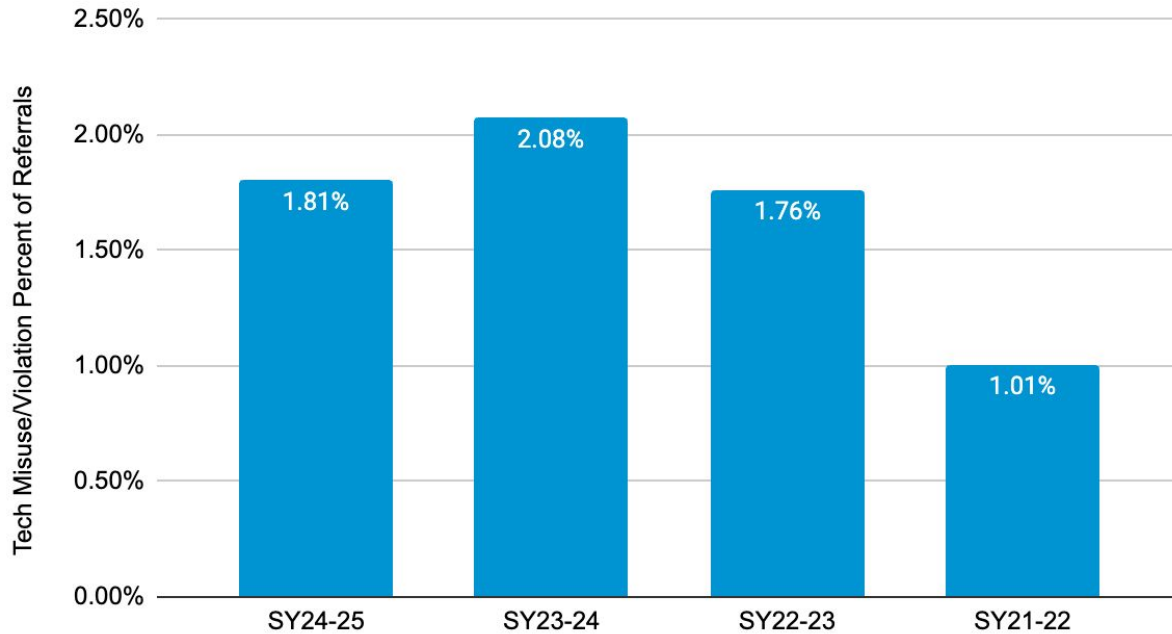
	No Restrictions	Some Restrictions	Full Restrictions
Elementary Schools	5*		35
Middle Schools	1 (SPPS Online)	2	13
High Schools	1 (SPPS Online)	10	3
Specialized Sites	2*		2

## SPPS - [All schools' guidelines](#)

*\*These schools don't have written guidelines, but generally expressed that cell phones are not allowed, and they have a 1-1 conversation with families when needed.)*

# Current Impact

## Percent of Referrals



# Policy Examples & Assumptions



# Policy Options

- Policy examples include:
  - Board directs administration to establish rules and procedures by building/grade level (MSBA recommended language)
  - Some restrictions to devices\*
  - Full restrictions to devices\*

\*Exceptions for medical needs

# Policy Examples: Board Directs Administration

- School board directs district administration to establish rules and procedures
- Should minimize impact of cell phones on behavior, mental health and achievement
- May be individually designed for specific buildings, grades, or other criteria

[MSBA](#) (found in section XV)

[ISD 622](#) ( found in section 14)

[Rochester](#) (found in section XV)

[White Bear Lake](#) (found in section XVI)

# Policy Examples: Some Restrictions

- Policy: Board directs administration
- Guidelines built into policy:
  - By grade level:
    - High School: may use during lunch and passing time
    - Middle and Elementary School: no use during school hours

Example: [Richfield](#)

# Policy Examples: Full Restrictions

- Bringing personal devices is at your own risk
- Should be kept out of sight
- Personal devices may be taken away for misuse

Examples:

[ISD 196](#) (found in section 6)

[Edina](#) (found in section XVII)

[Jefferson County, KY](#)

## Decision:

What level of detail in the district policy are you seeking?

# Assumptions

- Personal devices should be managed during instructional time at all grade levels
- Procedures will include expectations around wireless accessories (e.g., watches, glasses, earbuds, etc.)
- Cannot be cost prohibitive
- Cannot put undue burden on families (e.g. school dismissal/suspension)
- Cannot perpetuate inequitable practices across student racial and ethnic and other traditionally marginalized groups
- There will need to be an exception for medical needs
- Adoption in spring; implementation in September 2025

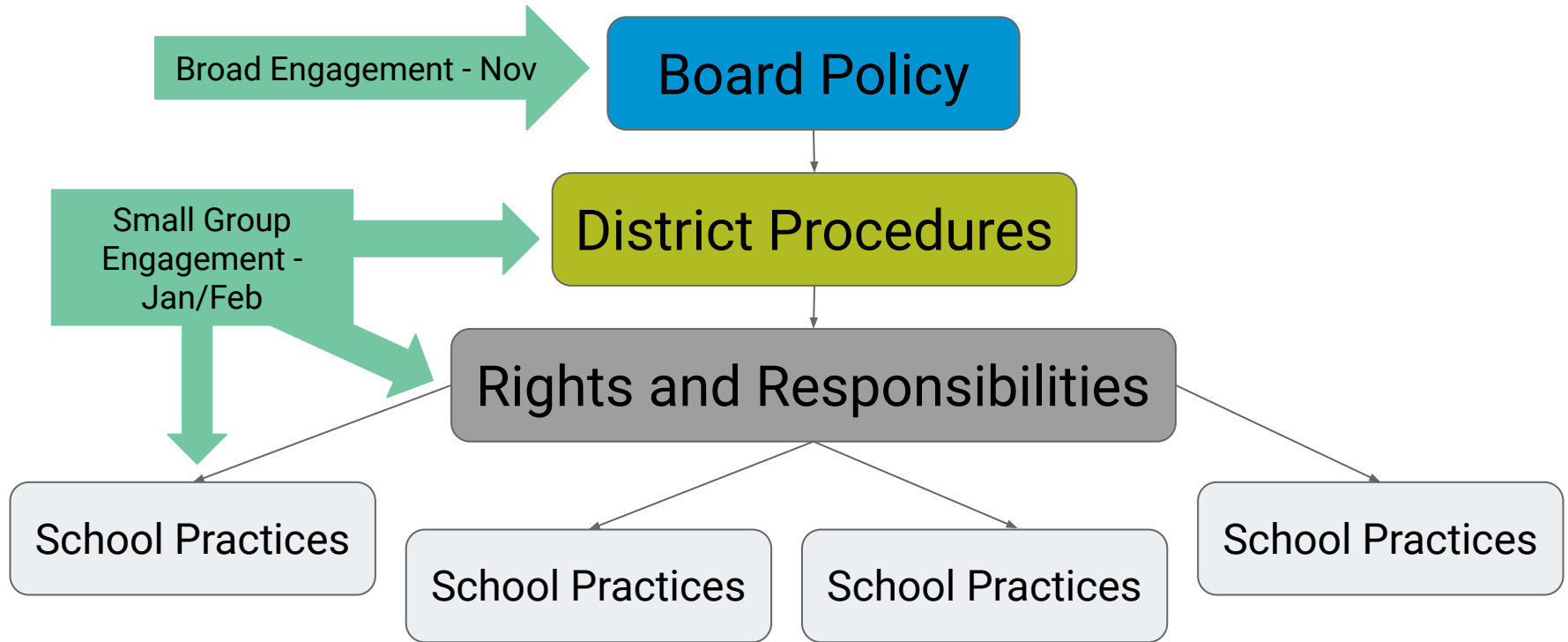
## Decision:

Do you support grounding the process and outputs in these assumptions?

# Engagement Plan



# Policy Creation & Engagement Framework



# Community Engagement - Before 1st Reading

## Purpose: To inform the policy

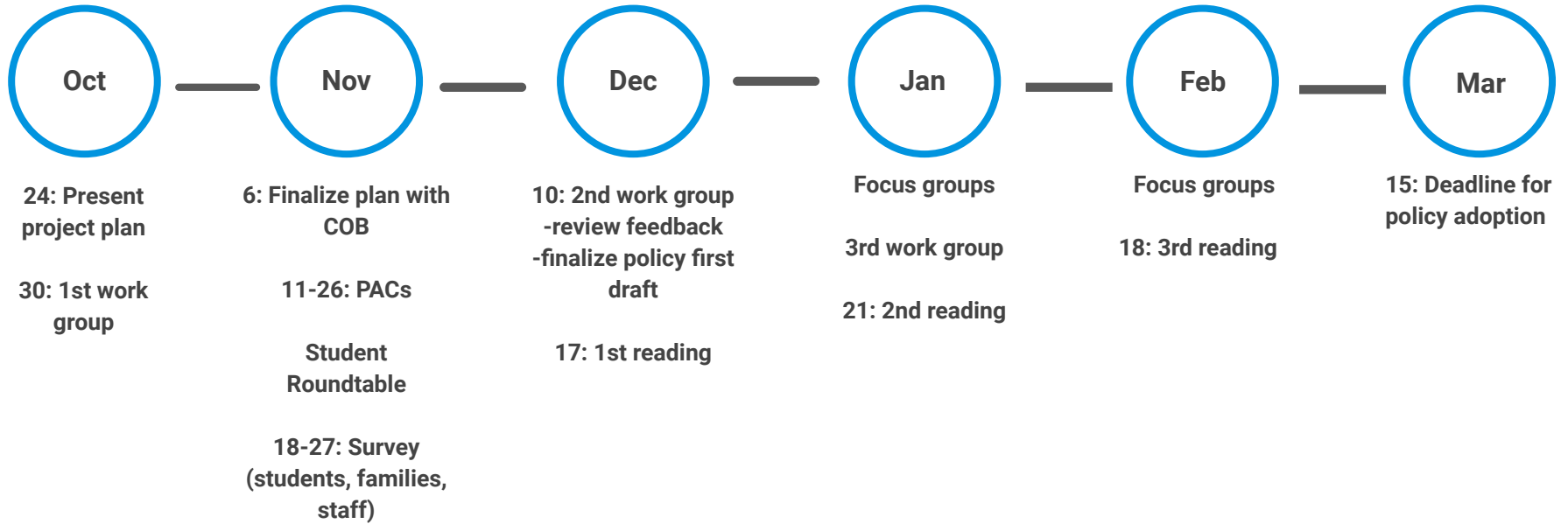
- ✓ Reviewed previous engagement for any relevant information - *(completed in September)*
- ❑ Cell Phone Policy Work Group (3 teachers, 2 administrators, 2 parents, 2-4 students, Health and Wellness, School Support, 2 asst supts, 1 BOE member) - *(ongoing until adoption)*
- ❑ Student Roundtable - *(once in late November)*
- ❑ Translated survey for staff, students and parents - *(open Nov 18-27)*
- ❑ PACs discussions - *(once in November)*

# Community Engagement - After 1st Reading

**Purpose: To adjust the policy and to inform implementation**

- ❑ Public Comment - (*monthly during 3 readings*)
  - ❑ 2-5 student focus groups, 6-8 participants each
  - ❑ 2-3 parent focus groups, 6-8 participants each
- ★ *Feedback from the community may inform adjustments to the policy after the 1st reading.*

# Timeline



# Decisions:

- Do you support a first round of engagement before the 1st reading, and then further engagement after the 1st reading?
- Are you comfortable with the proposed policy being modified from 1st reading to 3rd reading if feedback lends itself to adjustments?
- With which of these engagement strategies would you like us to proceed?

# Thank you!