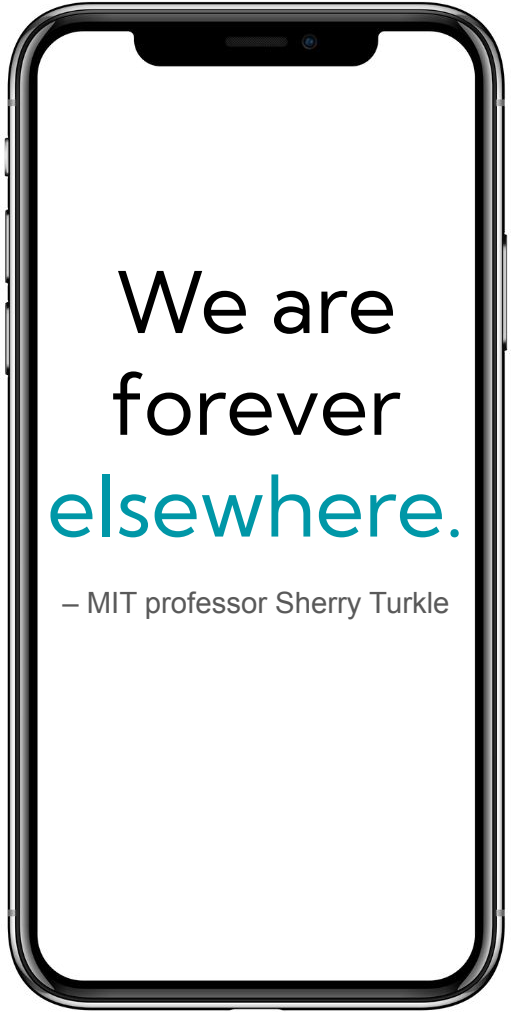

We are
forever
elsewhere.
– MIT professor Sherry Turkle



**7 hours per day** of screen time for entertainment (including 4–5 hours on social media) is the average for US teens aged 13–18.

7 hours/day of screen time × 365 days/year = **2,555 hours per year** of screen time.

Over 6 years (ages 13–18): 2,555 hours/year × 6 years = **15,330 total hours** of screen time.

Haidt, J. (n.d.). *The anxious generation*. Jonathan Haidt.com. https://www.jonathanhaidt.com

Common Sense Media. (2021). *The Common Sense Census: Media use by tweens and teens*. Common Sense Media. https://www.commonsensemedia.org/research/the-common-sense-census-media-use-by-tweens-and-teens-2021




Students typically spend about **6 hours/day** in school.

6 hours/day × 180 days/year = **1,080 hours/year** of classroom time.

Over 6 years (ages 13–18): 1,080 hours/year × 6 years = **6,480 total hours** in the classroom.



**By the time a student graduates high school, they will have spent 2 years of their waking life on a screen—more time than they've spent in the classroom.**

**15,330 hours** of screen time over 6 years vs. **6,480 hours** of classroom time over 6 years.

- ➔ 16 "waking" hours X 365 days = 5,840 hours available in a year
- ➔ 15,330 hours of average screen time / 5,840 hours = 2.6

# The Impact



Excessive cell phone and social media use is driving academic underperformance and contributing to a national mental health crisis. Designed to capture attention, social media fosters addiction-like behaviors, leading to classroom distractions, increased anxiety and depression, and unsafe online activities.

- **social comparison and self esteem issues**
- **cyberbullying**
- **sleep disruption**
- **cognition and developmental issues (learning loss)**
- **depression and anxiety**
- **negative content exposure**
- **distraction from real-life activities**
- **extremely high potential for addiction**

Adolescents who spend more than 3 hours a day on social media face 2x the risk of anxiety and depression symptoms.

–Vivek Murthy, Former U.S. Surgeon General

# The Impact



## The 4 foundational harms
## of the phone-based childhood

- social deprivation
- sleep deprivation
- attention fragmentation
- addiction

"The phone is an experience blocker. You spend a lot less time in the presence of other people. You're not with your friends. You're sleeping less, you're in nature less, you read fewer books, you don't have time for anything else, you have less of everything."

–Jonathan Haidt, social scientist, New York University

# Smartphone and Social Media Safety Policy Development



California AB-3216

Governor Newsom recently signed AB-3216, requiring school districts to adopt a policy limiting student smartphone use by July 1, 2026, to address the negative impacts on students' emotional well-being and academic performance. The rise of smartphones and social media has raised concerns about attention, learning, mental health, and school safety.

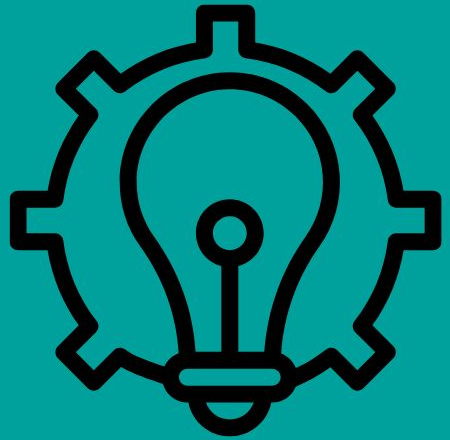
Sponsored by the Deputy Superintendent, LBUSD has established a Cell Phone and Social Media Safety Workgroup to draft a policy for Board approval by July 2025. The goal is to develop, and implement a unified policy that addresses excessive phone use, the addictive nature of social media, and associated risks while fostering learning environments focused on student well-being, equity, and success.

## Strategy and Planning



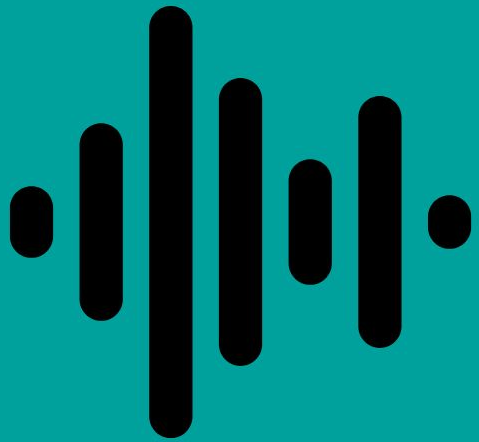
1. Social Media Safety Workgroup
2. Research Existing Practices in the System
3. Partner with Groups Affected (engagement, surveys, presentations, etc.)
4. Examine External Models, other Districts and Current Literature
5. Education Campaign, Framework for Behavior Guidelines and Restorative Practices
6. Provide Resources to Students, Families and Staff
7. Address Ineffective Support from Social Media Platforms
8. Comprehensive Communications Plan and Staggered Implementation
9. Addressing the Mental Health Crisis Associated with Smartphones and Social Media Use

## Timeline and Implementation



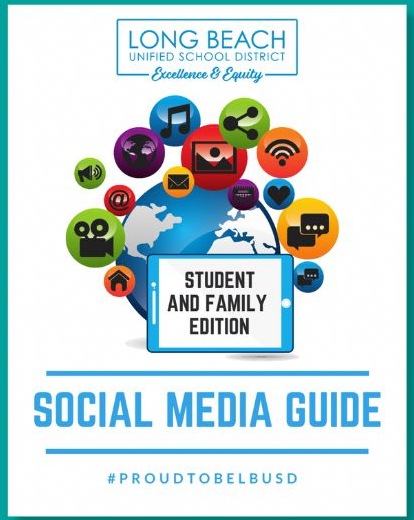
- 2024-2025 School Year: Conduct internal and external research, engage community, and gather data on current practices and student needs.
- End of Year 2025 Analysis: Present findings to the Senior team in June and the Board of Education in July, along with policy/guidelines recommendations.
- Fall 2025: Education campaign and communications plan launch.
- Spring 2026: Roll out the policy, with differentiated guidelines for elementary, middle, and high schools based on developmental needs and risk levels.
- Summer 2026: Provide district leadership with first impact report
- 2026 – 2029: Monitor progress, develop new materials and resources as needed.

## Voices from the Field



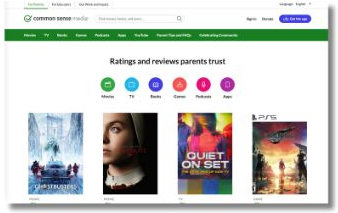
Lee Underwood
AP Literature Teacher
Millikan High School

# Resources and Information

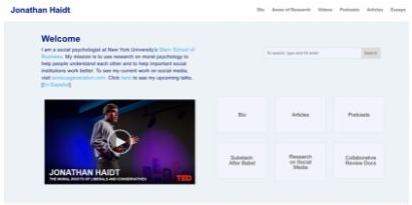



lbschools.net/communications

## Websites:



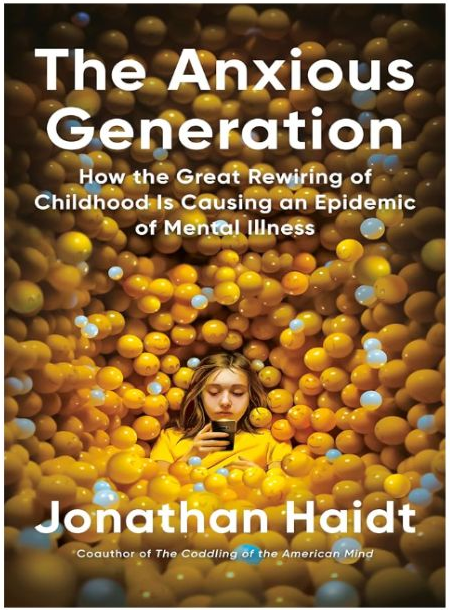

commonsensemedia.org




Jonathanhaidt.com

## Podcast:

- EdSurge Podcast –What if banning smartphones in schools is just the beginning: A conversation with 2022 LBUSD Teacher of the Year, Lee Underwood
- The Ezra Klein Show – Your mind is being fracked




Books:

- Unwired (Gaia Bernstein)
- The Coddling of the American Mind- Chapter 7 (Greg Lukianoff and Jonathan Haidt)
- The Anxious Generation (Jonathon Haidt)
- The Distracted Mind (Adam Gazzaley and Larry D Rosen)
- Stolen Focus (Johann Hari)
- The Molecule of More (Daniel Lieberman and Michael Long)
- The Loop (Jacob Ward)
- Distracted (James Lang)
- Breaking Free from the Dopamine Trap: Tips from "Dopamine Nation (Anna Lembke, M.D.)
- Addiction by Design (Natasha Dow Shull)
- The Breakthrough Years (Ellen Galinsky)
- Attention Span (Gloria Mark)
- Objectivity (Lorraine Daston and Peter L. Galison)

# Questions?

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