

Creating a Positive Technology Zone – Lunch meeting and after school 10.17.13

Present: (Lunch meeting) - Caitlin Russell, Michelle Cirulli, Alora Henry, Mina Ferris, Antoinette Myers, Marissa King, Amy Stranger, Desirae Gradel, Angela Sims, Alyssa Babcock, Barry Derfel (After School Meeting) – Betty Powell, Barry Derfel, Jeffrey Allen, Chris Pierce

Actions Taken:

- At both meetings, it was unanimously agreed on that we will begin by trying to change the electronics policy at lunch, first. We would like to change the policy so that students and staff can use their electronic devices (such as phones, iPods, iPads, etc.) in the cafeteria, gym, and outside during lunch and recess.
- At both meetings, we agreed that Mr. Derfel will continue facilitating meetings that happen at different times of the day, so that students and staff can attend during a time that works best for them. At the beginning of each meeting, Mr. Derfel will briefly summarize what happened at the last meeting, and then the group will join in and begin working from wherever the work left off at the end of the prior meeting.
- At the lunchtime meeting, we went through the list of possible problems that could arise from the change in expectations, and we began adding in easy and reasonable solutions. We continued doing this in the afternoon meeting. This can be found at the end of these notes, as well as on Mr. Derfel's website.
- At the afternoon meeting, we also reviewed and agreed to a timeline of action steps that need to happen for us to make this happen. This timeline can be found at the end of these notes, as well as on Mr. Derfel's website. (When I typed up these notes, I [Mr. Derfel] added in more details to this timeline.)

Timeline of Action Steps:

- **October 9th** – First meeting held. Mr. Derfel presented plan and students identified possible problems. Students will spend the next week identifying more problems and sending these to Mr. Derfel. We will ask staff to help with this. See notes on Mr. Derfel's website for more details.
- **October 17th** – Second and third meetings were held. We identified easy and reasonable solutions to most of the problems on the possible problems list. We also agreed to this timeline. See notes on Mr. Derfel's website for more details.
- **October 18th & October 22nd** – Share list of problems and solutions with staff and students. Get input about what might be missing, confusing, too difficult. Turn this information into Mr. Derfel each day, so that he can update our lists and prepare materials for the next set of meetings.
- **October 23rd** – Meeting will be held at 3:00. Review all of the input we have gathered, finish identifying solutions to all possible problems, and begin assigning people to carry out specific action steps for communicating the plan for new expectations to students, staff, families, and community.
- **October 24th** – Meeting will be held during 4th period lunch. Continue the work from October 23rd.
- **October 29th** – Begin publicizing new expectations to students, staff, families, and community. Include information about when the school community will officially meet to show our collective agreement to try implementing these new expectations.
- **November 13th** - All school assembly for students to publically accept responsibility for using self-control and discipline to meet new expectations with minimal need for adult intervention. This assembly will be co-facilitated by students and staff. There may also be paperwork that students sign at this time.

List of possible problems with allowing electronics in the gym and cafeteria during lunch & recess, with possible *easy and reasonable* solutions included

- A. When it rings and it's not in silent mode, it disturbs others.
- A. More Noise/disruption
- A. Inappropriate ring tones
 - a. *Keep phones silent or on vibrate at all times*
- B. It can be used for cheating by sending a message or surfing the web.
 - a. *Educate students about the consequences for cheating*
 - b. *Monitor to determine if cheating increases*
 - c. *Students put phones in front of room during tests and quizzes*
- C. Students won't pay attention to what is happening around them when they're concentrating on their cell phones.
- C. Accidents in the gym
- C. Texting is a distraction.
- C. Annoying body movement (tapping feet, moving arms) at a table could distract others.
 - a. *Only keep one headphone in at a time*
 - b. *Students help each other keep track of when their attention is needed*
 - c. *Volume kept at a low enough volume to hear surroundings*
- D. People find it distracting when other students use their electronics while others are trying to talk to them.
 - a. *Automatic reflex – take out both earphones, put device away/clearly discontinue use*
 - b. *In gym – only use electronics in the out of the way corners, and not while walking through or when playing on the court*
- E. Cell phones can be used to contact people from outside which can be used to start illegal activities.
- E. Stealing
- E. Students could take illegal photos (or photos used without permission) in school.
- E. Sometimes cell phones are used for pranks, such as calling the school and saying that there's a bomb.
 - a. *Educate students about the legal and educational consequences*
 - b. *Monitor to determine if this problem increases*

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- F.** During an emergency, students using cell phones overload the system, making it more difficult to contact emergency servicers.
- F.** It could be hard to get everyone's attention in an emergency or to make an announcement.
- a. ***Remove earbuds and put away all devices immediately***
 - b. ***Add "put away all electronics" into emergency announcements***
 - c. ***Educate students and staff about this problem***
 - d. ***Build into our safety drills***
- G.** Cell phones contribute to making rumors or gossip worse.
- G.** More electronic use could lead to more rumors, gossip, and drama.
- a. ***Educate students about the consequences already in place***
 - b. ***Monitor to determine if this problem increases***
- H.** Students may not know the legal and district consequences for misuse
- a. ***Educate students about the consequences already in place***
 - b. ***Monitor to determine if this problem increases***
- I.** More use could lead to fewer personal interactions.
- a. ***Digital-free days***
 - b. ***Train students to scientifically observe, collect data, and report out on findings***

- Breaking
- Not everyone has one – hurt feelings/left out
- Older students could be sharing inappropriate material with younger students
- Yanking other people's earbuds could be hurtful.
- Jealousy/boasting (status symbol)
- Research shows: time is needed to unwind after unplugging
- What will families and community think?
- Texting to students who are not in lunch or recess
- Will this much use slow down district wifi?