

More Social, Less Media:

How Colorado's District 51 Advanced a Unified Cell Phone Policy to Enhance Student Learning and Wellbeing



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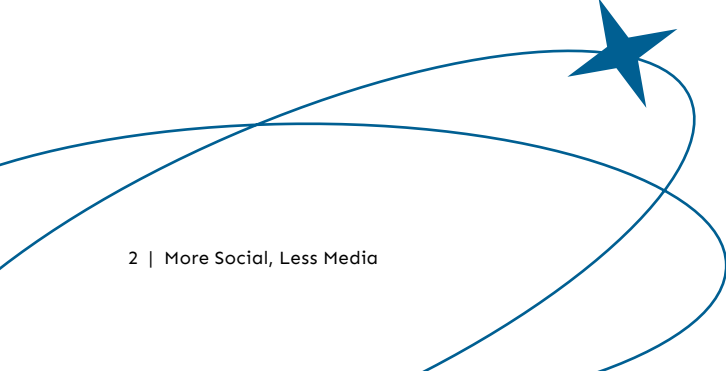
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For questions about D51’s Student Cell Phone Use Policy, please contact communicate@d51schools.org.

For questions about CEI, please contact info@coloradoedinitiative.org.

About Colorado Education Initiative (CEI)

CEI’s mission is to champion, empower, and ignite Colorado leaders to deliver on the promise of public education to develop thriving young people and flourishing communities. CEI has built our reputation by playing three primary roles: implementation expert, strategic partner, and statewide convener. Over the past 15 years, we have partnered directly with educators and community members in over 150 urban, suburban, and rural school districts across Colorado, and we currently partner with 100 school districts. CEI plays a connective tissue role to foster rapid learning across school districts and communities. Learn more at coloradoedinitiative.org.



Introduction

This case study is presented as a model for how school districts are responding to mounting data about the negative impact of student cell phone use in classrooms. The policy to ban student use of personal electronic devices, and the process for arriving at that policy, provide an example of how to limit student access to social media and increase engagement during school hours, creating educational spaces that foster attention and wellbeing while maximizing learning.


Starting in the 2024-25 school year, Mesa County Valley School District 51 (D51) updated its technology policy to prioritize uninterrupted instructional time, engagement, and face-to-face interactions. Through a year-long process involving extensive data review; meetings with D51 students, staff, administrators, and families; and multiple presentations to the board of education and the public, the district adopted Policy JICJ, requiring that students keep all personal electronic devices turned off and stored in a designated space during instructional time.

This case study provides guidance for other school districts seeking to adopt or adapt policies limiting use of personal electronic devices at school—highlighting how D51’s policy came to be, why the community identified this priority, and the moves the district made from conception to policy adoption and policy adoption to initial implementation. This scope does not extend past the beginning of the 2024-25 school year; the first year of implementation will certainly surface lessons and reflections that warrant further study.

Located in Grand Junction, D51 is Western Colorado’s largest school district, serving 46 schools and programs and just under 20,000 students.

[View D51’s Website](#)

[View D51’s Strategic Plan and District Facts](#)



“Over the past school year, one of our major discussions as a school district centered around the pervasive use of technology, especially social media and its profound impact on our students. The data is unequivocal: since 2009, there has been a dramatic surge in adolescent technology use, with today’s teenagers averaging nine hours a day on devices.

This trend has led to significant social deprivation, sleep deprivation, attention fragmentation and addiction, with our students feeling the adverse effects of increased screen time. They are spending less time interacting with friends in person, experiencing disrupted sleep patterns (with over half getting less than seven hours of sleep per night, despite the recommended nine hours), and facing constant interruptions due to numerous daily notifications. These factors have contributed to a troubling rise in teen unhappiness, loneliness, dissatisfaction, depression, self-harm and even suicide rates. This is a crisis that demands our immediate attention and action within our schools.”

–Dr. Brian Hill, Superintendent, D51 (excerpt from More social, less media, in D51 schools, The Daily Sentinel, June 2024)



The Why: Increasing Mental Health Needs and Mounting Urgency

In the past decade, the widespread use of personal devices and social media among young people has surged to unprecedented levels, with many [researchers](#) linking this trend to an array of adolescent mental health challenges.

In Mesa County, the Western Colorado Community Foundation (WCCF) has long prioritized youth mental health. WCCF [reports](#) that the county faces youth suicide ideation and completion rates, as well as substance abuse rates, that exceed state and national averages. Within the local school district, educators and administrators observed a marked increase in both mental health challenges and personal electronic device use when students returned to in-person learning after COVID. This concerning context set the stage for a convergence of leadership and community efforts focused on mental health, which heightened in urgency by summer 2023 as the issue of technology in schools became a priority.

Alongside WCCF's concerns, other stakeholders including Andrea Hartz, the incoming School Board President, Elizabeth Clark, D51's Behavior Support Specialist, and Jay Seaton, the owner and publisher of Grand Junction's primary newspaper, *The Daily Sentinel*, each raised awareness about the potential negative impacts of device usage on young people. They began to explore the possibilities of how the school district might take action.

With support from The Colorado Forum—a geographically and politically diverse nonpartisan group of 80 leaders from Colorado's business, civic, and nonprofit sectors—D51 hosted a community meeting in June 2023, widening the scope of stakeholders to include:

- Community representatives
- District mental and behavioral health experts
- School board representatives
- Local business leaders
- The Colorado Attorney General's office
- Postsecondary institutions

In this session, Jay Seaton shared his personal experience with the impact of cell phones, suggesting that unrestricted access to devices could be contributing to negative outcomes for youth. The group began to explore the potential of implementing a stricter cell phone policy to limit students' access to social media and increase their engagement during school hours. Through these discussions, they identified three core goals to guide the 2023-24 school year:

1. Uninterrupted academic environments
2. Reduced social media use during school
3. Improved mental health outcomes

This meeting marked the launch of a year-long community engagement initiative addressing the implications of smartphones and related devices in schools. Superintendent Dr. Brian Hill led the effort in partnership with the D51 Board of Education, WCCF, The Colorado Forum, and dedicated D51 staff and educators. Dr. Hill began gathering feedback from students and staff on the impact of device use in schools. What he found echoed national trends: the more time students spent on devices, the greater the negative impact on both academic performance and mental health. The shared urgency across stakeholders grew with each conversation. This early, broad-based community support laid a strong foundation for ongoing discussions throughout the 2023-24 school year, a testament to the importance of inclusive engagement in shaping district policy.



The Process: From Concept to Policy

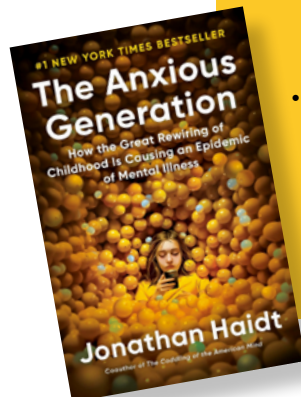
D51 adopted a highly collaborative approach under Dr. Hill’s leadership, prioritizing extensive stakeholder engagement. Throughout 2023 and early 2024, Dr. Hill met regularly with students, teachers, principals, and parents through advisory groups and listening forums to gather input on the potential cell phone restrictions. He spoke with principals and assistant principals about their experiences leading schools and sent out surveys eliciting feedback on current policies and opinions on next steps. He asked students in his Superintendent Student Advisory Groups at all five D51 high schools and teachers in his Superintendent Teacher Advisory Group about technology use, social media, and whether cell phones should be restricted at school. He repeatedly met with community members to share research and elicit feedback and concerns.

In early 2024, Dr. Hill and his team presented research to the Superintendent Principal Advisory Group and through school admin Level meetings linking social media use to adverse mental health outcomes, drawing on both national studies and local data to make a case for limiting cell phone access in schools. This presentation resonated with a broad range of stakeholders, including students who increasingly recognized how constant connectivity affected their well-being and academic focus.

Dr. Hill further presented to the D51 Board of Education and community in March 2024, building on prior information shared about the current state of technology use in D51 and its impact. It was around this same time that Jonathan Haidt published *The Anxious Generation: How the Great Rewiring of Childhood is Causing an Epidemic of Mental Illness*, a seminal work advocating for schools to limit device access, even suggesting phone-free environments. Haidt’s findings, reinforcing D51’s Elizabeth Clark’s research on technology’s impact on youth mental health, painted a compelling picture for the district of the opportunity before them.

Key research that reinforced and informed D51’s process:

- [Building Schools & Communities that Prevent Youth Suicide: The Final Report of the Social Worlds & Youth WellBeing Study, Western Slope, Colorado](#), Seth Abrutyn, PhD, and Anna S. Mueller, PhD, et al, 2024
- [iGen: Why Today’s Super-Connected Kids are Growing up Less Rebellious, More Tolerant, Less Happy—and Completely Unprepared for Adulthood](#), Jean M. Twenge, PhD, 2017
- [Social Media and Youth Mental Health: The U.S. Surgeon General’s Advisory](#), Office of the Surgeon General, 2023
- [The Anxious Generation: How the Great Rewiring of Childhood is Causing an Epidemic of Mental Illness](#), Jonathan Haidt, 2024



Dr. Hill carefully and frequently included information in his community newsletters about his reflections on social media and device usage throughout the spring. As community awareness and commitment grew, so did the groundswell of urgency and support for a new policy to benefit students and education as a whole in Mesa County.

Survey questions to D51 administrators, students, and teachers:

- How has social media impacted your school environment? Negatively or positively.
- What are your thoughts on cell phone use at school? What impact are you seeing at your school?
- Does your school have procedures in place currently to meet the wording of the policy?
- If the district were to update its policy to create a total cell phone ban during school hours, what would the pros and cons be?
- If the district kept the current language enforcing no cell phones during instructional time, what would the pros and cons be?
- Should the cell phone/tech use policy differ by level (elementary, middle, and high), and if so, how and why?

“The amount of lead time and preparation from Brian—he was putting blurbs in his emails months before his policy was introduced—really planting seeds about screen time. Nothing was a surprise. If they were reading their emails, they knew this was coming.”

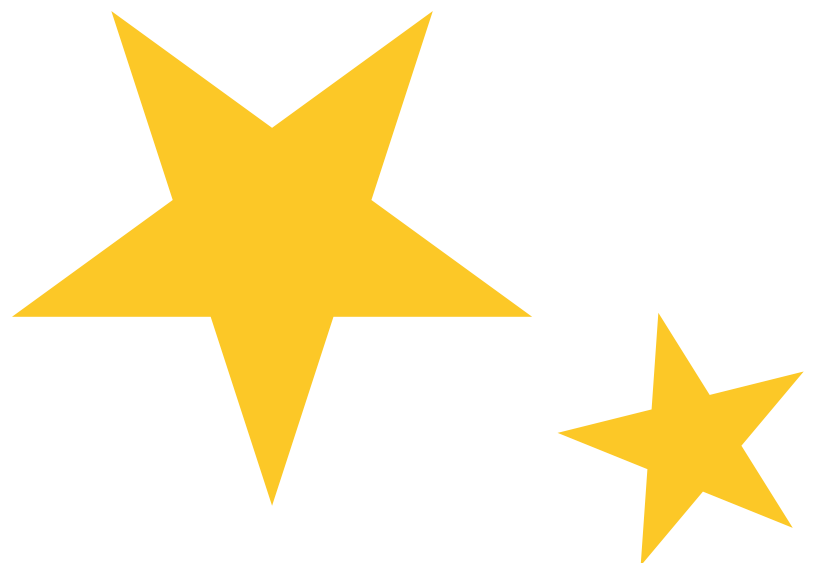
—Anne Wenzel, Chief Executive Officer, WCCF

Key insights from this work that shaped the development of D51’s policy:

Ground in gains over loss. D51 knew that the proliferation of personal electronic devices like smartphones, smartwatches, and wireless earbuds in schools meant that the change management effort had to be sweeping and intentional. The district developed a strategy to “flip the narrative” on cell phone bans, concentrating on what students were getting back vs. what was being taken away. Leaders developed proactive, public messaging centered around positive outcomes from the ban—the gift of uninterrupted instructional time plus more face-to-face socialization and personal regulation skills. An environment conducive to learning without unnecessary distractions. [Studies](#) show that these changes can have an immediate positive impact on student engagement, student behavior, and academic performance.

Build for authentic buy-in. The engagement and commitment across community leaders, the school board, district and school staff, families, and students meant that this aligned effort built momentum and enthusiasm in every corner of the district. District-wide efforts can often feel like something done to schools, communities, and students, but the shared buy-in and urgency of this work created a sense of co-creation.

Policy, not a pilot—all in for everyone. Previous efforts to limit devices in schools fell flat after inconsistent implementation across schools and classrooms. Principals emphasized that holding students (and staff) accountable to a new policy is difficult when other schools have different expectations. Additionally, ensuring the policy’s applicability to everyone in the school—students and staff alike—created an “all-in” approach. This feedback, alongside the insights from both national research and local data on mental health trends, made a compelling case for a districtwide policy rather than a pilot or school-by-school approach.



“The biggest influence in getting this policy to work was Dr. Hill and the board having a unified message to districts and the community. It was pretty artful.”

—Jory Sorenson, Principal, Grand Junction High School

Address concerns regarding student safety and accommodations. Some families raised questions about their ability to reach their child during the school day, with particular concern about contact in case of emergencies. D51 addressed this concern directly, noting that crisis management experts advise against students using cellphones during emergencies to prevent misinformation and ensure attention remains on safety protocols. Classrooms and schools maintain landlines and are well-equipped to relay information from families to students during the school day as needed. Additionally, families of students with disabilities raised concerns about device usage and accessibility for students who receive support through Individualized Education Plans (IEPs) or Section 504 plans. The district met with families to assure that each individual student’s needs would continue to be supported.

“He hit the ball out of the park when he said we’re not taking something away”—he reframed that “we are giving them something—spaces to foster learning, attention, engagement. The reframe was huge. He hammered on that message instead of harping on the negative consequences.”

—Anne Wenzel, Chief Executive Officer, WCCF

The stakeholder engagement process also drove home the importance of deliberate differentiation between embracing technology used to enhance learning and technology that distracts from a meaningful learning environment. D51 is far from “anti-technology”—to the contrary, the district is currently participating in [ElevateAI](#), a pilot project aimed to meaningfully leverage AI tools in education to capitalize on the time and expertise of teachers and students. This distinction helps guide district action: limiting technology that detracts from the human experience while supporting innovative tools that enhance teaching and learning.

School Board Leadership and Support

Throughout the process, Dr. Hill and the D51 school board, led by President Andrea Hartz demonstrated a shared commitment to meaningful action and community involvement. Together, they cultivated not only a sense of urgency but also a united vision for authentic engagement—building this path hand in hand with those directly affected.

After months of gathering community feedback, Dr. Hill presented his findings to the school board in April 2024. His approach was grounded in asset-based, positive messaging aimed at students and families. He framed the proposed policy as an opportunity to “give back” to students—providing more time for face-to-face interaction, minimizing distractions, and fostering a stronger focus on learning. By highlighting the benefits of uninterrupted instructional time and enhanced mental well-being, Dr. Hill reiterated D51’s commitment to “create engaging spaces in District 51 schools that foster sustained attention and maximize learning.”

The D51 Board of Education unanimously passed the new policy, and has remained unwavering in its support during early implementation efforts.

Policy Aims



Improved Academic Achievement: The policy aims to enhance student performance and enable them to reach their full academic potential.



Fostering Student Well-Being: The policy focuses on supporting students’ overall well-being and development, both mentally and socially.



Improve Behaviors: The policy encourages the cultivation of a diverse set of skills and competencies, empowering students to become successful.

The policy aims to holistically support and empower students, enabling them to thrive academically, emotionally, and socially.

D51 Leadership Presentations

[D51 Board of Education, Tech in Schools Presentation, April 2024](#)

[The Daily Rewind Podcast Special: “Reciting the Alpha Bet,” October 2024](#)



The Policy

“The Board of Education believes that personal electronic devices may be useful tools for students in the educational environment and can play a vital communication role during emergency situations. However, possession and use of personal electronic devices in school situations must be regulated to ensure that the use or presence of such devices does not disrupt or interfere with the educational process or school operations, or impair the safety, welfare, and privacy of students and staff.”

—JICJ Policy—*Student Use of Cell Phones and Other Personal Electronic Devices*

D51’s approved policy establishes districtwide expectations with differentiated guidelines based on grade level:

PreK-8th grade: Cell phones and personal electronic devices cannot be used, heard, or seen throughout the designated school day. The school day includes but is not limited to instructional time, lunch periods, recess, school-sponsored programs, events or activities.

9th-12th grade: Cell phones and personal electronic devices are to be put out of sight and not in use during instructional time. Instructional time includes the entire period of a scheduled class and other times when students are directed to report to and participate in any instructional activity. Students may wear smart or electronic watches but may not use any communication applications or features that are prohibited from use on other electronic devices and all notifications must be turned off. All personal electronic devices shall be kept in designated areas and turned off during instructional time. Usage is permitted during lunch and passing periods, but it is discouraged.

Exceptions: The policy includes specific exceptions for emergencies and allows usage as required under IEPs or Section 504 accommodation plans. Additionally, the district has clarified that in emergency situations, communication will be managed by school personnel to prevent the spread of misinformation and to maintain student safety.



District 51 Cell Phone Expectations

More , Less Media

To better support student safety & well-being, D51 is implementing updates to its technology policy in the 2024-25 school year. We are committed to ensuring every student receives a high-quality education, and by prioritizing uninterrupted instructional time, engagement, meaningful conversations, and face-to-face interactions, we aim to create educational spaces that foster attention and maximize learning.

Expectations:

PreK - 8th Grade: Personal electronic devices are prohibited from being used on school premises during the designated school day.

9th - 12th Grade: All personal electronic devices are put away and not in use during instructional time.

- **Phones off, learning on:** Keep all personal electronic devices out of sight during school hours or during instructional time.
- **Use school resources:** Utilize school-provided technology for educational purposes.
- **Focus on face-to-face:** We're giving you back the value of time. Engage in conversations and activities face-to-face and without distractions from phones.
- **Emergency use only:** Phones may be used in emergencies with staff permission.

Mesa County Valley School District 51 aims to Engage, Equip, and Empower Each and Every Student, Each and Every Day. In alignment with our mission, limiting students' cell phone use fosters an environment that maximizes learning opportunities and promotes focused engagement in our educational community.



The Rollout: From Policy to Implementation

Following board approval of the policy, D51 worked quickly to build a plan to prepare school staff, students, and the community for action.

District leaders identified eight key areas to ensure effective implementation, outlined below. Many of these steps remain in progress, and the district has built room for evaluation and adjustment through the course of the year. Outcomes of this evaluation strategy will be more readily assessed after the district has had the opportunity to practice implementation during this inaugural year.

Implementation Action Plan

Policy Communication and Education

Clearly communicate the cell phone policy to all stakeholders, including students, parents, and staff. Provide educational resources and training to ensure understanding and compliance.

Designated Areas for Device Storage

Establish designated areas or lockers for students to store their cell phones during the school day, with clearly defined procedures and protocols.

Classroom Management Strategies

Implement effective classroom management strategies, such as device-free zones, designated device breaks, and guidelines for appropriate electronic use during instructional time.

Enforcement and Disciplinary Measures

Develop a clear and consistent system for enforcing the cell phone policy, including appropriate disciplinary measures for non-compliance, such as confiscation or suspension.

Exceptions and Special Circumstances

Establish guidelines for exceptions and special circumstances, such as medical or emergency situations, where cell phone use may be permitted.

Monitoring and Evaluation

Implement a system for regularly monitoring the implementation of the cell phone policy and evaluating its effectiveness, with opportunities for feedback and adjustment as needed.

Professional Development and Training

Provide ongoing professional development and training for staff to ensure they are equipped to effectively implement and enforce the cell phone policy.

Community Engagement and Feedback

Engage the broader school community, including parents and community leaders, to gather feedback and input on the cell phone policy and its implementation.



Policy Communication and Education

D51 maintained its commitment to ensuring widespread understanding and support from staff, students, and families, carrying this priority forward from policy creation through to its implementation. Interviewees for this case study noted that the district's most impactful moves to secure buy-in across the community fell into two key strategies: clear communication anchored in a compelling "why" and comprehensive support for both the policy and its rollout. Led by D51 Public Information Officer Callie Berkson, the communications team discovered that messaging focused on students' future potential and current well-being resonated most with diverse audiences. Concise, transparent communication was essential to the process's success, along with easily accessible answers to anticipated questions from parents and students. By articulating clear rules and expectations backed by leading research, D51 successfully positioned the policy as a holistic approach to student well-being.

Alongside the popular slogan, "More Social, Less Media," additional taglines included messages like "Choose People Over Screens," "Scroll Less, Live More," "Create Memories Offline," "Explore More," "Be Part of Something Bigger," and "Get Involved." Brightly colored posts featuring photos of students engaged socially without digital devices appear on D51's website, encouraging a culture of in-person connection and engagement. The combination of positive language and visual representation proved instrumental in garnering buy-in from students, teachers, parents, and school leaders alike.



D51's communications team created materials highlighting the benefits of the policy, including window decals, wall art, and engaging social media posts. The initiative's materials, often playful in tone, reinforced the positive outcomes expected from the policy. In a particularly effective move, the communications team produced a [lighthearted back to school video](#) announcing the new policy, designed to make the changes feel intentional, fun, and focused on enhancing learning—not as punitive.

D51 Communications Resources

[Student Use of Personal Electronic Devices](#) with expectations, guidelines, and frequently asked questions

[Parent Resources for Student Technology Use](#) with tips and strategies to support students

[Cell Phone Policy Accommodations Considerations](#)

“More Social, Less Media” campaign, including sample back to school and student campaign posts



Designated Areas for Device Storage

D51 and its community stakeholders knew that restricting devices would require designated spaces to store them safely, and D51 was reluctant to allocate public funds to this effort against competing needs for students. WCCF offered to raise funds for caddies, lockers, or Yondr pouches, which lock magnetically and must be unlocked by an adult in order to release the device.

[“Western Colorado Community Foundation raising money to support D51’s new policy.”](#) *The Daily Sentinel*, June 2024

Schools had the opportunity to choose which storage device worked best for their needs:

- The PreK-8 policy clearly restricts personal electronic devices at school for the entire day, and the district recommends that students leave all cell phones and personal electronic devices at home. If students do bring them to school, they must be put away at the beginning of the day until the end of the day in a designated area—not on their person but out of sight and inaccessible.
- Because students in high school are able to access their devices during passing and lunch periods, schools have elected fewer lock boxes and Yondr pouches in favor of caddies in the classroom. Many students also opt to ensure phones are not on their person, and are neither visible nor audible during class time. The symbolism and unified message of caddies or storage devices in every classroom has been powerful for collective implementation of the policy, even when students don’t choose to use them.

D51 leaders agree that what has been most important to date is maintaining the consistent visibility of storage tools, as it reinforces expectations and ensures that teachers can promptly access them when it isn’t working for students to keep them out of sight/use.

Classroom Management Strategies

School and district staff knew they needed a plan to adjust for classroom management needs that were likely to evolve once students no longer had access to their smartphones or wireless headphones during class time. Critically, they built flexibility for this once the school year started, and the district continues to work with principals, collect data, and identify needs for additional support.

Enforcement and Disciplinary Measures

D51 designed enforcement and discipline to support adherence to and understanding of the policy, its purpose, and benefits—emphasizing the priority to put learning first. Students who do not follow policy expectations receive a minor infraction for the first and second offense. Multiple instances of cell phone use or disruption can result in higher levels of intervention with teachers or parents.

Personal electronic devices are prohibited during instructional time. Instructional time includes the entire period of a scheduled class and other times when students are directed to report to and participate in any instructional activity.

Cell phones: Students are to turn off and store cell phones and earbuds in provided cabinets at the beginning of each class period. Earbuds are to be stored in the lockers or backpacks. Students using phones or other electronic devices during instructional time will be subject to the following:

| | |
|----------------------------|---|
| First Offense | Student will be sent to the office to turn the device in. Student can retrieve device at the end of the day. Phone call home. |
| Second Offense | Student will take device to the office. Parent has to retrieve the device at the end of the day. 3 days campus clean up assigned/ phone call home. |
| Third Offense | Student will take device to the office. Parent has to retrieve the device at the end of the day. 1 day in school suspension assigned. |
| Subsequent Offenses | Student will take device to the office. Parent has to retrieve the device at the end of the day. 1+ days in school suspension or out of school suspension assigned. |

Most D51 schools use a student information system platform for disciplinary record-keeping for cell phone policy implementation and execution. In this system, a designated code is used to track cell phone use or tech use issues that culture and instructional teams can easily access for data collection and monitoring.

Exceptions and Special Circumstances

D51 heard concerns during the initial engagement process from families about the need for exceptions for special circumstances, such as for students with disabilities. District leadership committed to ensuring access to personal devices when there is no other alternative to students’ individual needs; however, staff have generally found through IEP or 504 meetings with families that accommodations that were once provided via cell phone can often be delivered with another district-provided device. This is also an area for ongoing monitoring during the course of this school year.

Monitoring and Evaluation

In preparation for implementation, D51 proactively built a measurement strategy rooted in the purpose for implementation—improved academic performance, better mental health outcomes, and less time on social media—and feedback from the stakeholder engagement process to construct an evaluation strategy. The evaluation strategy, capturing academic outcomes, instructional time in the classroom, and discipline and behavior events related to social media/device usage, will help the district ensure that the policy does what it set out to do.

Professional Development and Training

Staff received training about the new policy and its considerations during the summer of 2024, before the school year launched. Principals play a critical role in identifying ongoing professional development needs: the district has directed each school to evaluate the policy’s implementation periodically in order to guide both data review in staff meetings and inform future professional development opportunities.

Ongoing Community Engagement and Feedback

As the district contemplated ongoing engagement opportunities, it equipped principals to respond to and partner with families who had ongoing questions or concerns about the policy, and then ensured district staff and school board members were available for support. Because this was such a unified effort, and the robust engagement that informed the policy’s development proved to be such an effective platform for collaboration and co-creation, the district reports very few questions or concerns since the school year has started.

Conclusion

The D51 community set out to create the conditions for its schools to be “communities of engaged learners and teachers who achieve academic excellence, foster sustained attention, and cultivate lifelong habits of emotional and social resilience.” By grounding in research and lived experience, shared community commitment, and a meaningful and transparent engagement process with the district’s community, staff, and families, they were able to move from the identification of this need to the implementation of a thoughtful and comprehensive policy in just one year.

Stakeholders across the district and community credit Dr. Hill’s accessibility and visibility in his leadership of this effort as one of the primary factors leading to support and success. He created conditions for everyone to participate in the process, to share their concerns and see their feedback reflected, and feel well-prepared for a recommendation. The leadership of the D51 team contributed to a groundswell of support that was so powerful that policy change felt inevitable and even welcome. Dr. Hill says, however, that without a strong team of stakeholders advancing this work, it would not have been possible. Students became advocates for their own health; the Colorado Forum and WCCF provided critical support and influence to assure the district that they were not in it alone; principals and teachers became leaders in modeling the way; the D51 school board provided unwavering backing; and the D51 team built and sustained the infrastructure and communications to ensure that the efforts all stick.

While the district is closely monitoring academic and social-emotional outcomes as a result of this policy, early feedback from educators and students suggest that the impact is just what they hoped it would be—more instructional time, more connection between students (and teachers) at school, and an evolving classroom environment less dependent on devices and more deeply rooted in relationships. D51 will continue to monitor the policy’s implementation throughout the school year and measure and evaluate its impact over the next several years.

Summary Timeline

June 2023: Jay Seaton, publisher of *The Daily Sentinel*, raises concerns about cellphone impacts with the Colorado Forum and Dr. Hill.

November 2023: Dr. Hill begins reviewing data on device usage in schools, in partnership with D51 Behavioral Support Specialist Elizabeth Clark.

December 2023: Dr. Hill presents initial findings on cellphone impacts to the Colorado Forum.

January 2024: Advisory sessions with D51 staff, students, and parents begin.

April 2024: Dr. Hill presents the final policy proposal to the D51 Board of Education, leading to a unanimous approval.

Last six weeks of school / April-May 2024: Dr. Hill writes paragraphs for his Superintendent’s Weekly Update to prepare D51 for the new policy. The Communications team begins sending out information on the new policy to all families.

May 2024: The Communications team begins disseminating information on the policy and preparing for the upcoming school year.

August 2024: Implementation of Policy JICJ across all D51 schools.



