

Georgia P-12 Educator Perceptions of Personal Electronic Device Bans (2025)

Report Prepared by: Dr. Abraham E. Flanigan (principal investigator), Dr. Anna C. Brady, Dr. Allison Rickett, Dr. Taylor Norman, Dr. Elizabeth Barrow, Dr. Cynthia Bolton-Gary, Ms. Ashley Carter, Ms. Nandi BIRTHA, and Ms. Ella Thompson

Georgia Southern University

College of Education

Corresponding author: Abraham Flanigan (email: aflanigan@georgiasouthern.edu)

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Methodology

Participants and Recruitment

Participants for this research were 2,917 educators from the state of Georgia who completed an online survey in September-October 2025. Survey responses were received from 155 of Georgia's 159 counties. The survey was administered through the Qualtrics survey platform. Participants completed the online survey during their personal time on their own devices. No incentives were given for completing the online survey and approval for this study was granted by the Institutional Review Board of Georgia Southern University prior to the initiation of research activities. On average, the survey took approximately 15 minutes to complete.

Participants were recruited through the simultaneous efforts of the Georgia Southern University (GSU) research team and the Georgia Association of Professional Educators (PAGE). Participant recruitment occurred across two stages. During the initial recruitment phase, an electronic recruitment flyer was distributed via the PAGE members listserv, and chairs of the following professional associations were asked to share the flyer with their members:

- Georgia Science Teachers Association
- Georgia Council of Teachers of Mathematics
- Georgia Council of Teachers of English
- Georgia Council for the Social Studies
- Georgia Teachers of English to Speakers of Other Languages

Two weeks after the initial recruitment procedures, survey responses had been received from educators from all but 39 of Georgia's 159 counties. During the second recruitment phase, superintendents of each of these counties were individually contacted by the GSU team and given the electronic recruitment flyer with a request to distribute. PAGE also contacted their county representatives in each of the 39 remaining counties.

Research Instrument: Online Survey

Participants viewed and signed an electronic informed consent document prior to completing the online survey. The survey consisted of eight sections: demographics, student misuse of personal electronic devices, device misuse consequences, confidence in implementing a device-free policy, perceptions of Georgia House Bill 340, confidence in school safety plan, the need to extend HB 340 into high schools, and additional comments.

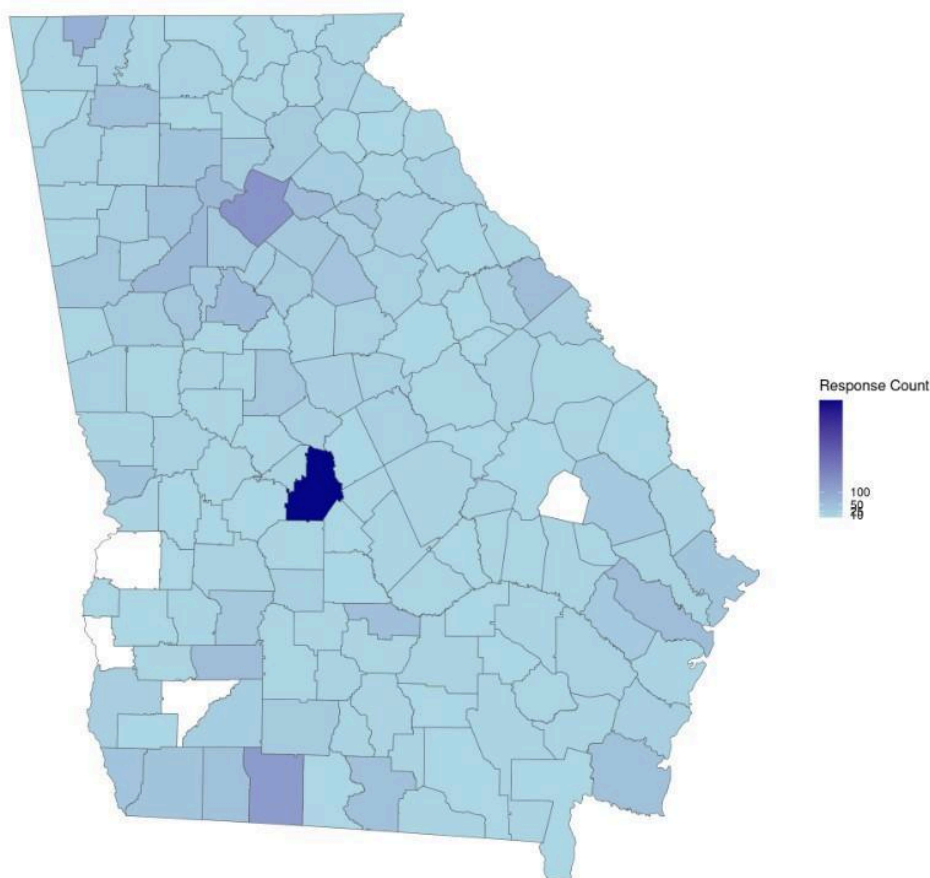
Data Cleaning

We initially received 3,756 survey responses. However, responses were only retained for analysis if the respondent completed at least the first two sections of the survey. The data cleaning procedure resulted in the retention of 2,917 usable responses (78% retention rate).

Participant Demographics

The final sample represented a broad range of Georgia P-12 educators statewide. Although most respondents were lead classroom teachers (72%) and/or worked in traditional public schools (96%), there was substantial variation in educational level, years of experience, subject area, and grade levels taught. The average participant was 47 years old and most (62%) had more than 10 years of professional experience working in P-12 education. Most participants had an advanced degree (e.g., M.Ed., Ph.D., specialist's degree). A complete overview of participant demographic information can be found in *Appendix A*.

The figure below presents a heat map depicting the number of survey responses obtained from each county in Georgia. Counties shaded in white indicate that no responses were received, whereas darker shading reflects higher response counts. The highest numbers of responses were obtained from Houston County (462), followed by Gwinnett (141), Thomas (125), Catoosa (82), and Fulton (63). Responses were not received from four counties: Baker, Candler, Clay, and Stewart.



Grand Summary of Findings

Findings from our statewide survey of Georgia P-12 educators indicated strong consensus that student misuse of personal electronic devices is a pervasive problem that contributes to inattentiveness during instruction, interferes with learning, promotes off-task behavior, and poses risks to student well-being, especially among high school students. Consistent with these concerns, educators across grade levels **expressed broad support** for Georgia House Bill 340 and **advocated for similar legislation** in Georgia high schools.

Despite parents and policymakers commonly being hesitant to enact device restrictions due to safety concerns (e.g., students' ability to contact caregivers during emergencies), respondents reported confidence in their schools' emergency response and communication plans and did not believe that banning personal electronic devices compromises student safety.

- Responses across all participants and survey items are in ***Appendix B***.
- Responses of educators across grade levels are in ***Appendix C***.
- A comparison of the responses for teachers and school administrators is in ***Appendix D***.

Key Findings

Student Misuse of Personal Electronic Devices (And Consequences)

- **87%** of survey respondents indicated that student misuse of their personal devices is a major source of distraction in their classrooms.
- Participants widely believe misuse of personal devices negatively impacts student focus (**95%**) and interferes with learning (**96%**).
- **88%** of participants indicated that student misuse of personal electronic devices during school contributes to student conflicts and bullying incidents.

Georgia House Bill 340

- **More than 90%** of respondents support Georgia House Bill 340 and believe the legislation will reduce device misuse and improve academic performance.
 - Yet, **71%** anticipate strong parental/caregiver resistance.

Student Safety

- **Less than 10%** believe banning personal devices will compromise school safety.
 - **Only 15%** believe student access to personal devices improves school safety.
- **More than 90%** of respondents are confident in their school's emergency communication and response plan.

Extending Legislation Similar to HB 340 Into High Schools

- **90%** of respondents believe a device-free policy similar to HB 340 is needed in Georgia high schools (including **93%** of high school educators and **89%** of administrators).

Student Misuse of Personal Electronic Devices During Class

This section describes educators' perceptions of student misuse of personal electronic devices during instruction. Results indicate that device misuse increases across grade levels and that teachers and administrators report largely consistent perceptions of student behavior. Two key themes are presented.

Key Theme: Observed Student Misuse of Personal Devices Increases with Grade Level

Across all participants regardless of the grade level(s) they work in:

- **36%** reported “often” or “always” observing students misusing mobile phones during class.
- Georgia educators perceive that about **30%** of their students misuse their mobile phones for off-task purposes for *at least half of the instructional time* during a typical school day.

However, *response data indicated that the prevalence of student misuse of their personal devices varies widely across grade levels*. Specifically, misuse of personal electronic devices increases in prevalence as students get older. For example, when asked to estimate the percentage of students who typically misuse personal electronic devices during class, elementary educators reported that only 5% of their students misuse devices for at least half of instructional time. In contrast, middle grades educators estimated this figure at 20%, while high school educators reported that 57% of their students engage in device misuse at this frequency. Such findings indicate that Georgia educators working in upper grade levels observe the most device misuse.

Table 1 below overviews the percentage of educators across grade levels who reported “often” or “always” observing students engaging in the following off-task behaviors during class. As shown, high school educators observe more device misuse than educators in earlier grade levels.

Table 1			
<i>Percentage of Educators Across Grade Levels Who Observe Students “Often” or “Always” Engaging in Each Behavior</i>			
	Elementary School	Middle School	High School
Misusing Mobile Phones	6%	22%	58%
Texting or Messaging	5%	22%	57%
Using Social Media	4%	17%	53%
Taking Photos or Videos	7%	23%	33%

Key Theme: Consistency Between Teacher and Administrator Perceptions of Device Misuse

Teachers and administrators showed strong agreement regarding student device misuse.

- For instance, classroom teachers and school administrators both estimated that about one-third of all students misuse their personal devices during a typical school day.

Table 2 below overviews the percentage of classroom teachers and administrators who reported “often” or “always” observing students engaging in the following off-task behaviors during class.

- As shown, teacher and administrator observations of device misuse were largely consistent, though administrators perceived students taking unauthorized photos and videos as more prevalent.

Table 2		
<i>Percentage of Classroom Teachers and Administrators Who Observe Students “Often” or “Always” Engaging in Each Behavior</i>		
	Classroom Teachers	Administrators
Misusing Mobile Phones	36%	39%
Texting or Messaging	35%	36%
Using Social Media	32%	32%
Taking Photos or Videos	24%	33%

Device Misuse Consequences

This section summarizes educators’ perceptions of the academic, social, and instructional consequences of student misuse of personal electronic devices. Across Georgia P-12 settings, educators reported strong consensus that device misuse undermines student focus and learning, contributes to conflict and bullying, and influences teachers’ instructional practices. Overall, personal electronic devices were rarely viewed as supporting learning during class.

Key Theme: Strong Consensus Among Georgia P–12 Educators on the Negative Effects of Device Misuse

Across all participants regardless of the grade level(s) they work in:

- Participants widely believe misuse of personal electronic devices negatively impacts student focus (**95%**) and interferes with learning (**96%**).
- **87%** of survey respondents indicated that student misuse of their personal devices is a major source of distraction in their classrooms. **88%** believe student misuse of personal electronic devices during school contributes to student conflicts and bullying incidents.

Table 3 shows the percentage of educators across grade levels who “agree” or “strongly agree” that device misuse during class negatively affects student focus, hinders learning, and contributes to increased amounts of student conflict and bullying during school.

- As shown, classroom teachers across grade levels believe that student misuse of personal devices during class disrupts student focus and learning and contributes to student conflict and bullying.

Table 3			
<i>Perceived Negative Effects on Academic and Student Well-Being Outcomes</i>			
	Elementary School Educators	Middle School Educators	High School Educators
Disrupts focus	91%	97%	98%
Impedes learning	93%	97%	97%
Increases student conflict and bullying	72%	88%	94%
<i>Note.</i> Percentages reflect the percentage of educators across each grade level who “agree” or “strongly agree” that device misuse negatively affects each of these student outcomes.			

Table 4 compares the percentages of classroom teachers and school administrators who “agree” or “strongly agree” that device misuse during class negatively affects student focus, hinders learning, and contributes to increased amounts of student conflict and bullying during school.

- As shown, teachers and administrators both strongly believe personal device misuse disrupts learning and threatens student well-being.

Table 4		
<i>Teacher and Administrator Views on the Negative Effects of Device Misuse</i>		
	Classroom Teachers	School Administrators
Disrupts focus	96%	96%
Impedes learning	96%	96%
Increases student conflict and bullying	86%	91%
<i>Note.</i> Percentages reflect the percentage of classroom teachers and school administrators who “agree” or “strongly agree” that device misuse negatively affects each of these student outcomes.		

Key Theme: The Presence of Personal Electronic Devices in Classrooms Negatively Influences Instructional Practices

Response data revealed that student misuse of their personal devices affects their teachers’ instructional design decisions, and that teachers generally do not view students’ personal devices as tools that support learning during class.

Across all participants, regardless of the grade level(s) they work in:

- **67%** of those who deliver instruction have had to adjust their teaching practices to manage student device misuse.
 - This is particularly true for high school teachers (77%)
- Less than half (**47%**) believe students’ personal electronic devices can be used to support learning during class.
- Banning students’ personal electronic devices from classrooms would only interfere with how **8%** of Georgia teachers deliver instruction.

As shown in **Table 5**, teachers’ perceptions of both the implications of student device misuse and the instructional effects of device bans differed across grade levels.

Table 5			
<i>Teacher Views on The Implications of Device Misuse and Device Policies on Instruction</i>			
	Elementary School Educators	Middle School Educators	High School Educators
I have had to adjust my teaching practices to	29%	57%	77%

manage device misuse			
I believe personal devices can be used to support learning	44%	39%	54%
Banning personal devices would interfere with my instruction	8%	5%	9%
Note. Percentages reflect the percentage of educators across each grade level who “agree” or “strongly agree” with each statement			

Confidence in Implementing a Device-Free Policy

This section summarizes educators' confidence in implementing device-free classroom policies. Most participants reported strong confidence in their ability to enforce such policies, largely because many already work in schools with existing instructional-time or bell-to-bell mobile phone bans. However, implementation practices vary by grade level, with more restrictive policies more common in elementary settings. Despite their confidence, many educators (particularly at the high school level) also expressed interest in targeted professional development to support effective enforcement.

Key Theme: Considerable Confidence and Experience in Implementing a Device-Free Policy

Participants expressed strong confidence in their ability to implement a device-free policy, likely because many are already doing so in their classrooms and/or school systems. For instance, across all participants, **79%** work in schools with either a **bell-to-bell (55%)** or **instructional-time ban (24%)** on mobile phones. As such, for just over half of the participants, the implementation of Georgia House Bill 340 will represent a continuation of the policy already being implemented in their school or district.

Yet, the adoption of device-free policies is not consistent across grade levels in the state of Georgia. As shown below in **Table 6**, existing bell-to-bell bans on mobile phones are more common in lower than upper grade levels in Georgia schools.

Table 6			
<i>Existing Implementation of Mobile Phone Policies in Georgia Schools Across Grade Levels</i>			
	Elementary Schools	Middle Schools	High Schools
Bell-to-Bell Ban	84%	93%	20%
Instructional-Time Ban	3%	2%	46%
Other Policy	7%	4%	29%
No Policy	6%	1%	5%
Note. Cell values reflect the percentage of educators working in each grade level who report working in schools with each mobile phone policy.			

The familiarity with implementing device-free policies has given most participants a strong sense of confidence in their ability to adopt and enforce such policies. Across all participants who would need to enforce HB 340 in their professional role:

- **85%** are confident in their ability to enforce the device-free policy.
- **74%** believe it would be easy to integrate device storage solutions into their classrooms.

- **71%** know strategies to manage student resistance to device bans.

As shown in **Table 7**, confidence in implementing device-free policies was reported by most educators working across all levels of P-12 education in Georgia.

Table 7			
<i>Confidence in Implementing Device-Free Policies Across Grade Levels</i>			
	Elementary School Educators	Middle School Educators	High School Educators
Confident in ability to enforce device-free classroom policy	90%	91%	77%
It would be easy to integrate device storage solutions	69%	70%	78%
I know strategies to manage student resistance to policies	67%	76%	69%
Note. Cell values reflect the percentage of educators working in each grade level who “agree” or “strongly agree” with each statement.			

Key Theme: Openness to Professional Development Opportunities

Despite participants’ substantial experience implementing device-free policies at the classroom and school levels, many still perceived value in targeted professional development (PD) focused on policy enforcement. Overall, **52%** of respondents indicated that they would benefit from PD on enforcing device-free policies. Perceived need for such support varied by grade level, with **42%** of elementary educators, **43%** of middle school educators, and **62%** of high school educators reporting that they would benefit from these PD opportunities.

Key Theme: Broad Support for Various Mobile Phone Policies

Respondents voiced strong support for a variety of policies that would curb student misuse of their personal mobile phones during class. As shown in **Table 8**, elementary, middle school, and high school educators all broadly supported policies that would curb misuse of mobile phones in their classrooms. Yet, the most support was given for the kind of bell-to-bell ban required by Georgia House Bill 340.

Table 8				
<i>Support for Various Mobile Phone Policies</i>				
	Elementary School Educators	Middle School Educators	High School Educators	All Respondents
Bell-to-Bell Ban	83%	95%	81%	85%
Instructional Time-Only Ban	63%	47%	81%	67%
Restricted Policy (i.e., stored in pouches but can be retrieved when permitted)	67%	65%	80%	72%
Note. Cell values reflect the percentage of educators working in each grade level who “support” or “strongly support” with each policy.				

Perceptions of Georgia House Bill 340 (the “Distraction-Free Education Act”)

This section summarizes Georgia P-12 educators’ perceptions of Georgia House Bill 340. Findings show overwhelming support for the legislation and strong expectations that it will reduce device misuse and improve student learning and behavior. At the same time, many educators anticipate caregiver resistance and hold mixed views about the potential burden of implementation on classroom teachers, with differences evident across grade levels and between classroom teachers and school administrators.

Key Theme: Broad Support of HB 340

Georgia educators were unified in their support of HB 340. Across all participants, **93%** support the bill. Similar levels of support were reported across grade levels and between classroom teachers and administrators.

Across grade levels, the following percentages of educators **support** HB 340:

- Elementary: **89%**
- Middle School: **95%**
- High School: **92%**

Similarly, the following percentages of classroom teachers and administrators support HB 340:

- Classroom Teachers: **93%**
- Administrators: **92%**

Key Theme: Positive Anticipated Effects of HB 340 on Learning, Behavior, and Well-Being

Georgia educators anticipate several positive effects from the implementation of HB 340. Across all respondents:

- **90%** believe implementation of the bill will reduce device misuse and improve student focus and academic performance.
 - Including **91%** of all classroom teachers and administrators.
- **82%** believe HB 340 will reduce behavior problems in classrooms.
 - Including **84%** of classroom teachers and **85%** of administrators.

Table 9 shows that educators across grade levels believe HB 340 will have positive effects on learning, behavior, and student well-being during class.

Table 9				
<i>Educators' Anticipated Effects of HB 340 Across Grade Levels</i>				
	Elementary School Educators	Middle School Educators	High School Educators	All Respondents
Reduced device misuse	87%	93%	91%	91%
Improved student focus and academic performance	86%	92%	92%	91%
Reduced behavior problems	77%	87%	84%	83%
Note. Cell values reflect the percentage of educators working in each grade level who “agree” or “strongly agree” with each statement.				

Key Theme: Anticipated Resistance from Caregivers

Most Georgia educators (**71%** of the entire sample) anticipate caregiver resistance to HB 340 and its implementation. Across grade levels, the following percentages of educators anticipate strong caregiver resistance:

- Elementary: **69%**
- Middle School: **61%**
- High School: **71%**
 - **Note:** HB 340 will not be implemented in high school classrooms. These educators perceive caregivers will resist its implementation in K-8 classrooms.

Similarly, while classroom teachers and administrators both anticipate resistance from caregivers, a higher percentage of classroom teachers anticipate resistance:

- Classroom Teachers: **72%**
- Administrators: **61%**

Key Theme: Views About Potential Burdens on Classroom Teachers

Participants were somewhat divided in their views about whether HB 340 will impose an undue burden on classroom teachers, although most believe that administrators are well prepared to develop device policies and support teachers during implementation. Across all participants:

- **87%** believe administration will adequately support teachers and staff in the implementation of HB 340 and **81%** are confident in their district's ability to create a reasonable device policy.

- **56%** feel the legislation places too much enforcement responsibility on teachers.
- **Only 25%** are concerned about potential unintended consequences of the law (e.g., student safety, communication with families).

A few notable differences emerged between the responses of classroom teachers and administrators. In sum, *classroom teachers view HB 340 as more burdensome on educators and show somewhat less confidence in administration's ability to provide support* in policy implementation than the administrators themselves.

- **59%** of classroom teachers and **42%** of administrators feel the law places too much responsibility on teachers to enforce device restrictions.
- **86%** of classroom teachers and **95%** of the administrators themselves believe administration will provide adequate implementation support.

Table 10 shows that educators across grade levels also hold mixed views. As shown:

- High school educators showed the least confidence in their districts' abilities to create reasonable device policies.
- Middle school educators felt least burdened by the impending implementation of HB 340.
- Elementary school educators expressed the most concern about unintended consequences.

Table 10				
<i>Views About Potential Burdens on Classroom Teachers Across Grade Levels</i>				
	Elementary School Educators	Middle School Educators	High School Educators	All Respondents
Admin. will provide adequate support in HB 340 implementation	82%	92%	82%	87%
Concerned about unintended consequences of HB 340	35%	20%	23%	25%
HB 340 places too much responsibility on teachers	58%	45%	63%	56%
Confident in district's ability to create a reasonable device policy	89%	88%	74%	82%
Note. Cell values reflect the percentage of educators working in each grade level who "agree" or "strongly agree" with each statement.				

Confidence in School's Safety Plan and Perceived Effects of HB 340

This section summarizes Georgia P-12 educators' confidence in their schools' safety plans and their perceptions of HB 340's impact on student safety. Educators across roles and grade levels reported strong confidence in existing emergency response systems and did not view restricting student access to personal devices during class as compromising student safety.

Key Theme: High Confidence in School Safety Plans

As shown in **Table 11**, Georgia P-12 educators expressed high confidence in their respective schools' emergency communication and response plans. The similarities in the response data shown in Table 11 indicate that Georgia educators view their schools as adequately prepared to respond in the event of a crisis situation (e.g., active shooter, extreme weather event, fire).

- Respondents also indicated that the safety measures implemented by GA House Bill 268 (e.g., panic buttons, digital mappings of schools shared with law enforcement) have provided them with an added sense of safety.

Table 11				
<i>Confidence in School Safety Plans Among Educators Across Grade Levels</i>				
	Elementary School	Middle School	High School	All Respondents
Confident in Emergency Communication Plan	92%	95%	92%	93%
Trust Staff to Communicate Effectively in a Crisis	88%	96%	95%	94%
Believe HB 268 Contributed to Greater Sense of School Safety	85%	86%	88%	87%
Note. Cell values reflect the percentage of educators working in each grade level who “agree” or “strongly agree” with each statement.				

Moreover, as shown in **Table 12** below, a strong sense of confidence in school safety plans was also shared between classroom teachers and school administrators.

Table 12		
<i>Confidence in School Safety Plans Among Teachers and Administration</i>		
	Classroom Teachers	School Administrators
Confidence in Emergency Communication Plan	93%	97%
Trust Staff to Communicate Effectively in a Crisis	94%	99%
Believe HB 268 Contributed to Greater Sense of School Safety	95%	94%

Key Theme: Educators Do Not View HB 340 as Compromising Student Safety

Resistance to device bans is often rooted in the concern that students are less safe during emergency situations if they do not have access to their personal electronics. Yet, as shown in **Table 13**, Georgia P-12 educators **do not** believe students are safer during emergency situations if they have access to their personal devices and **do not** believe that banning students' personal electronic devices from class will compromise safety.

Table 13				
<i>Educator Views on The Effects of HB 340 on Student Safety Across Grade Levels</i>				
	Elementary School	Middle School	High School	All Respondents
Student Access to Personal Devices Improves Safety	24%	10%	15%	16%
Students Will Be Able To Contact Families During Emergencies Even If Devices Are Restricted	68%	80%	80%	77%
Banning Students' Personal Devices Compromises	16%	5%	8%	10%

School Safety				
Concerned About School's Emergency Response Abilities If Devices Are Restricted	14%	7%	10%	10%
Note. Cell values reflect the percentage of educators working in each grade level who “agree” or “strongly agree” with each statement.				

Moreover, **Table 14** shows that teachers and administrators shared similar views on student device use during emergencies and HB 340's implications for student safety.

Table 14		
<i>Teacher and Administrator Views on The Effects of HB 340 on Student Safety</i>		
	Classroom Teachers	School Administrators
Student Access to Personal Devices Improves Safety	15%	14%
Students Will Be Able To Contact Families During Emergencies Even If Devices Are Restricted	78%	74%
Banning Students' Personal Devices Compromises School Safety	9%	7%

Views Regarding the Need for a Policy Similar to HB 340 in Grades 9-12

Survey responses indicated strong support among Georgia educators for extending a device-free policy similar to HB 340 into high school classrooms. Across roles, respondents viewed current policies as insufficient and reported that device misuse is widespread in grades 9-12, where it substantially interferes with both teaching and learning. Collectively, educators perceived device misuse as more prevalent in high school than in earlier grade levels, reinforcing the need for similar legislation at the secondary level.

Key Theme: Georgia Educators Support HB 340-Style Policies in Georgia High Schools

Only **24%** of respondents believe current policies are sufficient for managing device misuse in grades 9-12, and **90%** believe a policy similar to HB 340 is needed in high schools.

Classroom teachers and school administrators are unified in this belief.

- **90%** of the classroom teachers and **89%** of the school administrators surveyed believe that legislation similar to HB 340 should be adopted in Georgia high schools..

Among the high school educators who completed the survey:

- **93%** support extended legislation similar to HB 340 into Georgia high schools.
- **21%** believe current policies are sufficient for managing device misuse in grades 9-12.

Key Theme: Consensus Regarding the Negative Effects of Device Misuse in 9-12 Classrooms

Response data indicate that Georgia educators view device misuse as prevalent and consequential in high school classrooms.

- **96%** of respondents perceive that device misuse hinders learning in high school classrooms.
- **94%** of respondents indicated that device misuse interferes with teaching in grades 9-12.

Among the high school educators who completed the survey:

- **97%** believe personal device misuse interferes with teaching in their classrooms.
- **97%** indicated that device misuse hinders learning in Georgia high schools..

Key Theme: Device Misuse Seen as Most Prevalent in Grades 9-12

Most of the survey respondents (**84%**) believe that student misuse of personal electronics is worse in high school than in P-8 classrooms.

- This belief was shared by most of the elementary (**85%**), middle school (**69%**), and high school (**90%**) educators surveyed.
- Similarly, classroom teachers (**85%**) and school administrators (**82%**) showed strong agreement on this issue.

Appendices

Appendix A: Participant Demographic Information

Table A1	
<i>Survey Respondent Demographic Information</i>	
Type of School Where Employed	n
Public	2,792
Private	20
Charter	100
Highest Education Level Completed	
High School Diploma or GED	75
Two-Year Associate's Degree	80
Four-Year Bachelor's Degree	515
Master's Degree	1,280
Doctorate	274
Other	690
Grade Level(s) Currently Teaching	
Elementary (P-5)	771
Middle School (6-8)	670
High School (9-12)	1,277
Multiple Grade Bands	145
Primary Professional Role	
Lead Classroom Teacher	2,094
School Administrator	183
Paraprofessional	141
School Counselor	62
Media Specialist/Librarian	57

Instructional Coach	49
Other	329
Content Area(s) Currently Teaching	
English/Language Arts	843
Mathematics	741
Social Studies	654
Science	646
Special Education	413
CTAE	271
Fine Arts	162
Health/Physical Education	113
Foreign/World Languages	94
Other	216
I do not teach	368
Years of Professional P-12 Experience	
Less than 1 Year	38
1-3 years	169
4-5 years	197
6-10 years	412
11-14 years	355
15+ years	1,739

Table A2		
<i>Georgia County Where Employed</i>		
	n	% of Sample
Appling	5	0.2
Atkinson	2	0.1
Bacon	1	0.1
Baldwin	13	0.5
Banks	3	0.1
Barrow	55	1.9
Bartow	13	0.5
Ben Hill	50	1.7
Berrien	7	0.2
Bibb	15	0.5
Bleckley	3	0.1
Brantley	5	0.2
Brooks	2	0.1
Bryan	8	0.3
Bulloch	27	0.9
Burke	3	0.1
Butts	5	0.2
Calhoun	3	0.1
Camden	44	1.5
Carroll	35	1.2
Catoosa	82	2.8
Charlton	1	0.1

Chatham	37	1.3
Chattahoochee	7	0.2
Chattooga	1	0.1
Cherokee	40	1.4
Clarke	35	1.2
Clayton	29	1.0
Clinch	2	0.1
Cobb	46	1.6
Coffee	9	0.3
Colquitt	23	0.8
Columbia	56	1.9
Cook	5	0.2
Coweta	25	0.9
Crawford	4	0.1
Crisp	16	0.6
Dade	3	0.1
Dawson	5	0.2
Decatur	36	1.2
DeKalb	33	1.1
Dodge	6	0.2
Dooly	3	0.1
Dougherty	53	1.8
Douglas	18	0.6
Early	18	0.6
Echols	5	0.2

Effingham	7	0.2
Elbert	13	0.5
Emanuel	2	0.1
Evans	4	0.1
Fannin	1	0.1
Fayette	35	1.2
Floyd	12	0.4
Forsyth	23	0.8
Franklin	1	0.1
Fulton	63	2.2
Gilmer	12	0.4
Glascock	1	0.1
Glynn	16	0.6
Gordon	45	1.6
Grady	45	1.6
Greene	14	0.5
Gwinnett	141	4.9
Habersham	13	0.5
Hall	24	0.8
Hancock	1	0.1
Haralson	6	0.2
Harris	6	0.2
Hart	3	0.1
Heard	3	0.1
Henry	60	2.1

Houston	462	16.0
Irwin	4	0.1
Jackson	19	0.7
Jasper	8	0.3
Jeff Davis	1	0.1
Jefferson	11	0.4
Jenkins	3	0.1
Johnson	2	0.1
Jones	15	0.5
Lamar	6	0.2
Lanier	5	0.2
Laurens	7	0.2
Lee	31	1.1
Liberty	54	1.9
Lincoln	3	0.1
Long	27	0.9
Lowndes	46	1.6
Lumpkin	4	0.1
Macon	2	0.1
Madison	6	0.2
Marion	2	0.1
McDuffie	15	0.5
McIntosh	5	0.2
Meriwether	4	0.1
Miller	1	0.1

Mitchell	19	0.7
Monroe	35	1.2
Montgomery	3	0.1
Morgan	38	1.3
Murray	6	0.2
Muscogee	37	1.3
Newton	26	0.9
Oconee	20	0.7
Oglethorpe	18	0.6
Paulding	16	0.6
Peach	8	0.3
Pickens	4	0.1
Pierce	3	0.1
Pike	7	0.2
Polk	6	0.2
Pulaski	2	0.1
Putnam	14	0.5
Quitman	1	0.1
Rabun	5	0.2
Randolph	1	0.1
Richmond	17	0.6
Rockdale	19	0.7
Schley	2	0.1
Screven	2	0.1
Seminole	39	1.4

Spalding	4	0.1
Stephens	5	0.2
Sumter	10	0.3
Talbot	12	0.4
Taliaferro	10	0.3
Tattnall	5	0.2
Taylor	4	0.1
Telfair	4	0.1
Terrell	5	0.2
Thomas	125	4.3
Tift	8	0.3
Toombs	4	0.1
Towns	2	0.1
Treutlen	9	0.3
Troup	13	0.5
Turner	3	0.1
Twiggs	2	0.1
Union	3	0.1
Upson	3	0.1
Walker	12	0.4
Walton	30	1.0
Ware	5	0.2
Warren	2	0.1
Washington	4	0.1
Wayne	11	0.4

Webster	2	0.1
Wheeler	2	0.1
White	3	0.1
Whitfield	19	0.7
Wilcox	2	0.1
Wilkes	2	0.1
Wilkinson	14	0.5
Worth	4	0.1
Not Specified	36	1.2

Appendix B: Item Response Frequencies Across All Items and Participants

Section 1: Student Misuse of Personal Electronic Devices	
What type(s) of personal electronic devices have your students brought into the classroom and misused for off-task purposes? (select all that apply)	
	Percent of Respondents
Mobile Phones	87%
Smart Watches	64%
Laptops	47%
Video Gaming Devices	26%
Other	16%
In general, how often do your students use mobile phones for off-task purposes during class time?	
	Percent of Respondents
Never	22%
Rarely	24%
Sometimes	19%
Often	25%
Always	10%
What percentage of your students misuse their personal electronic devices during a typical school day?	
	Percent of Respondents
0% (None)	15%
1-10% (Some)	27%
11-25% (A Few)	13%
26-40% (Quite A Few)	11%
41-60% (About Half)	9%
61-75% (Most)	13%

76-100% (Nearly All)	12%
I often observe students using social media (e.g., Instagram, Snapchat, Facebook, TikTok) on their personal electronic devices during class.	
	Percent of Respondents
Never	32%
Rarely	20%
Sometimes	18%
Often	22%
Always	8%
Students take photos or videos in class without permission.	
	Percent of Respondents
Never	24%
Rarely	25%
Sometimes	27%
Often	18%
Always	6%
Section 2: Device Misuse Consequences	
Device misuse negatively impacts students' focus during instruction.	
	Percent of Respondents
Strongly Disagree	2%
Disagree	2%
Agree	22%
Strongly Agree	74%
Device misuse interferes with student learning.	
	Percent of Respondents
Strongly Disagree	2%

Disagree	2%
Agree	21%
Strongly Agree	75%
Personal electronic devices are a major source of classroom distraction.	
	Percent of Respondents
Strongly Disagree	5%
Disagree	8%
Agree	26%
Strongly Agree	61%
Personal electronic devices have contributed to student conflicts or bullying incidents in my classroom or school.	
	Percent of Respondents
Strongly Disagree	6%
Disagree	9%
Agree	30%
Strongly Agree	55%
I have had to adjust my teaching practices to manage student device misuse.	
	Percent of Respondents
Strongly Disagree	11%
Disagree	18%
Agree	27%
Strongly Agree	32%
I Do Not Deliver Instruction	12%
I believe personal electronic devices can be used to support learning during class.	
	Percent of Respondents
Strongly Disagree	21%

Disagree	32%
Agree	41%
Strongly Agree	6%
Banning students' personal electronic devices would interfere with how I deliver instruction.	
	Percent of Respondents
Strongly Disagree	61%
Disagree	22%
Agree	5%
Strongly Agree	2%
I Do Not Deliver Instruction	10%
Section 3: Confidence in Implementing a Device-Free Policy	
How does your school currently (academic year 2025-2026) regulate the use of mobile phones in the classroom?	
	Percent of Respondents
Banned during the school day (i.e., bell-to-bell)	55%
Allowed during breaks, but not during class	24%
Allowed during a single designated time during the school day	3%
Allowed with teacher permission	10%
We do not have a mobile phone policy	4%
Other	4%
I am confident in my ability to enforce a device-free classroom policy.	
	Percent of Respondents
Strongly Disagree	4%
Disagree	10%

Agree	27%
Strongly Agree	49%
I Would Not Need To Enforce The Policy In My Current Role	10%
I believe it would be easy to integrate device storage solutions (e.g., pouches lock boxes) into my classroom routine.	
	Percent of Respondents
Strongly Disagree	9%
Disagree	14%
Agree	32%
Strongly Agree	34%
I Would Not Need To Enforce The Policy In My Current Role	11%
I know strategies to manage student resistance to device bans.	
	Percent of Respondents
Strongly Disagree	5%
Disagree	22%
Agree	41%
Strongly Agree	22%
I Would Not Need To Enforce The Policy In My Current Role	10%
I would benefit from professional development on enforcing device-free policies effectively.	
	Percent of Respondents
Strongly Disagree	18%
Disagree	30%
Agree	41%
Strongly Agree	11%

Below are different approaches schools might take regarding mobile phone use. Each is presented independently. You may support or oppose any or all of them. Please rate the extent to which you would support each policy.

	Percent of Respondents
A policy in which mobile phones are banned all day (i.e., bell-to-bell)	
Strongly Oppose	5%
Oppose	10%
Support	21%
Strongly Support	64%
A policy in which mobile phones are banned only during instructional time (i.e., classroom use)	
Strongly Oppose	15%
Oppose	18%
Support	33%
Strongly Support	34%
A policy in which mobile phones are restricted (e.g., stored in pouches and only retrieved when permitted by the teacher)	
Strongly Oppose	12%
Oppose	16%
Support	34%
Strongly Support	38%
Section 4: Perceptions of Georgia House Bill 340	
I support Georgia's Distraction-Free Education Act (House Bill 340)	
	Percent of Respondents
Strongly Disagree	3%

Disagree	4%
Agree	22%
Strongly Agree	71%
I am confident that my administration will adequately support teachers and staff in the implementation of HB 340.	
	Percent of Respondents
Strongly Disagree	4%
Disagree	9%
Agree	35%
Strongly Agree	52%
HB 340 will reduce device misuse in classrooms.	
	Percent of Respondents
Strongly Disagree	2%
Disagree	7%
Agree	38%
Strongly Agree	53%
HB 340 will improve student focus and academic performance.	
	Percent of Respondents
Strongly Disagree	2%
Disagree	7%
Agree	37%
Strongly Agree	54%
HB 340 will reduce behavior problems in classrooms.	
	Percent of Respondents
Strongly Disagree	3%
Disagree	14%

Agree	40%
Strongly Agree	43%
The HB 340 legislation reflects the needs of today's classrooms.	
	Percent of Respondents
Strongly Disagree	3%
Disagree	6%
Agree	37%
Strongly Agree	54%
I anticipate strong caregiver resistance to a ban on personal electronic devices during the school day.	
	Percent of Respondents
Strongly Disagree	4%
Disagree	25%
Agree	47%
Strongly Agree	24%
I am concerned about the unintended consequences of this law (e.g., student safety, communication with families)	
	Percent of Respondents
Strongly Disagree	27%
Disagree	48%
Agree	18%
Strongly Agree	7%
I feel the law places too much responsibility on teachers to enforce device restrictions.	
	Percent of Respondents
Strongly Disagree	8%
Disagree	35%

Agree	35%
Strongly Agree	22%
I feel confident in my school district's ability to create a reasonable device policy.	
	Percent of Respondents
Strongly Disagree	5%
Disagree	13%
Agree	52%
Strongly Agree	30%
A device ban would be more useful in grade 9-12 classrooms than it is in K-8 classrooms.	
	Percent of Respondents
Strongly Disagree	14%
Disagree	31%
Agree	26%
Strongly Agree	29%
I believe that school districts should have the autonomy to decide whether to implement a complete (i.e., first-to-last bell) or classroom-only (i.e., during instruction) device ban.	
	Percent of Respondents
Strongly Disagree	16%
Disagree	29%
Agree	38%
Strongly Agree	17%
Section 5: Confidence in School's Safety Plan	
I am confident in my school's emergency communication plan.	
	Percent of Respondents
Strongly Disagree	2%
Disagree	5%

Agree	45%
Strongly Agree	48%
Students having access to their personal electronic devices improves school safety.	
	Percent of Respondents
Strongly Disagree	35%
Disagree	49%
Agree	12%
Strongly Agree	4%
I believe students will be able to contact their families in the event of an emergency if their personal electronic devices are restricted.	
	Percent of Respondents
Strongly Disagree	6%
Disagree	17%
Agree	53%
Strongly Agree	24%
I trust that school staff can communicate quickly and effectively during a crisis.	
	Percent of Respondents
Strongly Disagree	2%
Disagree	4%
Agree	43%
Strongly Agree	51%
Banning students' personal electronic devices will compromise school safety.	
	Percent of Respondents
Strongly Disagree	49%
Disagree	41%
Agree	7%

Strongly Agree	3%
I am concerned about my school's ability to respond effectively to emergencies without student access to their devices.	
	Percent of Respondents
Strongly Disagree	51%
Disagree	39%
Agree	6%
Strongly Agree	4%
The school safety measures implemented by Georgia House Bill 268 provided me with an added sense of safety.	
	Percent of Respondents
Strongly Disagree	1%
Disagree	4%
Agree	38%
Strongly Agree	49%
I am unfamiliar with HB 268	8%
Section 6: The Need for a Similar Policy in Grade 9-12 Classrooms	
A device-free policy similar to HB 340 is needed in high school classrooms.	
	Percent of Respondents
Strongly Disagree	3%
Disagree	7%
Agree	28%
Strongly Agree	62%
Student misuse of personal electronic devices is worse in 9-12 classrooms than in K-8 classrooms.	
	Percent of Respondents
Strongly Disagree	2%

Disagree	14%
Agree	34%
Strongly Agree	50%
Student misuse of personal electronic devices interferes with teaching in grades 9-12.	
	Percent of Respondents
Strongly Disagree	2%
Disagree	4%
Agree	30%
Strongly Agree	64%
Student misuse of personal electronic devices interferes with learning in grades 9-12.	
	Percent of Respondents
Strongly Disagree	1%
Disagree	3%
Agree	31%
Strongly Agree	65%
Current school policies are not sufficient to manage device misuse in grades 9-12.	
	Percent of Respondents
Strongly Disagree	3%
Disagree	20%
Agree	40%
Strongly Agree	37%
I support extending HB 340 (or similar legislation) into grades 9-12.	
	Percent of Respondents
Strongly Disagree	4%
Disagree	6%

Agree	27%
Strongly Agree	63%

Appendix C: Response Frequencies Across All Items Based on Grade Level Taught

Section 1: Student Misuse of Personal Electronic Devices			
What type(s) of personal electronic devices have your students brought into the classroom and misused for off-task purposes? (select all that apply)			
	Elementary Educators	Middle School Educators	High School Educators
Mobile Phones	63%	92%	98%
Smart Watches	48%	68%	73%
Laptops	24%	45%	64%
Video Gaming Devices	14%	24%	36%
Other	16%	11%	19%
In general, how often do your students use mobile phones for off-task purposes during class time?			
	Elementary Educators	Middle School Educators	High School Educators
Never	52%	20%	6%
Rarely	29%	35%	15%
Sometimes	13%	23%	20%
Often	5%	17%	42%
Always	1%	5%	17%
What percentage of your students misuse their personal electronic devices during a typical school day?			
	Elementary Educators	Middle School Educators	High School Educators
0% (None)	37%	12%	3%
1-10% (Some)	41%	35%	15%
11-25% (A Few)	11%	19%	11%

26-40% (Quite A Few)	6%	14%	13%
41-60% (About Half)	2%	7%	13%
61-75% (Most)	2%	8%	23%
76-100% (Nearly All)	1%	5%	22%
I often observe students using social media (e.g., Instagram, Snapchat, Facebook, TikTok) on their personal electronic devices during class.			
	Elementary Educators	Middle School Educators	High School Educators
Never	72%	32%	9%
Rarely	17%	31%	16%
Sometimes	7%	20%	22%
Often	3%	13%	38%
Always	1%	4%	15%
Students take photos or videos in class without permission.			
	Elementary Educators	Middle School Educators	High School Educators
Never	49%	20%	13%
Rarely	27%	30%	22%
Sometimes	18%	28%	32%
Often	5%	18%	24%
Always	1%	4%	9%
Section 2: Device Misuse Consequences			
Device misuse negatively impacts students' focus during instruction.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	5%	1%	1%
Disagree	4%	2%	1%

Agree	34%	21%	15%
Strongly Agree	57%	76%	83%
Device misuse interferes with student learning.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	4%	1%	1%
Disagree	3%	2%	1%
Agree	35%	20%	14%
Strongly Agree	58%	77%	84%
Personal electronic devices are a major source of classroom distraction.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	10%	4%	2%
Disagree	17%	8%	4%
Agree	37%	26%	19%
Strongly Agree	36%	62%	75%
Personal electronic devices have contributed to student conflicts or bullying incidents in my classroom or school.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	14%	3%	2%
Disagree	15%	6%	8%
Agree	33%	25%	32%
Strongly Agree	38%	66%	58%
I have had to adjust my teaching practices to manage student device misuse.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	25%	9%	4%

Disagree	33%	22%	9%
Agree	20%	31%	28%
Strongly Agree	9%	26%	50%
I Do Not Deliver Instruction	13%	12%	9%
I believe personal electronic devices can be used to support learning during class.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	19%	28%	17%
Disagree	37%	33%	29%
Agree	37%	34%	47%
Strongly Agree	7%	5%	7%
Banning students' personal electronic devices would interfere with how I deliver instruction.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	56%	69%	62%
Disagree	26%	18%	22%
Agree	6%	3%	6%
Strongly Agree	2%	2%	3%
I Do Not Deliver Instruction	10%	8%	7%
Section 3: Confidence in Implementing a Device-Free Policy			
How does your school currently (academic year 2025-2026) regulate the use of mobile phones in the classroom?			
	Elementary Educators	Middle School Educators	High School Educators
Banned during the school day (i.e.,	84%	93%	20%

bell-to-bell)			
Allowed during breaks, but not during class	3%	2%	46%
Allowed during a single designated time during the school day	1%	1%	6%
Allowed with teacher permission	2%	2%	18%
We do not have a mobile phone policy	5%	1%	5%
Other	5%	1%	5%
I am confident in my ability to enforce a device-free classroom policy.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	3%	2%	5%
Disagree	5%	5%	15%
Agree	25%	22%	32%
Strongly Agree	49%	64%	44%
I Would Not Need To Enforce The Policy In My Current Role	19%	7%	4%
I believe it would be easy to integrate device storage solutions (e.g., pouches lock boxes) into my classroom routine.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	9%	13%	7%
Disagree	14%	14%	14%
Agree	32%	31%	34%
Strongly Agree	22%	34%	41%

I Would Not Need To Enforce The Policy In My Current Role	23%	8%	4%
I know strategies to manage student resistance to device bans.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	4%	3%	6%
Disagree	22%	19%	24%
Agree	37%	44%	43%
Strongly Agree	15%	27%	23%
I Would Not Need To Enforce The Policy In My Current Role	22%	7%	4%
I would benefit from professional development on enforcing device-free policies effectively.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	24%	22%	13%
Disagree	34%	35%	25%
Agree	36%	37%	45%
Strongly Agree	6%	6%	17%
Below are different approaches schools might take regarding mobile phone use. Each is presented independently. You may support or oppose any or all of them. Please rate the extent to which you would support each policy.			
	Elementary Educators	Middle School Educators	High School Educators
A policy in which mobile phones are banned all day (i.e., bell-to-bell)			
Strongly Oppose	7%	2%	4%

Oppose	10%	3%	15%
Support	23%	13%	24%
Strongly Support	60%	82%	57%
A policy in which mobile phones are banned only during instructional time (i.e., classroom use)			
Strongly Oppose	17%	27%	7%
Oppose	21%	26%	12%
Support	39%	29%	34%
Strongly Support	23%	18%	47%
A policy in which mobile phones are restricted (e.g., stored in pouches and only retrieved when permitted by the teacher)			
Strongly Oppose	13%	18%	9%
Oppose	20%	17%	11%
Support	38%	30%	34%
Strongly Support	29%	35%	46%
Section 4: Perceptions of Georgia House Bill 340			
I support Georgia's Distraction-Free Education Act (House Bill 340)			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	4%	1%	3%
Disagree	7%	4%	4%
Agree	32%	16%	19%

Strongly Agree	57%	79%	74%
I am confident that my administration will adequately support teachers and staff in the implementation of HB 340.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	3%	2%	5%
Disagree	5%	6%	13%
Agree	40%	29%	36%
Strongly Agree	52%	63%	46%
HB 340 will reduce device misuse in classrooms.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	3%	1%	2%
Disagree	10%	5%	7%
Agree	43%	28%	39%
Strongly Agree	44%	66%	52%
HB 340 will improve student focus and academic performance.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	4%	1%	2%
Disagree	11%	6%	6%
Agree	43%	33%	35%
Strongly Agree	42%	60%	57%
HB 340 will reduce behavior problems in classrooms.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	6%	2%	2%
Disagree	17%	11%	13%

Agree	45%	37%	40%
Strongly Agree	32%	50%	45%
The HB 340 legislation reflects the needs of today's classrooms.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	5%	2%	2%
Disagree	9%	5%	6%
Agree	44%	33%	36%
Strongly Agree	42%	60%	56%
I anticipate strong caregiver resistance to a ban on personal electronic devices during the school day.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	3%	7%	2%
Disagree	28%	32%	20%
Agree	49%	43%	49%
Strongly Agree	20%	18%	29%
I am concerned about the unintended consequences of this law (e.g., student safety, communication with families)			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	19%	34%	27%
Disagree	46%	46%	49%
Agree	24%	16%	18%
Strongly Agree	11%	4%	6%
I feel the law places too much responsibility on teachers to enforce device restrictions.			
	Elementary Educators	Middle School Educators	High School Educators

Strongly Disagree	7%	13%	6%
Disagree	36%	42%	31%
Agree	38%	31%	37%
Strongly Agree	19%	14%	26%
I feel confident in my school district's ability to create a reasonable device policy.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	3%	4%	7%
Disagree	8%	8%	19%
Agree	61%	48%	49%
Strongly Agree	28%	40%	25%
A device ban would be more useful in grade 9-12 classrooms than it is in K-8 classrooms.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	14%	27%	9%
Disagree	31%	50%	20%
Agree	29%	18%	28%
Strongly Agree	26%	5%	43%
I believe that school districts should have the autonomy to decide whether to implement a complete (i.e., first-to-last bell) or classroom-only (i.e., during instruction) device ban.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	12%	24%	15%
Disagree	24%	31%	27%
Agree	43%	32%	40%
Strongly Agree	21%	13%	18%
Section 5: Confidence in School's Safety Plan			

I am confident in my school's emergency communication plan.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	2%	1%	2%
Disagree	5%	4%	5%
Agree	49%	41%	45%
Strongly Agree	44%	54%	48%
Students having access to their personal electronic devices improves school safety.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	26%	45%	35%
Disagree	50%	45%	50%
Agree	17%	7%	12%
Strongly Agree	7%	3%	3%
I believe students will be able to contact their families in the event of an emergency if their personal electronic devices are restricted.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	10%	5%	4%
Disagree	22%	15%	16%
Agree	49%	52%	56%
Strongly Agree	19%	28%	24%
I trust that school staff can communicate quickly and effectively during a crisis.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	4%	1%	1%
Disagree	8%	3%	4%
Agree	44%	35%	46%

Strongly Agree	44%	61%	49%
Banning students' personal electronic devices will compromise school safety.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	37%	60%	50%
Disagree	47%	35%	42%
Agree	11%	4%	6%
Strongly Agree	5%	1%	2%
I am concerned about my school's ability to respond effectively to emergencies without student access to their devices.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	45%	60%	49%
Disagree	41%	33%	41%
Agree	9%	4%	6%
Strongly Agree	5%	3%	4%
The school safety measures implemented by Georgia House Bill 268 provided me with an added sense of safety.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	1%	2%	1%
Disagree	6%	4%	3%
Agree	42%	33%	38%
Strongly Agree	43%	52%	50%
I am unfamiliar with HB 268	8%	9%	8%
Section 6: The Need for a Similar Policy in Grade 9-12 Classrooms			
A device-free policy similar to HB 340 is needed in high school classrooms.			

	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	5%	2%	3%
Disagree	7%	10%	4%
Agree	35%	33%	20%
Strongly Agree	53%	55%	73%
Student misuse of personal electronic devices is worse in 9-12 classrooms than in K-8 classrooms.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	3%	4%	1%
Disagree	12%	27%	8%
Agree	37%	46%	25%
Strongly Agree	48%	23%	66%
Student misuse of personal electronic devices interferes with teaching in grades 9-12.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	3%	1%	1%
Disagree	5%	7%	2%
Agree	39%	46%	19%
Strongly Agree	53%	46%	78%
Student misuse of personal electronic devices interferes with learning in grades 9-12.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	2%	1%	1%
Disagree	4%	5%	2%
Agree	39%	47%	18%
Strongly Agree	55%	47%	79%

Current school policies are not sufficient to manage device misuse in grades 9-12.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	3%	4%	3%
Disagree	24%	21%	18%
Agree	45%	48%	33%
Strongly Agree	28%	27%	46%
I support extending HB 340 (or similar legislation) into grades 9-12.			
	Elementary Educators	Middle School Educators	High School Educators
Strongly Disagree	4%	4%	4%
Disagree	8%	7%	4%
Agree	36%	34%	18%
Strongly Agree	52%	55%	74%

Appendix D: Response Frequencies Across All Items (Teachers & Administrators)

Section 1: Student Misuse of Personal Electronic Devices		
In general, how often do your students use mobile phones for off-task purposes during class time?		
	Classroom Teachers	School Administrators
Never	22%	9%
Rarely	23%	28%
Sometimes	19%	25%
Often	26%	33%
Always	10%	5%
What percentage of your students misuse their personal electronic devices during a typical school day?		
	Classroom Teachers	School Administrators
0% (None)	14%	4%
1-10% (Some)	26%	36%
11-25% (A Few)	13%	15%
26-40% (Quite A Few)	11%	10%
41-60% (About Half)	9%	10%
61-75% (Most)	14%	12%
76-100% (Nearly All)	13%	13%
I often observe students using social media (e.g., Instagram, Snapchat, Facebook, TikTok) on their personal electronic devices during class.		
	Classroom Teachers	School Administrators
Never	32%	18%
Rarely	20%	29%
Sometimes	17%	21%

Often	23%	26%
Always	8%	6%
Students take photos or videos in class without permission.		
	Classroom Teachers	School Administrators
Never	24%	9%
Rarely	26%	33%
Sometimes	27%	26%
Often	17%	26%
Always	6%	6%
Section 2: Device Misuse Consequences		
Device misuse negatively impacts students' focus during instruction.		
	Classroom Teachers	School Administrators
Strongly Disagree	2%	3%
Disagree	2%	1%
Agree	19%	24%
Strongly Agree	77%	72%
Device misuse interferes with student learning.		
	Classroom Teachers	School Administrators
Strongly Disagree	2%	3%
Disagree	2%	1%
Agree	18%	23%
Strongly Agree	78%	73%
Personal electronic devices are a major source of classroom distraction.		
	Classroom Teachers	School Administrators
Strongly Disagree	4%	5%

Disagree	7%	13%
Agree	25%	22%
Strongly Agree	64%	60%
Personal electronic devices have contributed to student conflicts or bullying incidents in my classroom or school.		
	Classroom Teachers	School Administrators
Strongly Disagree	5%	4%
Disagree	8%	5%
Agree	32%	20%
Strongly Agree	55%	71%
I believe personal electronic devices can be used to support learning during class.		
	Classroom Teachers	School Administrators
Strongly Disagree	22%	18%
Disagree	30%	35%
Agree	42%	42%
Strongly Agree	6%	5%
Section 3: Confidence in Implementing a Device-Free Policy		
How does your school currently (academic year 2025-2026) regulate the use of mobile phones in the classroom?		
	Classroom Teachers	School Administrators
Banned during the school day (i.e., bell-to-bell)	52%	67%
Allowed during breaks, but not during class	26%	19%
Allowed during a single designated time during the school day	4%	1%
Allowed with teacher	10%	9%

permission		
We do not have a mobile phone policy	4%	1%
Other	4%	3%
I am confident in my ability to enforce a device-free classroom policy.		
	Classroom Teachers	School Administrators
Strongly Disagree	4%	5%
Disagree	11%	5%
Agree	30%	20%
Strongly Agree	52%	55%
I Would Not Need To Enforce The Policy In My Current Role	3%	15%
I believe it would be easy to integrate device storage solutions (e.g., pouches lock boxes) into my classroom routine.		
	Classroom Teachers	School Administrators
Strongly Disagree	10%	8%
Disagree	15%	14%
Agree	35%	26%
Strongly Agree	37%	31%
I Would Not Need To Enforce The Policy In My Current Role	3%	21%
I know strategies to manage student resistance to device bans.		
	Classroom Teachers	School Administrators
Strongly Disagree	5%	3%
Disagree	24%	9%
Agree	44%	40%

Strongly Agree	23%	33%
I Would Not Need To Enforce The Policy In My Current Role	4%	15%
I would benefit from professional development on enforcing device-free policies effectively.		
	Classroom Teachers	School Administrators
Strongly Disagree	20%	14%
Disagree	30%	31%
Agree	40%	42%
Strongly Agree	10%	13%
Below are different approaches schools might take regarding mobile phone use. Each is presented independently. You may support or oppose any or all of them. Please rate the extent to which you would support each policy.		
	Classroom Teachers	School Administrators
A policy in which mobile phones are banned all day (i.e., bell-to-bell)		
Strongly Oppose	5%	2%
Oppose	10%	10%
Support	20%	14%
Strongly Support	65%	74%
A policy in which mobile phones are banned only during instructional time (i.e., classroom use)		
Strongly Oppose	14%	23%
Oppose	18%	19%
Support	32%	31%
Strongly Support	36%	27%

A policy in which mobile phones are restricted (e.g., stored in pouches and only retrieved when permitted by the teacher)		
Strongly Oppose	12%	21%
Oppose	15%	14%
Support	33%	30%
Strongly Support	40%	35%
Section 4: Perceptions of Georgia House Bill 340		
I support Georgia's Distraction-Free Education Act (House Bill 340)		
	Classroom Teachers	School Administrators
Strongly Disagree	3%	3%
Disagree	4%	5%
Agree	21%	19%
Strongly Agree	72%	73%
I am confident that my administration will adequately support teachers and staff in the implementation of HB 340.		
	Classroom Teachers	School Administrators
Strongly Disagree	5%	1%
Disagree	10%	4%
Agree	35%	23%
Strongly Agree	51%	72%
HB 340 will reduce device misuse in classrooms.		
	Classroom Teachers	School Administrators
Strongly Disagree	2%	1%
Disagree	7%	8%
Agree	36%	35%

Strongly Agree	55%	57%
HB 340 will improve student focus and academic performance.		
	Classroom Teachers	School Administrators
Strongly Disagree	2%	1%
Disagree	7%	6%
Agree	35%	38%
Strongly Agree	56%	55%
HB 340 will reduce behavior problems in classrooms.		
	Classroom Teachers	School Administrators
Strongly Disagree	3%	2%
Disagree	13%	13%
Agree	40%	37%
Strongly Agree	44%	48%
The HB 340 legislation reflects the needs of today's classrooms.		
	Classroom Teachers	School Administrators
Strongly Disagree	3%	2%
Disagree	6%	8%
Agree	36%	34%
Strongly Agree	55%	56%
I anticipate strong caregiver resistance to a ban on personal electronic devices during the school day.		
	Classroom Teachers	School Administrators
Strongly Disagree	4%	10%
Disagree	25%	30%
Agree	46%	43%
Strongly Agree	25%	17%

I am concerned about the unintended consequences of this law (e.g., student safety, communication with families)		
	Classroom Teachers	School Administrators
Strongly Disagree	29%	26%
Disagree	47%	54%
Agree	17%	14%
Strongly Agree	7%	6%
I feel the law places too much responsibility on teachers to enforce device restrictions.		
	Classroom Teachers	School Administrators
Strongly Disagree	8%	12%
Disagree	33%	46%
Agree	36%	24%
Strongly Agree	23%	18%
I feel confident in my school district's ability to create a reasonable device policy.		
	Classroom Teachers	School Administrators
Strongly Disagree	5%	3%
Disagree	15%	10%
Agree	51%	39%
Strongly Agree	29%	48%
A device ban would be more useful in grade 9-12 classrooms than it is in K-8 classrooms.		
	Classroom Teachers	School Administrators
Strongly Disagree	15%	17%
Disagree	29%	35%
Agree	25%	25%
Strongly Agree	31%	23%
I believe that school districts should have the autonomy to decide whether to implement a		

complete (i.e., first-to-last bell) or classroom-only (i.e., during instruction) device ban.		
	Classroom Teachers	School Administrators
Strongly Disagree	17%	16%
Disagree	27%	39%
Agree	38%	28%
Strongly Agree	18%	17%
Section 5: Confidence in School's Safety Plan		
I am confident in my school's emergency communication plan.		
	Classroom Teachers	School Administrators
Strongly Disagree	2%	0%
Disagree	5%	3%
Agree	44%	39%
Strongly Agree	49%	58%
Students having access to their personal electronic devices improves school safety.		
	Classroom Teachers	School Administrators
Strongly Disagree	37%	34%
Disagree	48%	53%
Agree	11%	10%
Strongly Agree	4%	3%
I believe students will be able to contact their families in the event of an emergency if their personal electronic devices are restricted.		
	Classroom Teachers	School Administrators
Strongly Disagree	6%	6%
Disagree	16%	21%
Agree	54%	52%
Strongly Agree	24%	21%

I trust that school staff can communicate quickly and effectively during a crisis.		
	Classroom Teachers	School Administrators
Strongly Disagree	2%	0%
Disagree	4%	1%
Agree	43%	43%
Strongly Agree	51%	56%
Banning students' personal electronic devices will compromise school safety.		
	Classroom Teachers	School Administrators
Strongly Disagree	51%	52%
Disagree	40%	41%
Agree	6%	5%
Strongly Agree	3%	2%
I am concerned about my school's ability to respond effectively to emergencies without student access to their devices.		
	Classroom Teachers	School Administrators
Strongly Disagree	52%	60%
Disagree	38%	33%
Agree	6%	4%
Strongly Agree	4%	3%
The school safety measures implemented by Georgia House Bill 268 provided me with an added sense of safety.		
	Classroom Teachers	School Administrators
Strongly Disagree	1%	0%
Disagree	4%	6%
Agree	37%	31%
Strongly Agree	49%	60%

I am unfamiliar with HB 268	9%	3%
Section 6: The Need for a Similar Policy in Grade 9-12 Classrooms		
A device-free policy similar to HB 340 is needed in high school classrooms.		
	Classroom Teachers	School Administrators
Strongly Disagree	3%	3%
Disagree	7%	6%
Agree	26%	24%
Strongly Agree	64%	67%
Student misuse of personal electronic devices is worse in 9-12 classrooms than in K-8 classrooms.		
	Classroom Teachers	School Administrators
Strongly Disagree	2%	4%
Disagree	13%	14%
Agree	33%	38%
Strongly Agree	52%	44%
Student misuse of personal electronic devices interferes with teaching in grades 9-12.		
	Classroom Teachers	School Administrators
Strongly Disagree	2%	2%
Disagree	4%	6%
Agree	28%	29%
Strongly Agree	66%	63%
Student misuse of personal electronic devices interferes with learning in grades 9-12.		
	Classroom Teachers	School Administrators
Strongly Disagree	1%	0%
Disagree	3%	4%
Agree	28%	31%

Strongly Agree	68%	65%
Current school policies are not sufficient to manage device misuse in grades 9-12.		
	Classroom Teachers	School Administrators
Strongly Disagree	3%	6%
Disagree	20%	23%
Agree	37%	42%
Strongly Agree	40%	29%
I support extending HB 340 (or similar legislation) into grades 9-12.		
	Classroom Teachers	School Administrators
Strongly Disagree	4%	3%
Disagree	6%	7%
Agree	24%	22%
Strongly Agree	66%	68%