

THE CLIP SAYS NO EXCEPTIONS

The Receipts x Case Notes

Before the group chat decides what a school rule means

Grades 6-8 / 45-minute core or 90-minute extended session

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Student packet

An original fictional school story set in New York, paired with real state and NYCPS guidance. Fictional records do not describe an actual school. Other states and schools use different rules.

What you will work out

- Separate a speaker's words from a repost's added claim.
- Use a state source and a local source for different questions.
- Write a useful correction without speculating about another student's private circumstances.

The story

Malik opens the class group chat after basketball. A seven-second vertical clip shows the assistant principal holding up a phone pouch. The caption reads: NO PHONES. NO EXCEPTIONS. Someone has added, "If you see somebody with a phone tomorrow, they're getting special treatment." The comments are already turning toward a student who used a device in science.

Malik remembers that the assembly was longer. He also remembers being distracted when the slides changed. His first thought is that the caption sounds right. But the accusation about another student is doing more than reporting a rule. It is asking everyone to judge a person whose situation they do not know.

At school the next morning, Malik and Nia ask for the announcement and the written device plan. They do not need access to anyone's health information to check the claim. They need to know what the policy says, which part the school decides, and whether the video left anything out.

Your job is to write the next message in that chat. It has to be short enough that people will read it and accurate enough that it will not create a second rumor. You can disagree with a phone policy and still describe it correctly. Save your opinion about the rule for after you have established what the rule actually is.

Words we need

Scope / alcance: The people, place, time, and situation a statement covers.

Exception / excepción: A defined situation handled differently under a rule.

Implementation / aplicación: How an organization puts a rule into practice.

The receipts

A / The repost

NPW fictional practice record

An unnamed student reposting a school announcement | September 21, 2026

Scope: This fictional class chat

Visible caption: NO PHONES. NO EXCEPTIONS. Audio: “Personal phones stay stored for the school day.” The clip stops. A reply says, “Then explain the phone in science.” No original recording link is included.

Establishes: What viewers were shown and the claim attached to it.

Does not establish: The rest of the announcement, the full policy, why it was cropped, or another student’s circumstances.

While you read: Which claim comes from the speaker, and which was added by the repost?

B / The full announcement

NPW fictional practice record

Fictional school administration | September 21, 2026

Scope: This fictional school

Personal phones stay stored for the school day. There are approved exceptions. Do not question another student about why they use a device. Families can ask the office for the device plan and contact procedures. Teachers will explain classroom technology arrangements.

Establishes: The announcement contains a qualification missing from the repost.

Does not establish: Whether every staff member follows the plan or whether any particular use is approved.

While you read: What changes when you restore the next two sentences?

C / The school’s written plan

NPW fictional practice record

Fictional school administration | September 18, 2026

Scope: This fictional school only

Students place covered personal devices in the school’s designated storage system at arrival and collect them at dismissal. Exception requests go through the principal’s designee. Families contact the main office for urgent communication. The plan links to the district policy. It does not publish students’ individual approvals.

Establishes: Where this school directs implementation questions and how its ordinary storage routine works.

Does not establish: The content of an individual approval or whether this school represents every New York school.

While you read: Which office can explain the process without discussing a classmate?

D / New York State Phone-Free Schools Law

Primary-source summary written by NPW

New York State Governor's Office | Publication date not displayed

Scope: New York State; covered school districts, charter schools, and BOCES

New York requires restrictions on unsanctioned use of personal internet-enabled devices throughout the school day. Local organizations develop storage arrangements and family-contact methods. The state describes exceptions, including healthcare, translation, and uses included in an IEP or Section 504 plan. This is the state's public explanation, not the local school's implementation document.

Establishes: The state-level framework and the existence of defined exceptions.

Does not establish: The fictional school's records or a student's private reasons.

While you read: Does the phrase no exceptions fit the state explanation?

<https://www.governor.ny.gov/eliminating-distractions-new-york-schools/new-york-state-phone-free-schools-law>

E / Cell Phone and Electronic Device Policy

Primary-source summary written by NPW

New York City Public Schools | Applies beginning in the 2025-26 school year; publication date not displayed

Scope: NYC Public Schools

NYCPS says students may bring devices but must store them during the school day unless an approved exception applies. Schools set their written storage and return procedures. Its FAQ identifies exceptions and directs families with implementation questions to school leadership. This does not reveal the circumstances of any particular student seen using a device.

Establishes: An actual district's public explanation of storage, exceptions, and local procedures.

Does not establish: A universal rule for every U.S. school or proof that one student broke a rule.

While you read: Which details need a local document rather than a national assumption?

<https://www.schools.nyc.gov/about-us/policies/cell-phone-and-electronic-device-policy>

Case Notes

First read

Read only A. Write the claim you would be tempted to repeat. Underline any words you supplied that the audio did not. Mark your confidence low, medium, or high; this is a starting point, not a grade. Output: Two sentences and a confidence mark.

Rebuild the clip

Read B. In a two-column note, place “heard in the clip” beside “missing from the clip.” Then cross out only the part of your first interpretation that the fuller text changes. Do not call the whole clip fake when the audio is real within the story. Output: Two matched details and one revised sentence.

Put each question with its source

Use C, D, and E. Identify the best source for each question: Where does this fictional school store devices? Does the state framework include exceptions? Where can a NYCPS family start with a local implementation question? For the question “Why did that student have a device?”, explain why none of these sources answers it. Output: Three source labels with reasons and one unresolved question.

Send the correction

Write a 70–100 word chat update. Correct the caption, name two receipts, distinguish what is known from what is private or unknown, and give one useful place to check. Avoid identifying the student discussed in A. Add a separate sentence about whether you support the policy; show that this opinion is a different claim. Output: A corrected message plus a separately labeled opinion.

Put your reading to the test

Which message is best supported now?

- A. The video is fake, so there is no phone rule.
- B. The caption leaves out exceptions. The announcement and written plan confirm there is a storage rule, but they do not tell us why a particular student used a device.
- C. Any student can decide that an exception applies to them.
- D. The state source tells us exactly where every school stores phones.

Exit ticket

- Which exact phrase in A is too broad?
- Which receipt answers a storage-process question, and why?
- Write one thing you are still not entitled to conclude.

Take the conversation further

Ask a trusted adult about a time a short notice caused confusion. What fuller document helped? Together, draft one question about how the school communicates urgent messages. Discuss the procedure rather than another student's situation; completing this activity does not require sharing a family's private needs.

Paper and offline route

Print the story, all five receipt cards, vocabulary, and tasks. D and E contain enough attributed summary for this exercise; their URLs remain visible for later checking. Use paper columns for the source map. No video platform, phone, account, or family participation is required.

Behind the Case

EDUCATOR AND FACILITATOR EDITION

Teaching in 45 minutes

- 5 minutes: Show A alone; collect private first reads.
- 8 minutes: Compare A and B; distinguish audio from caption.
- 12 minutes: Pairs match the four source questions using C-E.
- 15 minutes: Write, exchange, and revise the chat correction.
- 5 minutes: Complete exit ticket and name one change in thinking.

Teaching in 90 minutes

- 10 minutes: First read and neutral recap of the fictional situation.
- 15 minutes: Annotate clip and full announcement; test two interpretations.
- 20 minutes: Source stations for C-E; build a question-to-source map.
- 10 minutes: Discuss how to correct a rumor without investigating a peer.
- 20 minutes: Draft correction and get partner feedback on scope.
- 10 minutes: Compare with model answer; revise one sentence with a reason.
- 5 minutes: Exit ticket.

Answer guidance

- Task 2 should restore the exception and privacy language, not deny the storage requirement.
- Task 3: C answers the fictional storage question; D answers the state framework question; E routes a NYCPS implementation question. No packet source explains the individual student.
- A strong correction can criticize confusing communication. It should not claim the school has implemented everything fairly without evidence.

Practice answer

B. B preserves the actual restriction while correcting the unsupported absolute. A discards true information; C invents an approval process; D confuses a framework with local implementation.

Model response

The caption left out part of the announcement. Receipt B says there are approved exceptions, and C explains our fictional school's storage routine and who handles questions. That does not tell us why someone used a device in science. We should stop naming that student as proof of special treatment. The state explanation in D also includes exceptions. If you need to know how storage or family contact works here, ask for the written school plan. I still want to discuss the rule's effects, but that is separate from claiming there are no exceptions.

Misconceptions

- A cropped authentic recording can support an incomplete interpretation. Authentic and complete are different judgments.
- An exception is part of a rule, not automatic evidence of favoritism. Learners need not disclose whether they use accommodations.

Language support

Keep scope/alcance and exception/excepción visible beside examples. Partners may plan in either language and produce the final correction in the language of their chosen audience. Optional frame: "El video muestra __, pero no demuestra __."

Access and response options

Provide A and B as plain text, read aloud if useful, with no sound or visual memory test. Offer typed, handwritten, dictated, or recorded responses with a transcript. Reveal one receipt at a time and keep the source letters visible.

Challenge route

Compare the actual state and district pages. Identify a question the district explains more specifically and a claim the two pages still cannot establish. Write a question for an administrator that does not request a student's private record.

Rubric

Score each criterion 0-3, for a total of 12. A 0 indicates missing or unsupported work. Score the quality of evidence and reasoning, not agreement with a preferred decision.

Claim and context

- 3: Corrects the absolute while preserving the restriction.
- 2: Corrects the caption but omits part of the restriction.
- 1: Changes the conclusion without explaining the missing context.

Source choice

- 3: Uses two appropriate receipts and explains their distinct jobs.
- 2: Uses relevant receipts without distinguishing their jobs.
- 1: Names a source without tying it to a claim.

Limits and privacy

- 3: Names an unresolved point and avoids speculating about peers.
- 2: Acknowledges uncertainty but leaves an overclaim.
- 1: Treats a classmate's circumstances as known.

Useful communication

- 3: Clear correction with a realistic local next step.
- 2: Clear main point; next step is vague.
- 1: Message repeats confusion or gives no usable correction.

Exit ticket key

- No exceptions.
- C, because it states the fictional school's process; E is the real district comparison.
- Examples: why a student had a device; the clip-maker's motive; how fairly the rule is implemented.

Primary sources

New York State Phone-Free Schools Law

New York State Governor's Office / Publication date not displayed

Checked 2026-09-29. New York State; covered school districts, charter schools, and BOCES

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