FAQ: Implementation of Executive Order 25-09 – Personal Electronic Devices in K–12 Schools

Governor Kotek's Executive Order 25-09 directs all K–12 public schools in Oregon to prohibit the use of personal electronic devices during the instructional day. School districts must adopt policies aligned with this order by **October 31, 2025**, with full implementation by **January 1, 2026** at the latest.Below are frequently asked questions to support districts and education partners in developing and implementing their policies.

This document will be routinely updated as additional questions arise.

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1. What is the purpose of Executive Order 25-09?

The Executive Order aims to help foster student learning, well-being, and belonging by reducing distractions and promoting healthy, focused school environments. It requires school districts to adopt policies that restrict student use of personal electronic devices during the school day, with specific provisions to ensure equitable and supportive implementation.

The Student Voice Survey and Youth Advisory Council findings, summarized in the recent EO 25-09 Recommendations for Year 2 Brief, reinforce this purpose while adding an implementation lesson: Students generally understand the expectations, but many want schools to explain more clearly how the policy is intended to improve focus, belonging, face-to-face interaction, and the learning environment. They want to know, 'The Why.' As such, ODE recommends district EO policies should therefore be communicated as a *support for learning and well-being, not as punishment*.

2. What must be included in district policies regarding personal electronic devices?

At minimum, each district's policy must:

- **Prohibit student use of personal electronic devices during the instructional day.**
- **Provide clarity on how devices will be stored during the school day.**
- **Allow for specific exemptions** (see question 4 for more information).
- **Provide direction to staff on appropriate responses to policy violations.**
- **Be publicly posted** and accessible to school staff, students, families, on-site partners, and the Oregon Department of Education.

For effective implementation, districts should also explain the purpose of the policy, the expected benefits, the storage routine, the exemption process, and how concerns will be addressed. Student Voice findings indicate that communication quality was the strongest predictor of positive student experiences, so communicating rules without explaining the rationale is unlikely to be sufficient. Again, 'The Why' is important.

3. What qualifies as a "personal electronic device"?

"Personal Electronic Device" means any portable, electrically powered device that is capable of:

- Making and receiving calls
- Making and receiving text messages
- Accessing the Internet independently from the school's network infrastructure

This includes devices such as cell phones, smartphones, smartwatches, and other portable, internet-enabled devices capable of texting, calling, or accessing the internet independently. Personal Electronic Devices do not include laptop computers or other technology explicitly required to support academic instruction or learning accommodations.

4. What exemptions, if any, are permitted under this policy?

The policy must allow for use in the following circumstances:

- **Medical necessity**, when use is part of a care or treatment plan ordered by a licensed medical provider.
- **Individualized education plans (IEPs)** or **Section 504 plans**, when use is required for access or accommodation.
- **Approved exemptions**, based on district-developed guidelines that allow administrators to consider a student's individual needs or specific educational outcomes.

The Student Voice findings indicate that exemption processes are experienced inconsistently, especially by high school students and students with specific employment, dual-credit, translation, or family-communication needs. Districts should publish a clear, equitable process for requesting, reviewing, documenting, and renewing individual exemptions, while avoiding broad exemptions that undermine consistent implementation. In addition, as year 2 begins districts should review exemption categories and evaluation approval processes through an equity lens to ensure fair and consistent access for all students.

School leaders should also be familiar with ODE's Individual Exemptions to Personal Electronic Device Policy support document for more information on individual exemptions.

5. Are there times when the policy does not apply?

The Executive Order requires districts to implement a bell-to-bell cell phone policy to limit cell phones during the instructional day. A number of questions have emerged around different transportation scenarios during the school day, so ODE is providing some additional guidance around this area:

- Field Trips: When students are participating in a field trip during the instructional day, device use should align with the policy, as additional staff are typically present for supervision.
- Extracurricular Activities: When students are participating in extracurricular activities, such as athletics, band, or clubs that may start during the instructional day, districts may restrict PED use during these times, based on their local policies and the needs of their school communities. It is important for districts to consider these decisions carefully and engage staff, students, and families in the development of local policy.
- Transportation between Programs: When students are transported from one location to another during the instructional day, such as for TAG or CTE programming, districts may restrict PED use during these times, especially if additional staff are present on buses for supervision. It is important for

districts to consider these decisions carefully and engage staff, students, and families in the development of local policy.

This provision is not intended to apply to general transportation to and from school, such as morning or afternoon bus routes, or travel between campuses for standard transitions. During these times, students may use personal electronic devices, as buses used solely for transportation are often supervised only by the driver, who is unable to monitor device use while operating the vehicle.

6. How should districts handle the storage of personal devices during the day?

Each policy must clearly outline how and where student devices will be stored during the instructional day. Options may include secure lockers, backpacks, classroom storage or designated school-managed areas. Regular clear communication with families, caregivers and students will be essential to ensure understanding and compliance.

Storage procedures should be communicated as a routine intended to reduce distraction, not as a punitive measure. Districts should consider accessibility, device security, family communication needs, and the practical differences among elementary, middle, and high school settings when selecting a storage approach.

7. What actions can staff take when a student violates the policy?

Policies must include guidance for staff on how to respond to student violations. Importantly:

- Disciplinary actions must **not result in lost instructional time.**
- **Suspension or expulsion is not permitted as a consequence for violating the device policy** related solely to noncompliance with the personal electronic device ban.
- Disciplinary action **may still be appropriate if a student uses a personal electronic device to harass others, access inappropriate content, or engage in other prohibited behaviors** while at school.

Districts are encouraged to use educational and restorative approaches to support students in meeting expectations. Ongoing school culture and climate building around these new and / or updated policies will be important in gaining staff and student buy-in, which will be essential for implementation success.

Responses should be brief, predictable, educational, and applied consistently across classrooms. Student Voice findings identify inconsistent enforcement as a major driver of lower fairness perceptions and indicate that some student groups experience enforcement more negatively. Districts are encouraged to examine referral data and monitor patterns by race, disability status, grade level, and disciplinary history. Districts should also provide staff with reminders on best equitable reinforcement practices and response protocols.

8. How should policies be shared with the school community?

Once adopted, the policy must be:

- **Posted on the school district website**, and
- **Made available to**:
    - District and school personnel
    - Students
    - Parents and guardians
    - Partners present in school buildings during the day
    - The Oregon Department of Education

In addition to these requirements, it is strongly encouraged that districts engage the school community, including students, families, caregivers, educators, school-based partners, and Tribes, both during policy development and throughout implementation. Gathering input early will help identify potential concerns, increase transparency, and build trust and shared understanding of the policy's purpose. It will also enable schools and districts to identify the supports needed for effective implementation. Ongoing engagement during implementation also allows for continuous improvement of the policy to ensure it is equitable, supportive, and aligned with community needs. Districts may consider holding listening sessions, conducting surveys, or creating advisory groups to inform their approach as a part of their ongoing engagement efforts as required through the Student Investment Account and other state requirements.

9. Will ODE provide resources to support implementation?

Yes. The Oregon Department of Education has developed guidance and tools to support districts, including:

- **The ODE Personal Electronic Device Toolkit**
- **UPDATED GUIDANCE:** Fostering Student Learning, Well-Being, and Belonging: Guidance for Personal Electronic Device Policies
- Policy Highlights Slide Deck (PDF)
- **NEW for the 2026-2027 School Year:**
    - Student Voice on PED Policy Implementation: Policy Brief
    - Student Voice on PED Policy Implementation: One-Page Summary
    - Year 2 Staff Professional Learning - Implementation Slide Deck [PPTX | PDF]
    - Year 2 Student "Why No Phones" Slide Deck [PPTX | PDF]
    - Year 2 Student "Why No Phones" Printable Poster #1 [PDF]
    - Year 2 Student "Why No Phones" Printable Poster #2 [PDF 1 | PDF 2]

Additional office hours and resources, including examples of storage procedures, enforcement strategies, and communication templates, will be shared throughout the implementation period. ODE resources should be used alongside local feedback and implementation monitoring. Districts should not assume that publishing a policy means the policy is being experienced consistently across classrooms.

10. Is there an opportunity to ask questions or receive additional support?

In the first year of EO implementation, ODE held a monthly virtual Community of Practice, offering updates, technical assistance and support. Moving forward into year 2 implementation and beyond, ODE will be providing technical assistance and support when we receive specific individual requests. Please contact ODE's Digital Learning staff to ask questions and receive support at: **ode.mobiledevices@ode.oregon.gov**

11. Does Executive Order 25-09 apply to charter schools?

Yes. Executive Order 25-09 applies to all public schools in Oregon, including charter schools. Charter schools are expected to implement policies that align with the requirements of the executive order regarding student use of personal electronic devices during instructional time.

12. Does Executive Order 25-09 apply to virtual learning environments, including virtual charter schools?

While Executive Order 25-09 focuses on reducing distractions from personal electronic devices (PEDs) during in-person instructional hours, virtual learning environments (including virtual charter schools) present unique circumstances. In these settings, a student's device is often the primary means for accessing lessons, participating in discussions, and completing assignments.

To uphold the intent of EO 25-09, promoting focus, supporting mental health, and fostering engagement, virtual schools can:

- Clearly define appropriate device use for instruction versus non-instructional activities.
- Encourage platform settings and norms that minimize off-task notifications and distractions.
- Maintain equity and accessibility by providing alternatives for students without appropriate devices or with specific learning or accessibility needs.
- Integrate digital citizenship and self-management skills into the instructional program to help students develop healthy technology habits.
- Use mechanisms like a student code of conduct to support limiting non-instructional cell phone use during the school day.

By applying the EO's principles thoughtfully in digital settings, virtual schools can preserve its core goals while recognizing the realities of technology-enabled learning.

13. Can you clarify what a written exemption might look like, whether ODE provides a template for school districts, and if exemptions are limited to medical reasons under the Executive Order? Additionally, are schools required to allow exemptions if they can provide IEP/504 accommodations, and how can we address concerns about the potential overuse of individual exemptions?

Under the Executive Order, all districts must provide baseline exemptions, which include those based on medical needs, IEPs, and 504 plans. While the EO does not require districts to go beyond these categories, there is some flexibility within local policy to consider narrowly defined groups such as multilingual learners or

students with specific counselor-identified needs, for exemptions that may not meet the formal criteria for IEP or 504 plans. This could include work-study participation, translation access needs, or other supports that don't rise to the level of a formal disability classification.

That said, it is important that districts think strategically about how individual exemptions are granted, to ensure they are used appropriately and not over-applied. A clear, equitable process, developed in collaboration with staff, students, and families, will be essential to maintaining the integrity of the policy and ensuring that all students' needs are considered thoughtfully.

ODE has made the following supporting document available, which goes into more depth about exemption details, as well as providing some examples: **Individual Exemptions to Personal Electronic Device Policy**

14. Are travel during the school day to and from athletic or extracurricular events subject to the ban?

The Executive Order allows districts some discretion in this area. When students are participating in extracurricular activities, such as athletics, band, or clubs that may start during the instructional day, districts may restrict PED use during these times, based on their local policies and the needs of their school communities. It is important for districts to consider these decisions carefully and engage staff, students, and families in the development of local policy.

Districts also have the authority to restrict PED use during these times, based on their local policies and the needs of their school communities. As with other elements of implementation, it's important for districts to consider these decisions carefully and engage staff, students, and families in the development of local policy.

15. Would a tiered approach to personal device storage, ranging from less restrictive to more restrictive options, be allowable under the Executive Order?

Yes, a tiered approach to personal device storage is allowable under the Executive Order, as long as it is clearly outlined in district policy. The specific method of storage is up to the district, provided it meets the requirements outlined in the EO.

Districts have the flexibility to implement a range of storage options, from less restrictive to more restrictive, depending on student needs and context. Examples may include storage pouches, collection in the office, or other locally determined methods. Whatever approach is chosen, it must be included in the district's written policy.

16. Is the Executive Order applicable to staff use of cell phones during the school day, and how should districts approach this issue?

The Executive Order applies only to students and does not regulate staff use of cell phones. However, we

recognize that staff cell phone use will likely be a topic of concern. It is important for school and district staff to model positive device use as a way to set a good example for students.

Although the Executive Order does not regulate staff use, Student Voice findings indicate that students perceive staff behavior as part of the policy environment. Districts are encouraged to establish clear professional expectations for staff device use during instruction and model the focused, connected learning environment the policy seeks to create.

17. Can you clarify the meaning of "bell to bell" in the Executive Order? Do districts have flexibility regarding passing times and lunch periods in their local policies, especially for high school?

"Bell to bell" essentially means from the start of the school day to the end of the school day, and according to the Executive Order, this includes passing times and lunch periods K-12 (including HS). The policy also applies during zero periods since they occur during the school day. For open periods, if a student remains on school grounds, the policy would apply during that time as well. However, during early release periods when the student is no longer on campus, the policy does not apply.

The Governor has been clear: the intent is to deliver a high-quality public education and protect all of Oregon's learners' safety, health, and well-being. The Executive Order restricts student use of cell phones and PEDs from the first bell in the morning through the final bell in the afternoon. When students are on school grounds, the expectation is that cell phone and PED restrictions will apply just as any other school rules and expectations.

18. If a teacher considers a cell phone an instructional tool, is its use permitted under the Executive Order?

The Executive Order does not allow cell phones (or other personal electronic devices such as smartwatches or earbuds) to be used as instructional tools. While we understand that teachers may find cell phones convenient, the policy is designed to support focused learning environments by limiting cell phone use. That said, other devices such as laptops or Chromebooks are encouraged and permitted for instructional purposes, as they better support educational activities within the guidelines. Schools can explore ways to integrate these approved devices effectively to meet instructional goals.

19. If students need to use their cell phones for two-factor identification, would that be allowed under the policy?

Given the Executive Order (EO) restricts general cell phone and other PED use during the school day, districts should work to explore the best, most equitable solutions they have.

For a small number of students who require two-factor authentication for dual-credit or other higher level courses they are enrolled in through institutions of higher education (IHEs), school districts could consider this

an exemption (under the 3Diii EO exemption detail) to be included in their policies to help "accommodate the individual circumstances of a student or to further specific educational outcomes for a student." It is often the case that the IHE courses work with specific mobile device applications to generate the two-factor authentication codes necessary to login to these online course portals. These applications often work with no internet connection.

Lastly, another option districts can look at are low-cost USB 2-step authentication security keys (more info on what they are and how they work can be found here: https://blog.1password.com/hardware-security-keys-explained/). These keys work without a network / internet connection, offer great security and can be bought for under $20 each, sometimes buying them in bulk quantities can decrease the cost even more. These hardware keys are an equitable solution as well, as they solve the 2-step authentication challenge for students who may also not own a cell phone that would allow for the 2-step authentication application they would need.

For more information and EO Exemption examples, please see ODE's Individual Exemptions to Personal Electronic Device Policy document.

20. What if teachers use Square or other notification applications to inform students of information?

While communication tools like ParentSquare and other notification applications are valuable for keeping students and families informed, to remain consistent with the Executive Order, messages intended for students should ideally be sent outside of the school day. This helps ensure that device use during instructional time is minimized and aligns with the goals of the policy. Districts may also consider alternative communication strategies that do not require student device use during the school day, such as announcements, printed materials, or messages sent directly to parents and guardians. This approach supports clear communication while maintaining the focus on student engagement and learning during school hours.

21. How should schools navigate situations where a medical provider's order permits a student to use a personal electronic device in ways that might seem to conflict with the intent of the cell phone restriction policy? Additionally, what qualifies as a valid medical provider for such exemptions?

The Executive Order 25-09 Section 3.d.i is designed to support students with medical needs that necessitate the use of a personal electronic device (PED) during the school day. Examples include devices used to monitor insulin levels or manage other diagnosed health conditions as directed by a **licensed medical provider**. This exemption is intended specifically for medically necessary uses and is not meant to override school policies for general wellness, convenience, or concerns that are not medically diagnosed.

Concerns have been raised that medical notes might circumvent the 504 or IEP process and could be misused. Schools should carefully review medical documentation to ensure it comes from an appropriate licensed medical provider, such as a physician or nurse practitioner. The qualifications of medical providers should be clarified in district policy or through consultation with legal counsel. Ultimately, the exemption supports medical needs while maintaining the integrity of the school's broader cell phone policy.

For more information and EO Exemption examples, please see ODE's Individual Exemptions to Personal Electronic Device Policy document.

22. Does Executive Order 25-09 prohibit any loss of instructional time when addressing personal electronic device (PED) violations, even for brief conversations or reteaching expectations?

The intent of EO 25-09 is to prevent loss of instructional time due to disciplinary actions such as suspension or expulsion related to PED violations. However, brief conversations or reteaching of expectations around device use are permitted even if that means a student may need to be pulled from class for a short amount of time. The goal is to avoid punishments like in-school or out-of-school suspensions for PED issues and instead encourage restorative strategies. Districts should ensure that responses to non-compliance align with their existing discipline policies while supporting this approach.

For more information and EO Exemption examples, please see ODE's Individual Exemptions to Personal Electronic Device Policy document.

23. How are Oregon school districts defining and managing the medical provider order exemption for personal electronic devices (PEDs) as outlined in the Executive Order? Specifically, how are districts interpreting terms such as "licensed medical provider" and "medical provider's order"?

The Executive Order does not provide explicit definitions for terms like "licensed medical provider" or "medical provider's order," which allows districts flexibility to determine local implementation of the medical exemption for PED use. Consequently, districts are handling this provision in a variety of ways, often integrating it with existing procedures for IEPs, 504 plans, or other medical accommodations based on their local policies.

Districts must also ensure that they comply with applicable privacy laws, including the Family Educational Rights and Privacy Act (FERPA), when managing medical information related to these exemptions.

Suggested Definitions for Consideration:

- **Licensed Medical Provider:** Could include medical professionals such as physicians (MD, DO), nurse practitioners, physician assistants, licensed psychologists, school nurses, or others who are licensed to practice in Oregon within their professional scope.

- **Medical Provider's Order:** Typically a signed and dated document from a licensed medical provider that includes:
    - Diagnosis or medical condition
    - Reason for PED use
    - Duration of exemption
    - Medical rationale supporting the exemption

Recommendations for Districts:

- Develop clear, local definitions for "licensed medical provider" and "medical provider's order."
- Establish a transparent process for submitting, reviewing, and renewing medical exemptions.
- Where appropriate, align these procedures with existing IEP or 504 plan processes to ensure consistency and compliance.

For more information and EO Exemption examples, please see ODE's Individual Exemptions to Personal Electronic Device Policy document.

24. Can school districts and virtual charter schools include reasonable exceptions to Personal Electronic Device (PED) policies for students in online or virtual learning environments, especially when students are off-campus and not under direct staff supervision?

Yes. School districts are encouraged to clearly define the scope of their PED policies to include reasonable exceptions for students engaged in district-run online or virtual programs where enforcement is limited because students are off school grounds and not directly supervised by staff. In these cases, PED use for instructional purposes is often necessary and appropriate.

Authorizing districts may also include specific, well-defined exceptions in their PED policies that apply to virtual charter schools they oversee. These exceptions must be consistent with the intent of Executive Order 25-09 and ODE guidance, which aim to limit distractions and support student engagement while recognizing the unique needs of online learners. District policies can clarify that in-person restrictions apply primarily to physical classroom settings, whereas virtual learning environments require tailored expectations around instructional device use and equitable access.

Furthermore, virtual charter school governing boards have the authority to adopt their own PED policies tailored to their online instructional model. These policies must align with EO 25-09's principles and be publicly posted for transparency. They may define appropriate device use during virtual learning, limit non-instructional use through conduct expectations, and include supports for digital wellness and healthy technology habits.

This approach balances the goals of reducing distractions and fostering focus with the practical realities of remote learning, ensuring students can effectively engage while maintaining digital equity and well-being.

While EO 25-09 focuses on reducing distractions from personal electronic devices (PEDs) during in-person instructional hours, virtual learning environments present unique circumstances. In these settings, a student's personal device is often their primary tool for learning used to access lessons, participate in class, and complete assignments.

As such, EO 25-09 is not enforced in the same way in virtual environments. However, virtual schools are encouraged to uphold the intent of the order, promoting focus, supporting mental health, and fostering engagement, through thoughtful application of its principles.

25. How should school and district leadership address issues around school staff knowledge of which students have PED restriction exemptions for medical, IEP / 504, and / or other individual reasons? For example, how is a staff member to know a student has a medical exemption to monitor their insulin levels from their phone and are doing so as they walk down a hallway during a passing period?

Awareness of student exemptions for cell phone and personal electronic device (PED) use, whether for medical reasons, IEPs / 504 plans, and / or other individual needs, must be included in ongoing professional development for all school staff. This training should be part of a broader effort to shift school climate and culture to align with the new district policy under EO 25-09.

Crucially, all staff should be trained on how to approach students who may appear to be violating the policy, with an emphasis on doing so with consistency, kindness, and respect. Implementation will take time and won't be perfect at first. Furthermore, ongoing staff collaboration and support will be essential. The most effective implementation practices involve administrators as active participants in policy enforcement and support.

Students with documented exemptions must not be singled out, shamed, or made to feel uncomfortable. They should be supported positively—just like all students—as schools work to uphold both the letter and the spirit of the new policy.

26. What guidelines should school districts follow when granting individual exemptions to the Personal Electronic Device (PED) policy?

In alignment with EO 25-09, school districts must implement policies to limit student use of personal electronic devices (PEDs) during the school day to reduce distractions and promote learning. However, the Executive Order allows for written individual exemptions based on specific student needs. These exemptions accommodate unique circumstances that support student safety, well-being, equitable access to education, and academic engagement.

To assist districts, the Oregon Department of Education (ODE) has developed guidance outlining possible exemptions and suggested processes. This guidance provides a framework to help districts fairly and consistently evaluate exemption requests on a case-by-case basis.

Exemptions should be granted only when a student's individual situation justifies device use to:

- Ensure the student's safety, health, or legal obligations,
- Provide access to essential educational resources, or
- Support the student's academic engagement and equitable access to instruction.

It is important to note that exemption language is intended for use within individual student plans rather than as general policy language to be included in the local PED policy. The chart included in the guidance above outlines example categories where students may qualify for an exemption, the rationale behind each, and suggested sample language to support consistent and equitable documentation of individual exemptions. This approach helps maintain consistency and fairness when documenting exemptions, ensuring that all students with legitimate needs receive appropriate accommodations.

27. How should schools explain the purpose of Executive Order 25-09 to students?

Schools should explain that EO 25-09 supports learning, well-being, belonging, and face-to-face connection by reducing distractions from personal electronic devices during the school day. **The policy is intended to support students, not punish them.**

While students should receive age-appropriate information about the policy's purpose, expectations, storage procedures, exemptions, and responses to violations it is just as important that school staff explain intended benefits such as greater focus, more interaction with peers and teachers, and fewer disruptions from notifications, social media, unauthorized photos, and digital harassment. This is 'The Why.' A number of staff and student resources for explaining The Why can be found under the Communication Resources section of the ODE PED Toolkit.

It is important to note that ODE's Student Voice Survey, first delivered in the spring of 2026, found that students generally understood the rules and consequences but wanted more information about why the policy exists. Schools are encouraged to provide ongoing opportunities for questions, concerns, and student input. Peer-to-peer communication may also help build understanding and support.

28. How should families contact students during the school day?

Districts should clearly and regularly communicate how families can contact students during the school day.

Families should generally contact the school office or another designated communication point rather than contacting students directly through personal devices during instructional hours.

Schools should explain how routine, urgent, and emergency messages will be relayed and ensure that contact information is current. Students should follow school procedures when they need to contact a parent, guardian, or caregiver. Schools may provide access to a telephone or other approved communication method when appropriate.

Districts should also consider high school students' legitimate family, employment, transportation, and other responsibilities and address them through local procedures or an approved individual exemption when necessary.

29. How should staff identify and support students with approved exemptions?

Districts should establish a secure, role-appropriate process that allows staff to know whether a student has an approved exemption and understand its scope. Staff should receive regular training on exemption procedures and appropriate responses. It is possible that specific visual designations can be added to a student record in the district's Student Information System (SIS), just as other medical or special services are able to do.

IMPORTANT: Staff should receive only the information necessary to support the student. When a staff member sees a student using a device and does not know whether an exemption applies, the staff member should use a neutral, private verification process. Students should not be required to disclose medical, disability, or other private information publicly, and should not be automatically confronted, publicly questioned, or disciplined based only on apparent noncompliance.

30. How should districts protect the privacy and dignity of students with exemptions or individual needs?

IMPORTANT: Districts should implement exemptions discreetly, respectfully, and consistently. Students should not be publicly identified, singled out, or shamed because they have a medical need, IEP, Section 504 plan, or other approved exemption.

Information about a student's circumstances should be shared only with staff who have a legitimate need to know and managed under applicable privacy and student-record requirements, again very similar to how other private student records are handled within a district's Student Information System (SIS). Exemptions should be tailored to the documented need and identify, as appropriate, the permitted purpose, time, location, device, and duration without disclosing unnecessary personal information.

ODE's Student Voice Survey found that students with disabilities reported lower fairness perceptions and higher policy-related stress than other students. Respectful and individualized implementation is essential. More about these findings can be found in ODE's Student Voice on Personal Electronic Device Policy Implementation: Recommendations for Year 2 brief.

31. What does consistent and equitable enforcement look like under Executive Order 25-09?

Consistent and equitable enforcement means that students receive clear expectations and generally similar responses to similar conduct, while required accommodations and approved exemptions are honored. Districts should regularly train teachers, administrators, classified staff, and substitutes on the policy, storage procedures, exemptions, and approved responses. It is important all school staff, not just licensed educators, receive this same training.

Responses should be educational, proportionate, respectful, and designed to preserve instructional time. Districts should monitor implementation and discipline data by race, disability status, grade level, disciplinary history, and other relevant characteristics to help ensure equitable policy enforcement.

The Student Voice Survey found lower fairness perceptions among Black and African American students and students with disabilities. Equity requires consistent expectations along with appropriate individualized access. More about these findings can be found in ODE's Student Voice on Personal Electronic Device Policy Implementation: Recommendations for Year 2 brief.

32. What happens when a device is collected and then lost, damaged, or not returned?

District policies should explain who receives a collected device, where it is stored, how collection is documented, when and to whom it is returned, and when families are notified.

Devices should be handled to protect student privacy and reduce the risk of loss, damage, or unauthorized access. Districts should establish procedures for students with approved exemptions, including how they can access a device when needed for the documented purpose.

Policies should also explain how families and students report a missing or damaged device and how the district will investigate and respond. Clear procedures help reduce disputes, support consistent staff practice, and reinforce that storage is part of a focused learning environment, not an additional punishment.

33. Is there any clarification for ESDs and Charter Schools about how the EO policy requirements apply to them?

Executive Order 25-09 requires Oregon school districts to adopt a policy that shall prohibit the use of personal electronic devices by students from the start of regular instructional hours to the end of regular instructional hours. The Executive Order is intended to support all public school students, including those students who attend a public charter school or an instructional program at an Education Service District.

Public charter schools are required to either: (1) adhere to their sponsor district's policy; or (2) adopt their own policy for their school that aligns to the same criteria outlined in Executive Order 25-09. Whichever

policy is selected should be posted directly on the charter school's website and made available to the public and best practice would be to potentially have it posted on both charter and sponsoring districts websites.

ESDs who provide education to students inside of a component district's building or virtual school, must adhere to that district's adopted policy. ESDs who provide education directly to students in any other setting (e.g. ESD-sponsored virtual or in-person program), must adopt their own policy for the ESD, post this on their website, and make it available to the public.