Section I. Policy Development and Engagement Resources

To lay a strong foundation for implementing EO 25-09, schools and districts should prioritize early planning, community engagement, and the development of a clear, inclusive policy. The Executive Order sets statewide expectations and successful implementation starts with building a shared understanding at the local level of the "why," not just the "what."

The resources in this section are designed to support district leaders in:

- Developing a policy that is consistent, enforceable, and aligned to the intent of EO 25-09;
- Building early support through inclusive, trauma-informed, and culturally responsive communication;
- Engaging students, families, staff, and partners in meaningful dialogue about the purpose, impact, and implementation of the policy.

1.1 Policy Foundations

Developing Personal Electronic Device (PED) policies under EO 25-09 is more than a compliance task. Instead, it serves as an opportunity to foster learning environments that are focused, inclusive, and responsive to student needs. Strong policies are clear in purpose and grounded in student support, aligning with civil rights protections and providing meaningful exemptions. The EO sets consistent requirements for the content of the policy (the "why" and the "what") and schools and districts have the opportunity to develop a policy that meets their unique context while allowing for the implementation and enforcement processes (the "how") to be shaped by the voices of students, families, and educators. This subsection offers tools to help districts develop PED policies aligned with the Executive Order, supporting approaches that balance consistency and compassion to ensure every student feels recognized, supported, and prepared to learn.

Included Resources:

- [Policy with Purpose: Building Clear, Supportive PED Policies under EO 25-09](#)

- [Sample Personal Electronic Device Policy](#)

- [Aligning PED Policy with Oregon's Transformative Social Emotional Learning (TSEL) Framework](#)

1.2 Engagement Resources

Given the timeline for policy adoption, engagement efforts will likely shift toward supporting effective implementation and enforcement. To ensure this implementation is meaningful, it must begin with the people

most directly impacted. This subsection is designed to help schools and districts engage students, families, educators, and community partners not only during policy development, but throughout the entire implementation process.

Effective engagement is proactive, inclusive, and grounded in trust. It involves early and intentional outreach, centers the voices of those most impacted, and removes barriers to participation. Clear, transparent communication helps communities understand both the purpose and the requirements of the policy, fostering shared ownership of its success. The resources in this subsection provide practical strategies to ensure all partners feel informed, heard, and valued every step of the way.

Included Resources:

- [Centering Student Voice, Experience, and Leadership in PED Policy Implementation](#)

- [Ensuring Staff Are Confident, Consistent, and Supported](#)

- [Building Strong Home-School Partnerships for PED Policy Development and Support](#)
    - [Spanish version](#)

- [Partnering with the Community to Build Trust and Shared Understanding](#)

1.3 Leadership and Governance Support

Strong and sustainable implementation of EO 25-09 begins with clear leadership, collaborative planning, and a shared commitment to student well-being. Effective leadership means more than enforcing rules, it means building trust, modeling inclusive decision-making, and ensuring that policies are both legally sound and developmentally appropriate. These tools help leaders at every level plan strategically, engage partners, and create systems for long-term success. This subsection supports principals, district leaders, and school boards in shaping PED policies that align with the law and reflect the needs, voices, and values of their school communities.

Included Resources:

- [Leadership Support for Principals and School-Based Leaders](#)

- [Leadership Support For Cabinet-Level Leaders](#)

- [Leadership Support For School Boards and Governance Teams](#)

- [Safety & Emergency Preparedness Considerations for School & District Leaders](#)