



Building a School-Wide Culture of PED-Free Learning

Fall 2026

Where We Are As A State

- [EO 25-09](#) ([ODE 1-pager](#)) was signed into law by Governor Kotek in July 2025.
- Bell-to-bell Personal Electronic Device (PED) restriction, including lunch and passing periods, starting January 1, 2026.
- All Oregon school districts have a PED policy in place.
- Over 6,000 students and **thousands of staff** across the state told us how implementation was going in Spring 2025.
- ODE has created a [PED toolkit](#) (including this slide deck) aimed at supporting school implementation their districts PED policy.
- It has been a great start statewide, and there is work to still be done.

It's Working. Both Students and Staff See It.

In the [Elevating Voices in Education \(EVE\) Workforce Survey](#) from the spring of 2026, completed soon after the policies were required to be implemented:



- Over 7,000 Oregon school staff completed the survey, including 3,883 licensed educators and 230 administrators
- 56% of staff already reported reduced distractions
- 45% of staff said the policy had already improved their morale
- 52% said it was already improving social interactions in their classrooms

It's Working. Both Students and Staff See It

In the spring 2026 student survey that was offered to schools across Oregon, in addition to Youth Advisory Council listening sessions held in 2025 through 2026:



- YAC students regularly acknowledged reduced social media harassment and a sense of increased face-to-face interactions during lunch and passing periods.
- Among middle school students surveyed, 46% agreed or strongly agreed that the policy was already contributing to a safer school environment and 41% agreed it had already improved relationships with other students.

Many students want to know ‘The Why’

Students know the rules, but far fewer said their school explained why the policy exists in the first place.



- Only 59% of students surveyed said their school explained why the PED restriction policy exists.
- When schools did explain the purpose, students were more strongly correlated with positive outcomes across every survey measure than any other implementation variable.
- *Meaning:* Explaining ‘The Why’ helps students understand and follow the policy more closely.

Consistency Is the Foundation of Fairness

Inconsistent implementation is the primary driver of low fairness scores.



- Students who see enforcement as consistent are nearly twice as likely to say the policy makes class productive (55% vs. 30%) and creates a safe environment (45% vs. 21%).
- In schools where students perceive enforcement as unfair, 35% report phones are still used "often," double the rate (17%) in schools where enforcement feels fair.

Equity Requires Honest Reflection

Does our school data show that PED policy is being enforced fairly?



- Students with disabilities who completed the student survey reported significantly higher stress levels than their peers.
- Black and African American students scored nearly 10 points below average on fairness.
- Students also described enforcement applied more aggressively toward students already on staff radar for behavioral concerns.

The Exemption Process Needs Clarity

All school staff need to understand the exemption process and which students have school-approved exemptions.



- 61% of staff said "I don't know" when asked if the exemption process is fair. Students experience it as inconsistent.
- Students reported legitimate exemptions being formally denied by staff.
- They also reported that there were often informal non-exemption uses permitted for loosely defined activities such as student ASB activities.

Staff Phone Use Matters Too

EO 25-09 doesn't regulate staff use, but students see it as part of the policy environment.



- Students identified staff phone use during class as a big credibility gap that can undermine buy-in.
- YAC students voiced feeling that when they see staff using phones during class, policy implementation can feel hypocritical.
- Modeling limited PED use is one of the most visible, low-cost ways to reinforce the school-wide culture you're building.

This Gets Easier

The benefits compound as the policy becomes normal school culture.



- Students under a restricted PED policy for a year or more described it as normal. YAC students expressed genuine long-term optimism with restrictions over time.
- Enforcement fatigue is real, but the data shows this improves with time. Early implementation is the hardest phase.
- If enforcement feels exhausting or unsustainable, *raise that with building leadership as a systemic support need*, not an individual failure.

What You Can Do As The School Year Begins

These six suggestions come directly from ODE's work in examining EO implementation across the state over the last year:



- Explain why and work to enforce consistently and fairly.
- Reflect on equity, know the exemptions and which students have them.
- Model the expectation and own the policy together. Continue to build positive school culture around it.

ODE is here to help!

Our **PED Policy Toolkit** has updated resources, guidance, communication templates and ways to get in touch.

We appreciate all you do for Oregon students!