



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting - 6:00 PM

Thursday, September 18, 2025

In-Person at Phoenix Elementary School

<https://us02web.zoom.us/j/85715693664?pwd=kBjPoxyywx8b5fWm7D8jwLf8GDPZOM.1>

Password: 219370

Agenda Español Minutas Español

AGENDA

- A. **Regular Session Call to Order**
- B. **Student Representative Report**
- C. **Accentuate the Positive**
- D. **Citizen Comments**
- E. **Superintendent Report**
- F. **Integrated Program Report - Public Comments Welcome**
- G. **Consent Agenda**
 - 1. Approval of Revised Agenda
 - 2. Approval of Minutes from 9/4/25
 - 3. Personnel Report
- H. **Information and Discussion**
 - 1. **Legislative / OSBA Update**
 - 2. **Financial Report**
 - 3. **Enrollment Report**
 - 4. **PTEA/OSEA Association Updates**
 - 5. **Waiver for Higher Ed & Career Path Skills Course Requirement**
 - 6. **Board Policies on Personal Electronic Devices**
- I. **Recess**
- J. **Action Items**
 - 1. **Adopt Budget Calendar for the 2026-2027 Budget**
 - 2. **Legislative Policy Committee Nomination**
- K. **Review of the Next Meeting Agenda**
- L. **Adjournment**

Phoenix-Talent School District #4 is an Equal Opportunity Employer and, in accordance with Federal and State Legislation, does not discriminate on the basis of race, sex, religion, age, national origin, or marital status, physical or mental disability in employment practices or education programs. **If you need special accommodations for language interpretation or because of a disability**, please contact the District Office Executive Assistant two days prior to meeting at 541-535-1511 Voice/TD.

Month Newsletter



MESSAGE FROM THE GM, Amy Honts

The new year is off to a great start with lots of fun new things happening! I'm excited to watch our program develop and grow within the new contract & continued partnership with Sodexo & Phoenix Talent Schools.



HIGHLIGHTS FROM THIS MONTH



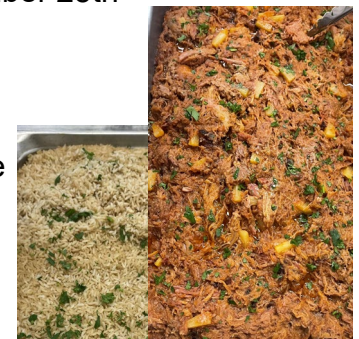
Welcome Back Events!

Block Party August 23rd & Talent Middle School September 16th

Upcoming : Phoenix Elementary & Orchard Hill Elementary September 25th

A few of the new menu items; featured & Coming Soon!

- Chicken Parmesan Sandwiches
- Pumpkin Alfredo Penne
- Local Pesto Pizza
- Hawaiian BBQ Pork over Rice
- Homemade Chicken, Bean, & Pork Enchilada's
- Twisted Dog
- Korean Meatballs with Rice
- Local Baked Potato Bar
- Arroz Con Pollo
- Greek Sandwich



FRY FAMILY FARM
Certified Organic



Featured Local Ingredients appearing this month!

- Tre-Fin Albacore Tuna
- Marvin's Garden and Cattle Co. Ground Beef
- Miffy's Muffin Mix
- Tillamook Cheese
- Lots of Jackson county grown produce; Zucchini, Summer Squash, Sweet Peppers, Jalapeno Peppers, Cucumbers, Tomatoes, Apples, Peaches, Nectarines, Plums.

Elementary Schools New Look!

**OLD
Cafeteria**



New Cafeteria's



Where taste buds
meet best buds.



Thank you!



2017 PTS BOND

Voter-approved \$68 million investment

Initial estimate: \$1.49 per \$1,000 of assessed value | 2024-25 cost: \$1.32 per \$1,000 of assessed value

Transformed Phoenix-Talent Schools through upgrades and new facilities



PHS

- Major safety and security upgrades
- New 100,000 sq ft building + major renovations
- New turf field, bleachers, track
- New theater
- New Career & Technical Education facilities (construction building, greenhouse, auto shop, culinary kitchen, welding shop)



TMS

- Major safety and security upgrades
- Seismic upgrades, fully renovated gyms
- Fully renovated cafeteria
- New bathrooms, polished concrete floors throughout.



- **PES, TES and OES:** major safety and security upgrades, seismic upgrades, replaced roof, improved fire alarm systems, renovated learning spaces
- **TES:** renovated gym, replaced lighting, new playground
- **OES:** new cafeteria, new playground

Scan to learn more





¡Gracias!



BONO PTS 2017

Inversión de 68 millones de dólares aprobada por los votantes

Estimación inicial: \$1.49 por cada \$1,000 del valor tasado | Costo 2024-25: \$1.32 por cada \$1,000 del valor tasado

Las Escuelas de Phoenix-Talent fueron transformadas a través de mejoras y nuevas instalaciones



PHS

- Nuevo edificio de 100.000 pies cuadrados + renovaciones importantes
- Nuevo campo de césped, gradas, pista.
- Nuevo teatro
- Nuevas instalaciones de educación profesional y técnica (edificio de construcción, invernadero, taller de automóviles, cocina culinaria, taller de soldadura)
- Principales características de seguridad



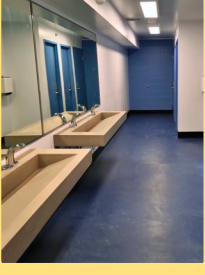
TMS

- Mejoras sísmicas, gimnasios completamente renovados
- Cafetería completamente renovada
- Importantes mejoras de seguridad y protección
- Baños nuevos, pisos de concreto pulido en todas partes.



- **PES, TES y OES:** actualizaciones sísmicas, mejoras importantes de seguridad, reemplazo de techo, sistema de alarma contra incendios mejorado
- **TES:** espacios de aprendizaje renovados, gimnasio renovado, iluminación reemplazada
- **OES:** nueva cafetería, nuevo patio de juegos

Escanee para obtener más información





PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

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Thursday, September 18, 2025
In-Person at Phoenix Elementary School

ZOOM: <https://us02web.zoom.us/j/85715693664?pwd=kBjPoxyywx8b5fWm7D8jwLf8GDPZOM.1>

Meeting ID: 857 1569 3664 Passcode: 219370

REVISED AGENDA

- A. Regular Session Call to Order - 6:00 p.m.
- B. Student Representative Report
- C. Accentuate the Positive
- D. Citizen Comments
- E. Superintendent Report
- F. Integrated Program Report – Public Comments Welcome
- G. Consent Agenda
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PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting
Thursday, September 4, 2025 6:00 PM Pacific

Phoenix Elementary School
215 North Rose Street
Phoenix, OR 97535

Michael Campbell:	Present	Diana Rasmussen:	Present
Nancy Castillo-McKinnis:	Present	Dawn Watson:	Present
Polly Farrimond:	Present	Rebecca Weathers:	Present
Rick Nagel:	Present	Present: 7, Absent: 0	

A. Executive Session - This session is closed to the public under ORS 192.660 (2)(e)(f)

B. Regular Session Call to Order

C. Student Representative Report

- **Lincoln Potochnick** shared that the football team won the first game of the season. After some previous losses, it was good to have touchdown after touchdown for the win. The team has been putting in hard work all summer long, practicing every day, and it's good to see them running again.
- **Elia Santos** said that on the first day back we had a spirit rotation, we introduced our new SRO and our new ASB officers. We also taught our spirit chant to the incoming freshman and gave them tours. Towards the end, we broke out into groups, we socialized, we did some icebreakers, and each grade level played a game of bingo.
- **Emily Emry** said that we did some other activities for the different grade levels. We talked about what some distractions could be and how to lower stress during the school year. Another activity was that the students would pick a color that they liked or a superpower they would want to have, and then they explained why they chose that. The students really liked that activity because they could interact with each other.

D. Accentuate the Positive

PES Principal Shawna Schleif shared the following:

- Ms. Schleif welcomed all the students back and our newest board member, Diana Rasmussen. It has been an amazing start to the school year. We had a really clear, fun, full, focused in-service week. We have an incredible crew and I'm so grateful to all of them and their hard work preparing for the start of the wonderful year.
- Ms. Schleif gave a shout-out to Wendy Duffie and Lori Delgado for running the front office and powering through registration. It appears that we are up in our enrollment, so that is great news.
- Ms. Schleif gave a shout-out to the kinder teachers. We have some really strong kinder class sizes this year and the kinder teachers made their home visits, making sure to connect with families and making sure students felt welcome on the first day and really safe.
- In addition, they also volunteered to help during in-service week by modeling some lessons for their peers. Ms. Schleif gave a shout-out to Marla Dentino and Jennifer Hopkins for just being amazing.

- Ms. Schleif gave a shout-out to the maintenance and custodial crews for their responsiveness in getting the building ready for school. Ms. Schleif specifically named Malcom Cary and Johnathan Elliott, who is our lead custodian.

OHES Principal Kent Vallier shared the following:

- Principal Vallier said that Sarah Price and Ellen Anding are Orchard Hill's two kindergarten teachers are two of the very best. I know there are no easy jobs in our schools, but it takes a talented person to be a kindergarten teacher on day one.
- Mr. Vallier said that a PTA president is a gift. Having a PTA president repeating his term is a miracle! I want to thank Brad Nelson, Orchard Hill's PTA President, for his second year. Sarah Engstrom and Katie McCormick also help make our PTA a functioning, successful body. Brad has been excellent, and I just wanted to thank him publicly.
- Mr. Vallier recognized four new licensed staff members, Neena Barreto, Magnolia Englehart, Beth Mayben and Tyler Santi. They are awesome, and I'm reminded of Brent's words — good people want to come to Phoenix-Talent.

PTRA Principal Aaron Santi shared the following:

- Mr. Santi said that PTRA completed intake meetings with all new families and welcome back meetings with all of our returning families this week. These meetings set or remind students and families about our expectations that set them up for success. It was great to see so many returning families and kids.
- On the district assessment side, ELL staff at all of our schools are already fully engaged in administering ELPA screening assessments to appropriately place students in services when necessary. Thanks to all of these staff members for working so quickly and diligently to support our students who have languages other than English in their homes.

TES Principal Heather Lowe shared the following:

- Inservice week was phenomenal thanks to the hard work of Javier del Rio, Karinn Calhoun, and Jamar Boyd. Sessions were meaningful, applicable, and action-oriented.
- Ms. Lowe gave a shout-out to her office manager, Cheryl Joseph, who has been juggling a ton of responsibilities. Many thanks for her Herculean efforts to ensure we were ready to start the year well-prepared.
- Ms. Lowe thanked Tiffanie Lambert, Dawn Watson, and Supt. Barry for their advocacy and leadership in our inclusion work. Ms. Lowe extended a deep appreciation to all the staff who are leaning into this important work.
- Finally, Ms. Lowe shared that a new kinder family reflected their positive first impression of our school culture, sharing reaffirming words. It's a testament to the care and love that not only our staff display daily but that our students show, as well.

TMS Principal Casey Olmstead shared the following:

- Mr. Olmstead said we had a great start with our in-service week.
- Mr. Olmstead gave a shout-out to WEB (Where Everyone Belongs) leaders Bry Bates and Liz Fletcher for the time and energy they spent creating an amazing first day for our 6th grade students. I saw first-hand the impact of WEB on some of our new students in being able to build positive connections and such a positive foundation here at TMS!
- Mr. Olmstead gave a shout-out to Sandra Tringolo and our Yearbook class as we received some amazing news from Jostens. Our yearbook was awarded a GOLD level of excellence for the third consecutive year, and we were specifically recognized for an

outstanding cover! Our rep shared that Jostens prints over 10 million yearbooks per year, and that only 5% of schools nationwide receive recognition at that level.

- Mr. Olmstead gave a shout-out to their new staff — Carrie Hart (Math); Brice McCoy (7th ELA); Susan Goetz (TLC); Adrik Lamar (Special Education IA); Kelly Case (Band/Music/Choir); Kevin Wengler (Special Education IA); Joey Brady (Math Long-Term Sub); and Jose Villalobos (Permanent IA sub in our building). We are excited about their energy and presence at our school.
- The theme of hope has been one of our staff activities by having them answer the question "What is your hope for our students?"

PHS Principal Kalin Cross shared the following:

- Ms. Cross said that during in-service week, we were able to give focus to our 'special populations'.
- Ms. Cross gave a shout-out to the following people:
 - Anna Redding, who gave our staff some applicable strategies for staying organized.
 - Our special population staff members: Rebekah Gerber and Mindi Terilli (504 coordinators) and special education teachers and case managers, Sophie Gordon-Williams, Kellee Seedborg and Megan Sandlin (SPED Case Managers), Rhiannon Williams (TAG) and Kari Miller (ELD).
 - Sara Crawford and Brenda Sellee, who made magic happen, including having food and coffee appear when needed.
 - The Instructional Leadership Team members who are shaping the trajectory of teaching and learning at PHS include Scotty Stalp, Kelly Fogg-Johnson, Carolena Campbell, Anna Redding and Jon Theiring.
 - The student leaders, some of whom are here tonight, but especially our seniors and ASB officers who were asked at the last minute to lead a spirit mini-rally at our rotations. They did an amazing job representing the pirates and showing people what legacy looks like. We also had a couple of other sessions which were hosted by our grad coaches, Skyler Glines and Alejandro Velazquez, who were talking to students about graduation and earning cords and tassels.
 - Jordan Ruiz, one of our counseling crew members, talked about how you can show up as your best self. Erika Ochoa and Yaneth Garcia gave some really riveting presentations on just how we do things and how we interact with each other at PHS.
 - Jes Marsh, who is the new registrar. Jes is doing a phenomenal job of making sure that every family is getting a call back, and every situation is being tended to with care. I really appreciate her attention to detail.
 - Our counseling crew, Tami Ingwerson, Michelle Carlson, Angelica Mendoza and Jordan Ruiz, our meeting with and onboarding new students to our district with kindness and care.
 - The HR department for doing a great job onboarding. Our new staff felt at the end of their first day like they knew how to navigate things, and they knew who the go-to people were. In addition to HR, the entire Phoenix High School staff is so welcoming that our new staff members really felt like they could ask anybody questions.

Kelly Soter, Community Care and Early Learning Director shared the following:

- Ms. Soter shared that we co-hosted with Jackson County Care Connect and had a Healthy Start Block Party in August. Nearly 1000 guests attended and over 70 vendors participated. Ms. Soter gave a huge lift to Katie McCormick and Nuvia Pineda for their organization of this event. Through the network of Jackson Care Connect, we were able to provide services right there including medical appointments, eye exams, and dental exams.
- Ms. Soter said that we had Medicaid administrative claiming of over \$90,000 in reimbursement from 24-25 and thanked all those who are participating in this program. Ms. Soter explained later that Medicaid administrative claiming for schools is a variety of services, including coordination, recruitment, enhancement of service, information, anything that provides information and helps connect a student or family to Medicaid eligible services.
- Ms. Soter said that the Early Learning Center is now in its second year, and they just had their open house.
- Ms. Soter welcomed Jessica Bucio and Heather Raetz to her team.
- Last year, Erika Ochoa brought the idea forth for an immigrant and refugee grant for interpretation and translation devices for use by anyone in our district. In addition to students, we happen to have staff members that are Spanish speaking only with very limited English. With the last week of professional learning, we have been able to provide the learning in the language of choice for our staff, and it has been an absolute game changer.

Amy Honts with Sodexo food service shared the following:

- Ms. Honts said that they have several new employees, including Autumn Singer and Jamie Hagen, who have joined their team. Some other internal employees have moved around and shifted with promotions.
- Ms. Honts introduced her new chef, Ryan Sweet. He is ready to hit the ground running with some more local scratch cooking and training on site in the different kitchens.
- Ms. Honts gave a shout-out to our lunch aids. The lunchroom is always crazy, and we had a lot of changes this year so she appreciates all that they do.
- We are bringing back our fresh fruit and vegetable program in the elementary schools starting on September 22.

From the Board:

- **Director Rick Nagel** said that the start of the new year is always fun, but it is also a lot of work. Rick mentioned that he attended a meeting last night at TES and Ms. Lowe was still at her desk at 7pm. Mr. Nagel said he enjoyed the football game and the final score of 35-9 was great to see.
- **Director Nancy Castillo-McKinnis** said she is very grateful for TES to have their welcome back message come up in Spanish. She is grateful that we have interpretation devices, and she is hopeful that at every event and meeting that they will always be available. Ms. Castillo-McKinnis offered her services to help coach people with the translation devices.
- **Director Polly Farrimond** said that she was grateful for the outpouring of our community for attending the healthy block party. Ms. Farrimond thanked our custodial crew at the high school for their quick turnaround of taking down the block party event to

setting up for the morning welcome back event. Ms. Farrimond said that she met with Supt. Barry today and she hopes to increase our community engagement this year.

- **Vice Chair Rebecca Weathers** said that she attended her child's school for the family welcome back event. It was well attended and Joe Zavala had put out a lot of information on it through social media and texts.

E. **Citizen Comments** - Malcom Carey, parent and custodian at PES, said that many times when he is working late, there are teachers here well into the evening hours working late too. He thanked all the teachers for caring and going the extra mile to prepare for their classes.

F. **Superintendent Report**

- Supt. Barry thanked everyone for all they did to make our in-service so special. We had some outside partners come and give presentations, but our team did a phenomenal job.
- The ELL annual report for 2023-24 is attached for your review.
- Out of State Student Travel: Melissa Madsen is planning to take a small group of (4-6) students to the FFA National Convention in Indianapolis Oct. 28-31.
- Last week's statewide Economic Forecast had some real concerns moving forward, with close to a billion dollars being lost in our state. Our state does have some reserves, and within the details there is some hope.
- Supt. Barry shared a letter that he received from RVTD stating that with all the federal funding cuts combined with the failure of the state transportation package, they are planning major service reductions of approximately 60% beginning Sept. 2. That affects our students and families who use the bus services.
- The Talent City Council meeting was last night, and they discussed the next step in the Colver development, which was the approval of the moving the easement from the far eastern part of the property to the anticipated location further west.
- The Southern Oregon Career Center has a few hiccups, and they are pausing the EMS program due to the availability of not being able to offer the RCC credits. We had three students looking to participate. We have invited SOCC to share updates and plan with our board at our Oct 18th board meeting.
- Supt. Barry said that our enrollment is up slightly, and we will know more by the 1st of October.
- Supt. Barry shared a copy of a letter he sent to donors to mark the 5th anniversary of the Almeda fire and provided an update on how we are moving forward.

G. **Consent Agenda**

I move to approve the consent agenda as presented. This motion, made by Rebecca Weathers and seconded by Nancy Castillo-McKinnis. Hearing no objections, the consent agenda was approved as presented.

- G.1. Approval of Agenda
- G.2. Approval of Minutes from 8/14/25
- G.3. Personnel Report

H. **Information and Discussion**

H.1. **Legislative / OSBA Update**

- Director Watson said that the OSBA National convention is in November and to please let Denise know if you plan to attend.

H.1. Legislative / OSBA Update (cont.)

- The regional conference, hosted by ESD, will be in Ashland. This year they asked for input about training. Dawn has heard from several school board members in the valley and they would like more training on advocating for policies, so she asked for policy 101.
- PACE will be hosting a training session for admin and staff, and it will be at the ESD in October.
- There was a special session this weekend of ODOT. It passed the house but not the senate, as the senate is on pause until September 17.
- The revenue forecast was at \$954.7 million and was down 2.4% from when the session ended. COSA and OSBA are watching that very closely and may have a call to action.
- Chair Campbell asked the members to please let Denise know by tomorrow if they wish to attend the OSBA convention and to RSVP if you want to go to either of two regional meetings.

H.2. Committee Reports - There were none.

H.3. Superintendent Goals for 25-26

Supt. Barry had shared his goals at the last meeting but not everyone was in attendance, so he included his draft goals again. Supt. Barry said his goals are focused on the strategic plan and his evaluation from last year. In addition, he added some intentional goals in regard to improved outreach and communication and he is still working on our strategic planning goals.

H.4. OSBA Legislative Policy Committee

Director Watson said there is a spot open for the LPC committee. The term would be from January 1 through December 2026. The board can nominate one person and then, once a nomination is made, it will be sent to OSBA along with all the other nominations from each board in our region. Once we are notified of the candidates, each board will have one vote. Director Watson said there may also be an OSBA board of directors' position available at the first of the year providing she is elected president.

H.5. Review Budget Committee Applications

Supt. Barry said that we have not yet received any applications for the three budget committee vacancies, so it is a call to action to recruit.

H.6. Review Budget Calendar for 2026-2027 Budget

Supt. Barry said that the calendar is very similar to last year's, and it will be an action item at the next meeting.

H.7. Boundary Change Discussion

Supt. Barry said that back in 2019, we were looking to change the boundary lines, mostly for the elementary schools PES and OHES. We had listening sessions and were ready to make some changes, and then we had the fires. Supt. Barry feels we should still wait some time to make any decisions on boundary changes based on all the housing that is still being developed. Maybe address it again next year at this time.

H.8. Armadillo Community Charter School Discussion (ACCS)

Supt. Barry said that he and Tiffanie Lambert met with the admin staff at ACCS at the beginning of the school year. We had some good discussions and talked about goals. We will be doing our annual fall walkthrough for the board, and we will get some dates together and reach out to see who would like to attend.

I. Recess - none

J. Action Items

J.1. Establish Meal Prices

I move to approve the increase in adult meal prices as presented. This motion, made by Polly Farrimond and seconded by Rebecca Weathers, Carried.

Michael Campbell: Yea, Nancy Castillo-McKinnis: Yea, Polly Farrimond: Yea, Rick Nagel: Yea, Diana Rasmussen: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea

J.2. Board Guiding Principles

I move to approve changes to our Board Guiding Principles as discussed keeping the bulletin points and not the highlighted choices. This motion, made by Diana Rasmussen and seconded by Rick Nagel, Carried.

Michael Campbell: Yea, Nancy Castillo-McKinnis: Yea, Polly Farrimond: Yea, Rick Nagel: Yea, Diana Rasmussen: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea

J.3. Resolution 25-11 – Community Renewable Energy Grant for PES & PHS

I move to adopt Resolution 25-11 as presented. This motion, made by Diana Rasmussen and seconded by Polly Farrimond, Carried.

Michael Campbell: Yea, Nancy Castillo-McKinnis: Yea, Polly Farrimond: Yea, Rick Nagel: Yea, Diana Rasmussen: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea

Supt. Barry said this was just another opportunity for us, and we have been successful with these grants at TES and TMS, so with this grant we would be able to expand the solar power at PES and PHS. Chair Campbell expressed his appreciation for Jon McCalip who has been our project Maestro, and our district is better for it and with our infrastructure.

K. Review of the Next Meeting Agenda

Supt. Barry noted that the program report shown will actually be the second meeting in October, which is a day meeting.

L. **Adjournment** - the meeting adjourned at 7:05 pm.

Michael Campbell, Chair

Brent Barry, Superintendent

DISTRICT ENROLLMENT NUMBERS AS OF 9-17-2025
2025-2026 Compared To 2024-2025



DISTRICT TOTALS - 2025-2026						
PHS	TMS	OHES	PES	TES	PTRA	TOTAL
687	504	286	319	357	24	2177
						+29

DISTRICT TOTALS - 2024-2025						
PHS	TMS	OHES	PES	TES	PTRA	TOTAL
695	491	272	323	346	21	2148



PHS - BY GRADE - 2025-2026				
9	10	11	12	TOTAL
178	205	153	151	687

PHS - BY GRADE - 2024-2025				
9	10	11	12	TOTAL
200	155	170	170	695



TMS - BY GRADE - 2025-2026			
6	7	8	TOTAL
171	167	166	504

TMS - BY GRADE - 2024-2025			
6	7	8	TOTAL
169	155	167	491



OHES - BY GRADE 2025-2026						
K	1	2	3	4	5	TOTAL
42	37	55	42	63	47	286

OHES - BY GRADE 2024-2025						
K	1	2	3	4	5	TOTAL
35	43	42	59	49	44	272



PES - BY GRADE - 2025-2026							
K	1	2	3	4	5	RISE	TOTAL
47	48	51	54	56	63	0	319

PES - BY GRADE - 2024-2025							
K	1	2	3	4	5	RISE	TOTAL
50	50	48	64	63	48	0	323



TES - BY GRADE 2025-2026						
K	1	2	3	4	5	TOTAL
64	57	64	55	57	60	357

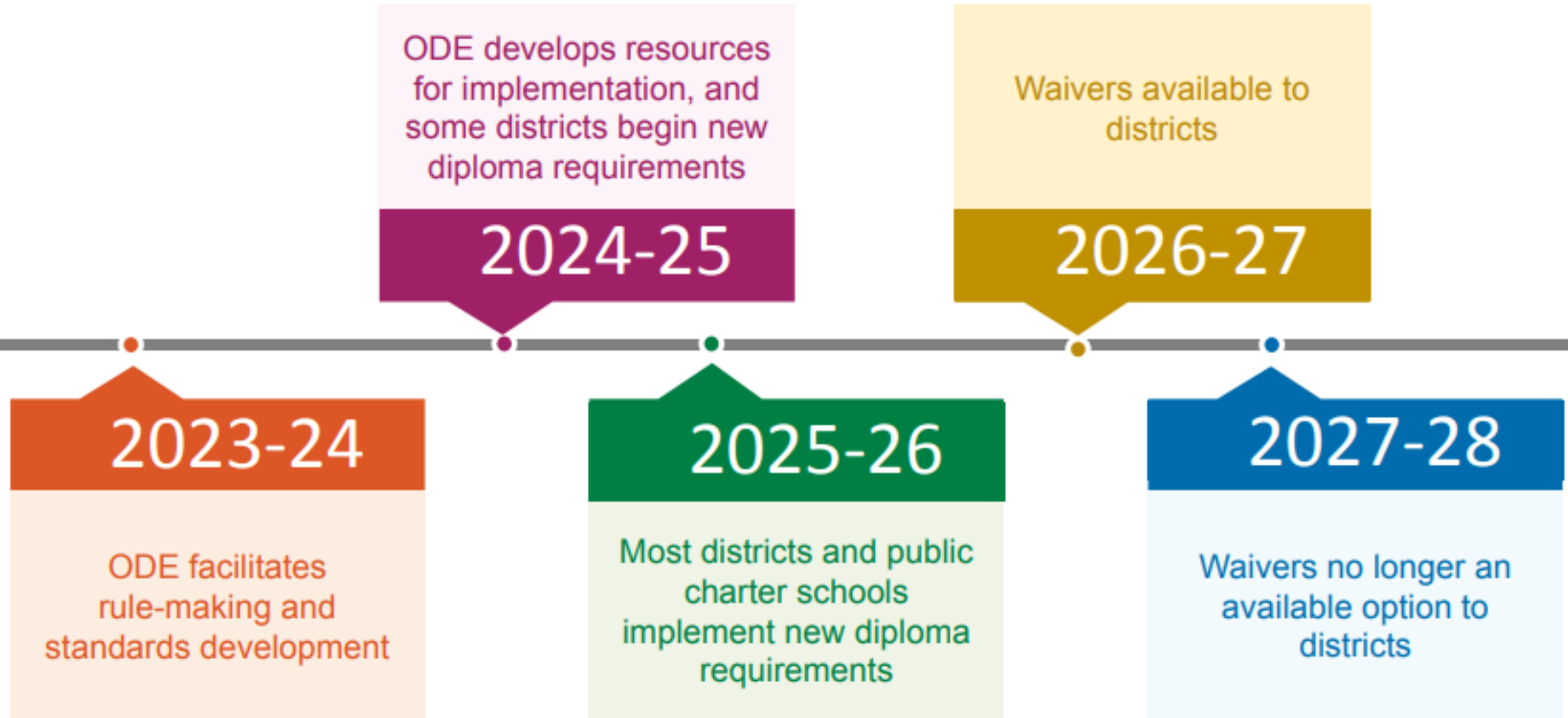
TES - BY GRADE 2024-2025						
K	1	2	3	4	5	TOTAL
50	59	55	57	65	60	346



PHOENIX-TALENT RISING ACADEMY BY GRADE 2025-2026									
K	1	2	3	4	5	6	7	8	TOTAL
3	2	3	3	4	2	1	4	2	24

PHOENIX-TALENT RISING ACADEMY BY GRADE 2024-2025									
K	1	2	3	4	5	6	7	8	TOTAL
2	2	0	3	2	1	1	4	6	21

Anticipated Timeline for Implementation



Phoenix-Talent Schools District 4

Code: JFCEB
Adopted:

Personal Electronic Devices */** (Version 2)

{This policy is required by ORS 336.840 and EO 25-09. EO-25-09 requires policy to be adopted and in place by October 31, 2025, with full implementation by January 1, 2026.}

Student [possession or] use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. [Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)¹.]

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure.^[2] This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition;³
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);⁴
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within [10] school days.⁵

Personal electronic devices [must be placed in district-provided pouches or storage] [may be kept by students in lockers or backpacks, but personal electronic devices are not to be stored on the student’s person or in the student’s clothing] [may be stored on the student’s person, but may not be used] during regular instructional hours.

¹ If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours. {ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides that districts have discretion related to field trips. The district could include language regarding field trips here.}

² [ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”]

³ JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

⁴ If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

⁵ JFCEB-AR must be submitted to the building administrator.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include [detention, Saturday school, a change to storage requirements, etc. {⁶ }]. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.⁷ [Steps may include:

1. **First Instance of Noncompliance:** staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;
2. **Second Instance of Noncompliance:** the device will be temporarily confiscated and held in the front office until the end of the school day. Parents or guardians will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;
3. **Third Instance of Noncompliance:** the device will again be temporarily held, and parents or guardians will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;
4. **Beyond Third Instance of Noncompliance:** In noncompliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning. {⁸ }

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices⁹ that support academic activities and independent communications¹⁰, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

⁶ {Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack. }

⁷ For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

⁸ {From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy. }

⁹ The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

¹⁰ “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR – Request for Personal Electronic Devices Exemption. Appeals can be filed [with the superintendent] [in accordance with KL-AR(1) – Public Complaint Procedure].

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

[This policy takes effect on January 1, 2026.]

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

Phoenix-Talent Schools District 4

Code: JFCEB-AR
Revised/Reviewed:

Request for Personal Electronic Devices Exception (Version 2)

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the **[principal]**:

Name of student: _____ Grade: _____

School: _____

If the reason for the request is included in the student's individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, this form is not required.

This request is:

- In compliance with the student's medical provider's order for the care and treatment of a medical condition (attach a copy of the order);
- Accommodate the individual circumstances of the student;
- Further specific educational outcomes for the student.

Exemption requested (describe the requested possession or use of a personal electronic device to be allowed and reason for the requested exemption):

Duration for requested exemption: _____¹

Signed: _____ Date: _____

Parent or guardian name: _____

Parent or guardian phone: _____ Email: _____

For Completion by School Administration

Request: Granted Expiration of exemption: _____

¹ The maximum duration of an exemption is **[one year]** **[the end of the current school year]** **[the end of the student's enrollment at this school]**.

Denied Reason for denial: _____

More information needed. Please submit by [date] for reconsideration.

Signed: _____ Date: _____

School administration will consult with a school nurse when appropriate. School administration decisions will be issued and communicated to the parent or guardian within [10] school days of receipt and can be appealed to the [superintendent] within 10 days of issuance. The [superintendent's] decision will be final. Denied requests may be resubmitted if circumstances change or after 12 months, whichever is earlier.

Guidelines for exemption consideration:

1. [Exemptions should only be approved for legitimate needs of students and their families, not mere convenience;
2. Exemptions should be consistently granted in a non-discriminatory manner;
3. Exemptions should be limited to address the specific need, with limitations communicated to the student regarding other possession and use;
4. Exemptions should only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;
5. Exemptions should be communicated to necessary staff in a way that protects student privacy;
6. Exemptions should minimize disruption to other students, staff and the educational environment.]

PERSONAL ELECTRONIC DEVICES

Summary

Governor Kotek issued Executive Order No. 25-09 (EO) on July 2, 2025. The EO requires school districts to adopt a policy prohibiting student use of personal electronic devices during instructional time. The policy must be adopted by October 31, 2025, with full implementation required by January 1, 2026. OSBA anticipates the Oregon State Board of Education to adopt administrative rules aligning with the EO in the next several months.

Existing Oregon law, ORS 336.840, also requires policy language regarding student use and possession of personal electronic devices by students.

Although full implementation is not required until January 1, 2026, districts may decide to implement at the beginning of the school year in order to avoid changing practice during the middle of the year.

Districts can adopt this policy early, but should be aware of the possibility that a subsequent policy update may be necessary due to the adoption of rules or other changes.

Any previous versions of sample policy JFCEB – Personal Electronic Devices and Social Media**and sample administrative regulation, JFCEB-AR - Personal Electronic Devices and Social Media adopted are recommended to be deleted in lieu of the new sample policy, JFCEB –Personal Electronic Devices */** and new administrative regulation, JFCEB-AR - Request for Personal Electronic Devices Exception created in response to the Governor’s EO.

Collective Bargaining Impact

Coordinate with unions prior to adoption.

Local District Responsibility

Delete existing policy and replace with the new version of the policy prior to October 31, 2025. Delete current administrative regulation and consider whether the new administrative regulation will be beneficial for the district.

Policy(ies) and ARs Impacted by these Revisions

JFCEB - Personal Electronic Devices and Social Media** (Version 1), Required, *Delete*

JFCEB-AR - Personal Electronic Devices and Social Media, Optional, *Delete*

JFCEB - Personal Electronic Devices */**, **Required, New**

JFCEB-AR - Request for Personal Electronic Devices Exception, **Optional, New**

Phoenix-Talent Schools District 4

Code: JFCEB
Adopted: 9/04/14
Revised/Readopted: 9/01/22
Orig. Code: JECBC

Personal Electronic Devices and Social Media ** (Version 1)

(Student may possess a personal electronic device)

See updated version

Students may be allowed to use and possess personal electronic devices on district property and at district-sponsored activities provided such devices are not used in any manner that may disrupt the learning environment or district-sponsored activities, or violate Board policies, administrative regulations, school or classroom rules, state and federal law.¹

As used in this policy, a “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.

If the district implements a curriculum that uses technology, students may be allowed to use their own personal electronic devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.

Students may not use district equipment to access social media websites, while on district property or at district-sponsored activities, unless the access is approved by a district representative.

The district will not be liable for personal electronic devices brought to district property and district-sponsored activities. The district will not be liable for information or comments posted by students on social media websites when the student is not engaged in district activities and not using district equipment.

The superintendent is directed to develop administrative regulations and/or approve school rules as necessary to ensure that student use of such devices is consistent with this policy. Administrative regulations may include grade- or age-level possession and/or use restrictions by students on district property and at district-sponsored activities; consequences for violations; a process for responding to a student’s request to use a personal electronic device, including an appeal process if the request is denied; and such other provisions as the superintendent may deem necessary. The superintendent is responsible for ensuring that pertinent provisions of Board policies, administrative regulations and school rules governing personal electronic devices are included in staff handbooks and student/parent handbooks, reviewed annually and updated as necessary.

¹ The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

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Phoenix-Talent Schools District 4

Code: JFCEB-AR
Revised/Reviewed: 9/04/14; 9/01/22
Orig. Code: JFCEB-AR

Personal Electronic Devices and Social Media

(Version 1)

See updated version

Students may use and possess personal electronic devices on district grounds subject to the following:

1. Personal electronic devices shall not be used in a manner that disrupts the educational process, school programs or activities, or in a manner that violates law, Board policy, administrative regulation or school rules;¹
2. Personal electronic devices, which have the capability to take photographs or record video or audio, shall not be used for such purposes while on district property or at district-sponsored events unless as expressly authorized in advance by the principal or designee;
3. The district shall not be responsible for loss, theft or damage to personal electronic devices brought to district property or district-sponsored events;
4. Personal electronic devices may be used as electronic study aids during the school day if provided as a part of a student's individualized education program (IEP) or if permission is received from the student's teacher;
5. The use of personal electronic devices in any way to send or receive messages, data or information that would pose a threat to academic integrity, contribute to or constitute academic dishonesty is strictly prohibited;
6. The use of personal electronic devices in any manner that would violate the confidentiality or privacy rights of another individual is strictly prohibited;
7. Students shall comply with any additional school rules as established by the principal and classroom rules as approved by the principal concerning the appropriate use of personal electronic devices;
8. Personal electronic devices used in violation of law, Board policy, administrative regulation or approved school rules will be confiscated, turned in to the school office and returned to the student or parent following parent notification, conference, detention, suspension, expulsion and/or referral to law enforcement officials as appropriate;
9. Students may not access social media websites using district equipment, while on district property or at district-sponsored activities unless the access is approved by a district representative.

¹ The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.



Personal Electronic Device Policy Overview

July 8, 2025

Purpose of Today's Meeting



1. Review [Executive Order 25-09](#)
2. Share timeline
3. Clarify policy requirements
4. Answer questions regarding policy implementation

Executive Order No. 25-09

Goal: Improve academic outcomes by ensuring students are fully engaged in learning within a distraction-free environment that supports their well-being, focus, and ability to thrive academically and personally.



Definition

"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

Personal Electronic Devices do **not** include a laptop computer or other device required to support academic activities.

Policy Requirement Timeline

- ❑ **By October 31, 2025**, all Oregon school districts are required to adopt a personal electronic device policy that:
 - Prohibits the use of personal electronic devices by students
 - Applies from the start of regular instructional hours until the end of regular instructional hours

- ❑ The policy must be implemented in full effect, **no later than January 1, 2026**.

Policy Requirements

- ❑ Provide clarity on **how devices will be stored** during the school day
- ❑ Provide direction to school personnel regarding **actions that may be taken when a student violates requirements**
 - Allowed actions may not authorize or otherwise result in students losing instructional time, which includes suspension or expulsion.
- ❑ **Posted** on the school district website and made available to:
 - School district personnel
 - Students
 - Parents and guardians
 - Partners who are in the school building during the school day
 - Oregon Department of Education

Policy Requirements (cont.)

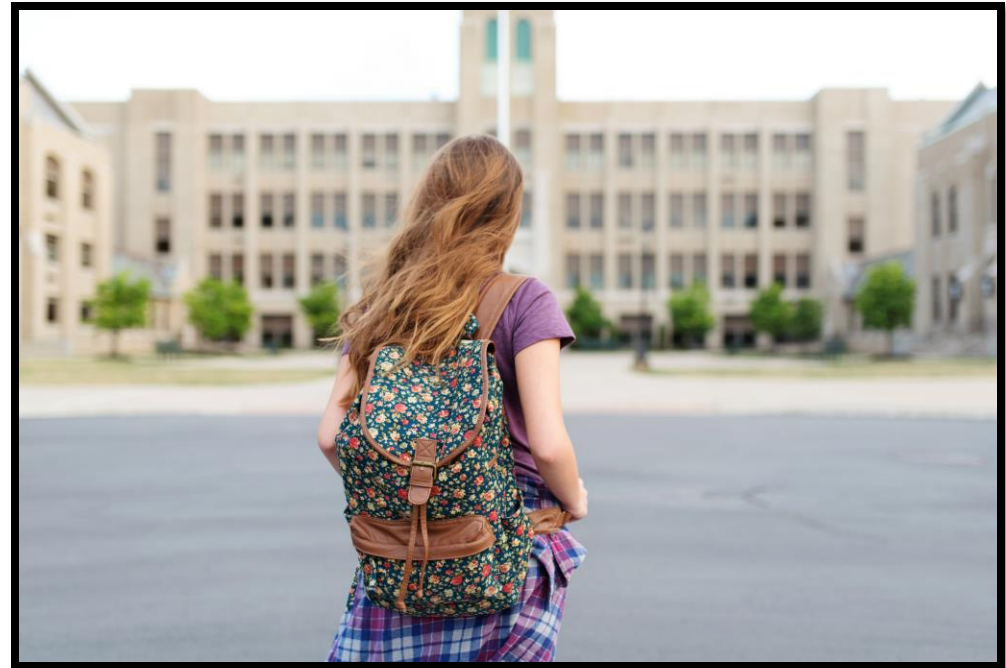
Provide for the use of a personal electronic device by a student when the use complies with the terms of:

- ❑ Student's medical provider's order for the care and treatment of a medical condition.
- ❑ Student's IEP or 504 Plan
- ❑ A written exemption provided for the student based on guidelines adopted by the school district to allow school building administrators to accommodate individual circumstances or to further specific educational outcomes for a student.

Policy Scope and Applicability

The policy **may** exclude time when students are:

- ❑ Not on school grounds, and
- ❑ Not under the supervision of school personnel other than a school bus driver
 - If students are on the bus for educational purposes during the school day, and other staff are on the bus to supervise, the policy may be in effect.
 - If the bus driver is the only staff on the bus, the policy would not be in effect.



Responding to Instances of Noncompliance

- ❑ Responses **must not result in lost instructional time**
- ❑ **Suspension or expulsion is not permitted** when noncompliance is solely related to device use
- ❑ **Supportive disciplinary action may be appropriate** when a device is used to harass others, access inappropriate content, or engage in other prohibited behavior
- ❑ Districts are encouraged to use **educational and restorative strategies**
- ❑ Strong **school culture and climate-building** supports long-term success

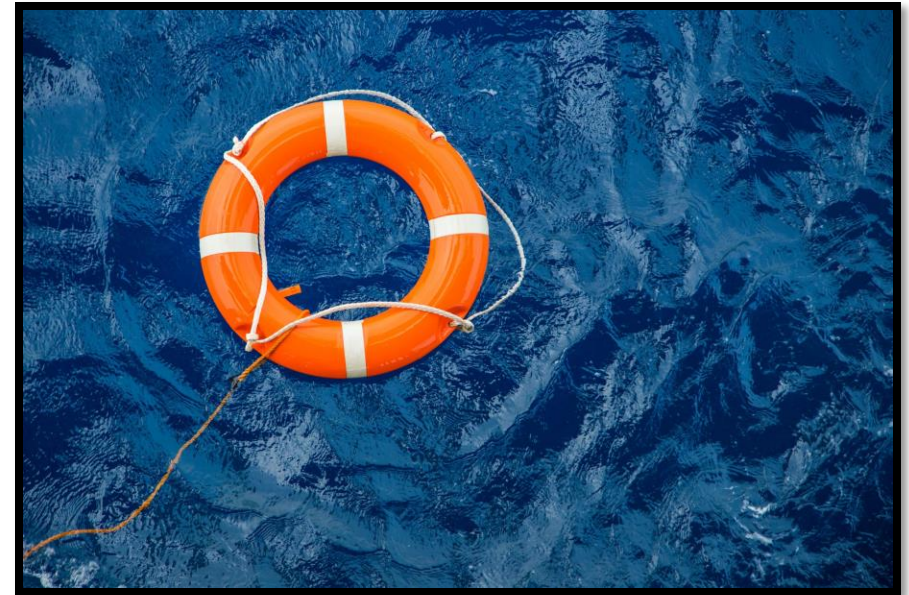
What Should Districts Do Now?

- ✓ **Review** current district policy for alignment to **Executive Order No. 25-09**
- ✓ **Engage** with school board, staff, students, families, and community partners
- ✓ **Develop or revise** personal electronic device policy
- ✓ **Prepare** to bring policy to school board for adoption
- ✓ **Post policy on website** by October 31, 2025
- ✓ **Stay informed** by checking [ODE's website](#) and attending Office Hours.



Looking Ahead: We are here to help

- ❑ Revised [ODE Guidance](#) and [FAQ](#)
- ❑ Additional Office Hours
 - Thursday, July 10th, 3:00 – 4:00 pm
- ❑ Shared Best Practices
- ❑ Resource Toolkit
- ❑ Technical Assistance Appointments
 - ODE.mobiledevices@ode.oregon.gov





Questions?

Executive Order No. 25-09: Personal Electronic Device Policies for Oregon Public Schools



Purpose of the Executive Order

Governor Tina Kotek issued Executive Order 25-09 to support **student mental health**, reduce classroom distractions, and promote **safe, focused learning environments** across Oregon. Research shows that **high social media and device use** is linked to:

- Increased **anxiety, depression, and self-esteem challenges** in youth
- Distraction from learning and reduced academic outcomes

This policy is intended to help students focus, build connection, and support **mental wellness**.

Key Deadlines

- **Policy Adoption Deadline:** October 31, 2025
- **Policy Implementation Deadline:** January 1, 2026

What the Policy Must Include

Each **school district** must adopt a **personal electronic device policy** that:

- **Prohibits student use** of personal electronic devices **during instructional hours** (start to end of school day) including passing periods and lunch
- **Defines how devices will be stored** during the school day
- **Provides exceptions** for:
 - **Medical needs** (with provider documentation)
 - **IEPs or 504 plans**
 - **District-approved exemptions** for specific student needs or educational goals
- **Outlines staff actions** for violations that:
 - **Do not remove students from learning** (e.g., no suspension or expulsion)

Transparency Requirements

The policy must be **posted on the district website** and shared with:

- School personnel
- Students
- Parents/guardians
- On-site partners
- Oregon Department of Education

What Counts as a Personal Electronic Device?

Devices that:

- Are **portable and electrically powered**
- Can make/receive **calls, texts**, or access the **internet**
- **Do not include** laptops or school-issued learning devices

Need Support?

- Check out [ODE's Personal Electronic Device Policy Website](#) where you can find Frequently Asked Questions, Guidance and additional tools and resources to support implementation
- Email Mobile.Devices@ode.oregon.gov

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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23. 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? 8

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.

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.

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.

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

Yes. The policy **may exclude time** when students are:

- **Not on school grounds**, and
- **Not under the supervision of school personnel, except** for supervision provided by a **school bus driver**.

For example, general transportation to and from school may be exempt from the restriction. However, if students are participating in a field trip, school-sponsored event, or recreational activities within the scope of the policy, especially during the instructional day, device use should align with the policy, as additional staff are typically present for supervision.

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.

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.

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:

- **UPDATED:** [Fostering Student Learning, Well-Being, and Belonging: Guidance for Personal Electronic Device Policies](#)
- [Policy Highlights Slide Deck \(PDF\)](#)

Additional office hours and resources, including examples of storage procedures, enforcement strategies, and communication templates, will be shared throughout the implementation period.

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

Yes. ODE will be holding virtual office hours to answer questions and support policy development:

Office Hours

- Friday, Aug 8th / 8 am - 9 am ([link](#))
- Monday, Aug 18th / 3 pm - 4 pm* ([link](#))
- Friday, Sept 5th / 8 am - 9 am* ([link](#))

*These sessions will feature voices from the field who will share valuable insights into local policy development and on-the-ground implementation efforts.

Any questions or concerns can be directed to ODE staff supporting this effort by emailing 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. 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?

At this time, the Oregon Department of Education (ODE) is working in collaboration with the Governor's Office and key education partners to develop comprehensive guidance and sample policy templates to support school districts in implementing exemptions appropriately. We anticipate having these materials ready prior to the start of the 2025–26 school year.

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.

We will be providing examples and templates as part of the forthcoming guidance, which will help districts navigate these decisions within the bounds of the EO and existing legal requirements. In the meantime, we encourage districts to consult with their district legal counsel if there are questions about what qualifies as a required exemption.

13. 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. Specifically, district policies may permit students to use personal electronic devices (PEDs) during travel that occurs within the school day, such as transportation to and from athletic or extracurricular events, provided that there is not a secondary staff member present (in addition to the bus driver) to supervise device use.

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.

14. 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.

15. 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.

16. 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?

"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. 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.

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 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.

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. Does the Executive Order’s restrictions on cell phone use apply during lunch periods, particularly in high schools?

Yes, the Executive Order applies throughout the entire school day, which includes lunch periods. It is important for districts to consider their school community’s needs and to clearly communicate any specific guidelines regarding device use during lunch to maintain consistency and support positive school culture.

22. 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.

23. 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.

Fostering Student Learning, Well-Being, and Belonging

Guidance for Personal Electronic Device
Policies *in accordance with Executive Order
25-09*

Updated: August 1, 2025



Revised July 2, 2025

A Statewide Commitment to Distraction-Free Learning

In July 2025, Governor Tina Kotek released [Executive Order No. 25-09](#) which requires that all Oregon school districts have a **policy in place that restricts** the use of **personal electronic devices** from the **start of regular instructional hours to the end of regular instructional hours**. School districts are required to adopt a policy no later than **October 31, 2025**, with full implementation in effect no later than **January 1, 2026**.

"Personal Electronic Device" (PED) 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

In accordance with the Executive Order, school district policies **must** (at a minimum):

1. Provide clarity on how devices will be stored during the school day;
2. Provide direction to school personnel regarding actions that may be taken when a student violates requirements wherein allowed actions may not authorize or otherwise result in students losing instructional time, which includes suspension or expulsion.

Policies **must** provide for the use of Personal Electronic Device by a student when the use complies with the terms of:

- Student's medical provider's order for the care and treatment of a medical condition;
- Student's IEP or 504 Plan;
- A written exemption provided for students, based on guidelines adopted by the school district to allow school building administrators to accommodate individual circumstances or to further specific educational outcomes.

Adopted Personal Electronic Device policies **must** be posted on the school district website and be made available to school district personnel, students, parents and guardians, partners who are in the school building during the school day, and the Oregon Department of Education.

Additionally, the policy **may** exclude time when students are not on school grounds and are not under the supervision of school personnel other than a school bus driver.

Guiding Principles for Restricting the Use of Personal Electronic Devices in Schools

The Oregon Department of Education recognizes that personal electronic devices can provide important benefits to students. Transitioning to environments without cell phones can be challenging for students, families, and staff, so this process should be approached with careful planning and thoughtful implementation. To be successful, any personal electronic device policy must prioritize and respect the needs and well-being of all students.

Oregon’s Goal for Restricting the Use of Personal Electronic Devices in Schools: Improve academic outcomes by ensuring students are fully engaged in learning within a distraction-free environment that supports their well-being, focus, and ability to thrive academically and personally.

Guiding Principles for Personal Electronic Device Use

The following principles serve as a foundation to ensure that electronic device use enhances learning, protects student well-being, and respects the diverse needs of our school communities. By adhering to these core values, districts can create consistent, thoughtful approaches that foster safe, focused, and inclusive distraction-free learning environments.

- **Human brains are naturally wired for connection, communication, and learning—processes that are amplified through real, relational interactions.**¹ Schools provide a critical space where students build both cognitive and social skills through face-to-face engagement with peers and teachers. While digital tools can complement learning, overreliance on screens can interfere with these connections, leading to reduced social interaction and a greater sense of isolation.²
- **Student mental health and safety must be central to decisions about the use of technology in schools.** Research shows that excessive screen time—especially involving social media—can contribute to anxiety, depression, and other mental health challenges. Limiting access to personal electronic devices during the school day can help reduce these risks, promote face-to-face interaction, and ease the pressures of constant online engagement.³
- **A focused, distraction-free environment is essential for students to thrive in school.** Personal electronic devices in the classroom can interrupt concentration, limit engagement, and hinder deep learning.⁴ To support students' ability to think critically and stay present, schools must create conditions that minimize distractions and promote sustained attention.

¹ Toward an interpersonal neurobiology of the developing mind: Attachment relationships, “mindsight,” and neural integration. Retrieved from: <https://www.openground.com.au/assets/Documents-Openground/Articles/c96e82dc74/siegel-interpersonalneurobiology.pdf>

² Brain Drain: The Mere Presence of One’s Own Smartphone Reduces Available Cognitive Capacity. Retrieved from: <https://www.journals.uchicago.edu/doi/full/10.1086/691462>

³ Smartphones, social media use and youth mental health. Retrieved from: <https://www.cmaj.ca/content/192/6/E136.short>

⁴ Mobile phones: The effect of its presence on learning and memory. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7425970/>

Why This Policy Matters

Personal electronic devices are a regular part of students' lives, but their use during the school day has raised significant concerns. Research shows that constant access to PEDs and social media can lead to reduced focus, increased anxiety and depression, and weakened peer connections. This section summarizes key findings on how device use affects student mental health, relationships, and academic engagement. By grounding policies in this evidence, schools can foster more supportive, connected, and focused learning environments where all students can thrive.

Personal Electronic Device Use and Student Well-Being

Teachers across the country are raising concerns about the disruptive impact of cell phones and other Personal Electronic Devices (PEDs) on student learning and mental health.⁵ National organizations like the [American Medical Association](#) and the [American Academy of Child & Adolescent Psychiatry](#) recommend limiting screen time for children and teens to support healthier physical and mental development, as well as overall well-being. Excessive phone and social media use has been linked to higher rates of anxiety, depression, and reduced attention spans, along with a sense of distress when students are separated from their devices, even briefly.^{6,7}

Social media, which accounts for a substantial percentage of PED usage in and out of schools, has been shown to contribute significantly to these effects on adolescents.^{8,9} According to the 2022 [Oregon Student Health Survey](#), 10 percent of students reported being monitored, shamed, or embarrassed through the misuse of their privately shared content on social media. Rates were highest among girls, nonbinary students, and transgender students. Social media can also expose young people to sexually explicit material, discriminatory or hate speech, violent imagery, and messages that promote unhealthy or abusive relationships. A [Common Sense](#) study from 2024 found that 54 percent of students had engaged with sexually explicit material by age 13, with most of that exposure occurring unintentionally. Additionally, students may be exposed to inappropriate contact between adults and children on social media, including "sexortion,"¹⁰ trafficking, and other forms of exploitation.

The widespread use of PEDs and social media can increase students' exposure to [cyberbullying](#), harassment, and other harmful online interactions. These experiences can have a serious impact on students' mental and

⁵ NEA's 2024 report: <https://www.nea.org/sites/default/files/2024-06/nea-member-polling-on-social-media-personal-devices-and-mental-health-june-20-2024.pdf>

⁶ Impact of Problematic Smartphone Use on Mental Health of Adolescent Students: Association with Mood, Symptoms of Depression, and Physical Activity. Requested and retrieved from: <https://bit.ly/4drVinF>

⁷ Associations Between Time Spent Using Social Media and Internalizing and Externalizing Problems Among US Youth. Retrieved from: <https://jamanetwork.com/journals/jamapsychiatry/fullarticle/2749480>

⁸ The associations between screen time and mental health in adolescents: a systematic review. Retrieved from: <https://bmcpyschology.biomedcentral.com/articles/10.1186/s40359-023-01166-7>

⁹ Screen time and depression risk: A meta-analysis of cohort studies. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9815119/>

¹⁰ For more on the meaning and impacts of sextortion, please see: <https://www.dhs.gov/hsi/ops-and-initiatives/sextortion>

physical well-being, as well as their academic performance. The constant connectivity enabled by personal electronic devices can make it difficult for students to disengage from negative online experiences, often leading to elevated psychological stress and distress.¹¹

Given the growing body of evidence and the concerns raised by educators and health professionals alike, the unregulated use of personal electronic devices during the school day can help to increase risks to students' well-being and their ability to learn. Establishing clear, consistent policies that limit device use in schools is a critical step toward creating safer, more focused, and more supportive learning environments. By prioritizing students' mental health and reducing distractions, schools can better ensure that all students are positioned to thrive both academically and personally.

Personal Electronic Devices and The Impact on Learning

Effective learning happens when students are fully engaged with meaningful content, connected to their teachers and peers, and feel a strong sense of belonging. However, research shows that the use of PEDs during instructional time can disrupt students' concentration,¹² leading to decreased academic performance^{13,14} and increased behavioral challenges.^{15,16}

Many apps are intentionally designed to capture and hold users' attention for long periods. Studies suggest that excessive device use may affect adolescent brain development in ways similar to addictions such as substance abuse or gambling.¹⁷ This raises concerns about the long-term impact on students' ability to focus and regulate their attention which can disrupt their ability to learn.

Many Oregon districts have already moved towards developing policies that restrict personal electronic devices (PEDs) during the school day, and many have found that limiting their use during the school day supports student focus, well-being, and meaningful engagement. These policies are not about restricting technology, but about creating environments where students can concentrate, feel connected, and thrive both academically and personally.

¹¹ Social Media Use and Cyber-Bullying: A Cross-National Analysis of Young People in 42 Countries. Retrieved from: <https://pubmed.ncbi.nlm.nih.gov/32446603/>

¹² Dividing attention in the classroom reduces exam performance. Retrieved from: <https://leupen.umbc.edu/wpcontent/uploads/sites/548/2018/10/Dividing-attention-in-the-classroom-reduces-exam-performance.pdf>

¹³ Ill Communication: Technology, distraction & student performance. Retrieved from: <https://www.sciencedirect.com/science/article/abs/pii/S0927537116300136?via%3Dihub>

¹⁴ PISA 2022 Results: The State of Learning and Equity in Education, Volume I. Retrieved from:

https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/12/pisa-2022-results-volume-i_76772a36/53f23881-en.pdf

¹⁵ Excessive Smartphone Use Is Associated With Health Problems in Adolescents and Young Adults. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8204720/>

¹⁶ Smartphone Use Linked to Behavioral Problems in Kids. Retrieved from: <https://www.aau.edu/researchscholarship/featured-research-topics/smartphone-use-linked-behavioral-problems-kids>

¹⁷ Social Media and Youth Mental Health The U.S. Surgeon General's Advisory. Retrieved from: <https://www.hhs.gov/sites/default/files/sg-youth-mental-health-social-media-advisory.pdf>

Policy Considerations and Recommendations for Policy Development for Personal Electronic Devices

As schools and districts work to align with the statewide guidance on restricting PED use during the school day, there are a variety of approaches they can take to address the challenges these devices present in the school environment. A strong first step is to engage school staff, students and families, in meaningful conversations about policy development, ensuring community input helps shape local implementation. Schools can establish clear, consistent expectations about when and where personal electronic devices may be used, and how misuse will be addressed. Regular communication and reinforcement of these expectations with both staff and students can help build a shared understanding and foster a positive school culture that supports focused learning and reduces distractions.

Key Policy Considerations

The following are key considerations when developing PED policies to ensure alignment and compliance with statewide policies.

Establish Clear Guidelines for Device Storage

- Define where and how students are expected to store personal electronic devices during the school day (e.g., off and away for the day in backpacks, stored in lockers, secured in locked cell phone pouches, placed in designated classroom storage, or located in the school office).
 - If personal electronic devices are stored in a shared/public location, ensure that they are stored in a secure manner.
- Ensure consistency in storage expectations across grade levels and classrooms, while allowing flexibility for age-appropriate implementation.
- Communicate storage procedures clearly to students, families, and staff, and include visual or multilingual materials as needed. Ensure school staff are able to support storage implementation.
- Evaluate policy and implementation efforts to determine if course corrections or revisions are necessary.

Clarify Allowable Use Based on Individual Needs

- Allow students to use personal electronic devices when such use is explicitly required by:
 - A licensed medical provider's written order for the care and treatment of a medical condition.
 - A student's Individualized Education Program (IEP) or 504 Plan.
 - A written exemption granted under district guidelines by a school administrator based on individual circumstances or to support specific educational outcomes.
- Ensure staff understand how to verify and honor these accommodations without stigma or confusion.

Define the Scope and Limits of the Policy's Applicability

- Clarify that the policy developed by districts may **allow exceptions for times when students are off campus** and not being supervised by school staff, other than a bus driver. For example, district policy may exclude lunch time for schools where students are allowed to travel off campus. Another example is when students are riding a bus without any school staff on board besides the driver. In these situations, school policy must allow students to use cell phones and other personal electronic devices, since it would be unsafe for the driver to monitor device use while operating the vehicle.
- Clearly communicate when and where the policy is and is not enforceable, potentially including during field trips, extracurricular activities, or while traveling to and from school.
- Ensure all partners—school staff, students, families and caregivers, school partners and transportation providers—understand the boundaries of the policy's reach. Plan for regular communication of policy reach and implementation.

Provide Clear Direction for Addressing Policy Violations

- Outline a clear and consistent district or school wide approach to responding to student misuse of personal electronic devices. Successful and consistent implementation across a school community will benefit from staff modeling limited personal PED use during instructional time. While not required by EO 25-09, encouraging staff to follow similar expectations can help build school-wide buy-in and reinforce the learning environment the policy aims to support.
- Emphasize restorative and instructional responses over punitive actions.
- Do not permit responses that remove students from instructional time, including suspension, expulsion, or classroom exclusion for personal device violations. *This restriction is not intended to include the short time it might take to have a conversation of redirection either with the teacher or with administrators outside the classroom.*
- Include examples of allowed responses, such as verbal redirection, family / caregiver contact, or opportunities for student reflection and reteaching of expectations.
- Plan regular and ongoing training opportunities for all school staff for PED policy and addressing student policy violations.

Ensure Accessibility and Transparency of the Policy

- Post the personal electronic device policy on the school district's website.
- Make the policy easily accessible and understandable for:
 - School district personnel
 - Students
 - Parents and caregivers
 - School-based partners or visitors present during the school day

- Translate and format the policy to meet the language and accessibility needs of your school community.

Creating an Effective Policy for Personal Electronic Device Use

Creating an effective policy for PED use requires thoughtful planning, inclusive engagement, and a strong focus on student well-being and learning. Policies are most successful when they are co-developed with those who will be impacted by them—students, families, educators, and community members. This section outlines a step-by-step approach to designing, implementing, and continuously refining a policy that is equitable, practical, and aligned with statewide expectations. Using guiding questions and actionable tasks, district and school leaders can ensure that policies are clear, inclusive, and responsive to the unique needs of their communities.

Needs Assessment & Community Engagement

Guiding Questions:

- What are the current challenges related to personal electronic devices in our schools?
- Who are the key partners that need to be engaged early in the policy process?
- How do we ensure community voice—especially from students and families—is reflected in policy decisions?
- How can we effectively use community engagement tools and the spectrum of engagement to ensure meaningful participation from all stakeholders, especially students and families?

Needs Assessment & Community Engagement Key Tasks:

- ❑ Engage students, families, staff, school site councils, and labor associations in early input sessions in alignment with the Governor Office's Executive Order.
- ❑ Utilize [ODE's Community Engagement Toolkit](#) to plan and evaluate outreach efforts, ensuring diverse voices are actively involved in policy development and decision-making processes with the Governor's Executive Order.
- ❑ Use surveys, focus groups, and existing advisory groups (e.g., student councils) to identify concerns and priorities.
- ❑ Assess communication needs: Can classrooms communicate with the front office without relying on personal devices (e.g., landlines, intercoms, or radios)?
- ❑ Consider cultural and linguistic needs—ensure input is accessible across communities and languages.

Policy Development and Iteration

Guiding Questions:

- How can we design a policy that is equitable, consistent, and realistic to implement?
- How will we communicate rules and expectations clearly across schools?
- How does the policy align with other existing school rules and state requirements?
- How does the policy accommodate the unique needs of multilingual learners, students with IEPs, and those with 504 plans?
- Are the policy communications and materials accessible and understandable to families and students from diverse linguistic backgrounds?
- What provisions are included to ensure equitable access to devices or alternative supports for students with disabilities?
- How will individualized accommodations be identified, documented, and implemented consistently?
- How are school staff trained and supported to understand and apply the policy with sensitivity?
- Does new policy include a clear and transparent communications plan in the case of school emergencies?

Policy Development and Iteration Key Tasks:

- Co-create the policy with input from staff, students, and community members.
- Ensure that policies do not stigmatize or disadvantage those without cell phones and other mobile devices.
- Design clear rules that integrate into the student code of conduct or behavior management systems.
- Clarify how the policy aligns with existing personal property liability guidelines regarding theft, loss, or damage.
- Translate and visually represent policy guidelines in students' and families' primary languages.
- Review Individualized Education Programs (IEPs) and 504 plans to identify any necessary device usage accommodations or exemptions.
- Collaborate with special education and English Learner (EL) specialists to develop guidelines that address the needs of these student groups.
- Translate policy documents and communications into families' primary languages and use clear, accessible language.
- Provide multilingual support and interpretation during policy development discussions and community engagement efforts.
- Ensure alternative learning supports or device access are in place for students who cannot use personal devices per policy restrictions.
- Train educators and staff on applying the policy in ways that respect students' linguistic and accessibility needs, avoiding stigmatization.
- School leaders should also include plans for a unified, redundant and practiced response for direct emergency communications in the new policy. This should include website communication, cell phone app notifications and direct phone communication as applicable.¹⁸

Policy Implementation

Guiding Questions:

- How will we regularly educate and prepare staff, students, and caregivers for the new policy?
- How will we ensure that enforcement is fair, consistent, and non-exclusionary?
- How do we build student voice, agency, and understanding into implementation?

¹⁸ The Role of Technology in Improving K–12 School Safety. Retrieved from:
https://www.rand.org/content/dam/rand/pubs/research_reports/RR1400/RR1488/RAND_RR1488.pdf

Policy Implementation Key Tasks:

- ❑ Provide ongoing professional development for staff on implementation, equity, and alternatives to exclusionary discipline.
- ❑ Communicate regularly with students and families using multiple formats and languages.
- ❑ Integrate the policy into digital citizenship, media literacy, and SEL instruction. Use free resources such as:
 - [Common Sense Media's Digital Citizenship Lessons](#)
 - [Digital Well-Being Lessons](#)
 - [SEL in Digital Life Resource Center](#)
- ❑ Incorporate [Transformative Social Emotional Learning \(TSEL\)](#) to build student agency and belonging.
- ❑ Encourage staff to model expected behavior and reduce their own use of personal devices during instructional time.
- ❑ Ensure staff have access to alternative communication tools (e.g., school apps, landlines, radios) during the school day.
- ❑ Support classroom educators by ensuring that policy implementation is a shared responsibility across the entire school community. Design enforcement strategies that avoid suspension or other exclusionary discipline practices. Refer to [Oregon Department of Education's guidance](#) on positive behavioral interventions and alternatives.

Continuous Improvement

Guiding Questions:

- How will we know if the policy is working as intended?
- How can we regularly refine the policy based on partner feedback?
- What mechanisms will we use to track implementation, equity, and effectiveness?

Continuous Improvement Key Tasks:

- ❑ Build review checkpoints into the school year (e.g., quarterly reflections or annual evaluations).
- ❑ Gather regular feedback from staff, students, families, and community groups using [continuous improvement cycles](#).
- ❑ Use existing structures like student leadership groups or school site councils to collect and review feedback.
- ❑ Make adjustments based on data and lived experience, keeping community members informed about changes.
- ❑ Communicate progress and policy changes clearly, consistently, and in families' preferred languages.

Strong personal electronic device policies are not static documents—they are living agreements that must evolve alongside the communities they serve. When developed collaboratively and implemented with care, these policies can create learning environments that are more focused, connected, and supportive of student

well-being. By centering equity, student voice, and continuous improvement, districts can build policies that not only reduce distraction but also foster a stronger sense of belonging and engagement for every learner.

Charting a Path Forward

Aligning local policies with Oregon’s statewide guidance on personal electronic device use is essential to creating safe, equitable, and distraction-free learning environments where all students can thrive academically, socially, and emotionally. The requirements laid out in Governor Kotek’s Executive Order reflect a commitment to supporting student well-being by addressing the complex challenges posed by personal electronic devices while honoring the diverse needs of students, families, and educators.

The research is clear: limiting device use during instructional time promotes engagement, reduces disruptions, and helps protect students’ mental health. Thoughtful policy development and implementation will foster positive school climates that empower students to focus, connect, and succeed.

ODE staff are here to support districts and schools every step of the way. We welcome your questions and stand ready to provide technical assistance to ensure your local policies align with statewide goals and best practices. To help you in this effort, we will continue to update our website with new resources, including detailed guidance documents, webinars, and tools designed to assist in policy planning, implementation, and continuous improvement.

Together, we can build learning environments that prioritize student well-being and academic success, ensuring every student has the opportunity to reach their full potential.

Resource and Support Information

- Several Oregon school districts have personal electronic device policies in place. The Oregon Department of Education is working to identify sample policies to support the development of policies aligned with Governor Kotek’s Executive Order.
- ODE is continuing to update their website with resources to support policy development. Please continue to check back for more: [Guidance for School Cell Phone Policies](#).
- If you have questions, please reach out to ode.mobiledevices@ode.oregon.gov.

Appendix I. Considerations for When and How to Allow for Cell Phone Use

In accordance with Governor Kotek’s Executive Order, policies must provide for the use of a personal electronic device by a student when the use complies with one of the following:

- The student’s licensed medical provider’s order for the care and treatment of a medical condition;
- (2) The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794; or
- (3) written exemption provided for the student based on guidelines adopted by the school district to allow school building administrators to accommodate the individual circumstances of a student or to further specific educational outcomes for a student.

Health-Related Considerations

As school districts work to develop and/or revise cell phone and mobile device policies, school leaders should consider the health-related needs and overall well-being of their students. For example, students managing chronic health conditions, such as diabetes or severe allergies, may need to rely on mobile apps on their personal electronic devices to monitor their health in real time. Some students may also have sensory needs or preferences where mobile devices and headphones can help them self-regulate by keeping external stimuli at lower levels. Additionally, students with anxiety or other mental health challenges may benefit from access to calming or grounding apps, soothing music, or the ability to communicate with parents, families, or other trusted adults during stressful moments. IEP and 504 teams should determine where exceptions to a cell phone policy may be warranted to meet specific student health needs and ensure appropriate accommodations are included in the student’s IEP or 504 plan. These health-related considerations should also be taken into consideration when districts are developing individual circumstance exemptions for their PED policies under the new executive order.

Accessibility and Assistive Technology

Assistive technologies such as speech-to-text, screen readers, and other features available on cell phones can enable students experiencing disabilities to participate more fully in classroom activities, fostering an inclusive learning environment, though many of these same functions may be available on district-managed devices. Cell phones can also offer critical language accessibility for multilingual students, especially those who may be new to their school, by providing quick access to translation tools that help bridge language barriers and facilitate smoother communication. For more on accessibility for Oregon schools, see the 2024-25 accessibility manual. Additionally, artificial intelligence tools like chatbots and generative AI apps (e.g. ChatGPT, Google Gemini) represent a new sector of digital learning. These tools, many of which are accessible on cell phones, may help teachers provide more opportunities for accessibility and differentiation. IEP and 504 teams should

determine where exceptions to a cell phone policy may be warranted to meet specific student needs and ensure appropriate accommodations are included in the student’s IEP or 504 plan. For more information and guidance on generative artificial intelligence, please refer to ODE’s Digital Learning page.

Appendix II. Addressing Frequently Expressed Concerns about Cell Phone and Mobile Device Policies

To ensure positive communications and interactions which prioritize safety and student well-being, school leaders developing cell phone policies should proactively think about addressing concerns that may be frequently expressed by students, families, and caregivers.

Emergency Communications

Oregon Department of Education’s [School Safety and Emergency Management](#) (SSEM) program is designed to support the development and implementation of emergency operations plans (EOPs) in schools across the state to help improve the safety and security for all students and staff. [Oregon Revised Statute 336.071](#) and [Oregon Administrative Rule 581-022-2225](#) require schools to instruct and drill students on emergency procedures and maintain a comprehensive safety program that includes plans for responding to emergencies. ODE has resources to aid districts in developing, implementing, and maintaining [High-Quality School Emergency Operation Plans](#).

Many parents and caregivers consider cell phones as a lifeline during emergencies, allowing quick communication between students and families. This is a real and valid fear that should be addressed by those involved in new cell phone policy and rule development. Students and staff should follow district response protocols. Excessive communication can overwhelm cellular networks, hindering effective response efforts by public safety personnel. Moreover, spreading incorrect information, misinformation, or unverified details can cause confusion and additional fear, potentially worsening the situation. [An additional concern is that a phone's alerts, alarms, notification sounds, vibrations etc. could potentially bring unwanted attention during a drill or an emergency. Schools and districts are encouraged to have effective communication plans in place that will keep families informed of incidents and mitigate anxiety when direct communication with a student is not immediately available.](#)

While PEDs could be used in maintaining communication during crises, their use must be managed carefully to balance the benefits and risks involved. States such as [Ohio](#), as well as The [Federal Emergency Management Agency \(FEMA\)](#), suggest that student cell phones can do more harm than good in emergency lockdown situations and as part of emergency response plans should be turned off. School leaders should also have prepared policies and plans in place to have a unified, redundant, and practiced plan for direct emergency communications that includes website communication, cell phone app notifications and direct phone

communication.¹⁹Schools should examine their current safety protocols and determine if changes to cell phone policies expose additional risk to be mitigated.

Student Concerns and Transitional Challenges

Students regularly rely on cell phones for communication, organization, entertainment, and social engagement. Restricting access to them during the school day can disrupt familiar routines and cause anxiety or resistance, which may negatively impact well-being.²⁰Additionally, some students may exhibit behaviors associated with "screen addiction," which can involve compulsive use of digital devices for notifications and social media.²¹ To ease this transition, schools should plan to support students and families by acknowledging these challenges and emphasizing engaged learning and positive, supportive environments for students. Providing opportunities for student and family input, along with teaching [digital etiquette, citizenship, and media literacy](#), can help students transition and adhere to new policies. It is helpful to provide regular communication to students and families that cell phone and mobile device restrictions are not about punishment, but rather about helping our students.

Appendix III. Personal Electronic Device Policy Example

Sample Introduction and Rationale:

In July 2025, Governor Tina Kotek released Executive Order No. 25-09 which requires that all Oregon school districts have a policy in place that restricts the use of **personal electronic devices** from the start of regular instructional hours to the end of regular instructional hours. School districts are required to adopt a policy no later than October 31, 2025, with full implementation in effect no later than January 1, 2026.

[By October 31, 2025], [Insert district name] is implementing a new personal device policy to align to Executive Order No. 25-09, to create the best possible learning environment for all our students, starting [insert date NO LATER January 1, 2026]. This policy has been carefully considered and is based on research showing the negative impacts that constant cell phone and personal electronic device use can have on academic performance, mental health, and overall student well-being.

The goal of this policy is to enhance [insert district name]'s academic outcomes by ensuring students are fully engaged in learning within a distraction-free environment that supports their wellbeing, focus and ability to thrive academically and personally.

¹⁹ The Role of Technology in Improving K–12 School Safety. Retrieved from: https://www.rand.org/content/dam/rand/pubs/research_reports/RR1400/RR1488/RAND_RR1488.pdf

²⁰ Psychological Characteristics And Mobile Phone Addiction Among Adolescents. Retrieved from: http://oorja.org.in/uploads/pdfFiles/article/63ea00fdd94cf-Sept-Dec%202017_Himanshu%20Shekhawat.pdf

²¹ 4Screen Use and Social Media "Addiction" in the Era of TikTok: What Generalists Should Know. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10743327/>

Example Policy Template

All schools in the [insert district name] are to be free from personal electronic devices from the start of school through the end of the school day. This includes, but is not limited to smartphones, flip phones, tablets, e-readers, smartwatches, smart glasses and any other personal web-capable device and the headphones and/or earbuds connected to those devices. Personal electronic devices that are brought onto school grounds are to be stored in accordance with [insert district name] storage policy [insert district storage policy].

Definitions:

Personal Electronic Device: means any portable, electronically 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 personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.

- **Instructional Hours:** means from the regular start of the school instructional day to the end of the instructional day. This policy may also extend to field trips and athletic events, as determined by the school district.
 - This may exclude time when students are not on school grounds and are not under supervision of school personnel other than a school bus driver.

Expectations:

- During class time, all students are required to store their personal electronic devices in [insert district storage policy].
- Students may not access their personal electronic devices in bathrooms or locker rooms at any time.
- It is the student's responsibility to ensure all their personal electronic devices are stored in accordance with the district's policy.
- Communication between students and parents, caregivers and /or guardians will occur through the school office if necessary.

Steps for Missed Expectations:

When students need support in meeting expectations for personal electronic device use during the school day, teachers or administrators will use the following steps, designed to guide and encourage positive choices:

- **First Instance of Noncompliance:** Staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices.
- **Second Instance of Noncompliance:** The device will be temporarily confiscated and held at the front office until the end of the school day. Parents or caregivers will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student.
- **Third Instance of Noncompliance:** The device will again be temporarily held, and parents or caregivers will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance.
- **Beyond Third Instance of Noncompliance:** If non-compliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning.

Exceptions:

Students with documented health conditions, as defined in their Individualized Education Program (IEP), 504 plan or a medical provider’s order, may be permitted to use a cell phone or other mobile device during the school day if required to monitor or manage their health. This use must be approved in advance by school administration and incorporated into the student's health plan. Students with approved exceptions are expected to follow all other device storage and usage guidelines when not actively managing their health concerns.

Appendix IV. Cost Considerations for Oregon Districts Restricting Cell Phones in Schools

These prices are based on October 2024; ODE is currently working on updating the cost estimates for 2025.

Overview: Implementing a policy to restrict cell phones during the school day may involve several cost components. These include the purchase or lease of storage solutions, the employment of additional classified staff, and ensuring the privacy and security of student information.

Background on Data Sources: Each Oregon district and school is unique. The estimates provided here are based on publicly available state and federal data and reports, covering aspects such as district, school, and class sizes, as well as student and teacher populations. While these estimates aim to be as accurate as possible, the actual final pricing for any of the approaches included may vary significantly from these figures.

Estimates:

- I. **Off and Away:** Free, as devices can be stored in backpacks or lockers.

II. **Magnetic Lockable Pouches:** Reports from Oregon school districts currently using magnetic lockable pouches, along with publicly available information, indicate that the annual cost per pouch is approximately \$15-30 per student. This cost typically includes customer service, lock/unlock bases, initial training, and ongoing support. Districts with larger student populations may secure lower per-student pricing. Currently existing models require districts to lease pouches.

High Schools: Average cost per student: \$27 per year

- Small school (600 students): \$16,200 per year
- Medium school (900 students): \$24,300 per year
- Large school (1200 students): \$32,400 per year

Middle Schools: Average cost per student: \$27 per year

- Small school (500 students): \$13,500 per year
- Medium school (650 students): \$17,550 per year
- Large school (800 students): \$21,600 per year

III. **In-Class Storage Solutions:** In-Class Storage solutions vary in cost, based on the type of storage container provided. Average estimated costs for the different types of in-class storage solutions include:

- Hard-sided Lockable Caddies: \$62 each
- Hard-sided Open Caddies: \$27 each
- Soft Hanging Storage: \$16 each

High Schools:

- Lockable Caddies: \$2,790 - \$3,100 per school
- Open Caddies: \$1,215 - \$1,350 per school
- Hanging Storage: \$720 - \$800 per school

Middle Schools:

- Lockable Caddies: \$1,984 - \$2,294 per school
- Open Caddies: \$864 - \$999 per school
- Hanging Storage: \$512 - \$592 per school

IV. **Associated Costs Related to Additional Classified Staff Capacity:** To effectively manage the new responsibilities and duties associated with the implementation of cell phone restrictions, additional classified staff time may be required. These staff members, most likely front office staff, would handle tasks such as monitoring and enforcing cell phone policies, managing the collection and distribution of locked devices, and providing support to students and parents regarding the new rules.

BUDGET CALENDAR

2026-2027 Budget Year

APRIL 7, 2026	Administrative Team	Complete Formulating 2026–27 Budget Guidelines and Priorities
APRIL 14, 2026	Administrative Team	Budgets Due to Business Office
APRIL 15, 2026	Business Office	Notice of Budget Committee Meeting to Newspaper.
APRIL 22, 2026	Business Office	Publish First Notice of Budget Committee Meeting
APRIL 29, 2026	Business Office	Publish Second Notice of Budget Committee Meeting
MAY 8, 2026	Business Office	Complete Budget Document Printing
MAY 12, 2026 6:00 p.m. at PHS	Budget Committee Meeting	Budget Message
MAY 19, 2026 6:00 p.m. - PHS	Budget Committee	Optional 2 nd Meeting, If Needed
MAY 20, 2026	Business Office	Notice of Budget Hearing to Newspapers
MAY 22, 2026	Business Office	Budget Document Completed
MAY 27, 2026	Business Office	Publish Notice of Budget Hearing
JUNE 4, 2026	School Board	Hearing—Board Adopts Budget, Levies Taxes, Makes Appropriations
JULY 9, 2026	Business Office	Submit Budget to Assessor

NOMINATION FORM

OSBA LEGISLATIVE POLICY COMMITTEE (LPC)

REGIONAL MEMBER

Date _____

TO: Dawn Watson, OSBA President-
Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

**Nominations are due by 5 pm,
September 30, 2025.**

Return this form and all candidate information
forms to the OSBA office by email at
elections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the _____ Region, Position # _____.

LPC CANDIDATE INFORMATION

Name: _____

District/ESD/Community College: _____

Address: _____

City: _____ Oregon ZIP: _____

E-mail: _____ Phone: _____

This nomination was approved by official action of our board of directors at a duly called meeting on

(date)

(Board Chair signature)

Board Chair name: _____

District: _____

Address: _____

City, State, Zip: _____



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting - 6:00 PM
Thursday, October 2, 2025
In-Person at Phoenix High School

ZOOM: <https://us02web.zoom.us/j/86585662623?pwd=AVAZ2FSLAztw6UaVjYu18fevfCDjpe.1>

Meeting ID: 865 8566 2623 Passcode: 393667

AGENDA

- A. Executive Session – 5:45 p.m. – **This session is closed to the public under ORS 192.660 (2)(e)(f)**
- B. Regular Session Call to Order - 6:00 p.m.
- C. Student Representative Report
- D. Accentuate the Positive
- E. Citizen Comments
- F. Superintendent Report
- G. Consent Agenda
 - 1. Approval of Agenda
 - 2. Approval of Minutes from 9/18/25
 - 3. Personnel Report
- H. Information and Discussion
 - 1. Legislative / OSBA Update
 - 2. Committee Reports
 - 3. PTEA/OSEA Association Updates
 - 4. SRO Report
 - 5. Board Policy on Cell Phones
 - 6. Division 22 Standards & Compliance
- I. Recess
- J. Action Items
 - 1. Waiver for Higher Ed & Career Path Skills Course Requirement
- K. Review of the Next Meeting Agenda
- L. Adjournment

Phoenix-Talent School District #4 is an Equal Opportunity Employer and, in accordance with Federal and State Legislation, does not discriminate on the basis of race, sex, religion, age, national origin, or marital status, physical or mental disability in employment practices or education programs. **If you need special accommodations for language interpretation or because of a disability**, please contact the District Office Executive Assistant two days prior to meeting at 541-535-1511 Voice/TD.